

# **PENGEMBANGAN PROGRAM TRANSISI PASCASEKOLAH BAGI TUNAGRAHITA**

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## **ABSTRAK**

Ketiadaan program transisi pasca sekolah berdampak pada tidak terukur dan terarahnya pendidikan transisi yang dijalani oleh alumni tunagrahita di sekolah khusus. Penelitian ini bertujuan untuk mengembangkan program transisi pasca sekolah bagi alumni tunagrahita berdasarkan hasil analisis data observasi, wawancara, dan dokumentasi tentang kondisi objektif alumni yang mengikuti pendidikan transisi pasca sekolah, kondisi objektif program transisi di sekolah, dan kondisi objektif kebutuhan dan peluang di dunia kerja. Hasil analisis data asesmen menunjukkan bahwa terdapat empat orang alumni yang memiliki potensi yang mampu dikembangkan dalam bidang keterampilan tata boga dan kriya kayu. Alumni yang mengikuti program transisi pasca sekolah membutuhkan pelatihan intensif dan pengalaman kerja nyata di dunia kerja. Program transisi pasca sekolah yang selama ini berjalan di sekolah belum melibatkan kolaborasi dengan dunia kerja dan orang tua. Terdapat pandangan positif dari pengusaha kriya kayu dan tata boga serta peluang kerja bagi alumni dan kesediaan berkolaborasi dengan sekolah untuk mengembangkan keterampilan alumni. Rumusan program transisi pasca sekolah bagi tunagrahita berisi tentang pelaksanaan pelatihan persiapan kerja dan magang kerja termodifikasi bagi alumni tunagrahita pada keterampilan kriya kayu dan tata boga serta strategi kolaborasi antara sekolah, orang tua dan pemilik usaha. Pelatihan kerja dilakukan secara intensif di sekolah untuk mempersiapkan alumni sebelum melaksanakan magang kerja. Pelaksanaan magang kerja dilaksanakan di industry rumahan pembuatan makanan ringan dan kayu hias dengan modifikasi pelaksanaan melalui tahap *modelling*, pembimbingan, pendampingan, dan pengawasan oleh pelatih kerja.

Kata kunci: pendidikanpascasekolah, program transisi, alumni tunagrahita.

# **THE DEVELOPMENT OF A POST-SCHOOL TRANSITION PROGRAM FOR INTELLECTUAL DISABILITY**

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## **ABSTRACT**

The absence of post-school transition programs has an impact on the unmeasurable and targeted transition education undertaken by intellectual disability alumni in special schools. This study aims to develop a post-school transition program for graduate alumni based on observational data analysis, interviews, and documentation of the objective conditions of alumni following post-school transition education, objective conditions of school transition programs, and objective conditions of needs and opportunities in the workplace environment. The results of the assessment data analysis show that there are four alumni who have potential that can be developed in the field of culinary skills and wood craft. Alumni who attend the post-school transition program require intensive training and real-world work experience. Post-school transition programs that have been running in schools have not involved collaboration with the world of work and parents. There is a positive view of woodworking and culinary entrepreneurs and employment opportunities for alumni and willingness to collaborate with schools to develop alumni skills. The formulation of post-school transition programs for tunagrahita contains about the implementation of preparatory training and modified work internships for intellectual disability alumni on wood and culinary skill skills and collaboration strategies between schools, parents and business owners. Job training is conducted intensively in schools to prepare alumni before applying for a work internship. Implementation of work apprenticeship is conducted in the home industry of making snacks and ornamental wood with modification of the implementation through the stage of modelling, guidance, mentoring, and supervision by the work coach.

Keywords: post-school education, transitional program, intellectual disability

