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Vocational Class Organizer for Inclusive Students at Mutiarabunda Elementary School

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ABSTRACT

In holding this vocational class to gain experience in managing various differences in one class. develop each student to have their own uniqueness, a sense of empathy and sensitivity to student limitations. This research method uses qualitative methods with literature studies which we carry out by means of observation, interviews and documentation. To train fine and gross motoric skills in inclusive students, in order to train students' skills and independence for everyday life and life in the future. Vocational classes in inclusive education are an important component in efforts to create an inclusive educational environment and focus on developing practical skills that are relevant for all students, including students with special needs. Implementing vocational classes in inclusive schools involves a series of designed steps and practices such as curriculum preparation, evaluation/identification of student needs, as well as program and material adjustments. Providing vocational classes in accordance with the stated objectives, namely developing the potential of each student, specifically for students with special needs. The provision of vocational classes also has a number of significant implications, especially for school residents, such as developing daily living skills and increasing practical skills.

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1. INTRODUCTION

Education is the most important part of shaping a person to be better in various aspects of life, and it is a basic right for every individual to ensure their survival (Mardiana & Khoiri, 2021). Therefore, the community is entitled to quality education services from the government, including for children with special needs (ABK). Problems often arise for children with special needs who have mental and physical differences, leading to discrimination that hinders their learning development and excludes them from interacting with non-CWS students and society. With the growing demand for children with special needs (CWS) to be treated equally with other children, the concept of inclusive education and the Indonesian government's policy on inclusive education have emerged.

As we all know, inclusive education is an educational system that provides opportunities for all students with disabilities and special intellectual and/or talent potential to participate in education or learning in one educational environment together with students in general. Inclusive education is an education system that allows children with special needs to study in public schools in their neighborhood, which are equipped with support services and education tailored to the abilities and needs of the children. Inclusive education at the elementary school level needs special attention. An inclusive school is a public school that accepts students with special needs (Ediyanto et al., 2017). Inclusive schools are a forum for building a shared commitment to accept and appreciate the diversity of each child, especially children with special needs.

Inclusive education is an important part of education in Indonesia, bringing about changes in fulfilling every child's right to education. As stated in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, every citizen has the right to education. Government Regulation No. 19 of 2005 is a policy issued by the government regarding national education standards. Article 41 paragraph (1) states that every school that provides inclusive education should have teachers who are capable of teaching students with special needs (PP No. 19 Tahun 2005, n.d.). According to Rasmitadila & SuryantiTambunan (2018), schools that fall into the inclusive category are those that have good teachers who are committed and skilled in guiding and meeting the needs of students with diverse backgrounds.

Children with Special Needs (ABK) are also regulated by Law No. 20 of 2003 concerning the national education system, which states that citizens with emotional, physical, mental, and/or social disorders are entitled to special education, which is provided either inclusively or in special education units (UU No. 20 Tahun 2003, n.d.). Permendiknas No. 70 of 2009, Article 3, Paragraph 1, states that ABK are children who have physical, emotional, mental, and social disorders, or who have special intelligence and/or talent, and are entitled to inclusive education in certain educational units in accordance with their needs and abilities (Depdiknas, 2007). Meanwhile, according to Lundqvist et al. (2016), children with special needs are children with special characteristics that differ from those of ordinary children, without necessarily showing mental, emotional, or physical disabilities.

As children with special needs experience difficulties in finding employment that can accommodate their limitations, schools have a role to play in developing life skills for children with special needs in the world of special education. According to the Depdiknas (2007), the development of life skills includes several types of life skills, including: 1) personal skills, which include self-awareness and rational thinking; 2) social skills; 3) academic skills; 4) vocational skills.

One part of the life skills education program that schools have implemented for children with special needs is vocational education. Vocational education provides opportunities for children with special needs to engage in appreciation and creative experiences to produce work that is beneficial to the children themselves. One way to increase the independence of children with special needs is for schools to hold vocational classes for students. One school that holds vocational classes is Mutiara Bunda Elementary School. Vocational classes are programs designed to provide practical skills to students so that they are ready to enter the workforce after completing their basic education. Inclusive students are those with special needs, such as special educational needs or disabilities. The purpose of vocational classes for inclusive students in elementary school is to enable them to develop skills that match their abilities so that they can take on roles in society. This program is tailored to the individual needs of inclusive students, allowing them to learn and develop according to their respective potentials.

In vocational classes for inclusive students, it is important to pay attention to various aspects, including identifying students' special needs, developing an adapted curriculum, training teachers who are competent in inclusive approaches, and providing supportive facilities. All of this aims to create an inclusive learning environment and support the development of practical skills for inclusive students. Vocational classes for inclusive students in elementary schools are an important part of inclusive education efforts that aim to provide fair and equal opportunities for all students, regardless of their diversity.

1.1 Inclusive Education

Inclusive education is a philosophy of education and society. In inclusive education, everyone is a valuable part of the community, regardless of their differences. Inclusive education means that all children, regardless of their abilities or disabilities, gender, socioeconomic status, ethnicity, cultural or linguistic background, or religion, are integrated into the same school community. Inclusive education is an approach that focuses on transforming the education system so that it can respond to the diversity of students, enabling teachers and students to feel comfortable with this diversity and see it as a challenge and enrichment in the learning environment rather than a problem.

Comprehensive education is one option for guardians to enroll their children with special needs in traditional schools. However, not all standard schools can accept comprehensive students, because comprehensive education is only provided by schools that are directly appointed by the government. To date, the number of comprehensive schools is still limited and unevenly distributed throughout Indonesia. This may make it quite difficult for parents and children with special needs to obtain satisfactory education (Andriana, 2021).

Furthermore, inclusive education is the full placement of children with mild, moderate, and severe disabilities in regular classrooms. This shows that regular classrooms are appropriate learning environments for children with disabilities, regardless of the type of disability and its severity.

Inclusive education is education intended for all students, both those with disabilities and those with exceptional intelligence and/or talent, to participate in education or learning in the same educational environment together with students in general (Arum et al., 2020).

1.2 Vocational Classes

Vocational education is education that provides individuals with skills so that they can live independently by developing their skills (Prabawati & Syamsi, 2015). Putri et al. (2024) explain that in order to meet future needs, every child is equipped with learning to develop

skills that can help them in their daily lives. One such learning activity is skills training. Skills are abilities that every child can develop according to their interests and talents in line with their capabilities. Skills training that leads to specific skills is called vocational skills.

Vocational education is education designed to develop the skills, abilities or competencies, understanding, attitudes, work habits, and appreciation necessary for a person to enter employment and make meaningful and productive progress in their work.

Student management is an effort to offer the best possible support for students from the moment they are accepted until they graduate from class or foundation. Education for students who have varying degrees of difficulty in participating in learning experiences due to physical, emotional, mental, or social reasons, or who have unique potential and talents, is regulated in Regulation No. 20 of 2003, in which the national school system stipulates the paths, levels, and types of education. In non-formal training, Article 26 paragraph (3) states, "Non-formal training, particularly basic skills or life skills training, instruction for minors, youth, women's empowerment, skills or job preparation, where learning about justice can be focused, can foster students' capacities and talents.

1.3 Motoric Development

"Motoric" comes from the English word "motoric skills", which refers to the ability to move. Because humans can achieve or realize their desires through movement, the motoric system is a fundamental part of their existence. The word motoric can also be translated as "motoric skills", which refers to the initiation of a movement.

Elizabeth B Hurlock (in Riza, 2019) states that motoric development is defined as the development of the maturity of body movement control and the brain as the center of movement. Meanwhile, according to Slamet Suyanto (in Riza, 2019), motoric development is a process of movement maturation that directly involves the muscles to move and the nervous system process that enables a person to move and the nervous system process that enables a person to move their body. From the various opinions above, it can be concluded that motoric development is a change in motoric skills from birth to the age of five that involves various aspects of behavior and motoric skills.

According to Magill Ricard A (in Riza, 2019), based on the precision in performing movements, children's motoric skills can generally be divided into two categories, namely gross motoric skills and fine motoric skills.

1) Gross Motoric Skills

Gross motoric skills are the ability to move the body using large muscles, most or all of the limbs. Gross motoric skills are necessary for children to sit, kick, run, go up and down stairs, and so on (Depdiknas, 2007). Children's gross motoric skills develop earlier than their fine motoric skills. For example, children will grasp large objects before small ones. This is because children are not yet able to control the movements of their fingers for fine motoric skills, such as stringing beads, cutting with scissors, and so on. Activities that use large muscles include non-locomotoric skills, locomotoric skills, and manipulative skills. Non-locomotoric movements are activities that do not involve moving the body to another place. Examples include pushing, folding, pulling, and bending. Locomotoric movements are activities that involve moving the body from one place to another, such as running, jumping, walking, and so on, while manipulative movements are activities that involve manipulating objects, such as throwing, dribbling, catching, and kicking.

2) Fine Motoric Skills

Fine motoric skills are movements that only involve certain parts of the body and are performed by small muscles. Therefore, according to Maya (in Riza, 2019), fine motoric

movements do not require strength but require careful and precise coordination. According to Aisyah (in Riza, 2019), fine motoric skills are motoric activities that involve small or fine muscles. These movements require eye-hand coordination and good movement control, enabling precision and accuracy in movement. According to Endang (in Riza, 2019), fine motoric skills are aspects related to a child's ability to perform movements on specific parts of the body using small muscles but requiring careful coordination. Hurlock (1978: 56) argues that a child's motoric development is a process of maturation related to aspects of differential form or function, including social and emotional changes. The motoric process is a movement that directly involves muscles to move and the process of requirements that enable a person to move their limbs (hands, feet, and other body parts). Based on the above quotations, fine motoric skills can be defined as the organization of the use of small muscles such as the fingers and hands, which often requires careful coordination between the eyes and hands.

2. METHODS

This study uses a qualitative method with a literature review, which involves first collecting data from readings and analyzing the data. In using literature, Pinch (1993) explains that researchers should first study the phenomena of their research in depth, as if the phenomena were completely unfamiliar and unknown to them. Therefore, the use of documents prior to conducting research is not a necessary step for qualitative researchers. On the other hand, in many types of qualitative research, such as ethnographic research and grounded theory research, previous literature is used as the basis for the research conducted and created before the research is carried out (Strauss, A., & Corbin, J., n.d.).

In qualitative research, the use of various relevant literatures, namely when and for what purpose they are used, varies depending on the type of qualitative research. Many previous publications related to the research topic can be used to maintain and focus on different research objectives and questions. Furthermore, other applications of this literature help explain the research findings, especially by comparing and combining new results (Afiyanti, 2014).

3. RESULTS AND DISCUSSION

Vocational classes are vocational education that covers skills taught to students to prepare them for real life, so that they can participate in society and integrate into their surroundings. (Fauziah & Iswari, 2022) states that vocational skills are divided into two parts, namely basic vocational skills and specific vocational skills. The vocational classes held by Mutiara Bunda Elementary School consist of cooking, self-development, and batik-making skills. Vocational classes are, of course, supervised by teachers who are competent in their fields. The teachers' task is to convey the aims and objectives of the vocational classes and to provide guidance to the students who participate in them.

Vocational classes are able to slowly train fine and gross motor skills. Fine and gross motor skills are very important in children's lives. In children's daily activities, such as writing, cutting, folding, tying, and others. These motor skills are greatly influenced by students' experiences in improving their motor skills by participating in vocational classes. Vocational education can be considered a career preparation step that helps students with special needs to play a role in their families and communities. According to him, academics are not the priority in teaching; the most important thing is to train skills through non-academic learning.

Vocational classes have an impact on student independence. Prayogo (2019) states that independence can be achieved when a person is able to use their knowledge and skills, or in other words, has life skills. This independence covers several important areas, namely economics, improving quality of life, and the ability to become a socially integrated and accepted individual.

3.1 Planning

Vocational education planning at Mutiara Bunda Elementary School must be prepared carefully and systematically from the outset, with the main objectives including the development of personal, social, and economic independence. This planning is important in order to be able to make good, orderly, and systematic plans from formulation and implementation to accountability. In practice, even though the plan has been prepared in detail and well, it is not uncommon for the implementation process to not run smoothly according to plan. This is due to factors such as students, teachers, facilities and infrastructure, parents, and other factors. Based on the results of observations that have been carried out, the skills available are cooking, self-development, and batik making. These vocational skills activities are, of course, supported by the availability of supporting facilities and infrastructure, as well as tools and materials that are easy to find. An introduction to vocational skills has been carried out at the time of initial registration and after the assessment process by parties competent in their fields. The assessment process is carried out by class teachers who are competent in their fields and involves the students' parents. This aims to take responsibility for the success of the school program and ensure that it runs smoothly and in accordance with the school's expectations and objectives. Overall, each skill plan is based on the 2013 curriculum, and preliminary studies are conducted to adjust and consider students' talents and interests, as well as the facilities and infrastructure available at the school and the capabilities of the teaching staff.

3.2 Process

In implementing vocational skills, the first step is to provide guidance to students so that they are more likely to understand what they will need to do later. After coordinating the facilities for each vocational skill activity on a rotating schedule, teachers prepare the materials or instruments used for vocational skill activities, drawing on the skills they have given to students. For example, if a teacher needs vocational skills, all students follow the skills demonstrated. This implementation process is applied using easy-to-adapt and basic procedures, namely adjusting to the needs and assets of students with the aim of making it easier for students with special needs to work in the future. The most important thing in implementing the vocational skills program is the integration of activities, in principle, to equip students with special needs with certain skills so that they can apply them in their daily lives.

3.3 Evaluation

After planning and implementation comes evaluation. In developing the skills of administrators at SLB, this is done by using several strategies, particularly assessments for each skill unit at Mutiara Bunda Elementary School, which are completed every semester to determine the level of skills mastered by the children and their best abilities. The evaluation involves subject instructors, classroom teaching ability groups, and teachers at Mutiara Bunda Elementary School. After something is assessed, changes will occur to realize it. The

abilities possessed at Mutiara Bunda Elementary School will continue to improve and develop.

Training vocational skills for students with special needs is not easy, given the obstacles faced, especially in finding their interests and developing their abilities (Rezeika & Wahyuno, n.d.). Therefore, equipping students with vocational skills has proven to provide great benefits and contributions. When they reach adulthood and enter the workforce, their skills will be more valued, and they will earn a decent income compared to students without vocational skills.

4. CONCLUSION

Inclusive education is an educational approach that provides opportunities for all students, including children with special needs, to learn together in the same educational environment. This reflects the principle that all children have the same right to a quality education. The Indonesian government has issued policies that support inclusive education, which is important to ensure the fulfillment of the right to education for children with special needs. Vocational education is an important part of inclusive education efforts in Indonesia. The vocational class program at Mutiara Bunda Elementary School is designed to provide practical skills to inclusive students so that they can enter the workforce better prepared. This reflects efforts to develop the independence of children with special needs in education. Children's motor development, both gross and fine motor skills, plays an important role in the inclusive education process. Understanding motor development helps in designing appropriate inclusive education programs and supports the development of practical skills for inclusive students. Overall, inclusive education and vocational education are an ongoing part of efforts to provide fair, equal, and quality education to children with special needs, enabling them to develop according to their potential and helping them enter the workforce in the future. With good planning, implementation, and evaluation, schools such as Mutiara Bunda Elementary can successfully implement vocational education programs in the context of inclusive education.

In seeking solutions that are more appropriate and tailored to the conditions of students. Positive thinking to benefit others is still lacking, and parental involvement is also considered insufficient. The Indonesian government should also provide more support for inclusive education in elementary schools, as there are still many elementary schools that are inadequate in terms of facilities and infrastructure, and there are no assistant teachers or classroom teachers who know much about inclusive education.

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