Vocational Life Skills Students With Disabilities Through Experiential Learning

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ABSTRACT

Finding out how important experiential learning is for students with disabilities (SwD)'s vocational skills is the primary goal of this study. The purpose of this study is to examine how experiential learning influences students with disabilities' career and occupational capabilities. The professional abilities of a SwD are significantly impacted by this study. The research method is pre experiments and conducted in Surabaya Inclusive Vocational School with subject tens of SwD. The data collection used tests and analyzed used Wilcoxon test. The result showing $Z_{count} > Z_{table}$ means EL increases VLS SwD results. With the help of the VLS program, effective ELs can easily help teachers, parents, students, and the community. It builds awareness about promoting social skill acquisition for individuals with disabilities, appropriate career, and vocational education. This research result also implication to driving VLF through EL to determine need for further program to ensure SwD gain success. It builds awareness about promoting social skill acquisition for individuals with disabilities, appropriate career, and vocational education.

INTRODUCTION

Life skills in order to live independent life, basic vocational skills, adapt in society and life desirable. However, there has been little research reported about teachers’ expectations regarding social skills; that is, based on their experience, which skills do they value (Bansal et al., 2023); (Agran et al., 2016). Learning life skills helps individuals, including people with disabilities, have the ability to cope with and solve problems in life, be independent and competent, self-manage, earn income, work, and adapt with society and life. The recent research that focus independent living skills and career skills to employment opportunities, postsecondary education program components are for students, such as independent living skills (Agarwal et al., 2021), focus on daily life skills and that support from the school is needed for better career and vocational education is parent mention, providing proper vocational skill to enhanced occupational skill SwD (Lin et al., 2018). Persons with intellectual disabilities to foster their social inclusion through work by 3D gamified simulations (Barnekow et al., 2017). Traditional models of TVET related to work is not prepare workers for the constantly evolving world of work (Kanwar et al., 2019). However, VLF or work-related recreational education, which aims to promote inclusive and equitable quality education and lifelong learning opportunities for all, can be used in many environments and professionals do not have to work. (Ioannou, 2023). Bandura’s theory to increase participation, persistence, and motivation SwD in transitioning from school to work (Brock et al., 2020).

Life skills do not appear on their own but are one of the skills formed through learning. Vocational schools are to develop life skill education will be able to be independent and successful.
in living in society also prepare life career skill (Nuryanto & Eryandi, 2020). Learning life skills is a good way to develop and hone self-control abilities including making decisions, figuring out careers, being spontaneous, accepting responsibility, interacting with people, overcoming difficulties, and creating a network of social supports (Kirchhoff & Keller, 2021). The vocational life skills in this study were all performed at home. Anything that can be deemed to be made or prepared at home, or that is made there, is considered homemade.

The professional skills of individuals with disabilities in inclusive schools are plagued by a number of issues and factors, such as inadequate knowledge and skills for individuals with disabilities, a lack of opportunities for the acquisition of specialized skills, less marketable products, and a lack of strategies and media. Less variety exists, and there is a mismatch between the amount of job applicants and open positions. People with disabilities face many physical, psychological and social barriers, so when performing various activities, especially professional activities, life skills are not optimal. Therefore, learning life skills adapted to disabilities is necessary to ensure good activities and life in society. It is important to improve the quality of vocational skills of people with disabilities. In this study, experiential learning was implemented to help people with disabilities more easily build knowledge and acquire professional life skills.

Experience is emphasized as being crucial to the learning process in experiential learning. Affective, cognitive, and psychomotor learning are three key areas of learning that experiential learning addresses, and as such, it highlights holistic development. In order to draw findings that can be strengthened by direct, in-depth, and repeated learning, experiential learning accelerates learning and thinking skills (Darling-Hammond et al., 2020). Students who engage in experiential learning have the chance to amass a variety of learning experiences that enhance their academic performance and skill set (Dwikoranto et al., 2020; Terashima et al., 2023).

Through doing, reflecting, thinking, and applying, students are encouraged to learn through experiential learning (Butler et al., 2019). Students that actively participate in the learning process with the support of experiential learning (EL) report higher learning motivation (Leal-Rodríguez & Albort-Morant, 2019), several methods for accommodating students with disabilities while they are participating in experiential internships (Spencer et al., 2021), retention of knowledge is improved by experiential learning. (Schenck & Cruickshank, 2015). Through active participation in the learning process, experiential learning allows students to understand the process, discover meaning in the experience, and apply the knowledge and experience they have received (Morris, 2020).

Those who engage in experiential learning are more equipped to face new obstacles and forge new path (Spence & McDonald, 2015). The experiential learning paradigm takes into account the value of student involvement, experience, and learning as well as the way in which experience informs learning (Bell & Bell, 2020). Through experiential learning, students can apply their academic knowledge to real-world situations (Guo et al., 2016). Students that participate in experiential learning are encouraged to be adaptable, use all available learning resources, and develop useful skills (Kang & Chen, 2016). Through active participation, students can keep their knowledge, develop their intrinsic desire, and develop an interest in the subject matter through experiential learning (Zelechoski et al., 2017).

This study supports the numerous research findings regarding experiential learning that were previously mentioned, demonstrating the influence of experiential learning on the academic and performance outcomes of individuals with disabilities, including learning outcomes and the acquisition of professional skills for their everyday lives. The research specifically aims to examine the effects of experiential learning on the development of people with disabilities’ vocational skills as well as the necessity of experiential learning for the acquisition of these skills. The research specifically aims to examine the effects of experiential learning on the development of people with disabilities’ vocational skills as well as the necessity of experiential learning for the acquisition of these skills.
RESEARCH METHOD
In inclusive schools, studies on the professional development of life skills through experiential learning for individuals with impairments have been carried out. A quantitative approach is employed in the research. A vocational life skill learning outcome test, more precisely a performance test, is used in the data collection process. The employment abilities of students with disabilities are measured by achievement assessments. Using non-parametric statistics, quantitative information about the vocational capabilities of students with disabilities was examined. Techniques for analyzing quantitative data depend on numerical data that can be subjected to quantitative analysis utilizing the non-parametric Wilcoxon test statistics. The purpose of this study is to test the hypothesis that experiential learning helps individuals with disabilities in inclusive schools at home by enhancing their occupational skills.

![Research step diagrams](image)

**Figure 1.** Research step diagrams

Through quantitative research, knowledge is derived from numerical data. At Inclusive Vocational High School, research was done on the use of experiential learning to enhance professional learning outcomes for individuals with disabilities' life skills. The Inclusive Vocational High School in Surabaya's disabled pupils who need to develop their professional skills are the study's participants. If self-taught job life skills are taught through experiential learning, they will either produce the best results or will improve more fully.

RESULTS AND DISCUSSION

**Results**
The study's findings are related to studies on experiential learning's impact on persons with disabilities' vocational skills. The benefit of experiential learning in enhancing the professional skills of individuals with disabilities was demonstrated in a small-scale trial held at Surabaya Inclusive Vocational School. Ten disabled individuals will participate in the study. In order to execute the experiment, professional life skills education was combined with experiential learning. Individuals with disabilities who participate in activities linked to professional life skills are observed and their outcomes recorded using achievement/results tests and observation sheets. The purpose of this is to gather information about the outcomes of professional life skills training for individuals with disabilities both before and after educators incorporate experiential learning into the curriculum.

An evaluation scale is used to categorize the results of the assessment of vocational disability skills both before and after teachers apply experiential learning to the learning of vocational skills. Specifically, values between 80 and 100 are considered very good, 66-79 fall into the good value category, 56-65 are average, 40-55 are poor, and 30-39 are failure category. The findings of the preliminary and comprehensive evaluation of people with disabilities' vocational life skills must be compiled in order to illustrate the rise in these individuals' life skills both prior to and
following the implementation of experiential learning in the acquisition of professional life skills. The average score for the vocational skills evaluation of individuals with impairments went from 58.10 at the beginning to 72.10 at the end. This indicates that after using experiential learning to acquire work skills, the work skills of individuals with impairments have improved. According to the data analysis results, a significant value of 0.05 indicates that $Z_{count} > Z_{table}$, which indicates that $H_a$ acknowledges the benefit of experiential learning in enhancing the professional skills of individuals with impairments. This is also supported by statistics on test scores for vocational skills taken both before and after instructors use experiential learning to help students acquire those skills. When teachers use experiential learning to teach vocational life skills to persons with disabilities, the students' outcomes yield more optimal progress based on their capacity for disability.

**Discussion**

The improvement of people with disabilities' vocational life skills in inclusive schools is the main topic of discussion in this study. The results of the vocational life skills assessment indicate that there is a difference between learning vocational life skills through experiential learning and learning them beforehand, with the former yielding results that are specifically 58.10, and the latter yielding an average value of 72.10 during the study phase. This demonstrates how applying experience learning results in an increase in professional life skills. This finding suggests that using experiential learning to teach life skills will improve professional learning outcomes more successfully. Additionally, the study's findings indicate that $H_a$ embraces experiential learning as a technique of enhancing the vocational skills of individuals with disabilities, as indicated by $Z_{count} > Z_{table}$. The findings of this investigation align with both theoretical and empirical studies regarding the advantages of experience learning for learning, particularly in the context of professional life skills.

![Diagram of the results of the vocational life skills test](image)

**Figure 2.** Diagram of the results of the vocational life skills test

Workplace competencies and vocational skills are connected. Professional life skills give people the abilities they need to sustain themselves and adapt as best they can (Rosyidi et al., 2022). Specific experience and knowledge in a particular field of employment are referred to as vocational skills. With vocational life skills, graduates are ready to work and make money. For everyone, even those with impairments, acquiring life skills is crucial. Essential skills are necessary for people with disabilities to survive. People with life skills may overcome obstacles in their daily lives (Huang et al., 2018). Students with disabilities are likewise covered by this. People with impairments can perform better and be more productive if they learn work skills (Pellegrino & Reed, 2020). People with disabilities can function more successfully in society and integrate into it more easily with the support of vocational education and training (Ebuenyi et al., 2020). It is also possible to think of vocational education as a form of education that equips a
person with the skills they need to work for themselves or find employment (Nurtanto et al., 2020). Vocational skills as a strategy to develop the capacities of people with disabilities, impact attitudes, skills and can increase autonomy in society (Hwang et al., 2020).

Based on the notion that experience is the most effective method to learn, experiential learning is a student-centered approach to education. Students with disabilities can also benefit from experiential learning, which enables them to learn via experience and then apply that information to real-world situations. Two key components are action and reflection while learning from experience. Students' ability to learn through firsthand experience is fully embraced by experiential learning. Through experience, children can learn through active engagement in the learning process (Zhai et al., 2017). Students can learn through doing, reflecting, thinking, and applying through experiential learning (Butler et al., 2019). Figure 3 below shows Kolb's framework for experiential learning for vocational life skills training for those with impairments.

![Kolb's Experiential Learning Framework](image)

**Figure 3.** Adaption of Kolb's experiential learning of farmwork on life skills learning disabilities

Through the creation of useful skills and meta-learning abilities, experiential learning helps students become flexible learners by incorporating all available learning strategies into a thorough learning process (Kolb & Kolb, 2017). Students that participate in experiential learning have the chance to consider their experiences, form new relationships, and attempt to apply what they have learned. Positive attitudes, learning from experience, and performance are all enhanced by experiential learning. Students who participate in experiential learning are more likely to be motivated, engage in real-world experiences (doing), reflect on their learning, construct theories based on knowledge and experience (thinking), draw conclusions, and solve issues (Fromm et al., 2021).

Immersion learning makes learning more appealing by acquainting students with issues and circumstances from real life and facilitating their easier assimilation of knowledge (Weinberg et al., 2011; Davidovitch et al., 2014). Through the development of emotional life, experiential learning inspires people to work hard and be creative and dynamic (Parahakaran, 2017). Students' life skills, conduct, emotional intelligence, and confidence are formed and developed through experiential learning, which lays the groundwork for their whole personality development and meets their needs (Roland, 2017; Waite, 2018). Through experiential learning, students' experiences are prioritized, a good learning environment is created, thinking and personality skills are developed, and a welcoming school community is established (Falloon, 2019; Katranci & Bozkuş, 2014). Through the use of their senses to gather information, students can grow or acquire new knowledge through experiential learning by drawing on their prior experiences in addition to Remember just what you observe (Tuyen, 2018). Students who
participate in experiential learning are more motivated, skilled, and produce better learning outcomes (Damrongpanit, 2019). Problem-solving abilities are enhanced and practical issues are resolved through experiential learning (Yuberti et al., 2019).

Experiential learning has been shown to enhance students’ academic performance, even those with disabilities. These findings are consistent with other research findings (Widajati & Mahmudah, 2023) entails converting theories into knowledge, abilities, and taught behavior (Okunlola, 2023). The application of experiential learning will lead to an increase in the learning outcomes of professional skills related to disabilities, according to the findings of this study as well as earlier research. People with disabilities should benefit from experiential learning by developing their professional skills and being inspired to take charge of their everyday life on their own. People with disabilities benefit from experiential learning, which makes the activities more engaging, meaningful, and capable of helping them improve their job skills on their own in a realistic, everyday office setting.

CONCLUSION
Research on the use of experiential learning to help individuals with disabilities develop their vocational skills has led researchers to the conclusion that implementing experiential learning improves the vocational skills of those with disabilities. Additionally, research results demonstrate that the use of experiential learning enhances the outcomes of persons with disabilities gaining work skills and fosters an environment that is conducive to their acquisition. Teachers ought to use experiential learning to help students acquire other life skills. To enhance the quality-of-life skills education and other resources for individuals with disabilities at different educational institutions that address and educate about disabilities, more study on experiential learning is required. This research result also implication to driving VLF through EL to determine need for further program to ensure SwD gain success. It builds awareness about promoting social skill acquisition for individuals with disabilities, appropriate career, and vocational education.

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REFERENCES


