

Transition Services to Prepare Students with Mild Intellectual Disabilities to be Financially Independent

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Abstract: This research aims to describe the implementation of transition services to prepare students with mild intellectual disabilities to be financially independent in Special Needs School Bandung. This research was conducted using a qualitative approach with case study. The research subject was the teachers, teacher coordinators, principals, two parents, and two students with mild intellectual disabilities (ID). Data were collected using observation, interviews, and documentation and analyzed by data reduction, display, and verification processes. The results of this research described the transition services provided by the school to meet the needs of the students which are 1) self-determination; 2) access to workplace; 3) mutual understanding; 4) knowledge, competence and skills to work. This research concluded that the implementation of transition services in SLBC in Bandung has not been optimal to prepare students to be financially independent.

Keywords: *Transition Service, Mild Intellectual Disabilities, Financial Independence*

INTRODUCTION

Xiao, Chatterjee, & Kim (2014) revealed that financial independence is very important for a person's life, both individually and socially. One way to achieve financial independence is to work. Rusdiansyah & Sujarwanto (2013) stated that the purpose of work is to get a salary, but some people who work are more likely to be only for inner satisfaction. A person can work as an employee, through his own business, or even both (Urwin, 2011). The problem of financial independence for a person with intellectual disabilities is still quite worrying. This can be seen from their lack of quantity and quality for working in the competitive field (competitive work).

These problems require transition services so a person with intellectual disabilities can get jobs and work adaptively. According to Nanda (2014) transitional

services is a preparatory program for students with special needs in order to have independence in fulfilling their life needs after the formal education period which is prepared since they were in school. Parmenter (2011) stated that the effective transitional services in order to prepare a person with intellectual disabilities to work is a service that is adjusted with their needs. Various literature reported that the needs of a person with intellectual disabilities in terms of work are the need for self-determination practice (Wagner et al., 2005), the need of access to the workplace (World Health Organization, 2011), the need of mutual understanding (World Health Organization, 2011), the need of government support, as well as the need of competencies, knowledge and skills (Nobutaka & Kazufumi, 2012).

Reviewing transition services, especially in SLBC Purnama Asih Bandung, generally found that

Table 1. Tracer Study of Graduates from Special Needs School, Sidoarjo in 2013

Status	Number	(%)	Job	Access
Employed	7 persons	27%	<ul style="list-style-type: none">• Packing crackers at the factory, 1 person (4%)• Keeper at an internet cafe, 1 person (4%).• Making rugs from patchwork at school, 1 person (4%).• Parking attendant, 1 person (4%).• Cleaning service at school, 3 persons (11%).	<ul style="list-style-type: none">• Through parents• Through parents• Through school• Through parents• Through school
Unemployed	19 persons	73%	Just do the activity at home	

Resource: Rusdiansyah & Sujarwanto (2013)

its implementation is not run as above perspective. Based on preliminary study, there were some common problems in the implementation of transition service in this school that is important to be resolved. The problems referred to are: the School has not involved the children in various decisions, such as in IEP discussion meetings which makes the student does not understand the obstacles and potential in themselves; schools have not fully established partnerships with various work places; teachers are not optimal in conducting child development assessments; meetings to discuss the actual conditions of children have not yet routinely performed (IEP meetings), and have not established communication with the work places to socialize the child's condition; career preparation is limited to vocational training without adjusting to the competencies needed by employment.

Based on the explanation above, it becomes important to explore more comprehensively the implementation of transitional services for students with intellectual disabilities in that school. Thus, the potential and obstacles that occur from that implementation can be analyzed. The result of this research is useful for determining policy and future planning. Supported the assertion that all policies should be based on factual conditions in the field are obtained based on research (World Health Organization, 2011).

METHOD

This research used a qualitative approach. The qualitative approach is one type of approach in research that aims to describe and explore a phenomenon so as to form a complete synthesis (Natawidjaja & Alimin 2007). The place used as a setting in this study is Purnama Asih Special Need School for students with intellectual disabilities in Bandung. The school was chosen because problems were discovered in the implementation of transition services that demanded further exploration. Participants in this study were teachers, parents, two students with mild intellectual disabilities and school principals with the setting of senior high school level in grade 2. Participants in this study were selected using purposive sampling technique. namely sample selection techniques with certain considerations (Sugiyono, 2015). Researchers became instruments in this study. Data were collected by interviews with teachers, parents, school principal, and teacher coordinators. Observations were made to see the learning activities conducted by the teacher. Data were analyzed by data reduction, display, and verification processes (Miles & Huberman, 1994)

FINDINGS AND DISCUSSION

Findings

The results of this research describe four major themes, namely: 1) Services provided to meet the needs of students with intellectual disabilities for self-determination, 2) Services provided to meet the needs of student with intellectual disabilities for access to the field of work, 3) Services provided to meet the needs of student with intellectual disabilities for mutual understanding, 4) Services provided to meet the needs of the needs of student with intellectual disabilities of knowledge, competence, and skills to work. The results are as follows:

The Services Provided by School to Meet the Needs of Student with Intellectual Disabilities of Self-Determination Practice

This section describes the services provided by the teacher in improving self-determination ability in the student with intellectual disabilities in high school level in grade 2. These themes include the way of the teacher to improve students' work motivation, understanding work skill, and the ability in choosing a job. At the level of perception, the teacher believes that work motivation for students with intellectual disabilities is strongly influenced by their emotional feelings and depends on the extent of the students' obstacle/disability. This is in line with AT's statement as the teacher who said, "Motivation to work for students with intellectual disabilities is different depending on their mood (feelings) and on the severity of the disability. If the mood is good that day, he can follow the learning process, but if he is not in a good mood, he cannot follow it". This condition has made the teacher to think that there is no more way to motivate children.

Motivation

A teacher had difficulties to find a varied approach to motivate students with intellectual disabilities due to lack of references reviewed by the teacher. AT stated that she had not found a special book that discussed how to make students with intellectual disabilities have the desire, hope, or interest in working after graduation. "So far I have not found a special book that discusses how to improve work motivation for them (students with intellectual disabilities). I only find a book about how to educate them in general". However, the training that the teacher followed has tried to equip teacher how to improve work motivation for students with intellectual disabilities which are integrated with vocational education. According to AT's statement, "I only attended vocational training at teacher professional education centers. I was taught

several types of vocational, vocational concepts, and vocational teaching techniques for students with intellectual disabilities. I think there are already ways to improve work motivation for them. It is like allowing a student to try, to make the student independent when doing vocational tasks, and to make sure the student do their task on vocational learning until they are finished”.

The lesson plan for developing motivation on students with intellectual disabilities is integrated into each thematic design of learning. AT stated that “For me motivation is an attitude. So that in learning any theme, the teacher needs to motivate students”. Specifically, the materials that are mostly related to work motivation is during vocational learning. Work motivation will be indispensable in the learning because, in vocational learning, students must complete certain tasks “Perhaps the most related is the material on vocational learning. Where children will be taught certain types of work. For example, if there is vocational slipper sandals, makeup, and salted eggs”.

Meanwhile, observations found that teachers did not provide opportunities for students to complete pre-vocational learning, such as in cooking class. Students are only given the opportunity to do certain tasks such as peeling onions or washing vegetables. The teacher told students that she is concerned about their safety in operating cooking utensils. In addition, the teacher revealed that she was worried that the students’ hands were not clean so the teacher asked them to just sit down and most of the cooking tasks were done by the teacher. In addition, the fact that the students work slowly when cutting vegetables, frying, mopping, washing dishes, making cakes makes the teacher reluctant to wait so that they give help quickly.

Understanding Related to Work

In general, teachers have a perspective that it is difficult to find suitable work for students with intellectual disabilities, as AT mentioned: “I don’t have the idea what job that is proper for them”. Thus, from that perspective, a school does not facilitate students to apply for a job. It is line with AN’s statement as the principle “Because to apply is almost impossible with consideration of students’ barriers and we have no idea what companies can accept them”. The teacher stated that two students in this research (DW and AR) cannot get a job. Based on the observation, those students were able to mop, wash dishes, and cook (cut vegetables and fry). However, the teacher argued that their speed in completing those tasks was not enough to work as employees.

The school focuses more on providing vocational skills that are expected to be useful for life after graduation. The teacher believed that the skills already owned can be used by the students to open their own

businesses instead of applying for existing jobs / becoming employees for business owners. Thus, in this school, they are more directed to provide certain skills. Hopefully, the skills can be used by them to earn income. Like opening their own business but it is returned again to the state of the environment and family.

Providing the understanding of work is only limited to introducing various professions that are easily identified by students in their daily lives. Even so, an abstract profession like an accountant was not introduced. “It is difficult for children to understand abstract professions, which are not pictured in uniforms such as accountants, etc. Thus, the professions can only be taught in clear uniforms” (AT’s Statment). Learning about profession or jobs are not intended to meet the needs of students in terms of obtaining jobs and working adaptively. The teacher mentioned the reason is there is no specific list of professions or jobs that students can apply for. In its implementation, the material taught includes several types of specific work or profession that can clearly be seen, such as the doctor’s profession, police, army, etc. According to that purpose, understanding of profession or jobs can be used by children functionally in everyday life. The example is when the student get sick, they know where they can find for help. In teaching the profession the teacher uses various available media, either by pictures, videos, or directly inviting the children around the school to see various professions. Usually, the teacher teaches about the profession as much as possible, so the child can get an overview of the profession being taught. The Services Provided by School to Meet the Needs of Student with Intellectual Disabilities of Access to the Workplace.

The principal stated that during the leadership period the principal had previously prepared long-term targets which are written in the school strategic plan. The school strategic plan stated that in 2020 the school wants to establish relationships with workplaces. “It is stated that in 2020 the school wants to establish relationships with fields of work and facilitate students to enter the workforce. We are also targeting the existence of a post-school mentoring program such as distribution and supervision ” (AN’s Statment). However, this long-term target is not yet a priority achievement at this time. This is due to the lack of resources to manage the plan to achieve these goals. “We have not reviewed it because there are other priorities. For example, because the workforce here is limited so that the teacher concurrently becomes an administration and it drains their energy, time, and focus. Moreover, the school principals must often attend official invitations whether it involves new policies or financial problems. In 2013, the school had worked with stalls in the surrounding market to sell salted eggs by students. However, due

to the facts that they are not profitable, even causing a lot of harm, the collaboration is ended. This is because many eggs break while making salted egg and it takes a long time to make them. For now, the principal has not discussed again how to establish relationships with fields of work. "Since my leadership, honestly there has been no meeting to discuss the fate of children in the future related to their work" (AN's statement).

Services Provided by School to Meet the Needs of Student with Intellectual Disabilities of Mutual Understanding. This section intends to explain how the services provided by schools in building a common understanding regarding students with intellectual disabilities. This understanding includes shared understanding between parents, students, teachers, and the fields of work. This can be seen from the process of preparing the IEP meeting, discussing the IEP, and communicating with the field of work. Data in this section were obtained from interview and documentation techniques. The interview was conducted on April 10, 2018, with the teacher of class XI for about 1 hour, while studying the document was done by analyzing the results of assessment and IEP.

IEP Planning

The teacher stated that the preparation of the IEP began with the assessment process. The assessment aims to collect information in depth related to the profile of the student. Assessment is carried out by the teacher once a year. "At the beginning of the new academic calendar, the teacher conducts an assessment to find out the profile of the student and then compiles a learning program that matches the student's profile." After the assessment process, IEP was prepared. In compiling the IEP, the teacher does not involve various parties because it is seen as her authority as a teacher. "The preparation is carried out by the class teacher without any interference from other parties. Usually, if the teacher previously did the preparation of the IEP, the new teacher who is responsible of the student in the coming year will ask the student's development to the previous teacher. "Many teachers are still confused to adjust the assessment results with the applicable curriculum. The curriculum has provided guidelines with standards that are far beyond the students' competences. In fact, if the teacher is creative, the teacher can discuss the curriculum and profile of the student. But the teacher admits that they have no time to analyze the common thread between the themes that exist in the curriculum with the student's actual condition.

IEP Meeting

The progress of achieving the goals in the IEP is then reported and discussed with parents. This discussion is held in meetings every semester, incidentally, and once every three months. AT revealed

"At this school, there are several meetings that aim to discuss children. First, there are three months parenting incidental consultation where parents can ask the students' development to the teacher, and when the academic report is distributed once a semester". The meeting participants are parents, teachers, and resource persons. Usually, the guest speakers are invited such as from the health profession, an education academic, or psychologist. Informants were brought in on an incidental basis (in accordance with funding). Teachers stated that meetings to discuss the students every three months are often constrained by parents' attendance so the meeting is not performed properly. In addition, the agreement is often violated by parents. As an example, when the teacher says that students need to be taught at home related to self-development, parents do not do it. The teacher stated, "In fact, good education is possible if there is cooperation between education provided by teachers and parents". However, it seems that parents are more passive about this matter. Eventually, it became very rare.

Communication with the Workplace

This school has cooperated with several business places. In establishing such cooperation, of course, there is a communication that explains how the student looks like. However, this was no longer conducted because of the limited number of teachers. As the principle stated, "Around 2013, we worked together with bottle cap manufacturers and stalls to distribute salted egg products made by our schools". In that year, the teacher communicated with the workplace by directly coming to the company and offering cooperation. The teacher showed the video to the workplace as evidence that their student can work. "At that time the communication method was between a teacher from this school who came directly to the company and offered cooperation while showing the work of the students. Likewise the salted eggs, a teacher came to a market to ask permission to save the students' work products in their stalls. It has been running for a few months but it is no longer done because of lack of resources at school" (Principle's statement).

Services provided by School to Meet the Needs of Students With Intellectual Disabilities of knowledge, competence, and skills to work

In this section, researchers explore three major themes namely vocational education, career education, and internship. According to various theories, this should be a service available in schools to prepare students with intellectual disabilities to work. Data were obtained from interview and observation. The interview was conducted on 10 April 2018 to the vocational teacher coordinator for about an hour, the observation was done by seeing the implementation of vocational learning.

Vocational Education

The vocational tasks taught in this school are making sandals, making flowers, and motorcycle washing services in front of the school. The selection of vocational tasks is based on the curriculum, available teaching staff, and the complexity of the process. "Making flowers is based on the vocational curriculum to make simple souvenirs. Making sandals and washing motorcycles are based on the availability of teachers. These vocational tasks are chosen because they are not too complex so they can be taught to children" (Statement of Vocational Teacher Coordinator).

Vocational activities in this school consist of pre-vocational and vocational. Pre-vocational is all activities in order to prepare students to be ready for vocational training. The activities include cooking in the school kitchen, cleaning the school, shopping at the market, plant nurseries, and making salted eggs. All of these activities are taught through thematic learning. Until now such activities can still be carried out. As for vocational activities, such as making slippers, making flowers, and motorcycle washing services in front of the school, are held 3 times a week after 11 o'clock with separate/vocational learning. In 2012 - 2013 the vocational learning went well. The teacher described, "Learning activities are held by a professional teacher in their field. The activities can take place according to the schedule set by the school". After the learning activities, the teacher tries to channel students' skills. The results of student crafts and clipper sandals are sold at an exhibition and to teacher or parents. Motorcycle washing services are opened 3 times a week every morning to noon in front of the school. Moreover, various exhibitions on sandals and flower craft conducted by this school is well known. However, after the three vocational teachers have moved their workplaces, the learning activities have decreased. Sometimes vocational learning takes place according to a predetermined schedule. "This is because other teachers do not have the skills in the specific field and they are more focused on administrative tasks. Even in early 2018, vocational learning did not work at all". In addition, the implementation of vocational learning in this school was not led by professionals. When students can take lessons from professionals in their fields, they will also have the professional skills, and finally can earn a decent income. Based on the summary of the results of interviews with the teacher coordinator, the unavailability of professionals is due to: a) obstacles experienced by students with intellectual disabilities who are difficult to follow the learning process. Most students are lazy, unable to do most of the activities, lack of desire to work, and low motivation; b) lack of school funding because it only comes from students' monthly tuition fees and government funding assistance once a year; c) lack of teaching staffs which is caused by

the prohibition to recruit new teaching staffs. Because the current teaching staffs also work as administrative staffs, they have limited background on thematic and vocational learning; d) lack of professionals. The three teaching staffs who were responsible for the vocational training had moved to different workplaces in 2014 so after that, it was very difficult to do vocational learning. Even in early 2018, vocational was not working; e) problems of effectiveness and work efficiency. In 2013 when vocational activity in washing motorcycle services was still running, the school opened services for parents to wash their motorbikes at school with students with intellectual disabilities as the workers. However, they need 3 hours just to wash one motorcycle which make it not possible to become a business. It's the same as flower craft. Finish one flower craft took up to one week and was only sold at a price of Rp 50,000. The Rp 15,000 had to be divided to 4 children. Therefore, this also cannot be directed into a business.

Based on a summary of interviews with teacher coordinator, this school has not implemented an apprenticeship program, due to the fact that students still cannot work independently, both for mobilization and working on the actual work settings. They still need supervision and assistance. They also need to be escorted to work and picked up after they are done. This needs the helps from many teachers while the resources are limited. Another reason for not implementing the program is that the school does not have any teachers or members who can focus on opening relationships with many work places. The class teachers tend to focus more on learning process and will not want to collaborate because that is not part of their assignments. It would be better if there are different staffs/members whose job is to make collaboration with work places.

Discussion

Teachers need to translate concretely the importance of work so that students with intellectual disabilities can get a related and concrete picture of work. Thus, they can determine their own fate more effectively based on their understanding of certain jobs. According to Ernanto et al. (2015), students are said to understand a certain type of work to a minimum level if they know the name of a particular job, know the location of a particular workplace, know the technical picture of a particular job, and know everything that needs to be prepared to work in a particular profession. The results of the research conducted in this school showed that the provision of information related to work for students with intellectual disabilities is limited to knowing the names and tasks of various professions through images and videos. In addition, the professions that are introduced are not possible to be achieved by the students, such as

the profession of soldiers, doctors, and police. This is considered sufficient if they only use the information functionally, for example when they are sick, they are expected to know where they are going to seek help. However, this is less applicable to work needs.

Seva & Mahmudah (2017) reported that a person with intellectual disabilities can work in screen printing, wood rubbing furniture, corporation stewards, and waitresses in food stalls. In addition, tracer studies conducted by Rusdiansyah & Sujarwanto (2013) found they can also work in cracker factories, as parking attendants, school cleaning personnel, and make mats in a sheltered workshop. This proves that there are still professions that are possible to be achieved by them. Based on (Wagner et al., 2005) research (meg & Ann, 2011), a person with intellectual disabilities will do the best in their jobs only if they know what the works are. Therefore, experts recommended that transitional services are directed toward developing the ability to decide their own self-determination or at least make other people's decisions as their decision as well. In other words, they need to be invited to be able to choose certain types of work with careful consideration. Based on Vatland et al. (2011), students are said to be able to choose certain types of work if they know the barriers and potentials themselves, students mention the type of work they expect, and students explain the reasons for choosing a particular type of work. However, in SLB C Purnama Asih, the implementation of learning was dominated by one-way lecture methods without the teacher asking questions that were reflective. Learning only ends at the stage where the students mentioned the names and tasks of various professions without being associated with their intellectual dissabilities, so that they can only understand various types of professions but not know what is right for them, what they need to prepare, and why they need to choose certain type of work.

Rusdiansyah & Sujarwanto (2013) reported that students with intellectual disabilities who get a job are able to carry out tasks but have problems with motivational aspects. Therefore, it is important to increase the work motivation of students with intellectual disabilities. Nuryanti (2011), mentioned that a good indicator of work motivation is that students can motivate themselves, take initiative and have high feelings and commitment, can complete a work, have a strong will to work, are able to work with or without supervision, are oriented towards the goals or results of work, are always on time, and are discipline. However, in SLBC Purnama Asih, the opportunity for students to finish their tasks was limited. Often, teacher dominated the job to complete the students' tasks. For example in the cooking class, most of the cooking tasks were done by the teacher. Thus, the students do not accustom to having good

motivation in working.

Wehmeyer and Shogren (2012) stated that in teaching the practice of self-determination, teachers need to focus on the strengths of students with intellectual disabilities to then design appropriate learning. However, based on the results of this research, it can be found that at the perception stage, the teacher is still focusing on the severity of the type of child disability rather than on the solution. This perception is consistent with aspects of motivation, understanding work, and selection of work that should be developed in students with inteleectual disabilities. The teacher considers that there is no other way to develop these aspects if the students' disabilities are classified as severe. Therefore, in this perception, the practice of determining fate is considered low (Lazzar, et al., 2015)

Misunderstandings about the inability of people with disabilities to do work are important reasons for their continuing unemployment and - if employed - to be excluded from opportunities for promotion in their careers (World Healt Organization, 2011). Often the workplace is difficult to believe that intellectually disabled people can work. This condition is an obstacle for them to get a job. Therefore, many parties need to provide awareness for the work environment related to intellectual disabilities conditions and their rights at work (Batavia & Beaulaurier, 2001).

According to Nobutaka and Kazufumi (2012), the abilities needed to perform a task can be divided into two types. The first is innate abilities, such as personality, character, and talent, and acquired abilities. The second is knowledge and skills such as vocational skills including sewing, cleaning, or cooking. As for innate abilities that are closely related to the quality of work are the mentality, attitudes toward work, obsessions, and work motivation. This type of ability can also be called competence. Therefore, in terms of intellectual disabilities, these two types of abilities have to be acquired by students with intellectual disabilities. In another word, they need to be equipped with competencies, skills, and knowledge to work. Even so, the facts show that learning that leads to the acquisition of skills (vocational education) does not work. According to the school, this is due to obstacles in students with intellectual disabilities. The researcher often heard that teachers complained about limited abilities on students added with lack of teaching staffs, lack of professional staffs, problems of effectiveness, and work efficiency. In addition, habituation that leads to mental work is minimal and there is no apprenticeship program that leads to the application of knowledge, mentality, and skills. Learning process leads more to information and academic acquisitions (Shuey & Willson, 2017).

Table 2. Problem of Transition Service Implementation in SLBC Purnama Asih Bandung

No	Problem
1	Learning about jobs is limited to knowing the names and tasks of various professions through images and videos
2	Opportunity for students to finish their task was limited. Often, teacher dominated the works to complete students' tasks
3	Teacher focuses on the obstacles of students
4	Skills that are taught by the school is not relevant with the workplace
5	School just focuses on how the student can implement their skill to open their own business with their family but not focus on how to apply in the work field that already exists.
6	The school does not do intensive communication with the company.

Resource: Based on Result and Discussion

The school cannot establish cooperations with workplaces because of lack of teachers who can be given this responsibility. The teachers have to be administrators at the same time so that it is difficult for them to be mobile. In ideal conditions, resources should be directed to the interests of the students and to a specific task to build cooperation with some workplaces. Wehmeyer and Shogren (2012) found that the head of career guidance in schools with special needs Otsuka, Japan has collaborated with workplaces. The forms of cooperation offered such as internship programs, professional visits to schools, and company visit. Practically, the problem in the implementation of transition service in this school can be seen in Table 2.

CONCLUSION

Financial independence in this research is defined as a condition where a person with intellectual disabilities can get a job and with that job they can earn some income to meet their primary needs. Transitional services are needed to achieve this condition. Effective transition service has to be concerned on the needs of a person with intellectual disabilities to work adaptively. Those needs are the need of self-determination practice, the need for mutual understanding, the need for access to the fields of work, and the need for the provision of competencies, knowledge, and skills. The school that was observed in this research have not been optimal in meeting these needs because of the constraints on several aspects, such as teacher perceptions that still focused on students' barriers, the lack of the teachers, uncooperative employment, ineffective vocational training, and habits that lead to work motivation.

It is suggested that, for the school, the school should provide a learning process that gives a more

realistic picture of work such as company visit, professional visit, the internship with a certain job which is proper with student's condition. For the teachers, they should give opportunity to students to complete their tasks from the beginning until the end. If the students find difficulties, the teacher should give a guidance. It is better to give the verbal guidance first and then the gestural guidance. If students still can not understand, practical guidance is also good. In the field of work, the teacher should focus on the potential of the student and what they can do best. The school should also assess the kinds job exists in the field and is proper for the student. Diversity need to be embraced. It means not every student and their family can open their own business. Thus, the school should prepare student to apply to works that are available. Lastly, it is better if the school has a special staff whose job is to communicate with companies.

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