Schools' Perceived Readiness in Responding to Employment Policy for Person with Disability

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Abstract

Law Number 8 of 2016 concerning Persons with disability in Indonesia has been ratified since 2016, with one of the objectives is to expand employment opportunities for persons with disabilities. This study aims to identify the schools' perceived readiness understudy in responding to the employment policy (quota of workers with disabilities of 1% for private companies and 2% for government, regional government, BUMN, and BUMD) through the implementation of vocational-based education. This study compares a number of Special Schools (SLB) and Vocational High Schools (SMK) in the Special Region of Yogyakarta to provide an overview of the perceived readiness of 2 types of schools that serve education for children with special needs. In measuring the level of perceived readiness, this research drew seven aspects: curriculum, learning process, teaching staff, management, funding, infrastructure, and environment, with an additional aspect of student input SMKs. This research is a quantitative study with a survey approach. The study found that schools perceived themselves ready, but this may be bound to their common practice and understanding of inclusive education. This study hopes to contribute to the literature and policy discussions on special education and the employment of persons with disabilities.

Keywords: *employment opportunity; special needs; vocational-based education*

INTRODUCTION

Research on organizational change has emphasized the importance of readiness (Allamki, 2013) Lynch, Smith, Yeigh, & Provost, 2019); Weiner, 2009) to implement policy initiatives successfully. In particular, Weigner (2009) argued that members' efficacy and commitment - the collective readiness - is crucial in helping the organization achieve the intended change. In the literature on educational policy, studies on school's readiness have been inquiring a wide range of topics from health and welfare (Arthur et al., 2020; Chaleunsouk, 2014) to the curriculum (Suyanto, 2017) and policy implementation (Mangwaya et al., 2016; Oterkiil & Ertesvåg, 2012). Mangwaya et al. (2016), who studied the readiness of schools in Zimbabwe in implementing a national initiative on early childhood education, found that even though teachers were adequately trained, school principals and the curriculum were not sufficiently prepared. This is similar to the case presented in Suyanto (2017) study on the implementation of *Kurikulum* 13 in Indonesia; his research found that about one-third of teachers in the studied schools had a good understanding of the new curriculum and had received ICT training, which is pivotal in the new curriculum. Still, only 17% of the schools were equipped with ICT facilities. As a result, most students found that the new curriculum was challenging. Despite their limitations, these studies supported the notion that the conception of their readiness is crucial. Little has been covered, unfortunately, on the schools' readiness in relation to inclusive education policies. This paper aims to contribute to this pool of research on schools' readiness and inclusive education.

Existing literature on inclusive education sheds light on the meaning of inclusion (Ghergut, 2011; Kurniawati et al., 2012; Mulyadi, 2017; Starczewska et al., 2012) or what is understood as inclusion by teachers, practitioners, and policymakers. Research in this area, while acknowledging that there might be discrepancies in definitions of inclusion in education, continues to work on recommendations for improving affirmative education and labor policies for people with disabilities (Ghergut, 2011; Scheef et al., 2017; Whittenburg et al., 2019). The new regulation, namely Law No. 8 of 2016 on Persons with Disabilities in Indonesia, is in an early stage of its implementation, hence requires input for improvement. As this law aims to bring about change in employability for people with disabilities, this paper seeks to ask one question deemed necessary in such change, i.e., schools' perceived readiness in responding to this new regulation. The rest of this introduction will present the context of inclusive education and employment of people with disabilities in Indonesia.

The World Health Organization (WHO) records the number of people with disabilities in developing countries reaches 10% (ten percent) of the total population (News, 2012). In Indonesia, the estimated number of persons with disabilities, according to the 2016 National Employ-

ment Survey, is 12.15% of the total population, or nearly 30 million people. Of these, 10.29% were people with disabilities in the moderate category, while another 1.87% were included in the severe category. Furthermore, related to the participation of persons with disabilities in the Indonesian labor market, the 2016 National Employment Survey reported significant discrepancies. As many as 70.40% of non-disabled people participated in the job market in 2016, while the number of people with disabilities in the medium category was 51.12%, and those with severe disabilities were 20.27%. Another study by the Institute for Economic and Community Research (LPEM), Faculty of Economics and Business (FEB), University of Indonesia found that the inactivity level of persons with disabilities was 20.49%, higher than the non-disabled people (1.73%). For people with severe disabilities, the inactivity rate was even much higher at 57.47%.

Amongst those who work, very few have a job in the formal sector. The number of persons with disabilities who work in the agriculture and rural sectors, doing casual work, temporary or unpaid, is considerable. A similar phenomenon occurs in the Special Province of Yogyakarta (DIY). The Province's Office of Manpower reported that the number of persons with disabilities working in the formal sector was 0.46% of the total persons with disabilities or only 123 of the whole 26,117 thousand persons with disabilities in DIY. People with disabilities also prefer to work nearby their homes, and quite a number work at home, implying that public facilities might not accommodate their special needs. Many government buildings, schools, hospitals, and other public facilities remain unfriendly to people with disabilities (Riyadi, 2012), despite advocacies and initiatives to improve it.

This low participation rate, we argue, could also be affected by the lack of regulations, hence the lack of willingness to enforce the rights and opportunities of persons with disabilities to participate in development. The older law, namely Law No.4 of 1997 concerning Disabled People, barely provided such foundation nor enforcement. So what happened was that people with disabilities were still considered not part of the community (News, 2012). In response to this, the Indonesian government in 2016 issued a new regulation, namely Law No. 8 of 2016 on Persons with Disabilities, which automatically replaces the previous law. Article 53 of this new law states that the Government, Local Governments, State-Owned Enterprises, and Local-Owned Enterprises must employ at least 2% of persons with disabilities from the total number of employees or workers, and at least 1% for private companies. In addition to that, Law No. 8 of 2016 has introduced a novel approach, the welfare approach, which emphasizes more on efforts towards the provision of fundamental and human rights. This is very different from the previous law, which

inclined more towards the charity approach.

The existence of this policy governing the employment of persons with disabilities gives incentives for government offices and private companies to open job vacancies for persons with disabilities. Nevertheless, companies or government institutions may not be able to accommodate workers with disabilities if the job qualifications are not fulfilled. This means that ensuring the successful implementation of the policy requires a response from institutions that have a function as providers or parties offering workers with disabilities, two of which are the Special-need School (*Sekolah Luar Biasa*/SLB) and the Vocational Schools. The SLB is a special education school for students with special needs or in the form of special education units at primary and secondary levels. SLB secondary level organizes education that prepares students to have the life skills and the work skills needed for them to strive independently.

Another strategic educational institution for preparing students with disabilities to be competent to work in public and private institutions is the Vocational High School (SMK). According to Government Regulation No.19 of 2005 concerning National Education Standards, Vocational High Schools are education at the secondary education level, which prioritizes the development of students' abilities for certain types of work (Hendro et al., n.d.) exerted the purpose of the SMK is to prepare, select, and

place prospective workers in specific fields according to the needs of the labor market. With the implementation of the teaching and learning process mostly carried out in the form of practical work, students will be prepared to become workers with special practical abilities ready to enter the workforce.

The Republic of Indonesia's Ministry of Manpower (Kemenaker RI) rolled out a program encouraging vocational schools to accept and educate people with disabilities. The Yogyakarta Regional Government also implements the same policy. Provisions regarding granting educational rights to persons with disabilities at every school level have been implemented by the Government of the Special Province of Yogyakarta (DIY) and the Office of Education, Youth and Sports of the Special Region of Yogyakarta (Disdikpora DIY). The policy indicates that schools starting at kindergarten, elementary, junior high, high school, vocational, or other equivalent forms in DIY are required to accept students with disabilities up to four people per study group or class. For the admission of high school and vocational students, these provisions have been stated in the DIY Governor Regulation Number 27 of 2017 concerning Guidelines for Admission of New Students in Schools, which are then reduced to the Regulation of the Head of DIY Disdikpora Number 871 of 2017 concerning Guidelines for Admission of New Students in School Years 2017/2018 lessons. In the regulation, precisely in article 5 paragraph 3, it is stated that High Schools and

Vocational Schools must provide access for students/students with special needs, a maximum of 4 children per study group/class. The basic concept of inclusive education is intended as an education service system that includes children with special needs to (Suyanto dan Mudjito, 2014) learn together with peers in regular schools (Devine, 2013). According to (Suyanto dan Mudjito, 2014), the fundamental principle of inclusive education is that all children can learn together without regard to difficulties or differences that may exist in students. With the DIY Governor Regulation No. 7 of 2017 and the Head of DIY Disdikpora Regulation No. 871 of 2017, SMKs in DIY should be ready to organize inclusive vocational education; thereby, this research aims to identify the perception of readiness in organizing inclusive vocational education.

The choice of SLB as the second locus in this study is based on the disproportionate post-school unemployment rate for people with disabilities despite progress at the national policy level to realize the importance of equality for persons with disabil-

ities in the world of work. In its implementation so far, the skills programs in SLB are still limited to basic levels that are less relevant to demanded qualifications. In general, the skills offered by SLB are basic skills related to catering, fashion, carpentry, cosmetology, fine arts such as making tissue boxes, accessories, drawing, coloring, and so on. In contrast, companies or government offices need skilled workers in managerial fields such as communication skills or operating computers, and so on. Therefore, a transition process to the job world is required. SLB can do that as a provider of special education through vocational-based education relevant to the labor market. With this transition process, individuals with disabilities will be more likely to overcome obstacles faced in achieving optimal potential to become productive members of society, including through work.

Accordingly, it becomes interesting to see the response of the SLB after the policy reforms that set the quota of workers with disabilities arise and the existence of a clear portrait of the discrimination of recruitment

Table 1. Summary of Perceived Readiness of SMK and SLB in Responding to Employment Policies for Persons with Disabilities

No	Indicator	Not Ready		Less Ready		Ready		Highly Ready	
		SMK	SLB	SMK	SLB	SMK	SLB	SMK	SLB
1	Student Intake	11.1% (2)	NA	27.8% (5)	NA	38.9% (7)	NA	22.2% (4)	NA
2	Curriculum	5.6% (1)	0	44.4% (8)	17.4% (4)	38.9% (7)	65.2% (15)	11.1% (2)	17.4% (4)
3	Learning Process	16.7% (3)	0	22.2% (4)	0	38.9% (7)	30.4% (7)	22.2% (4)	69.6% (16)
4	Teaching Staff	22.2% (4)	0	44.4% (8)	8.7% (2)	22.2% (4)	52.2% (12)	11.1% (2)	39.1% (9)
5	Management	16.7% (3)	4.3% (1)	38.9% (7)	8.7% (2)	22.2% (4)	43.5% (10)	22.2% (4)	43.5% (10)
6	Funding	50% (9)	0	22.2% (4)	13% (3)	5.6% (1)	65.2% (15)	22.2% (4)	21.7% (5)
7	Facility	77.8% (4)	0	22.2% (4)	26.1% (6)	0	52.2% (12)	0	21.7% (5)
8	Environment	0	4.3% (1)	0	13% (3)	27.8% (5)	52.2% (12)	72.2% (13)	30.4% (7)
Overall Aspects		16.7% (3)	0	38.9% (7)	17.4% (4)	33.3% (6)	52.2% (12)	11.1% (2)	30.4% (7)

Source: obtained from primary data

of workers with disabilities, SLB can have the readiness to change the system or vice versa. Therefore, the research question is, what is the perceived readiness of these schools in responding to the affirmative employment policy. From this simple survey of perceived readiness, it is hoped that further efforts are made to fight for opportunities for persons with disabilities in obtaining employment while addressing existing discrimination so far. This paper seeks to contribute to the relatively small pool of empirical studies on this topic.

METHODS

The type of research used in this research was quantitative research with a survey approach. The study subjects were teachers and principals of vocational schools in the city of Yogyakarta and the SLBs in the Special Region of Yogyakarta. This study used two types of data, namely primary data obtained through questionnaires, observations, interviews, and secondary data obtained through collecting several supporting documents that could explain and explain the focus of research (Hasan, 2002). Secondary data were gathered from related agencies, literature, and previous research on SLB readiness in increasing their students' potential. In this study, the secondary data sought was a document on the policy of persons with disabilities in Indonesia, especially in the Province of DIY that deals with the phenomenon of persons with disabilities in dealing with labor market demands.

Based on the data provided by the Directorate General of Primary and Secondary Education, the number of SMKs in Yogyakarta is 30, which consists of 22 private schools, and eight public schools. This study's sample was 18 vocational high schools in the city of Yogyakarta that were selected through simple random sampling. Researchers took samples by using a random lottery method, with a significance level of 15% (0.15), considering the aspect of cost, time, and human resources. The questionnaire used was a derivative of 8 aspects of inclusive school readiness formulated by the Directorate of PLB and has been tested using validity and reliability tests.

While for the SLBs, considering the SLB accreditation, this study's sampling technique was the disproportionate stratified random sampling technique. The number of SLB in DIY according to the data of the Ministry of Education of the Republic of Indonesia was 79 schools. This study's total population was determined to be 47 SLB based on accreditation data available at the National Accreditation Agency in 2016. A total of 42 schools were accredited A, four schools were accredited B, and one school was accredited C. The data analysis method used was descriptive statistics to explain the research variables and produce a readiness level index. The questionnaire used the same 7 (seven) indicators, excluding the "student input" indicator, as this indicator did not apply to the SLBs.

The questionnaire rating scale used a Likert Scale (1-4). The use of four scales was decided based on the consideration to avoid ambiguity and biased results. Average results obtained are then mapped. To determine the overall school readiness index, an average calculation of all variables was performed. After calculating the central tendency, the percentage of data tendency in the number of respondents, the data categorization was performed to consist of highly ready, ready, less ready, and not ready. The level of this category was based on a normal reference curve with calculations using a hypothetical mean or ideal mean (Mi) and ideal standard deviation (SDi), namely by:

Mi = 0.5 × (highest score + lowestscore)

SDi = 1/6 × (highest score - lowest score)

The data categorization are as follows:

Mi + 1.5 SDi ≤ x = Highly ready

Mi < x ≤ Mi + 1.5 SD = Ready

Mi - 1.5 SDi < x ≤ Mi = Less ready

x < Mi - 1.5 SDi = Not ready

The readiness index results measured using the formula above explain the schools' readiness to organize vocational-based special education to support employment policies of people with disabilities in Indonesia.

FINDINGS AND DISCUSSION

The results of the survey were triangulated through interviews and site visits. The following Table 1 summarizes the findings from the completed questionnaire distributed to the respondents at both SMKs and SLBs.

Student Intake: Admission Requirement and Program Design

This study found that while all SMKs adopted the inclusive education policy, some study programs remained inaccessible to students with disabilities. This access limitation was due to the specific requirements the programs had. For example, vocational programs in information technology, engineering, and health had admission restrictions such as color blindness or visual impairment. In addition to this, the programs were more likely not to open admissions for students with a disability because these programs had not been designed to accommodate the students' special needs. Vocational schools offering programs such as arts, tourism, and business administration were more willing and open. This finding indicates the lack of a more productive line of jobs available for students with a disability upon graduation.

Curriculum: A Classic Mismatch

Indonesian schools are currently implementing Kurikulum 2013; special schools are entitled to modify this national curriculum to suit the students' needs. More recently, when the inclusive education policy was introduced, the national curriculum requirement across the board remained. The recommendation was that inclusive schools would develop/modify the national curriculum to address the students' special needs. Since all regular schools are now supposedly inclusive, this policy implies that all schools should have some curriculum development mechanism. Institutionally speaking, school-

based curriculum development is carried out by a designated team led by the Vice Principal on Curriculum, and ideally includes the Special Assistant Teachers.

Out of 18 SMKs surveyed, only two schools were "highly ready." They had some kind of inclusive curriculum development, with one school particularly outstanding since this school admitted 57 special-need students with minor to mild disability. As a result, on average, SMKs in Yogyakarta were found "less ready" in this aspect of inclusive education. In those schools with inclusive curriculum development, modifications to the national curriculum were made in the content, grading standards, test question standards, and class increment standards for slow learner students.

Concerning the SLBs' curriculum, the highest scored sub-indicator was on the curricular component of informal job market training. On the contrary, the lowest score recorded was in the aspect of the development program model for formal job skills in both the private and government sectors. This contrast indicated that the SLBs' curriculum has so far been developed to cater to the job demands in the informal sector. Not much attention has been given to explore more formal job opportunities in which students' special needs can participate.

Generally speaking, the curriculum at SLBs in DIY Province based on the survey result was in the category of "ready." In addition to the mismatch that has been mentioned before, however, our observations found that: (1) the compilation of teaching materials and the content of the material had not fully referred to the needs of students; (2) learning objectives had not yet been formulated to achieve learning outcomes of vocational skills for life provision to the labor market; (3) most schools had not implemented a work apprenticeship system at an appropriate institution or workplace; (4) not all schools encouraged students to market their work; and (5) there were still many irrelevant skills needed by the labor market in the government sector or the private sector because the appropriate skills were usually related to managerial skills, tourism, information technology, etc. as is the case in vocational high schools.

Our interviews with the Head of the DIKPORA confirmed this: the SLB curriculum had not been directed towards the job market or higher. It was aimed at building the students' independence; the government's primary curriculum was therefore focused on basic skills. Suppose we would like the new policy on inclusive employment opportunity actually to take effect. In that case, this is probably one of the issues that need to be addressed: to open more opportunities for students with special needs to participate in the formal job market through the right training.

Non-discriminatory Assisted Learning

The results of SMK's perceived readiness in aspects of the learning process were satisfactory. All schools with special needs students continued to carry out learning ac-

tivities in the same class as other students. These results were also consistent with the data that researchers had obtained through interviews and observations at the school. This was intended to avoid discrimination or exclusion against students with special needs. The learning process in the classroom was carried out by regular teachers, while the special assistant teacher was in charge of providing consult and counseling services for students with special needs as well as for teachers and parents. In addition, children with special needs also continued to participate in vocational practice activities together with other students, with assistance and unique infrastructure suitable to their needs.

The questionnaire on learning process in SLBs showed that more respondents adapted the teaching and learning process to the needs and potential of each student (M = 3.59, SD = 0.58) and encouraged students to develop confidence to be able to overcome disabilities (M = 3.42, SD = 0.63), compared to respondents who compiled information about the planned program for each student (M = 3.35, SD = 0.68) and utilized information and communication technology (M = 3.18, SD = 0.68). These calculations showed that SLB was very ready. Meanwhile, supplementary data collected through the observation method showed that from 23 schools, as many as seven schools involved ICTs in providing learning, such as computer media or learning in the laboratory. These results matched each indicator's calculation on aspects of the teaching and learning process

that exhibited the lowest score collected under indicators of information and communication technology utilization. Meanwhile, when viewed from the teacher's involvement in encouraging students to be independent and to be able to overcome student disabilities, there were still teachers who were too helpful to students so that the students were not accustomed to being independent. Besides, both schools that had an average score of aspects of teaching and learning processes high and low had compiled information related to the planned program and explored the potential of each student and attempted to develop them, but were often hampered by the limited variation in the types of skills offered by schools.

Inadequate Teaching Staff

Based on the data, the majority of respondents fell into the category of "not ready" and "less ready" in terms of their teaching staff. This was consistent with what researchers found on site. The majority of vocational school teachers did not possess sufficient understanding of the theory and teaching methods for students with special needs. The majority of SMKs relied on assisting teachers assigned from Disdikpora DIY, even though assisting teachers were not supposed to teach students directly in class. The assisting teachers' duties and functions were to assist and facilitate interaction between the special-need students and their regular teachers and special-need students' parents. The average number of assisting teachers assigned by the Disdikpora in

each school was 1, and they would be present at school 1-2 times a week.

Respondents from SLBs who admitted to making an assessment of student conditions to identify the potential, preferences, interests, choices, and needs of students related to work skills in the private and government sectors made the highest scores (M = 3.24, SD = 0.69). The sequences below were scores for respondents who participated in various training and seminars related to work-based education in the private and government sectors (M = 3.16, SD = 0.69), respondents who participated in the preparation of work-based education programs in the private sector and government (M = 3.09, SD = 0.70) and respondents used assessment data to design potential student development activities related to work skills in the private and government sectors (M = 3.07, SD = 0.71). The majority of respondents rated SLB as "ready." Still, through observations made at SLB, it was shown that the majority of schools had not appointed teachers to attend training and seminars related to vocational-based education and did not participate in the preparation of vocational-based education programs, but had collaborated with school psychologists who were involved in the identification process and assessment. In general, schools with the highest and lowest teaching staff aspects were not found to have worked in collaboration with counselors in the vocational field. This resulted in low relevance of teaching methods and skills to be delivered.

Quality Management Disparity

In terms of school management, most SMKs in the City of Yogyakarta were in the category of "not ready" and "less ready." Based on observations, these schools did not have exceptional management to support inclusive education. Besides, some schools had special-need students enrolled and did not have special management oriented towards inclusive education. Researchers did not find vocational schools' vision and mission in Yogyakarta City that explicitly or implicitly included matters related to inclusive education in them. The majority of schools did not have a monitoring and evaluation mechanism for the inclusive education they provided, even though these particular schools had students with special needs enrolled. Based on observations, SMK Bopkri 2 Yogyakarta was one of the Vocational Schools that had initiated various programs and policies to support the implementation of inclusive education. One of the programs and policies was the implementation of in-house training to increase the capacity of teaching staff to serve students with disabilities; and the implementation of sex education socialization for teenagers, especially for students with special needs.

In this aspect, most SLBs in the Province of DIY was in the "ready" category. The completed questionnaires showed that the highest score was derived from schools with a vision and mission about work-based education in the private sector and government that is friendly to children with special

needs (M = 3.26, SD = 0.73). The second place was the schools with principals who could analyze the strengths, weaknesses, opportunities, and threats faced by schools in developing work-based education programs in the private and government sectors (M = 3.25, SD = 0.70). Then schools with principals who estimated school needs in developing work-based education programs in the private sector and government in the future are appropriate (M = 3.17, SD = 0.72) as well as schools that had monitoring and evaluation mechanisms for program implementation work-based education in the private and government sectors (M = 2.86, SD = 0.85).

Meanwhile, observations showed that SLB in the Province of DIY had a vision and mission of vocational-based education, but it was not in accordance with the formal job market because of the limited variation in skills. One school principal in a school that had a low average score in the aspect of school management mentioned various obstacles that made the school less ready to respond to employment policies of persons with disabilities, including the relatively new school age, limited space, priority funding for infrastructure facilities in SDLB / SMPLB level and so on. Following the score on the indicator of the school had a mechanism of monitoring and evaluation of the implementation of work-based education programs in the private sector and government as the lowest score, SLB, including schools with the highest average scores in

this aspect of school management, had not been able to present complete data, especially in the form of program evaluation minutes as a basis for improvement, curriculum, evaluation system, and education funding. In addition, documents on individual vocational education program planning were not available.

Specific Funding Allocation for Inclusive Education

The majority of SMKs in Yogyakarta were "less ready" and "not ready" in the aspect of funding for implementing inclusive schools. According to researchers' observations, the majority of SMKs in the city of Yogyakarta did not have special funding allocations for the implementation of inclusive education. Matters directly related to inclusive education, such as curriculum modification, educators' training, and the provision of facilities for students with special needs, were not the budget priorities of vocational schools in Yogyakarta. This was so because most SMKs in the city of Yogyakarta did not have students with special needs, so these schools did not have a marking allocation system for implementing inclusive education.

From the SLBs, the results showed that the highest score recorded was at the school that had special earmarks in their school budgets to the procurement of facilities that foster special needs students in acquiring skills required informal jobs in the private and public sectors (M = 3.16, SD = 0.73). Meanwhile, the lowest score recorded

was at schools with a special allocation of funds for community empowerment that supports students' work skills in the private and government sectors (M = 2.77, SD = 0.88). Unlike with SMKs, according to the survey results, the majority of SLB was "ready" in terms of funding. Based on observations, the strongest respondents' perception of the indicators of ownership of infrastructure funds slightly contrasted with the weak aspects of infrastructure owned by SLB in the Province of DIY when viewed from the average score. This could be due to the dependence of infrastructure on curriculum aspects so that the allocation of infrastructure funds did exist. Still, the existing infrastructure was not in accordance with what was needed for the curriculum relevant to the private and government labor market.

Meanwhile, at the time of observation, the school could not show data regarding the funding budget. However, seven school principals stated that in addition to funds from the government, schools that belonged to the foundation usually had special funds in grants coming from the foundation. To increase funding, schools also usually collect funds from third parties who use school services such as research or special events to rent the school.

The Need for Disability-friendly Infrastructure

The SMK readiness survey data in terms of facilities and infrastructure was quite interesting because all SMKs were on-ly scattered in 2 categories: "not ready" and "less ready." The data showed that this infrastructure was an aspect with the lowest readiness level compared to other aspects. There was no school included in the category of ready or highly ready. According to the results of observations, most SMKs did not have physical buildings that were friendly for students with special needs, especially for students with visual impairments and low sightedness. Both types of disabilities really needed special facilities and infrastructure to help their mobility and learning process, such as ramps, accessible toilets, guide blocks, and others. Also, the majority of SMKs did not have physical aids, learning aids, and assessment tools for students with special needs.

In general, based on the survey results, SLB was in the "ready" category. The questionnaire result showed that schools with the skill tools to support education programs towards working in the private and government sectors (e.g., computer equipment) get the highest score (M = 3.44, SD = 0.65). Meanwhile, the sequences below were scores for schools having a skills room or work simulation room (M = 3.24, SD = 0.84), schools having assessment equipment / counseling instruments (M = 2.69, SD = 0.81), the school has a counseling / assessment room as a place where students get counseling services related to preparation and career development in the private and government sectors (M = 2.67, SD =

0.91), and the lowest score was owned by student organization ownership (M = 2.06, SD = 0.91).

Meanwhile, based on observations, schools that did not have assessment tools preferred to borrow assessment tools from psychologists because special needs assessment tools had a wide variety and were complex and not cheap. Basically, all schools that offered skills programs had complete skill tools to support learning, but the skills offered were not in accordance with formal job market qualifications. The problems that occurred usually dealt with the maintenance of skill tools. Schools that had OSIS rooms claimed not to use these spaces as a means to train student cooperation but concurrently as classrooms or spare room. This aligned with the calculation of each indicator on the aspect of infrastructure that showed the lowest score owned by the OSIS space ownership indicator, as mentioned previously.

Perceived Environmental Support and What's More

From this data, it was known that all SMKs in the City of Yogyakarta was in the "ready" or "highly ready" category. This indicated that all Vocational Schools in the City of Yogyakarta already had a supportive environment for organizing inclusive education in terms of the environment. (*The New Jersey Council on Developmental Disabilities*, 2013), the right school environment for the implementation of inclusive education includes: the school environment respects the diversity of students from various back-

grounds and abilities; all school members have an understanding that people who have disabilities can be overcome by providing inclusive education that suits their particular needs; and the absence of violence/ discrimination between students and teachers due to differences in a person's background and student's abilities.

However, although the environmental aspect was the highest level of readiness compared to other aspects, the researcher saw that in reality, there remained discriminatory practices towards a student with special needs in one of the vocational high schools. According to observations, the majority of SMKs that did not have students with special needs felt that the environment was very healthy and safe if there were students with special needs in their schools, so the school tended to fill in the environmental aspects of the questionnaire with a high enough value.

The result of the questionnaire from SLBs showed that respondents who communicated regularly with parents/guardians about children's progress in developing their potential related to work skills in the private and government sectors had the highest scores (M = 3.21, SD = 0.79). Therefore, in general, SLB was in the "ready" category. The sequences below were scores for respondents who provided information about work-based education and their role in the transition to the world of work in the private and government sectors (M = 3.09, SD = 0.68) and respondents who worked with in-

stitutions community provider of employment (M = 2.86, SD = 1.04). The lowest score was recorded for respondents who worked with vocational education experts or specialists in the vocational field (M = 2.73, SD = 0.86).

However, based on observations, SLBs which had the lowest average score on environmental aspects showed a lack of community involvement based on community understanding, especially parents, of children who needed special education, which in the opinion of respondents was not insignificant from the community that could not accept children with special needs. This then often continued on the lack of support of children to receive an education. Usually, the class was empty, or not many students came in because parents were busy or other obstacles, so that students were not taken to school. Of the 23 schools, four schools worked together with institutions providing employment and/or professional counselors in the vocational field. Schools that had not cooperated admitted that it was quite tricky because of the lack of insight into the ins and outs of working in cooperation with the business world and the government. Besides, based on an interview with the Head of the Special Education Office of the DIY Dikpora, skills training for persons with disabilities provided by the DIY government had not been following the demands of the world of work in the formal sector. The skills training provided to students with disabilities, according to CIQAL DIY, was also

considered to be still at the basic and traditional level so that the competencies possessed by persons with disabilities did not sufficiently fulfill the required qualifications.

CONCLUSION

This study indicates that school principals and teachers, as a central function in the education process, assess that schools are willing and able to practice vocational-based education programs in response to persons with disabilities' employment policies. However, from the observations, after the questionnaire distribution method was carried out, some conditions were not optimal at the Vocational Schools (SMK) and the Special-need Schools (SLB) in the Yogyakarta to the employment policy of persons with disabilities. For example, a.) Most SLBs have not implemented a work apprenticeship system at an appropriate institution or workplace; b.) There is a high mismatch between the skills taught at school and the qualifications needed by the labor market in the government or private sector, and c.) There is no collaboration between teachers or schools with counselors in the vocational field and/or employment provider institutions to ensure that the curriculum remains relevant to the labor market skill requirements.

The existing conditions need to change in order for the schools to be more ready and more effective in responding to the employment policies of persons with dis-

abilities. There is a need for maximizing the function of SMKs and SLBs as educational service providers for persons with disabilities, and the role of the government as a regulator as well as a facilitator to be able to produce graduates who are ready to work and have the same competitiveness to non-disabled community members in obtaining employment so that the implementation of the employment quota policy for persons with disabilities in public or private sector can be implemented with tangible results, not just a mere discourse.

For this reason, the government and schools need to collaborate with outside parties such as vocational counselors, psychologists, and employment provider institutions so that schools can conduct fieldwork programs or work internships that are useful to increase the competitiveness of students with disabilities and, in particular, the Ministry of Education and Culture to be able to develop a broader vocational skills curriculum framework that follows the labor market trends and can level up to the advanced and skilled level.

The findings also call for an integrated strategic policy with the Education Department to support inclusive vocational education policies. The government should massively encourage the implementation of inclusive education so that more and more students with disabilities receive a formal education so that they can meet specific qualifications and standards set by the company. In addition, SMKs should independently under-

take an initiative to implement various kinds of school policies or programs that support the implementation of inclusive education. Training to increase the capacity of teaching staff is one of the most influential programs that can be implemented by vocational schools to improve education services for students with special needs.

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