

Teaching and Learning Phenomena in Vocational Schools for People with Disabilities

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ABSTRACT

The Sustainable Development Goals (SDGs) utilizing inclusive education, related to education and employment, including targets 4 and 8, can be attained. Access to vocational education increases career and employment opportunities for all individuals. In reality, children with disabilities face learning obstacles. This study investigates how vocational education does implement and the barriers and factors that contribute to the success of students with impairments. The study used PICOC (Population, Intervention, Comparison, Outcomes, and Context) techniques. Data were gathered by cataloguing all pertinent scholarly articles published between 2017-2022. The study's findings show that several countries have adopted vocational education for people with disabilities. The accessibility of the media and curriculum affects how people with disabilities learn—adapting learning management techniques to the situations and capacities of students with disabilities.

People with disabilities have characteristics that differ from those of typical individuals. There are physical, mental, and emotional differences. The majority of people see the prevalence of individuals with disabilities unfavourably. (Jauhari et al., 2020). In 2020, the WHO asserted that 15% of the world's population was disabled, or around 1 billion people had disabilities. They are now the largest minority group in the world. 82% of people with disabilities live in developed countries and have limited access to healthcare, education, and employment opportunities (ILO, 2017). According to studies conducted by the Africa University of Leiden, there are 400 million disabled persons globally, 80 million of whom reside in Africa. Around 40% of Africa's population is handicapped, including 10% of school-age children (Jennifer Ellen Byrne, 2021).

Experiments, discoveries, and observations in the relevant field are how individuals receive vocational education. Vocational training is significantly more pragmatic than academic instruction. Vocational skills instruction provides continual instruction in the relevant industry for the current employment — a student is in a position commensurate with their aptitude. Continuous practice is required for the student to acquire proper knowledge. Individuals can labour, obtain knowledge through hands-on experience, and possibly earn compensation through training (Anggraini, 2017). Alleviate helplessness; vocational education does advise as an intervention for people with disabilities. Vocational programs assist in teaching culturally valuable and individual-specific skills that lead to empowerment. The needs of people with disabilities are particular and different. As a result, the objective of the vocational training program at the school for disabled people is to assist participants in securing jobs that benefit the community as a whole. Children unable to enhance their quality of life and independence receive assistance through the existing program. Having access to a social life while earning money is one of the most significant advantages of employment. Employment and productivity provide disabled individuals with a strong feeling of their identity and standing in the community (Ulugöl & Eratay, 2020).

It is challenging to implement the management of vocational education programs for people with disabilities due to the variation of potential across individuals. People with disabilities require assistance and specialized services to acquire various educational and everyday living skills. Through this supervision, individuals with disabilities acquire the necessary life skills for self-sufficiency and independence. The United States and other developed nations have encouraged vocational education and its benefits for people with impairments. Globally, there are still insufficient study articles that increase our understanding of education, instruction, and the consequences of vocational training on people with disabilities. In Indonesia, Inclusive Vocational High School students are students with particular limitations, such as students who are deaf, mute, blind, et cetera. These students are interested in vocational schools, such as those skilled in software engineering, computer networks, the

automotive industry, and other related fields. Due to minority enrolment, there are rarely vocational schools for including children with disability. Therefore, students do offer the opportunity to attend state vocational schools with limited experience in various subjects. Only government-selected schools can provide inclusive education; not all traditional schools accept inclusive students. In Indonesia, there are currently a modest number of inclusive schools. This study aims to understand better the barriers to and factors that support vocational education for people with disabilities in different countries.

METHOD

Review Method

Through topical questions, the Systematic Literature Review (SLR) seeks to discover, study, and evaluate all relevant literature on the subject. Researchers must systematically review and identify distinct journal kinds, each stage according to a predetermined structure (Triandini et al., 2019). SLR requires cognitive processes to collect, evaluate, and integrate studies about a phenomenon under investigation. Summarizes prior research by compiling data about a specific area of study. SLRs necessitate an exhaustive search to collect relevant sources based on predefined inclusion criteria or a particular framework, allowing for a systematic and thorough investigation of related articles. Predefined inclusion criteria are required to achieve a narrow focus on the problem at hand. Then a summary of pertinent information standards is determined by the researcher's critical cognitive evaluation (Windle, 2010). Using these methods, the researcher searched for publications using the terms teaching and learning in vocational schools for children with disabilities. The investigation's data does gather by keeping track of every article obtained. For research purposes, Google Scholar does use to locate 27 scholarly papers. As a result, there are numerous conferences and credible international journals with Quartiles 1-4, such as Taylor & Francis, CJES (Cypriot Journal of Educational Sciences), HRPUB (Horizon Research Publishing), QAE (Quality Assurance in Education), UTHM (Universiti Tun Hussein Onn Malaysia), et cetera., and Sinta accredited national journals. The research-related sections of the selected journals consist of abstracts and analyses of individual articles. A substantial section of this journal presents the study's conclusions.

Defining SLR Goals	Initiation and Selection of Libraries	Analysis	Results Presentation Plan
<ul style="list-style-type: none"> • Specific goals • Questions to be answered • Theoretical basis 	<ul style="list-style-type: none"> • Define criteria • Carry out the initial search • Improved search results • Backward and forward citations 	<ul style="list-style-type: none"> • Fixed data extraction • Process data according to RQ • Organize the collected data into results 	<ul style="list-style-type: none"> • Arranging results so that they can be understood and useful for education

Figure 1. Source SLR steps adapted from (Priharsari, 2022)

Question for Research

The Research Question (RQ) is the first phase of the SLR technique. RQ helps streamline the writing procedure. The PICOC technique manages RQ following the SLRs executed to ensure they remain in focus. RQ distributed information using the PICOC principles of Population (Population), Intervention (Intervention), Comparison (Comparison), Results (Outcomes), and Context (Context). For RQ, the PICOC structure does show in table 1. The research questions that led to this study's reference are listed in table 2.

Table 1. PICOC Structure

Population	Students with disabilities
Intervention	Learning and teaching phenomena in vocational education for disabilities
Comparison	Vocational education for students with disabilities (inclusive) with public school students
Outcomes	Finding factors that support vocational education learning and teaching activities for students with disabilities
Context	About teaching and learning for individuals with disabilities

Table 2. Research Question

ID	Research Question/RQ	Motivation
RQ1	Investigate existing vocational schools for disabled individuals	RQ1A. A summary of the implementation of vocational schools for the disabled RQ1B. The distinction between inclusive and general vocational schools
RQ2	Challenges and hurdles	RQ 2A. Barriers to vocational education in general RQ 2B. Barriers by disability type RQ 2C. Opportunities and difficulties
RQ3	What facilitates teaching and learning	RQ 3A. Environment RQ 3B. Adaptability RQ 3C. Required equipment, media, et cetera

Search Strategy

The method of doing a literature review search involves conducting a search for relevant material on the chosen topic. This search does make using Google Scholar an online resource. As demonstrated in Table 3, the selection procedure does carry out by identifying criteria to facilitate a quick procedure.

Table 3. Article Criteria

Criteria	Type
This research question will do addressed by scholarly articles published in national or international journals on vocational education for the disabled between 2017 and 2022	Inclusion
Unscientific and insufficient articles on vocational education for people with disabilities published between 2017 and 2022	Exclusion

Research Data

The literature search began in September 2022. The initial search uses the keywords "teaching and learning phenomena in vocational school" and "vocational school for people with disabilities" and the publication years 2017-2022. The software search results contained thousands of journals, after which 89 journals were located on Google Scholar and reselected. The literature utilized consists of journals and dissertations—procedures for selecting study material for in-depth analysis by reading the title, abstract, and results. The search results do display in table 4.

Table 4. Data Search

No	Search Filtering	Number of Publications
1	Invalid (not a journal or dissertation)	5
2	The title and abstract are not aligned	26
3	The title and abstract are aligned, but the content is not aligned	31
4	Selected articles	27
TOTAL		89

RESULT

The data obtained on the SLR are the result of a study and review of each journal linked with teaching and learning programs in vocational schools for students with disabilities, as displayed in Tables 5, 6, and 7. This paragraph clarifies the answers to the RQ questions that have already do provided. These are the responses to the research questions:

Investigate Existing Vocational Schools for Disabled Individuals

The findings of RQ 1 in 10 studies encompassing Indonesia, Malaysia, Canada, Germany, and Finland indicate that vocational education for special needs students has been implemented under various names, including vocational education (Indonesia), TVET (Malaysia), vocational schools (Canada and Germany), and VET (Finland). This education does carry out at the secondary school and higher education levels. To educate children with special needs, educators must be competent in applying suitable learning strategies and approaches and have access to infrastructure that can accommodate their requirements. Research on SLB A/B/C Melati 'Aisyiyah in North Sumatra is an example of vocational education for the disabled in Indonesia. Twenty-one instructors lead seventeen study groups at SLB A/B/C Melati 'Aisyiyah. It includes class teachers, lesson teachers, and occupational skills instructors. According to the data, two classes does teach by three teachers. As only 14 class teachers are available, they instruct both morning and afternoon classes. The classroom instructor is on duty from 8:00 a.m. to 2:00 p.m. In

the meantime, vocational school instructors who teach learning skills work from 03:00 p.m. until 04:00 p.m. (Pasaribu & Harfiani, 2021). Videos are utilized in Malaysia to present occupational skills to children. Teachers utilize films to help their students focus. In addition, PowerPoint presentations containing text, images, and audio capture children's attention. Step-by-step demonstrations are required because students with learning disabilities require more help and supervision than typical students. In addition, instructions must be explicit and repeated to guarantee that students can execute them accurately. Otherwise, students would become disoriented and engage in other activities (Jamaluddin et al., 2021).

The provinces or states in Canada and Germany are responsible for the education systems. Consequently, the education system in these nations may vary based on the laws of the respective provinces or states. The educational system in Germany is multi-tiered, as there are various school lines and special schools. Schools for children with intellectual disabilities, hearing impairments, and learning disabilities are examples. In Bavaria, public vocational schools and special education schools coexist. In Germany, attempts do currently made to align the system with the UN Convention. In a dual school system, students attend classes once or twice weekly and work the rest of the time. Special needs and disabled students must complete a full-length internship. There are, however, delicate situations in which individuals with impairments can complete internships with reduced academic qualifications; these are known as 'Fachpraktiker' (Miesera & Gebhardt, 2018). Contemporary research on vocational education in Finland has centred on vocational content, work-life skills, and instructional strategies. VET offers students the necessary knowledge, skills, and understanding for work and future study. In Finland, vocational education and training (VET) is explicitly tied to employment, resulting in an even more specialized education sector. If a student has severe learning challenges, a serious disability, or a serious disease, he or she is entitled to diversify and individualized special needs support. Developing unique learning pathways, specific student pedagogical solutions, and particular teaching and learning arrangements are means of satisfying needs (Ryökkynen et al., 2022).

Compared to ordinary vocational schools, implementing vocational schools for individuals with disabilities involves managing learning programs. In vocational schools for people with disabilities, the management of skill-acquisition programs does tailor to each student's talents and educational needs. The effect of this modification is an increase in student achievement and participation, both physically and socially. Additionally, program variants may begin with a curriculum structure. Educators have aligned this curriculum framework with the essential requirements through the Syllabus and Learning Implementation Plan. To assist students with disabilities in attaining their competency objectives, SLB Negeri 1 Makassar has incorporated sixty per cent of skills hours into its teaching and learning activities (Veronika & Gani, 2022). Malaysian Community-Based Rehabilitation Center (CBRC) teachers employ two primary TnL approaches teacher-centred and student-centred. Early on in class, they adopt a mostly teacher-centred strategy. The objective is to get the special needs students' (SNS) attention and manage their behaviour so that they can concentrate on the teacher and the lesson. Teachers must ensure that children are prepared and in a good mood before class begins to prevent disruptions to the learning process. Controlling the implementation of teaching and learning activities for students in general vocational education is straightforward. Teachers and students work together to facilitate the learning process. Teachers and students also increase the efficiency of distributing content to students. The management of the employed learning program requires little modifications, and assessments may conduct more readily.

Table 5. Table of Research Results on Investigate Existing Vocational Schools for Disabled Individuals

No	Researcher	Purpose	Results
1	(Veronika & Gani, 2022)	It understood the role of motivation and mentorship in SLBN 1 Makassar (Indonesia) and the implementation overview of vocational education in schools.	SLBN 1 Makassar allocates 60% of skill hours to teaching and learning activities to help students with disabilities meet their competency objectives.
2	(Ryökkynen et al., 2022)	Describes the experiences of 18 students with specific educational requirements who graduated from Finnish vocational schools.	This study demonstrates that VET provides disabled students with comprehensive, specialized support, significantly impacts individuals, and empowers them in social circumstances.
3	(Jamaluddin et al., 2021)	Students with Learning Difficulties (SLD) at the Community-Based Rehabilitation Center (CRC) in Selangor, Malaysia, are being taught and learning occupational skills.	The results indicate that teachers focus on the mesosystem environment by employing various tactics to enhance occupational skills education for Students with Learning Disabilities (SLD).
4	(Ibrahim et al., 2021)	Determine whether students with special needs tend to select a specific field of vocational education, as well as the opinions of parents and teachers on the area of choice.	Multiple constructs, including the realistic, the investigative, the artistic, the social, the entrepreneurial, and the conventional, are shown to influence the vocational education selected by students with special needs.

5	(Pasaribu & Harfiani, 2021)	Analysis of vocational education implementation at SLB A/B/C Melati 'Aisyiyah Tembung, North Sumatra, Indonesia.	To accomplish the vision and mission of the school, there is a policy that grants students work permits based on their aptitude, infrastructure support, vocational learning systems, and the potential of students and teachers.
6	(Mohamad Rozai Nur Hidayah & Jabor Mohd Khata, 2020)	Understanding the availability of teachers in teaching pedagogy and facilitating communication with students during the learning process (OKU).	This study's findings corroborate those of previous research, indicating that OKU, the teacher, demonstrated a high willingness to teach students more efficiently.
7	(Rianae, Teti Berliani & Agau, 2020)	Explain how the occupational skills program for kids with special needs does implement SLBN 1 Palangka Raya (Indonesia).	(1) The planning of vocational programs begins with a curriculum framework whose fundamental criteria do outline in the instructor's syllabus and learning implementation plan (RPP); (2) The implementation of the SMK program is excellent, with learning activities carried out according to plan and teachers constantly assisting and guiding students so that they produce quality products; (3) The program has been evaluated favourably, as evidenced by the principal's evaluation and the instructor's supervision of assessments ranging from independent practice in class to apprenticeships.
8	(Prayogo, 2019)	Develop a program to teach autistic students how to cook.	Physically, socially, and academically, the participation of autistic kids in inclusive schools can do enhanced by establishing skill-based learning programs suited to the student's potential and learning needs.
9	(Wahyuni, 2018)	To meet the demands of the modern world, traditional schools are reevaluating vocational education for students with special needs.	LKSN ABK and FIKSI (Indonesian Student Innovation and Entrepreneurship Festival) are significant educational opportunities for ABK students.
10	(Miesera & Gebhardt, 2018)	The relationship between attitudes, experiences, and self-efficacy about inclusion in vocational school teacher training programs does highlight.	Conclusion: the disparate rankings reflect differences in school systems, inclusion experiences, and teacher education systems.

Challenges and Hurdles

The findings of RQ 2 in ten studies conducted in Indonesia, Malaysia, East Africa, and South Africa indicate that vocational education for inclusive students faces barriers, problems, and possibilities based on each student's disability and in general. Students with impairments face numerous obstacles while attempting to obtain equal educational opportunities. Internal and external variables impede kids with disabilities in the learning process. Students' loss of confidence due to bullying in SMK 5 Mataram, Indonesia, is an example of an internal cause that impedes success (Murdianto & Jayadi, 2020). A study conducted in South Africa indicated that students with impairments faced obstacles while attending a TVET institution, including the negative perceptions of their peers and the attitude of the teaching staff. Negative perceptions on the part of academic personnel deny impaired children the chance to have meaningful learning experiences (Munyaradzi et al., 2021).

According to studies conducted in Malaysia, Special Needs Students with Learning Disabilities (SNS LD) have difficulty selecting their field of vocational education. They should have selected the field due to their desire and aptitude. This condition results from learning difficulties that prevent them from making rational decisions, such as a lack of self-understanding, a lack of information about alternative education, and the inability to use information consistently due to differences in family and friend opinions (Ibrahim et al., 2021). Lack of support structures, lack of disability service units, lack of partnerships with schools, lack of control over strategic planning, lack of evidence of inclusion policies, lack of funds, and delays in providing services to support students with disabilities account for the majority of external barriers for disability. Key to the effectiveness of teaching and learning sessions is the involvement of parents and educators with an interest and experience in managing kids with disabilities.

Table 6. Table of Research Results on Investigate Challenges and Hurdles

No	Researcher	Purpose	Results
1	(Delubom & Marongwe, 2022)	Examine techniques for implementation at colleges of TVET to effectively promote inclusive education, with a focus on facilitating access for students with disabilities.	For children with disabilities, there is a lack of support structures, Disability Service Units, collaborations with schools, control over strategic planning, inclusion policies, funding, and timely service delivery.
2	(Zakariah et al., 2022)	It does research how students with special needs see Vocational Skills Training.	The perception of mastery of generic skills, communication skills, ethics and morals, and teamwork is high among special-needs students.
3	(Munyaradzi et al., 2021)	The TVET College student support system for students with disabilities will do investigated.	Universities must offer student support services staffed by individuals with adequate disability knowledge.
4	(Ibrahim et al., 2021)	Students with special needs tend to choose their vocational education field, as well as their parent's and teachers' perceptions of the selected area.	The field of vocational education chosen by students with special needs does influence by several constructs, including realistic, investigative, artistic, social, entrepreneurial, and conventional.
5	(Murdianto & Jayadi, 2020)	Explaining the discriminatory stigma against inclusive students in the inclusive education program at SMK Negeri 5 Mataram (Indonesia).	At SMK Negeri 5 Mataram, inclusive students face a discriminatory stigma: first, they are stigmatized and bullied based on their physical condition and deemed incapable of performing regular activities. Second, there is a distinction between teachers' and inclusive students' grading systems.
6	(Ethel Delubom et al., 2020)	Examining the difficulties encountered by vocational education management in implementing inclusive education.	Infrastructure, funding, lecturers, and personnel that need to support implementation are obstacles to vocational education management.
7	(Ebuenyi et al., 2020)	To prepare for increased inclusion and evaluate barriers and approaches to including people with mental and intellectual disabilities in TVET programs in four East African countries.	The three interconnected components of the model reveal barriers to and pathways to inclusion.
8	(Sizwe Absai Mbense, 2019)	It examines the experiences of students with disabilities at the College of Vocational Education and Training (TVET) through case studies, focusing on the elements that negatively and positively affect their academic performance.	Parental and academic involvement promotes success, growth, and improvement. The most significant hurdles to access and achievement are physical, economic, social, and epistemological.
9	(Masitah & Syed, 2019)	Determine the effectiveness of vocational education in community colleges for students with impairments.	Key to the success of classroom instruction is the presence of professors with interest and experience in accommodating students with impairments.
10	(Sanele Siwela, 2017)	Examining the College of TVET students with disabilities' experiences.	These attitudes are conducive to learning: self-determination, self-advocacy, positivity, and intrinsic motivation. Access and success do impede by physical, economic, social, and epistemological hurdles, but parental and instructor support is also a success factor.

What Facilitates Teaching and Learning

Ten studies encompassing Indonesia, Malaysia, Germany, Greece, Finland, and South Africa does conduct to answer RQ 3. A study conducted in Indonesia revealed that the following factors support learning and teaching: a) teachers can use a different curriculum to teach students with disabilities and help them meet their learning goals; b) developing learning media

through game design can increase motivation and achieve good knowledge (Maryanti et al., 2022). In Greece, the SVE service quality multifactorial construct comprises five factors: responsiveness, environment, personalization, training, and adequacy of facilities (Georgiadou et al., 2020). Conventional teaching methods are ineffective in achieving success with deaf students. Students with disabilities can become more active through performance assessment in learning activities, as engagement and activities in learning motivate students to comprehend more. However, detailed information regarding the explanation and identification of strategies to improve the material comprehension of students with special needs has yet to be discovered.

In a study conducted in Magdeburg, Germany, a didactic method for inclusive learning through games does establish for people with intellectual disabilities. Intellectual impairment does characterize by diminished cognitive and social adaptation: the development and user-centred evaluation of Serious Games (SGs) for inclusive kitchen profession vocational training. The theoretical teaching content of the "hygiene" module doe taught via gamified learning applications to individuals with and without cognitive impairment. The evaluation results indicate a favourable reaction to digital instructional games, notwithstanding their usage of screen-based media. By SGs they can teach theoretical knowledge pleasantly while addressing many cognitive abilities at once (Batz et al., 2022).

Table 7. Table of Research Results on Investigate What Facilitates Teaching and Learning

No	Researcher	Purpose	Result
1	(Zakariah et al., 2022)	Identifying the attitudes of students with special needs towards vocational skills training, identifying generic skills according to the priorities most extensively employed in vocational skills training at the Indahpura Special Education Vocational High School, Johor, Malaysia (SMPKVI), and examining the perceptions of students with special needs regarding their mastery of generic skills.	Regarding vocational skills training, students with special needs have a favourable opinion. Regarding generic abilities ranked by importance in vocational skills training, communication skills receive the highest ranking, followed by ethical and moral skills and teamwork.
2	(Maryanti et al., 2022)	It aims to determine the SMK curriculum's heat transfer material for special-needs students.	The curriculum for heat transfer for students with special needs is identical to that for students without special needs. The distinction resides in the implementation of the educational service. A differentiated curriculum is one of the methods typically employed by teachers to help students with special needs achieve student learning outcomes.
3	(Batz et al., 2022)	Describes the user-centred design and evaluation of serious games for inclusive culinary vocational training.	In all target groups, motivational boosting and a knowledge quiz yielded positive results.
4	(Georgiadou et al., 2020)	Describes the development of a scale for evaluating perceptions of the quality of services provided to students with disabilities by Special Vocational Education (SVE) institutes in Greece.	The research findings validate the five-factor model of SVE service quality, which includes responsiveness, environment, personalization, training, and enough facilities.
5	(Jauhari et al., 2020)	Study Further research into vocational education must do implemented as part of special education for children with special needs.	A review of the relevant literature determined that vocational education for children with special needs a tailored to their talents and interests. In addition, it must take demands and abilities into account.
6	(Hidayat et al., 2020)	Using eggs as a metaphor to demonstrate techniques for teaching Students with Hearing Impairment (SHI) Archimedes' law principles of floating, floating, and sinking.	Because the experimental demonstration approach increases student focus, it is easier for students with SHI to comprehend the subject content. The study's findings indicate that standard teaching methods are ineffective in achieving instructional success. This study also demonstrates that instructors must select visual learning approaches and media that are as engaging as feasible.

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| 7 | (Masitah & Syed, 2019) | They are examining best practices in applying specific expertise certificates in the teaching and learning process, as well as research on their efficacy, at a Community College that blends students, the environment, and lecturers with competence in TVET. | They were examining best practices in the application of specific expertise certificates in the teaching and learning process, as well as research on their efficacy, at a Community College that blends students, the environment, and lecturers with competence in TVET. |
| 8 | (Maosul et al., 2019) | Culinary expertise program vocational school teachers found difficulties when analyzing Competency practices in Indonesian <i>sambal</i> for students with special needs, as there needed to be a performance evaluation framework available to guide this research. | Students with special needs can become more active through performance assessment in learning activities, as engagement and activity in learning inspire students to comprehend more. |
| 9 | (Sizwe Absai Mbense, 2019) | In the form of case studies, the College of Technical Vocational Education and Training (TVET) highlights the negative and beneficial influences on the studies of students with impairments. | Individual student attitudes such as self-determination, self-defence, positivity, and intrinsic motivation are the primary drivers of learning. At the same time, parental and instructor concern does prove to be a facilitator of success, development, and improvement. Physical, economic, social, and epistemological obstacles to access and success predominate. |
| 10 | (Hermanoff et al., 2016) | Vote for young adults with disabilities and ask them to explain their ideal vocational school. | The results of this study, the location of learning spaces, peers of the same age, helpful teachers and tutors, and a variety of teaching environments indicate a positive learning environment. According to the findings of this study, the best school for young adults with disabilities is a blend of physical, pedagogical, and social learning environments. |

According to the data collected for RQ 1, RQ 2, and RQ 3, vocational education for people with disabilities has been adopted in numerous nations. Unavoidably, the implementation of vocational education for people with impairments does intertwine with several problems and opportunities. Each nation has a solution adapted to its needs in light of these conditions. Parents, instructors, and the environment significantly impact the learning and teaching of students with disabilities. Colleges of technical and vocational education have the chance to establish various solutions to mitigate the obstacles faced by students with impairments. This method may take the form of assistance that does decide by the nature and severity of the condition. TVET must involve specialists in addressing the requirements of disabled students. One of these is providing personnel with training on disability issues so that they can comprehend the needs of students with impairments.

DISCUSSION

Students with disabilities confront various problems and hurdles in their studies. The findings indicate that the problem of inadequate and inaccessible infrastructure is concerning because it creates an obstacle for students with disabilities. Students with physical disabilities encountering access issues to the classroom, library, and parking lot are one example. Additionally, inadequate learning equipment must do considered. Using instruments that cannot accommodate all students necessitates using tools that require students to take turns. The solution to this problem whereas on infrastructure issues that make it challenging for students with disabilities to gain access by making buildings accessible to people with disabilities and accommodating the diversity of students; lecture halls and laboratories must do modified or reorganized.

Another study demonstrates that teachers face numerous curriculum-related obstacles when delivering vocational skills courses. They could not adhere to the curriculum as they did when instructing kids in the public school system. Due to a lack of suitable equipment and laboratories, several activities could not do carried out. As a result, teachers restrict activities completed with the available facilities and equipment, which only occasionally adequately cover curriculum topics. A lack of physical facilities can compromise the learning objectives for practical skills. Furthermore, there needs to be more inclusive training for educators. The lack of teacher training hurts the potential need for pedagogical skills and vocational training, affecting educational reform implementation. Experts note that a lack of pedagogical skills and vocational training hinders teachers' performance of learning content.

Regarding the analysis results on topics that assist learning and instruction for children with disabilities, it is evident that the environment and the learning media are influential variables. Most of the day for students with disabilities must do spent in an environment conducive to their success. The setting may be a family, residential, or school environment. Therefore, vocational education for students with disabilities must also focus on the instructor. The training provided to teaching staff is one of the most critical factors that can enhance the quality of education offered to students. The teaching staff must receive proper training to accommodate the student with disabilities. Rather than focusing solely on classroom instruction, teachers should be trained in various teaching strategies, influencing teacher effectiveness and readiness to apply vocational skills. Teachers that can provide a safe and engaging learning environment will have a positive impact on their students.

Educator-implementable strategies can be presented teacher-centred at the beginning of class. The objective is to maintain student focus and discipline to stay focused and engaged in other activities. Instructions must be clear and repeated numerous times to ensure the success of students with impairments. Adapting instructional materials to the needs of students with disabilities is necessary. Learning materials for deaf children will differ from those for children with mental retardation. Therefore, the initial procedure during school enrollment can do utilized to identify student deficiencies and determine their required assistance. Similarly, for other students with disabilities, the curriculum must be revised to continue to support student learning. A study has demonstrated the effectiveness of teaching student work skills through video. Videos improve student concentration and attention.

Additionally, vocational education provides special accompanying teachers for students with disabilities, so each session has two instructors. Students can concentrate and comprehend lectures effectively due to the implementation of this technique in vocational education programs. Various approaches can do taken to improve learning outcomes for students with disabilities in vocational education. Plan examples include inviting resource individuals or vocational communities, such as skilled and professional teachers, to conduct demonstrations. This activity does intend to increase student interest in vocational programs and general student interest. Another strategy that can be used, namely through community-based projects, can provide practical experience as part of their students' vocational education. In addition to enhancing their social skills through interaction with others, students can gain entrepreneurial experience. In conclusion, the relevant government must make substantial reinvestments to improve the quality of vocational education. Improvements to the infrastructure include introducing a more relevant curriculum, retraining the teaching staff, and providing financial aid for students to access educational programs.

CONCLUSION

Topics related to vocational education for individuals with disabilities were identified based on the findings of relevant journal research. These findings examine implementation, obstacles, and support systems for learning activities. In most nations, vocational education for students with disabilities has been implemented. Despite variations in terminology across nations, vocational education does conduct at the secondary and university levels: equal rights and educational opportunities for individuals with disabilities. The study's findings demonstrate that vocational education can empower and significantly impact students with disabilities in social settings. The provision of vocational education for students with disabilities requires instructors with appropriate learning methodologies and approaches. Many vocational schools have graduated disabled students. The most common hurdle encountered by students with impairments is the existence of poor self-perception. Due to their peers and faculty's negative views towards them, students with impairments endure discomfort throughout learning. Common obstacles include facilities and infrastructure that need to be improved to accommodate learning needs. Due to these conditions, students with disabilities require significant support from parents, teachers, and a tolerant environment. In addition, the government and critical stakeholders must collaborate to develop policies prioritizing students with disabilities. This partnership does anticipate advancing the field of education for students with disabilities.

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