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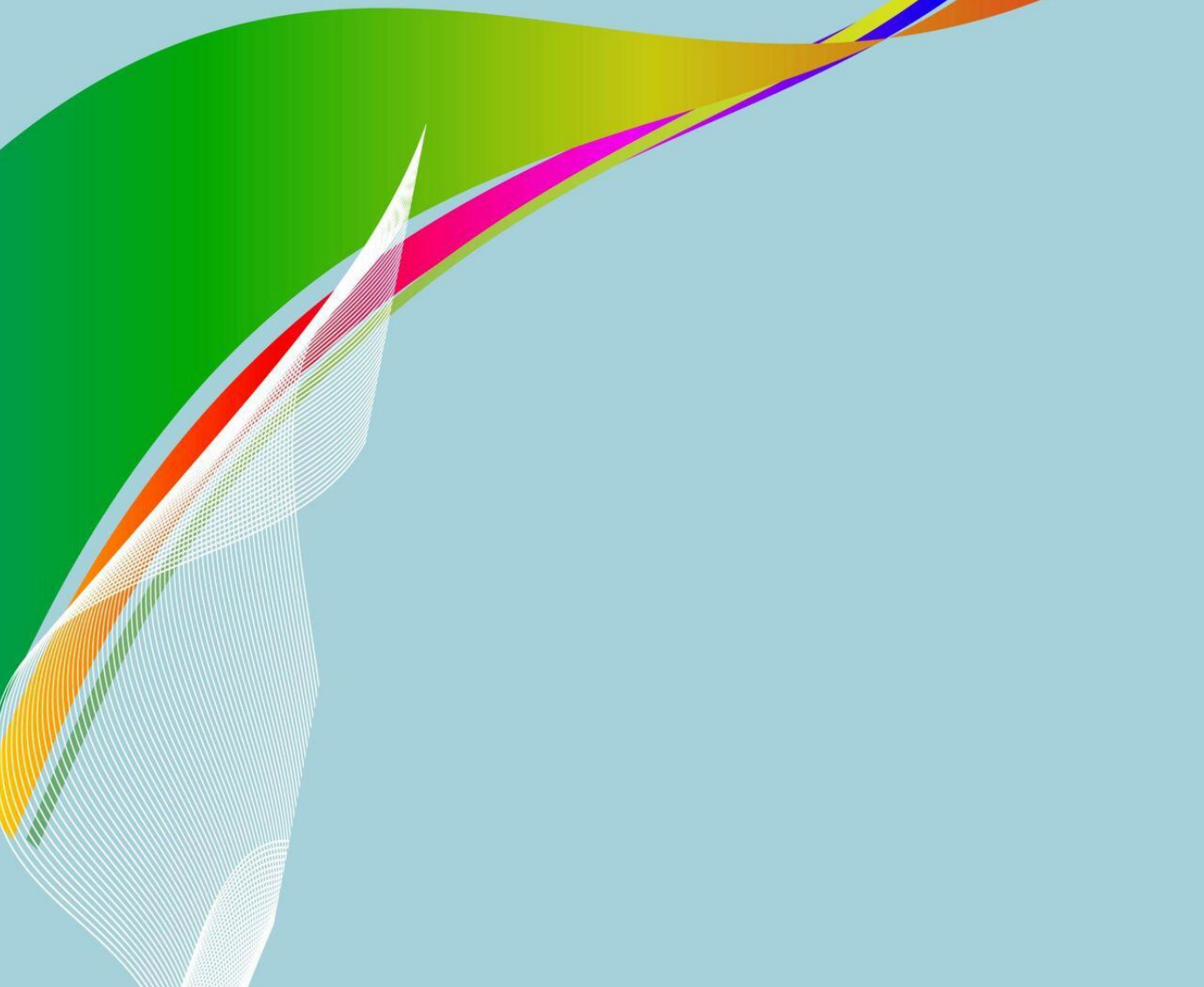
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The Role of Parents in Implementing the Post-School Transition

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THE ROLE OF PARENTS IN IMPLEMENTING THE POST-SCHOOL TRANSITION

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Abstract

The importance of parental involvement in every student's school life has been well-documented in various studies. However, empirical data in the field show that some parents of students with disabilities in Yogyakarta did not fully participate in it. This study aimed to describe the role of parents of students with disabilities in implementing the post-school transition. This study employed qualitative method and used interviews as data collection. The participants in this study were six parents of students with disabilities. This study also revealed that implementation of the transition program post-high school could succeed from parental efforts, namely: 1) the role of students were unique in the implementation transition post-school, 2) the parental role of the students' need, particularly in the implementation of the transition period post-school, 3) the role of parents students' need particular in giving training family in implementation of the transition period post school. However, there were a number of possible obstacles to influencing transition program success post-school, namely 1) concern about accompanying child post-school, 2) parents not knowing IEP, 3) parents not being involved in programming, and 4) parents empowerment as companions still less.

Keywords: Parents; Implementation of Transition; Post-School; Disabilities



A. Introduction

The importance of preparing Students needs particular post-school into the world of work because there is a 3.58% amount unemployment opened in Yogyakarta, one of which is disabled disabilities (<https://yogyakarta.bps.go.id/>). Unemployment is because they leave high school without the knowledge or skills to find and keep a job. Disability Service House is an empowerment government program for disability. Not yet qualified because, at the moment, there are 3,100 people with disabilities in need of service jobs (<https://jogjapolitan.harianjogja.com/>).

The main problem faced by students who need special is the disability status attached to students' needs, specifically lowering the probability of Work Because of belief obstacles in Work (Princess, 2019) obstacle. This results in difficulty in essential life skills, independence, and mobility. Student needs students with disabilities lag far behind students without disabilities in terms of school completion, employment rates, and postsecondary education levels (Fleming & Fairweather, 2012), so they still need post-school support to achieve this level of success in terms of economy, well-being and self-reliance (Fleming & Fairweather, 2012).

Even though employee data disabilities in Indonesia in 2020 ke, in 2021 decreased by as much as 8.30% of various types of Work. However, this number is still deficient, so a transition program is required for schools with supportive parents to prepare students who are particular about the world of Work.

Tabel 1. Disabilities Employee Data Indonesia in 2020

No.	Work	Year	
		2020	2021
1.	Self-employment	2,156,930	2,062,949
2.	Non-permanent workers	2,023,696	1,802,359
3.	Labor/Employee	1,373,884	1,266,107
4.	Family Worker	1,108,631	985,445
5.	Agricultural Free Worker	469,407	398,088
6.	Free non-agricultural Work	288,138	316,476
7.	Assisted permanent workers	257,126	208,935
	Total	7,677,812	7,040,359

Source. <https://www.bps.go.id/>



Parental involvement in implementing the post-school transition period is one of the most critical aspects of the success of the transition period. Parents are another component of the taxonomy of transitions, which refers to the efforts of parents to help their children plan for the future and support them during the transition process. Parental involvement in transition planning has been cited as best practice (Kohler, 1993; Nasukha et al., 2023). Parental participation and student self-determination have been linked in research on implementing a transition to increased graduation rates, employment, and positive post-school outcomes (Mason, McGahee, Kovac, Johnson, & Silverman, 2002; Wehmeyer & Palmer, 2003). For students with special needs, transition is an ongoing process of planning, implementing, evaluating, and balancing to achieve an integrated quality of life for all parents (Ankeny et al., 2009).

The influence of parents on career choice and job acquisition is one of the main themes emerging in various disability groups and research (Cobb & Alwell, 2009). Parents also often significantly impact career development more than their adult counterparts (Lindstrom et al., 2007; Zamakhsari et al., 2020). Therefore, best practice suggests that both students and parents should be actively involved in implementing the post-school transition. Students whose parents are involved in homework and school activities experience improved academic, social, and behavioral performance (Henderson et al., 2007; Johnstone, 2004; Snodgrass, 1991).

How to build parental involvement at the student level and systems-based to absorb transitional assessment, planning, and implementation activities. Specifically for the transition area, Kohler (1998) suggests three levels of parental involvement in school transition services: participation, empowerment, and training. Wandry and Pleet (2003, 2009) say that parents play an essential role during the transition process; parents act as collaborators, evaluators and decision-makers, peer mentors, student self-reliance instructors, and systems change agents. Student and parent participation remains among transitional services' highest national challenges (Johnson, Stodden, Emanuel, Luecking & Mack, 2002; Purwandari et al., 2022).



The transition to adulthood is significant in the lives of parents of children with disabilities (Rapanaro, Bartu, & Lee, 2008). It also presents one of the highest stressors for parents as they deal with the variables of socio-sexual adjustment, choice of employment, guardianship, financial security and housing (Ankeny et al., 2009). In simple terms, effective transition programs have productive levels of parental and student participation (Kohler & Field, 2003; Zhang, Investigator, Chen, & Kåtsiyannis, 2005). Parental members remain the primary economic and psychological support source during the transition (Glidden & Jobe, 2007; M. Nur, 2017). The problem in this research is: (1) How is the participation of parents of students with special needs in carrying out the post-school transition?; (2) What is the role of parents of students with special needs in carrying out the transition post-school?; (3) What is the role of parents of students with special needs in providing family training in carrying out the post-school transition?

After graduating from high school, the challenge for students with special needs is to continue to a higher level of education or return to society by looking for Work. This phenomenon implies the need for post-school transition services, which aim to prepare students with special needs to have independence in meeting their economic needs starting from when they attend school according to their character and level of education (Directorate of PKLK DIKDAS, 2015).

Transitional movements in the education of children with disabilities have a long history of policy and practice (Wehman, 2006). The post-school transition movement in Indonesia is carried out through the implementation of a curriculum for students with special needs in Special School, which includes four competencies, namely (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) skills. This competence is achieved through intracurricular, co-curricular and extracurricular learning processes (Kafaa, 2021; Muchsin et al., 2022).

Transition refers to changes in status and behavior, especially when students assume the role of becoming adults who participate in society. These



roles include employment, participating in postsecondary education, caring for a home, engaging appropriately in the community, and experiencing fulfilling personal and social relationships. Improving post-school transition services for students with special needs must involve participating in and coordinating school, parent, and natural support programs in the community. Transitional foundations must be laid during the primary and secondary school years, guided by broad career development concepts. Transition planning should begin by 14, and students should be encouraged to assume full responsibility for planning (Halpern, 1985; Masbur, 2022).

Individuals with disabilities who can be independent, in this case, can be productive and have excellent jobs as employees in a company or have their own business. Of course, this is a significant contribution from the transition period he received before entering the world of work.

This Transitional Ministry will become even more critical. Of course, various countries make this policy to ensure their citizens get proper and appropriate services. The United States has a policy of incorporating a transition component into individual teaching and quality of service transition programs (Flexer, 2001). The 2014 Workforce Innovation and Opportunity Act and pre-employment transition services (Rabren, Evans, 2016). The law also requires that at least the federal government's state allotment be used for PETS. For the first time, the definition of transitional services was different in the education and rehabilitation law; however, these changes also provided opportunities for vocational rehabilitation for youth with disabilities (Stevenson & Fowler, 2016; Rabren, Evans, 2016). No policy specifically regulates transitional services in Indonesia. However, in the Extraordinary High School Curriculum Structure, schools must carry out academic fields with a proportion of 40% and skills areas with a ratio of 60% (Ministry of National Education, 2006).

If it is related to Presidential Decree No. 9 of 2016 concerning Revitalization of Vocational Education, in which the Ministry of Education and Culture is tasked with (a) making a vocational development roadmap and (b) perfecting and aligning the vocational curriculum with the vocational curriculum. Competencies according to the needs of graduate



users (link and match) (c) increasing the number and competence of educators and vocational education, (d) increasing collaboration with ministries/ agencies, local governments, and the business/ industry world, (e) increasing access, certification of graduates vocational training and vocational accreditation, and (f) Formation of a Vocational Development working group (Ministry of Education and Culture, 2016), Law Number 23 of 2014 concerning Regional Government has consequences in the Management and Implementation of Vocational Education, Management of Special Education and Special Services, and Secondary Education carried out by the Province, which is responsible for aspects of development. Planning, funding, and evaluation (Hendarman, 2016; Suryani et al., 2023). There are areas for improvement in the implementation of vocational education in apprenticeships at the course and training institutions and Special Secondary School because there is a need for clear standards.

Students can develop their character optimally through direct practical work experience in business and industry. In line with that, Article 61 of the Law on the National Education System states that “education providers and training institutions provide competency certificates to students and members of the public as recognition of competence to do certain jobs”. Therefore, there is a need for synchronization and integration of regulations regarding certification and services in Vocational School and Special Secondary School. Because all three are under three directorates that manage vocational education (Courses and Training Development, SMK, PKLK). Especially for students with special needs, adjustments are needed according to their needs (Hendarman, 2016).

The importance of parental involvement in every student’s school life has been well documented. Students whose parents are involved in homework and school activities experience improved academic, social, and behavioral performance (Henderson, Mapp, Johnson, & Davies, 2007; Johnstone, 2004; Snodgrass, 1991). Quality partnerships are fostered in their ability to bring together a community of adults to work towards a common goal of student success. The quality of collaboration is driven by the ability to get a community of adults together to work toward a common goal of

student success. However, partnership effectiveness is maximized in these communities when parents are considered a vital resource (Lazar & Slostad, 1999). Partnerships that can express their needs and contributions are treated as having needs intrinsically required by all members (O. Connor, 2008); Pollack-Prezant & Marshak, 2006).

Recognizing the value of this partnership, there is an active movement to build relationships with parents (Henderson et al., 2007) as a support system that views parents as participants, focuses on empowerment and information, and creates partnerships that involve parents. There are many steps to involve parents in the transition process, and schools must support parents through each phase. However, the school needs to provide adequate support, and as a result, parents may not attend the transition meetings, and communication between the school and parents may be difficult (Friedman, 2018).

Moreover, the parent members act as collaborators, not clients (Bloch, 2008). The benefit of parental collaboration in the transition process for youth with disabilities is a continuous process of planning, implementing, evaluating, and balancing details to achieve an integrated quality of life for all parents (Ankeny, Wilkins, & Spain, 2009). Parental participation and student self-determination have been linked in research on transition planning to increased graduation rates, employment, and achievement of positive post-school outcomes (Mason, McGahee, Kovac, Johnson, & Silverman, 2002; Wehmeyer & Palmer, 2003).

Parents often influence career development more than their younger counterparts (Lindstrom, Doren, Metheny, Johnson, & Zane, 2007). According to Kohler's Taxonomy, the influence of parents on career choice and job acquisition is one of the main themes that emerge in various groups and research on disability (Cobb & Alwell, 2009). Therefore, best practice suggests that students and parents should be actively involved in planning post-school transitions (Rusch & Loomis, 2005; Park, 2008). Seven strategies for involving parents during the transition period Wandry & Pleet (2020), namely (1) establishing two-way communication, (2) developing cultural values and customs in parents, (3) being directly involved in joint decision-



making, (4) avoiding conflict and solving problems, (5) fostering a sense of belonging to adolescents, (6) involving parents in their efforts.

B. Method

This study aims to find an in-depth understanding of the role of parents of students with special needs in school transitions. The role of parents will be to carry out this research through online interviews with six parents of students with special needs from six schools. This research is based on constructivism theory, where there is an assumption that parents as participants can provide information that can be combined with personal and social knowledge (Creswell, 2013). In conducting interviews, participants in this study used a purposive sampling technique in which parents as participants were chosen deliberately to provide information related to the research to be conducted based on experience or knowledge (Craswell, 2013). The participants in this study were six parents of students with disabilities who received a post-school transition service program in Yogyakarta.

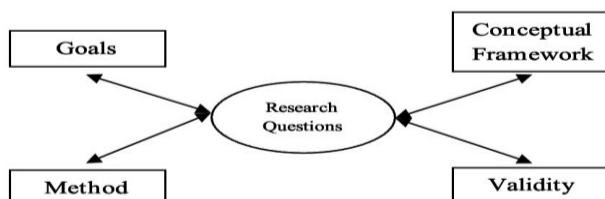


Figure 1. An interactive model of research design (Maxwell, 2018)

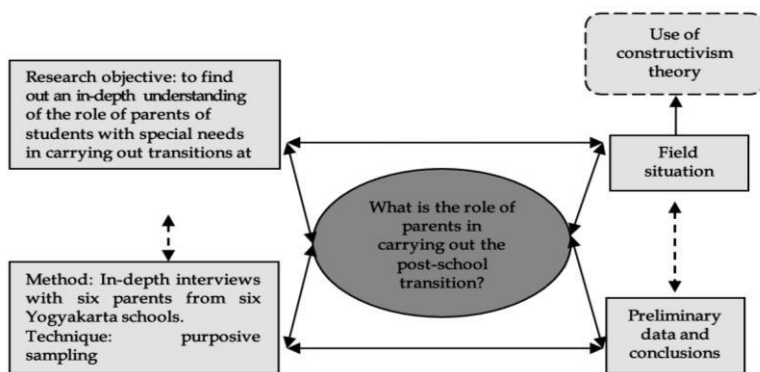


Figure 2. Flow of an interactive model of research design (Maxwell, 2018)

Data collection was carried out by conducting in-depth interviews with participants. Discussions in this study were conducted online because it would pose a risk to the health and safety of participants and the research team if conducted face-to-face during the current COVID-19 pandemic. The following is the data of participants who have been interviewed.

Table 2. Participant data

No.	Name	Age	Level Education	Ocupation
1	TU	59	Bachelor	Housewife
2	IN	49	Diplom	Entrepreneur
3	EL	51	High School	Farmer
4	NU	58	Primary School	Entrepreneur
5	HI	48	Diplom	Entrepreneur
6	MN	51	Primary School	Factory workers

In the early stages of this research, we identified the role of parents in the post-school transition program. In this study, we identified the role of parents through interviews. The procedure for analyzing the results of the interviews is by compiling verbatim first, then carrying out a verbatim analysis, grouping themes, and then compiling psychological dynamics. After all the results of the interviews were converted into interview transcripts, grouping was then carried out according to the category of problems. The third stage will be to conduct a thematic analysis based on the question items made in the interview activities. The fourth stage compares the results of the literature review with the results of the interviews to draw new conclusions. This activity is carried out to understand the data obtained in-depth, followed by developing a theme or problem (Creswell, 2013).

C. Result and Discussion

1. Result

a. Data Analysis

The data collection results were conducted through interviews with six parents of Special Secondary School students who were recorded and completed online using a mobile phone and voice recorder.



Data analysis was performed using data coding.

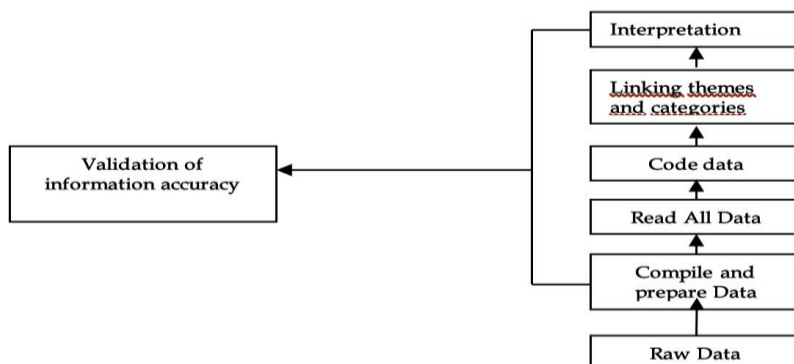


Figure 3. Data analysis

The following is the compilation result in the form of a group coding table as follows.

Table 3. Coding group

Informant	Theme	Category
TU/S1	1. Act Collaboratively	• Parents as Collaborators
	2. The quality of parental care for children	• Parents as a system of change agents
	3. School Committee Participation Policy	• Parents as a system of change agents
	4. Develop Vision	• Parents as a system of change agents
	5. Cooperation with professionals	• Parents as models, coaches, mentors
	6. Post-school program support and information	• Parents as models, coaches, mentors
	7. Recommendations from other parents as mentors	• Parents as models, coaches, mentors
	8. Mentor parents as a resource needed	• Parents as decision-makers and evaluators
	9. Friendly environment	• Parents as decision-makers and evaluators
	10. Parents worry	• Parental concerns
DI/S2	11. Meaning of IEP	• The urgency of Understanding the IEP
	1. Good communicator	• Parents as collaborators
	2. Friendly environment	• Parents as decision-



Informant	Theme	Category
EL/S3	3. Develop a vision for the child's future	• Makers and evaluators • Parents as collaborators
	4. Support children's skills	• Parents as instructors
	5. Collaborate with youth and practitioners in developing a vision for the future.	• Parents as a system of change agents
	6. Parents do not know IEP	• Barriers to the implementation of the post-school transition program
	1. Supports practical instructions to aid learning in general	• Parents as instructors
	2. Parents worry about the future of their children	• Barriers to transition implementation
NU/S4	3. Demonstrate caring qualities	• Parents as collaborators
	4. Celebrate achievements	• Parents as collaborators
	5. Supports the development of children's skills	• Parents as instructors
	6. Parents do not know IEP	• Barriers to the implementation of the post-school transition program
	1. Worries about the future of children	• Barriers to transition implementation
	2. Incompatibility of student interests with the program taken	• Barriers to transition implementation
Hi/S5	3. Support children's skills	• Parents as instructors
	4. Support the practitioner's instructions	• Parents as instructors
	5. Demonstrate caring qualities	• Parents as collaborators
	6. Celebrate achievements	• Parents as collaborators
	1. Develop a vision for the child's future	• Parents as a system of change agents
	2. Communicate effectively	• Parents as collaborators
	3. Use creative problem-solving	• Parents as collaborators
4. Friendly environment	• Parents as decision-makers and evaluators	
5. Parents do not know IEP	• Barriers to transition implementation	
6. Supports the development of children's skills	• Parents as instructors	
7. Supports practitioner instruction to assist in generalizing learning	• Parents as instructors	



Informant	Theme	Category
MN/S6	<ol style="list-style-type: none"> 1. Ignorance about IEP 2. Policy to include the School Committee 3. Cooperation with professionals 4. There are no recommendations from other parents as a guide 5. There are no parents as mentors 6. Post-school transition program support and information 	<ul style="list-style-type: none"> • Barriers to transition implementation • Parents as a system of change agents • Parents as a system of change agents • Barriers to transition implementation • Barriers to transition implementation • Parents as models, coaches, mentors

b. Interview Results

1) Participation of parents of students with special needs in the implementation of the post-school transition

Efforts for parental participation in carrying out the post-school transition have been carried out by parents obtained from informants “TU” in the form of information about how parents teach attitude skills to their children. They face it patiently and provide stimulus to children. The interview excerpt delivered by “TU” is.

“For the first HD, at least we have to be patient because we can’t deal with it, hurry up, have to adjust the mood, have to be patient, later if he wants, we’ll give him a stimulus. For example, we are told to sweep, we give stimulus”. (WIS1P, 5-8).

This TU explanation shows that parents can act as collaborators to help children at home because it is a support system that sees parents as participants, focuses on empowerment and information, and creates partnerships that involve parents. And parents as collaborators, not clients (Bloch, 2008).

2) The role of parents of students with special needs in implementing the post-school transition

Parents need to determine the role that will be selected and carried out in undergoing the post-school transition period, one of which is developing a vision for children, as shown in the interview excerpt below.



“There was an idea there that if he graduated, if he could go there, he could do business from home, but how about the marketing later? My future goal”. (W1S1P12, 118-122).

TU is already looking forward to opening a home business, developing children’s work, and exhibiting and selling his work. Parents have developed a vision of their child’s future by acting as agents of change. Where the role of TU can also be a form of parental participation, and student self-determination has been linked in research on transition planning with increased graduation rates, employment, and achievement of positive post-school outcomes (Mason, McGahee, Kovac, Johnson, & Stillerman, 2002; Wehmeyer & Palmer, 2003).

3) The role of parents of students with special needs in providing family training in implementing the post-school transition

Parents can provide support for developing children’s skills as TU does for their children, which is summarized in the following interview excerpts.

“If we give facilities, we give them, what do you want? I bought you a sewing machine. We are told to make a ball in society, so what do we need? In the past, photography was also good. IN uses your camera to take pictures of suitable subjects. He asked, sir, I asked for a small camera to take photos, in the end we bought it, uh, I don’t know, he can indeed take macro and micro pictures. Yes, we provide facilities”. (W1S1P17, 163-170).

TU provides the facilities their children need to develop their skills. Parents can do this as teachers who apply seven strategies, according to Wandry & Pleet (2020), namely: 1) establishing two-way communication, 2) developing cultural values and customs in parents, and 3) being directly involved in decision-making. Joint decision, 4) avoiding conflicts and solving problems, 5) fostering a sense of belonging among adolescents, and 6) involving parents in their efforts.



4) *Constraints implemented in the implementation of the post-school transition*

In addition to the participation that has been successfully carried out by the six informants interviewed by the researchers, there are several aspects that parents have not carried out in supporting the post-school transition period, as seen in the following two interview excerpts.

“The problem is that we are confused about HD, not just HD, but children with disabilities who have provisions, but not as usual, for example, the HD provision with high school students is not the same, high school students can enter. to the factory. A kid like this cannot. So what do we think we want to do?”. (W1S1P5.42-46).

Parents are worried and confused about their child’s future in the first quote. This is because parents are not entirely sure and know in depth about the needs and abilities of children that can be developed. Apart from that, there were other concerns expressed by TU informants; for the second quote, they are as follows.

“Yeah, he can’t work in the factory. He had to leave the convection alone with a companion. We don’t always look after it tomorrow, tomorrow, we are old; what works? Tomorrow is over, where do you want to work?”. (W1S1P5,47-49).

In the excerpts of the interview, TU feels that his children must always be accompanied and cannot be independent independently. They need help in almost every area, even though they are adults. Phenomenon This is a concern for parents who are undergoing this post-school transition program. So that parents can be sure of their child's potential and how to handle their child when they graduate from school or complete the post-school transition period. Of course, parents must participate in preparing the transition program that will be implemented later. From the interview results, they had not been involved in preparing the transition program and needed to learn what IEP was. This phenomenon can be shown in several interview excerpts as follows.

Inter: Do you always attend meetings to participate in the post-school transition program? Does this “CH” get an IEP?

Nara: What is wrong, ma'am? (W1S1P20)

Inter: Individual Education programme, did you attend?

Nara: No, Ma'am (W1S1P21,182)

Efforts to minimize obstacles that arise from parents' concerns must be through two-way communication by participating in decision-making. Preparation designed post-school transition program based on the knowledge and needs of students with team collaboration. Therefore, the influence of parents on career choice and job acquisition is one of the main themes emerging in various disability groups and research (Cobb & Alwell, 2009). So, best practice suggests that students and parents should be actively involved in planning post-school transitions (Rusch & Loomis, 2005; Park, 2008).

2. Discussion

Problem probability work becomes a challenge. The primary problem students face is Because belief becomes an obstacle in the job. Service transition school: Students need particulars to post-school, so they need involvement from parents. The research results show that the role of parents is very influential in achieving the vision of life that students with special needs want to achieve. Parents are essential members of the transdisciplinary plenary team and should be encouraged to provide input to the team about their child's interests, talents, strengths, weaknesses and goals. Parents should be encouraged to actively participate in meetings and assist the team in developing a service model transition for their child. In particular, they should help the team develop specific goals and objectives - regarding their child's education, training, and future employment (Levinson & Palmer, 2015; Kafaa, 2021). Accordingly, students whose parents are involved in homework and school activities have improved academic, social, and behavioural performance (Henderson, Mapp, Johnson, & Davies, 2007; Johnstone, 2004; Snodgrass, 1991).

Parents also reported that their children benefited from various leading transition practices to work. Some of these are parents who said they needed to be more familiar with the transition programs available at



the school because they still need to understand them. This - Can happen because of the nature of their child's disability (i.e., intellectual and developmental disabilities vs other disabilities) (Schutz et al., 2021). However, there are seven significant strategies parents and professionals can use to support a positive transition experience: (1) starting early, (2) maintaining high expectations, (3) allowing choice and risk, (4) recognizing family interdependence and involvement, (5) prioritizing the development and support of parental skills, (6) maximizing technology, and (7) encouraging inclusion (Francis et al., 2018; M. Nur, 2017).

The solution for the parents who still need to understand the transition program is to fix it with training for parents. Similar to a study about the effect of parent training on knowledge of transition services for students with disabilities, parents in the brochure-plus training group outperformed the brochure-only group on posttests of knowledge. The group that received training can push higher levels of transition knowledge and were more likely to follow through on contacting the school for community services (Young et al., 2016).

In addition to the training given to parents, students with disabilities must also get a transition program as soon as possible, and this must be aware. Therefore, transition planning must begin early enough to ensure that when a student graduates from school, that student has mastered some of the essential skills that can function as a responsible adult in society. Transition planning must begin early, at 14 or sooner, as needed. This is important for helping some students achieve their goals, including those others might consider impossible (Wehman & Targett, 2012).

D. Conclusion

Implementing a post-school transition program for high school students can be successful with the support of various parties. The closest and most significant asset is the participation given by parents. From the results of the interviews, it can be concluded as follows. Parents' efforts for students include the participation of parents of students with special needs



in the post-school transition. Secondary: What is the role of parents of students with special needs in the post-school transition period? The last is the role of parents of students with special needs in providing family training in implementing the post-school transition.

In addition to parents' participation, several obstacles that can affect the success of the post-transition program are four concerns. The first is concern about accompanying children after school. Second, the parents need to learn IEP; third, parents are not involved in the program preparation. The Last Empowerment of parents as mentors still needs to be improved.

Although our research has limitations in providing information about the perceptions and experiences of six parents and students, additional information from a more diverse participant base, including students, is needed. Researcher: No question of the level of education or other factors that might influence their involvement during the following transitions and perceptions of practical strategies and practices. These aspects point to the need for additional exploration of the parental experience. Therefore, there is a need to research students' needs and parents' experiences, hopes, and perceptions regarding the transition to secondary school. Lastly, future researchers should consider investigating the strategies described in this study and incorporating them into practice and judgment rule new for stakeholders policy in providing program services special training specifically for students and families, to enhance the transition well process.

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