

Analysis of Career Potential Based on Holland's Theory to Prepare Graduates among Students with Intellectual Disabilities

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ABSTRACT

Students with intellectual disabilities often encounter significant challenges as they prepare for post-graduation careers. Recognizing the importance of aligning career paths with individual interests and abilities, SLB Negeri 1 Yogyakarta serves as a pivotal institution in vocational education for these students. This research employs case studies to delve into the ways vocational education programs can enhance career readiness among intellectually disabled students, using interest and talent assessments based on Holland's theory. The study involves 28 students at the SMALB level, a guidance counselor, 10 vocational instructors, and 8 parents, employing methods such as semi-structured interviews, participatory observations, and documentation analysis. Findings indicate a significant correlation between Holland's personality types and the career interests of students, with realistic, conventional, and artistic types prevailing. Moreover, career guidance grounded in Holland's theory at SLB Negeri 1 Yogyakarta effectively nurtures vocational skills that resonate with the students' talents and capabilities, supporting their potential career trajectories.

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1. INTRODUCTION

Every individual will undergo a career development process throughout their life, a process that begins in childhood and progresses into adulthood (Fitriani, Hastiani, Sulistiawan, & Yusril, 2023). However, awareness and initiation of this process during early childhood are not universally common. Instead, it is often during adolescence or adulthood that many individuals actively engage in their career development, spurred by the need to make informed career choices facilitated through targeted education or training (Marciniak, Hirschi, Johnston, & Haenggli, 2021). This later start may be influenced by various factors including access to resources, parental guidance, and educational opportunities, which play a crucial role in shaping the career trajectories of young adults. Recognizing and addressing these influences is essential for optimizing career guidance programs that support effective career development from a young age.

The adolescent phase plays a crucial role in determining future life, especially in achieving career success (Shidiq & Raharjo, 2018). Therefore, when adolescents are in secondary school, they go through a career exploration stage (Fikriyani & Herdi, 2021). During this stage, they consider interests, talents, and self-understanding of the work environment to form the foundation for career-related decisions (Chen et al., 2021). This period is marked by significant cognitive and emotional development, which enables adolescents to process complex information and make choices that align with their future aspirations. Additionally, this stage often involves seeking advice from counselors, mentors, and parents, making it a collaborative effort that further enriches their understanding of various career paths. The effectiveness of this exploration is enhanced by educational programs and guidance services that support adolescents in making well-informed decisions that pave the way for their future professional endeavors.

This career exploration stage is not only experienced by mainstream students but also by students with special needs, including those with intellectual disabilities (van Niekerk, 2007). Unfortunately, opportunities for career exploration for these students are often limited due to a lack of career guidance received during secondary school (Jofipasi & Purwanta, 2019). As a result, their potential may be overlooked, and they may be unable to develop optimally (Bensu, 2015). Furthermore, the lack of career guidance also has significant consequences after students graduate from school (Jofipasi & Purwanta, 2019). This is supported by Akhyar (2020), which states that many students with intellectual disabilities face difficulties in choosing, developing, and achieving success in careers that align with their interests and abilities. Therefore, career guidance services within the education system cannot be ignored, as they have long-term consequences for the future well-being of students (McMahon & Cuskelly, 2020).

One of the main tasks of Special Needs Schools (SLB) is to assist students with special needs in achieving optimal development according to their level and type of uniqueness (Permendiknas No 39 Tahun 2008). Developmental success can be achieved when students are able to fully utilize their existing potential. In this regard, educators play a crucial role in understanding the career potential of students and are responsible for providing career guidance that aligns with their abilities, talents, and interests (Jofipasi & Purwanta, 2019).

In an effort to understand the interests, talents, and abilities of students, Holland's career theory has become a strong foundation (Foutch, McHugh, Bertoch, & Reardon, 2014). Holland's theory identifies six different personality types and career interests: realistic, investigative, artistic, social, enterprising, and conventional (Wille & De Fruyt, 2014). Holland's theory asserts that individuals tend to choose and develop careers that align with their interests and personality (Putri & Sari, 2018). Furthermore, this theory also believes that a person's occupation reflects their identity. As a result, individuals with similar occupations tend to share similar personality traits (Hurtado Rúa et al., 2019; McKay & Tokar, 2012).

Applying the Holland theory as a foundation to determine career choices helps students understand themselves and acquire relevant career information. This enables students to make informed career decisions based on their potential (Xu, 2020). Additionally, the Holland theory has a positive impact on the interest assessment process and career guidance services, creating a more meaningful learning experience to prepare students for a better future (Asri, Yusuf, & Afdal, 2021).

Several previous studies have examined careers in individuals with intellectual disabilities. These studies provide preliminary insights into factors influencing career development. For instance, research by Ghergut (2014) indicated that parental stress does not significantly influence vocational interests of students with intellectual disabilities. However, when students feel optimistic and motivated about their future, it significantly influences their interest in specific job fields or careers. This study uses an adapted version of the Vocational Preference Inventory (VPI) covering only three factors: realistic, artistic, and social.

Research by Nota (2010) demonstrated a notable positive correlation between career interests and self-efficacy beliefs among young adults with intellectual disabilities, using Holland's RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) model to analyze career interests. Although prior literature provides foundational insights, it also indicates a gap in detailed and comprehensive research aimed at career preparation for students with intellectual disabilities at the SMALB level. This study proposes to fill this gap by explicitly employing Holland's theory as the primary analytical framework—a novel approach in this area of research. Grounding the research in Holland's model aims to deliver a nuanced understanding of how personality types and career potentials interact for students with intellectual disabilities. This approach is expected to offer valuable contributions to the understanding of career development for this demographic. Ultimately, the findings of this research are anticipated to equip educators and educational institutions with more holistic and pertinent strategies to support these students in realizing their fullest career potential.

In addition, research on analyzing career potential based on Holland's theory in preparing graduates for students with intellectual disabilities is a very important topic, but there is still limited in-depth understanding. One of the main gaps is the lack of awareness or attention to issues related to career planning and preparation for students with intellectual disabilities. Therefore, the purpose of this research is to provide a comprehensive overview of how to prepare for the careers of students with intellectual disabilities based on Holland's theory, so that they can better prepare themselves towards a career that suits their talents, interests and abilities.

This research will be carried out at SLB Negeri 1 Yogyakarta, considering that the school is an organizer of vocational education that helps students with intellectual disabilities in developing their potential through vocational educational programmes. In addition, SLB Negeri 1 Yogyakarta is also the only school that applies the theory of Holland in identifying the interests and talents of students in the selection of professional skills as a preparation for work that can improve their quality of life. In fact, the school has produced graduates who can work according to the vocational skills held at school. In order to the objectives of this research, there are two fundamental questions to be answered, namely: a) how is the relationship between the career potential of students with intellectual disabilities and the personality type of Holland; b) how is the process of career guidance based on Holland's theory in SLB Negeri 1 Yogyakarta in preparing the career of students with intellectual disabilities?

2. METHODS

This research uses a qualitative approach with a case study research design. (Azwar, 2017) states that case studies involve an in-depth investigation of a particular social group, with the aim of producing an organized and comprehensive description of the social unit. This research was conducted at SLB Negeri 1 Yogyakarta in November-December 2022. The research subjects consisted of 28 students with intellectual disabilities who were at the SMALB level, 1 counseling teacher, 10 vocational teachers, and 8 parents of students with intellectual disabilities. The research instruments used include interviews, observation, and documentation analysis for qualitative approaches (Creswell, 2015). The data collection techniques used were semi-structured interview techniques, participatory observation and documentation analysis. The data collection procedure began with in-depth interviews with students to understand their talents, interests and tendencies. Interviews were also conducted with parents to get an overview of their children's career potential and the support provided in their career development. Furthermore, interviews with counseling teachers and vocational teachers were

conducted to explore their perspectives on learners' career development and the efforts that have been made in career development.

Subsequently, observations were conducted to observe the activity of students in the school environment related to their career development. Observations would include participation in extracurricular activities, social interaction with peers and teachers, as well as involvement in projects or tasks relevant to their potential career. Data will also be collected through analysis of documentation, including academic records, psychometric test results, and progress reports provided by educators. Data analysis is carried out by reducing the data obtained through extracting data from interviews, observations and documentation. Then display the data collected both about the relationship between the career potential of students with intellectual disabilities and Holland's personality type and about the career guidance process based on Holland's theory in preparing the careers of students with intellectual disabilities. After that, data verification is carried out by triangulation and checking data between students, counseling teachers, vocational teachers, and parents so that the data obtained is truly valid and reliable. Finally, a conclusion is drawn in the form of a description of the relationship between the career potential of students with intellectual disabilities and Holland's personality type and about the career guidance process at SLB Negeri 1 Yogyakarta based on Holland's theory in preparing the career of students with intellectual disabilities.

3. FINDINGS AND DISCUSSION

The results of this study present an overview of the analysis of career potential based on the Holland theory in preparing graduates of students with intellectual disabilities at the SMALB level. The study results are divided into two parts, namely: analysis of the career potential relationship of students with intellectual disabilities and Holland's personality type and analysis of the career guidance process based on Holland's theory to prepare graduates for students with intellectual disabilities. The following research results are presented below:

3.1 Relationship between the Career Potential of Students with Intellectual Disabilities and the Personality Types in Holland's Theory

Based on the analysis of qualitative data from interviews, it was found that the majority of students with intellectual disabilities showed strong potential in a particular career area that was aligned with their personality tendencies. As presented in Table 1.

Table 1. Career potential of students with intellectual barriers based on personality types in Holland's Theory

Personality type	Number of Students	Career Potential
Realistic	7	mechanics, gardeners, carpenters, breeders, and farmers
Investigative	-	-
Artistic	11	fashion, catering, batik, emergence, woven, make-up and delivery
Social	2	janitor
Enterprising	3	canteen waiter
Conventional	5	Laundry and washing motorbikes
Total	28 students	

This study has identified common patterns in the career tendency profiles of students with intellectual disabilities based on Holland's theory. The most dominant personality types among the students were found to be realistic, conventional, and artistic. Some students displayed interests in technical and practical fields, such as mechanics, gardening, woodworking, farming, and animal husbandry (realistic). Other students showed tendencies towards the conventional type, which involves working under instructions, such as laundry workers and motorcycle cleaners. Meanwhile, most students exhibited inclinations towards artistic and creative fields such as fashion design, culinary arts, batik-making, weaving, makeup artistry, and decoration (artistic).

Furthermore, variations were observed within the career tendency profiles of students with intellectual disabilities. Some students displayed social tendencies, indicating a preference for social activities, such as custodial work. Others exhibited enterprising tendencies, indicating an enjoyment of interaction and communication with others, such as cafeteria attendants. However, there was one personality type that was not evident among the students, namely investigative. This can be attributed to their below-average cognitive abilities, making it challenging for them to develop abstract thinking skills.

3.2 Career Guidance Process Based on Holland's Theory at State Special Needs School 1 Yogyakarta to Enhance Career Readiness of Students with Intellectual Disabilities

State Special Needs School 1 Yogyakarta is an educational institution focused on vocational learning. This institution offers various types of skills to help students with intellectual disabilities develop their potential. This includes preparing students to enter the workforce so they can pursue independent careers and contribute to society.

Vocational learning is a part of the career guidance program that assists students with intellectual disabilities in the exploration and decision-making process related to their careers (Patton & McMahon, 2014; D'Aniello et al., 2018). Therefore, career guidance should ideally commence during primary school and continue through high school graduation. This allows students to plan for a better future career (Zuyeva & Nyssanov, 2022).

In alignment with this, the vocational learning program at State Special Needs School 1 Yogyakarta is implemented in a progressive and continuous manner. At the early childhood level, students are engaged in exploratory play. Then, at the Special Needs Primary School (SDLB) level, basic literacy skills are developed. At the Special Needs Junior High School (SMPLB) level, vocational learning is emphasized, with a total of 13 hours per week, and at the Special Needs Senior High School (SMALB) level, it reaches 18 (20) hours per week (Kepmenristekdikti No. 262 Tahun 2022).

In this context, students at the Junior High (SMPLB) and Senior High (SMALB) levels still participate in core subjects, but the content is tailored to their specific skills. Additionally, students are grouped based on skill classes rather than academic classes. For example, at the SMPLB and SMALB levels, classes can include culinary arts, fashion design, makeup artistry, and others. Meanwhile, academic learning is focused on supporting vocational education aligned with the desired skills.

To determine vocational skill choices, teachers at State Special Needs School 1 Yogyakarta conduct assessments adapted from Holland's theory. The goal is to identify skills that match the students' interests, talents, and abilities in various work fields. This assessment is conducted twice at different times: the first assessment occurs when students are in the second semester of the 6th grade of SDLB. At this stage, students are given the freedom to choose two or more vocational skills in preparation for entering the SMPLB level. The second assessment takes place when students are in the SMALB level, aiming to determine one vocational skill that will serve as their preparation after graduation (Kepmenristekdikti No. 262 Tahun 2022). The following is a list of available vocational skills at State Special Needs School 1 Yogyakarta.

Table. 2 Types of Vocational Skills at State Special Needs School 1 Yogyakarta Based on Holland's Theory

Personality type	Vocational Skills
Realistic	Farming skills, and motorcycle repair skills
Investigative	-
Artistic	Fashion skills, culinary skills, batik skills, cooking skills, craft skills, make-up skills, and delivery
Social	Housekeeping skills
Enterprising	Canteen service skills
Conventional	Laundry skills and motorbike washing skills

In the effort to determine and develop vocational skills, the school involves various key stakeholders. Teachers, as central figures in the learning process, observe and record students' progress, talents, and interests in various skill areas. Counselors play a crucial role in providing career guidance to students. They help identify students' career interests and potentials, offer guidance on suitable career paths, and provide support in decision-making based on students' abilities. Furthermore, professionals such as psychologists also contribute by uncovering students' hidden potentials. Lastly, parents' role is significantly impactful in this process. Parents provide the emotional support that students greatly need. The encouragement and confidence given by parents help build students' self-esteem in facing challenges. Moreover, parents also encourage interest exploration, giving opportunities to discover hidden potential skills. Active parental involvement in collaboration with teachers and counselors helps guide an appropriate learning approach tailored to students' needs and potential at home and at school. Through this synergistic collaboration among various parties, the school can effectively provide career guidance.

In addition, the school also cooperates with DUDI (World of Business and Industry) to develop students' vocational skills. This is achieved by inviting representatives from DUDI to the school. The aim is to provide students with a practical perspective of the world of work. These representatives offer insights into industry trends, career opportunities and demands in specific fields of work.

In addition to guidance, the school provides a valuable opportunity for students to undertake internships in companies or business locations that are suitable for their demanding field of profession. The internship allows students to apply skills they have learned in real-world contexts. By being in an internships environment, students gain valuable practical experience in carrying out work tasks. The main purpose of these measures is to build close links between learners and the business world. It also aims to equip learners with the knowledge, skills and networks necessary for a successful transition from school to work based on their interests, aptitudes and abilities.

Discussion

This research provides strong evidence that Holland's theory can assist students with intellectual disabilities in identifying their career potential. This is grounded in the primary focus of Holland's theory, which emphasizes the relationship between an individual's personality and career choices (Foutch et al., 2014). Additionally, the study found that the most dominant personality types among students with intellectual disabilities are realistic, conventional, and artistic, when compared to the social and enterprising types. Conversely, the investigative personality type is completely absent

among students with intellectual disabilities due to their limitations in abstract thinking (Jofipasi & Purwanta, 2019).

This aligns with Nota (2010), which states that Holland's theory can help understand the career interests and tendencies of young adults with intellectual disabilities. The results of that study revealed career interest tendencies in the conventional, realistic, artistic, and social domains among individuals with intellectual disabilities. Similarly, another study (Ghergut, 2014) showed similar outcomes and adopted Holland's theory to assess the compatibility of career interests in students with intellectual disabilities. However, that study only focused on three areas from Holland's personality types: realistic, artistic, and social. This focused approach aimed to simplify the determination of career interests suitable for students with intellectual disabilities.

The above research findings reveal variations in career interests and personality types among students with intellectual disabilities. This study offers a deeper understanding of the unique interests and talents of these students, which were previously often overlooked. Therefore, providing career guidance is crucial for these students, aiming to help them understand their potential and choose careers aligned with their abilities, talents, and interests (Kirono, 2013). This guidance also assists students with intellectual disabilities in developing vocational skills relevant to the job market (Pristiwaluyo, 2017).

Furthermore, vocational skills learning aims to help students transitional goals and gain work experience. When approached seriously, it has been shown to increase graduation rates, provide positive work outcomes, and benefit students with intellectual disabilities by building relationships between school and the workplace.(Wehmeyer & Webb, 2012). The Holland theory, also known as Holland's Career Personality Theory, can be applied effectively to identify career potential and prepare graduates for intellectual disabilities. The first step is to identify the career personality type that best suits the students with intellectual disabilities through a personality test. Then, the students can be directed to explore their interests and skills that correspond to the identified career identity type by putting them on a job test or training course. Creating an inclusive educational environment that takes into account individual needs according to the career personality type is crucial. Collaboration with experienced career facilitators can help in appropriate career guidance and placement. Developing social, communication, and adaptive skills is also important, as well as providing additional support for individual needs. Continuous monitoring and evaluation is required to adjust career strategies. In addition, learners should be encouraged to play an active role in their career planning, and networks with organizations that support inclusion should be built to create relevant employment opportunities. Thus, Holland Theory can help students with disabilities achieve success in their career journey through an approach that is tailored to individual needs and the potential world of work.

4. CONCLUSION

Based on the research and analysis that has been carried out, it can be concluded that there is a significant relationship between personality types based on Holland theory and the potential career of students with intellectual disabilities. These findings suggest that Holland's theory can serve as an effective framework to analyze the career potential of students intellectual with disabilities and provide a comprehensive understanding of their career potential.

Furthermore, a student's career potential can develop with proper career guidance. Through career guidance, students can be more confident in planning their future. They get a clearer vision of the professional skills they want to develop and can focus on developing their potential in their chosen fields. As a result, they are better prepared to face the job market after graduation and have better prospects for achieving success in the career of their choice. The Holland theory can serve as an effective framework tool in analyzing career potential in these populations, providing an in-depth understanding of their career potential. This research emphasizes the importance of understanding the needs of individuals in career planning and providing the right support to help them reach their maximum potential.

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