

Inclusion in Work Transition through a Mock-House Simulation Programme for Students with Disabilities

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i2/13315>

DOI:10.6007/IJARPED/v11-i2/13315

Published Online: 05 May 2022

Abstract

The purpose of this study is to explore the inclusion of students with learning disabilities in mock-house career transition programs in Malaysian schools. One of the schools is coded as Sekolah Marikh, which is the simulation program focuses on self-management and at Sekolah Zuhal, the simulation program focuses on career transition program. This study is using qualitative research approach in the form of case study. Observations, semi-structured interviews and document analysis were conducted to understand how the simulation program was implemented and identify the current needs of the program. The findings of the study show that the inclusion in the simulation program provides internal training appropriate to the job market through the skills taught in schools. Through this study, employers realize that taking students with disabilities as the worker give them some benefits. Simulation programs have helped the students built self-management skills and awareness of the importance of being independent as early as 16 years old. A collaborative model for the "mock-house" simulation among students with disabilities is suggested which is in line with the agenda to ensure the society becomes more inclusive.

Keywords: Career Transition, Mock-House, Learning Disabilities, Simulation, Special Education

Introduction

Career is one of the important elements in continuing life including for students with disability. To date 88419 OKUs are registered based on the Special Education Data Book, 2019. Inclusion is not about the child fitting in mainstream education. It is about making changes to the school system and environment to ensure they participates fully and meaningfully in an environment that sees them as individuals with potentials of their own (Khairuddin et al., 2018). The aim of this study is to explore and explain the implementation of career transition program which is an inclusion of students with special needs (SEND) through a "mock-house" simulation for students with learning disabilities (LD). Learning disabilities students who will

graduate at the age of 19 need a job to support their lives in the future. The difficulty of individuals with special needs, especially students with learning disabilities to get a job is one of the issues that need much attention because there are some challenges in vocational education to provide them with real employment (Abdullah et al., 2015).

Simulations should increase the level of self-confidence by providing vocational skill opportunities (Ward & Esposito, 2019). A "*mock-house*" simulation is the example of a house replica built in school, which provide real experience to students for their self-management needs such as housekeeping, waiter, and other skills that can help them in career development after school.

Problem Statement

The existing curriculum is less effective in the "*mock house*" simulation process through the provision of internal training for the implementation of career transitions. A study by Shah et. al, 2018 explains the importance of Vocational Education for students with learning disabilities as preparation for work after they finish their school at age 19. The study collaborate with "Buying Seats Program" that provides opportunities for students with special needs to gain skills and knowledge through learning experience in public, private and industrial institutions. Therefore, studies that use other methods by training work skills through *mock-house* simulations is needed.

Apart from that, training centres such as sheltered workshops function is still lacking as preparation to provide internal training for special needs students before engaging in career transitions abroad. Therefore, to ensure that career transition program for learning disabilities students runs smoothly, cooperation from various parties such as school administrators, teachers, parents, government and private agencies as well as the community is needed (Abdullah et al., 2015).

The acceptance of employers in hiring special needs students is also one of the important issues in the implementation of this career transition program. They are not exposed and lack knowledge about simulations implemented in schools. It is because collaboration in existing transition program modules is still less effective due to the lack of curriculum and policies implemented. Although, policies should be focused on equality, fairness, accessibility and inclusivity as a treat for individuals with disability to build their self-confident, self-esteem and social economies status (Clodagh & Claire, 2016). Shah et. al (2018) states that the implementation of transition programs in Malaysia is still unclear and there are no specific rules or curriculum to implement it. Providing employment to individuals with disabilities is still implemented following a charity-model of disability (Abdullah et.al, 2015).

Literature Review

Career Transition Program Development in Malaysia

The enactment of the Education Act 1996, Chapter 8 Special Education, Section 41, Subsection (1) (B) of the Education (Special Education) Regulations 1997, allows teachers to modify teaching and learning techniques or methods, time changes for activities, subjects and teaching aids in implementing special education curriculum for the achievement of goals and objectives of special education. This act allows students to be involved in education as zero reject policies that including inclusion in mainstream classes and allowed to sit for public examinations such as UPSR, PMR and SPM (Special Education Regulations, 2013). Their achievement in public examinations allows them to continue their studies at SMPK (V)

Indahpura, Kulai, Johor or technical secondary schools that have been set by the Special Education Division as well as furthering their studies to certificate, diploma, matriculation or other institutions of higher learning.

Malaysia Education Development Plan (2013-2025), through the ninth shift, which emphasizes the involvement of parents, the community and the private sector in empowering schools can help in the career transition program for special needs. Collaborative between parents, community and school an initiative in creating a quality learning environment for students (Ministry of Education Malaysia, 2013).

In this study, the implementation of the transition program involves several existing training centers such as "*Bengkel Daya*" one of the sheltered workshops under the supervision of the Social Welfare Department. In addition, collaborating with external agencies also helps students to choose a suitable career after graduation. Bengkel Daya is a center dedicated for people with disabilities who are not competitive to get jobs in the open market (Department of Social Welfare, 2013). The management and operation of the workshop is in accordance with the Protected Workshop Rules 1979.

Taman Sinar Harapan is an example of the organizations by Social Welfare Department that provides care, protection and rehabilitation for special needs based on the Rules of Mental Disability Rehabilitation Centers 1977. Placement of the disabled in Taman Sinar Harapan is within three (3) years or up to the age of 18 years and during that period they are given training activities of daily living (Activity Daily Living).

To implement the transition program for learning disabilities student, one of the practical programs for them is necessary implemented with the aim of providing them with the real working life (Zainal et al., 2020). In addition, the implementation of vocational education also helps in career transition programs because through the skills learned can help special needs students to be more independent in daily life or to deal with the world of work and employers (Zainal & Hashim, 2019). Individuals with special needs are seen to be more inclined in the vocational curriculum than the existing academic curriculum to improve their life skills (Hashim & Nassir, 2016).

Career Transition and Job Internship

Curriculum for SEND is formulated based on the diversity of individuals to have a meaningful life (Hashim & Nassir, 2016). Career transition need changes in the teaching and learning process that involve curriculum modifications by teachers in the implementation of teaching and learning. The transition program is also a coordinated activity for students in the outcome-oriented process that involves collaboration such as vocational training, integrated and supported employment, continuing education and independent living (Marchant et al., 2014).

Transition programs can be implemented as early as the age of 16 for students with disabilities but other countries such as the United States consider that the transition is important and implemented for students as early as 14 years old. The implementation have been conduct in Harbor School's Transition Program for Special Needs Students. Career transition programs in Malaysia still doesn't have a coordinated implementation guide, but it can be implemented by referring to the SEND Action Plan 2016-2022 as a guide. The implementation of transition programs can be carried out through explicitly coordinated teaching and learning activities that focused on education but it has not been carried out systematically (Papay et al., 2015).

Job training or industrial training conducted for SEND will have a positive impact on them in their daily lives, personal and social life as well as the process towards working life (Amin et al., 2020). In the Philippines, job training called an apprentice program is one of the important aspects in allowing individuals with disabilities to gain work experience through businesses to improve their job skills. Apprentice programs have interrelationships between schools and the workplace. Job training help children to gain experience through learning supervised by the employer (Noor et al., 2018).

Challenges of Implementing a Career Transition Program

There are several challenges that constrain in the implementation of career transition programs. The examples are the knowledge level of teachers, acceptance of collaboration by various parties such as employers, curriculum modifications that are appropriate to the transition program and the willingness of parents to involve their children with transition programs. A guideline and information must be provided for teachers, parents, employers and others parties involved which can affected the effectiveness of transition programme (Zainal et al., 2020).

Furthermore, lacking of knowledge among mainstream teachers as well as special education teachers in carrying out the responsibility of carrying out transition programs. They are given less exposure on the implementation of career transition programs in schools, and it is not working comprehensively in every school although the guideline from Special Education Division for implementing career transition programs has been provided. In Malaysia, there are still not clear regarding the rules of implementation of the Career Transition Program which is this program need to be implemented for Special Needs Students in secondary schools (Shah et al., 2018).

Employers' negative views and attitudes towards students with special needs are also an obstacles in the implementation of career transition programs (Zainal & Hashim, 2019). Teachers need to highlight the talents and potential of students with special needs so that they can be accepted by employers to work. Dispenza (2021) found that there is a stigma related to the abilities and weakness of individuals with disabilities in engaging with employment. Discrimination by employers also occurs as low wage payments compared to normal workers that working in the same field as well as accommodation constraints provided in the workplace (Hallock et al., 2014).

In terms of curriculum modification, changes are needed involves vocational curriculum and emphasis on special curriculum based on their school environment. A special needs student curriculum that emphasizes on career transition programs is needed to help them (Shah et al., 2018). Collaboration by various parties in the implementation of transition programs based on vocational skills can help students with special needs in facing life after graduation.

The study of Ishak et al (2018) stated that the level of knowledge and readiness of parents is also one of the challenges of implementing career transition programs. The application of high awareness among parents is needed to increase their level of readiness in involving children with special needs with career transition programs. The success of the implementation of career transition programs is due to the support and responsibility of all parties, especially parents in determining the transition program and appropriate needs according to the abilities of their children (Ishak et al., 2018).

The Importance of Simulation in Career Transition Programs

Simulations help in increasing the level of self-confidence which helps in providing vocational skills opportunities (Ward & Esposito, 2019). Simulation through virtual reality provides a real interactive experience that helps the level of individual social skills. This study was conducted on 16 adult with Autism aged between 18 years to 22 years, but 4 people failed to meet all aspects due to involvement with other school programs. The simulation conducted in this study is a virtual job interview training program and the researcher do assessments to obtain IQ scores of the individuals involved.

Mock-house is a house simulation that set up in school. Although the research on *mock-house* simulation is still lacking but it can be attributed to the change of classroom to the formation of a replica of the house. For example, at Ephrata High School, Washington, they implement a special program for students with special needs to learn the skills needed in life by creating a mock apartment (Smith, 2016).

In addition, at the California School for the Deaf, they also run a program called The Independent Living Skills which is a program to provide every senior deaf student with the experience of having their own apartment. The program provides the daily skills needed in a real estate to be applied into real life.

The "mock-house" simulation that will be conducted in schools becomes an alternative path to career for SEND. Career is a long-term involvement in a field as well as the development and progress of a person to support daily life. The career in this study referred to the career after learning disabilities students finished their school life after undergoing internal training through the implementation of "mock house" simulation.

Research Method

The purpose of this study is to see how the implementation of career transition program through mock-house simulation for students with special needs (SEND). This research is conducted using qualitative methods in the form of case studies and researchers engage by going down the field and see for themselves the mock-house simulation implemented in schools through document analysis, interviews, observations and appropriate checklists based on the study site. This method is in line with the objectives of the study to obtain complete information and to measure and identify how mock-house simulation helps in the implementation of career transition programs through observations and checklists.

The study was conducted involves two secondary schools that have a Special Education Integration Program and implement mock-house simulations. Sekolah Marikh is a school located in Johor Bahru and has a mock-house that is used as a simulation for their students to carry out self-management activities. Sekolah Zuhai is a school located in Muar district and has a mock-house that is used as a simulation for students with special needs before being placed into a career transition program abroad. There are differences in the use of mock-houses for these two schools, but these differences is needed in the implementation of this study.

A total of two Assistant Principal in Special Education, a mock-house teacher, a Career Transition Program teacher, 8 parents, 4 employers, and 8 students with special needs were involved in this study. The actual names of each school are not specified to ensure the confidentiality of the data obtained (Creswell, 2014).

Findings

Data were collected from September 2020 to Desember 2020 involving a total of 24 respondents. These findings are divided into two parts. The first part is a study involving Marikh schools. The second part is a study involving Zuhal schools. The names of the schools, places and all participants were given nicknames. The role of each participant is included in the table given for example Senior Assistant Teacher is given the title of GPK followed by a nickname starting with the letter 'M' for respondents representing Marikh school and starting with the letter 'Z' for respondents representing Zuhal school.

Case 1 in Marikh School

Table 1

Profile of Marikh School Participants

No.	Name	Role	Gender	Age (years old)
1.	Mrs. Maffarini	Senior Assistant Teacher (GPK)	F	58
2.	Teacher Mumtaz	Mock-house coordinator	F	58
3.	Mrs. Malesya	Parents	F	46
4.	Mr. Muhammad	Parents	M	43
5.	Mrs. Marina	Parents	F	55
6.	Mrs. Masila	Parents	F	50
7.	Maria	Student 1	M	17
8.	Maznah	Student 2	F	16
9.	Mikail	Student 3	M	15
10.	Malik	Student 4	M	17
TOTAL PARTICIPANTS				10 Person

Sekolah Marikh is located in a district in Johor Bharu which has a Special Education Integration Program and has a total of 79 students with special needs. The school has set up a mock-house but the main purpose of its establishment is for the teaching and learning activities of self-management subjects. An interview was conducted with Senior Assistant Teacher (GPK) of this school, and he told about the history of the establishment of mock-house in the school. GPK Special Education Statement:

"The idea for the establishment of a mock-house in this school was triggered in 2018. I asked for help from my teacher to make a paperwork that will be sent to the Johor State Education Department to get a contribution to build a mock-house. The department approved this application and we received a contribution of RM30000 to build a mock-house building. This school mock-house was inaugurated on 13 January 2019".

The existence of this mock-house in Marikh school has a big impact on parental acceptance. Parents look happy and state that its establishment helps their children to be more disciplined. SEND can also become a more skilled person with the self-management skills taught by teachers through the use of this mock-house. SEND parents' statement:

"I realize that my son was lazy to go to school, but after school have a mock-house, he preferred and very interested to come to school. Every day after come back from school, he telling me the story of what he did in the mock-house such as sweeping the garbage and re-practicing it at home". -Maria mother, Mrs. Malesya

Not only are parents happy with the mock-house establishment, but they also find their children enjoy going to school:

"This mock-house exactly look like a house. The children of this school must be happy and have fun studying there ". -Maznah father, Mr. Muhammad

"My son is good at washing his own dishes at home. When asked, he said the teacher taught in the kitchen at school ". -Mikail mother, Mrs. Marina

"My son said at school he learned how to make water, wash clothes, wash dishes and sweep the garbage. He is very happy and diligent when I asks him for help at home ". – Malek mother, Mrs. Masila

The reaction of students with special needs in this school when the mock-house is completed was very pleasing. They like to study in the mock-house. Their attitudes and emotions are seen to change to be more positive. SEND Statement:

"I really like studying here, in the mock-house because it's like at my own home". - Maria

"Teacher said that studying at school is like at my own home. At first I thought the teacher was cheating, but after entering the mock-house, I saw that there was a kitchen inside and other facilities, I felt very happy and joy ". - Maznah

Students also share their opinions with other peers about the advantages of this mock-house. A student, Malek, is one of the student that never get a chance to enter this mock-house to express his excitement.

"Maznah always said, the teacher wants to make a mock-house for us. But I do not understand what a mock-house is. Time in the process of making the mock-house, the teacher explained a little. Only then did I understand that a mock-house is like a house ". – Malek

The teaching of self-management in this mock-house is seen as an interesting way. Pupils are able to carry out activities practically and are exposed to the life skills needed to help them become independent, so that they do not depend on others.

Case 2 in Zuhul School

Table 2

Profile of Zuhul School Participants

No.	Name	Role	Gender	Age (years old)
1.	Mr. Zain	Senior Assistant Teacher (GPK)	M	58
2.	Teacher Zila	Transition programme teacher	F	51
3.	Zali	Student 1	M	17
4.	Zamani	Student 2	M	19
5.	Zara	Student 3	F	17
6.	Zaki	Student 4	M	19
7.	Mr. Zani	Parents	M	50
8.	Mr. Zainal	Parents	M	55
9.	Mr. Zahar	Parents	M	56
10.	Mrs. Zura	Parents	F	50
11.	Mr. Zack	Workshop Employer	F	46
12.	Mrs. Zimah	Restaurant Employer 1	F	43
13.	Mr. Zan	Restaurant Employer 2	M	50
14.	Mr. Zul	Restaurant Employer 3	M	55
TOTAL PARTICIPANTS				14 Person

Sekolah Zuhul is located in Muar district which has a Special Education Integration Program and a capacity of 33 students. The school has set up a mock-house but used their own funds without any contribution from the State Education Department such as Sekolah Marikh. The main purpose of their mock-house is to implement internal training which will help students to involve with career transition programs through collaboration with other agencies. An interview was conducted to the Senior Assistant Teacher (GPK) of this school, and he provided details related to the main purpose of the mock-house simulation and the implementation of this career transition program. Senior Assistant Teacher (GPK) Statement:

"I have experience in implementing a career transition program, but mock-house simulation is something new for me. However, I took the initiative in building this mock-house when I saw students with certain skills to polish their talents towards a career through in-school training".

Career Transition Teacher Statement

"For me, to make the program more effective and sustainable, there are things to work on. Therefore, I made this career transition paper to attract the interest of external agencies or NGO's in collaborating with the school to accept our students to conduct industrial and practical training and then accept them to work when it has reached the level of skilled workers".

Parents also gave their support in the process of setting up this mock-house. Mock-house began to be built in stages starting in 2019 and now has some spaces such as living room, reading corner, bedroom, kitchen and lounge corner. Although this mock-house is not very complete but the support of parents can complement the needs of the school.

"I do not count on contributing to the school because it will also be used by my child". – Zali mother, Mrs. Zura

Students with special needs involved in the career transition program will be involved with mock-house simulations first. Their selection is based on the skills they have and the talents and interests identified by the teacher. Among the simulations performed in the mock-house involves the use of a kitchen that helps SEND to gain skills before going out to work in the field of cuisine or restaurant. However, there are also SEND who have talent in the field of automotive but automotive has no simulation in the mock-house. However, the student also showed his talent by being taught related to workshop tools and workshop work.

Zali is a special needs student who has a learning disability at 17 years old. This student is a male student who has problems in reading, counting and writing but has a mature thinking than his actual age. The ability to engage these students in the career transition is seen through the talents and skills he possesses. Zali's statement:

"I have an interest in opening a workshop but can not afford it because of the high cost. So if I can work in the workshop is enough and make me happy".

"I know that if you take a disabled person to work, you can get tax relief. But that is not the reason I took Zali for work, after I saw he knew a lot of workshop equipment, I wanted to take him to work and give him a chance". – Mr. Zack, Car Workshop Employer

Zamani is a 19-year-old slow learner category student. Zamani was moved from another school this year and his talent in the field of cooking is seen when he likes to help in culinary

life skills classes. His transition teacher and other teachers saw the skills that Zamani possessed and needed to be polished to help him become independent after school. Zamani has a brother who is also a learning disability who works in a restaurant. The transition teacher took the opportunity to create a program for Zamani after seeing the experience of the employer taking his brother to work. Zamani underwent a probationary period of 3 months and after that he was accepted to work with a daily salary of RM30. Zamani Statement:

"I really like it when the teacher wants me to work at a restaurant with my brother. I can wash the dishes and serve the people who come to eat at the store later".

Zamani's father stated that,

"I have a health problems, diabetes. So Zamani always said he wanted to find money to help his family. From there I gained confidence that he could work with his brother at the restaurant and his teacher came to see me and talk about this transition program. I am agree without thinking much because this is a good step". – Mr. Zainal

Unlike Zamani, Zara is the only female student involved with this career transition. Zara is 17 years old, SEND who has a problem with the spine and can not lift heavy objects. Her father had a madrasah and a restaurant. The transition program teacher saw this as an opportunity for Zara to gain skills at the restaurant. Although she is still in young age and long schooling, Zara can gain a lot of skills if she conducts industrial training at her father's restaurant. After discussing with his father, consent was obtained. Zara will run a transition program at her father's restaurant and do work such as fried some tempe, bananas and prepare water.

"I don't care teacher, as long as Zara gets skills in this field of cooking, because after this she can be independent to get a job at other people's restaurants". – Mr. Zan, Restaurant Employer 2

Zaki is a 19-year-old student. Zaki is hardworking and has beautiful writing even though he is slow in spelling and writing. Zaki also has a father who opens a restaurant. So Zaki often absence and when asked he told that he did not attend to school because he helped his father at the restaurant. From there, teacher decide to put Zaki in his father's restaurant as a career transition program.

"I always helping my father to fry eggs, make water and sweep the garbage. Sometimes I take orders as well. Later, when I finish school, I want to help my father and continue working at my father's shop". - Zaki

"I really want to inherit this restaurant to Zaki. All of Zaki's siblings already have good education and it is impossible for them to continue my current business. Furthermore, my restaurant sells chicken recipe from Indonesia, it's a losses if it ends like that without an heir". -Mr. Zul, Restaurant Employer 3

The involvement of these 4 students with special needs in the career transition program opens up good opportunities for collaboration with outside agencies. Internal training is also provided by government agencies through the Social Welfare Department such

as in sheltered workshops, but there are some constraints. One of the constraints identified are the location of sheltered workshops and force workshops are in the urban areas.

"In my opinion, sheltered workshops are only concentrated in big cities and parents are seen to have lack information related to these workshops and their knowledge is obtained only when in contact with Social Welfare Department" .- Mr. Zain, Senior Assistant Teacher (GPK)

Also, in attracting the interest and confidence of external agencies to collaborate with the school, it is not an easy thing. The results of interviews conducted with THE Senior Assistant Teacher and teachers of transition programs found that the role of teachers is the most important aspect. Senior Assistant Teacher (GPK) Statement:

"To be accepted to work is not the responsibilities of teachers but teachers need to be involved after finishing school by helping the SEND to meet the needs of employers to be employed... The school also needs to hold a career seminar for parents and employers to explain what our needs are and what they can get if they take SEND to work and sign the MOU as one of the starting points for us to keep in touch with them ".

Transition program teacher statement:

"Teachers play their responsibility in working together and giving commitment to outside agencies. The cooperation will result in a sharing of knowledge and skills between the two parties. "

Finally, a career transition program is necessary for SEND who graduate at the age of 19 years. This is to cover their lives after school with the skills that have been acquired through the "mock-house" simulation at school. Through the results of the interviews, some suggestions obtained for SEND to get a job are as follows:

"I suggest that SEND to be involved in a transition program based on their interests with the help of teachers as volunteers".- Mr. Zain, Senior Assistant Teacher (GPK)

"For me, teachers need to invite SEND parents who have graduated from school to stay in touch with the school to get the latest developments and job opportunities as a result of the school's cooperation with external agencies. In addition, parents can apply for assistance to guarantee the cooperation of the school to place children with disabilities to undergo practical training in selected places but teachers only as a facilitator for career transition programs and the rest depends on the efforts of students and their family ". -Mrs. Zila, Transition Program Teacher

Next, looking at the employer's acceptance, work transition program benefits companies which accept SEND. It helps the community to become more inclusive. Can be conclude that skills are different among SEND and there are kind of work that persons with disability can do. The results of interviews conducted with four employers are as follows:

"I took Zali to work because I saw he had talent and skills. After all his uncle is my friend too. I also know that there is a tax relief that can be claimed if we take a disabled person to work with us". - Mr. Zack, Car Workshop Employer

"I feel sorry for Zamani's family. But his brother used to work here before. So from my experience employ his brother for work, it make me take Rahim to work even though the salary is paid daily with the amount of RM30. I hope that Zamani can help his family because his mother has health problems". - Mrs. Zimah, Restaurant Employer 1

"I talked to the teacher about Zara and her teacher suggested that Zara should be transitioned to a career as I have a madrasah with a restaurant. I see Zara already has cooking skills and skill as a restaurant assistant. When the teacher said about this programmed, I immediately agreed and one day my restaurant will be inherit to Zara". - Mr. Zan, Restaurant Employer 2

"I am also the father of Zaki. Zaki sometimes does not come to school because he helps me at the restaurant. So the teacher asked why he did not go to school. From there, the teacher had a discussion with me and I agreed for Zaki to be involved in this career transition program so that he can gain skills and can help me in the restaurant afterwards. The other siblings already have high education and I want Razak to take care of this restaurant when I am gone". -Mr. Zul, Restaurant Employer 3

Discussion

Mock-house Simulations Improve the Working Skills of Students with Disabilities

Overall, through the study conducted, the majority of respondents know about this career transition program. They interpret the career transition as an excellent job training implemented for learning disabilities students after the age of 16 and above. The transition program is a coordinated activity for students in a result-oriented process that involves school and outside of school. However, the findings of this study show that many are not sensitive about the need of simulation for SEND before they are transitioned to external agencies. A study by Zainal and Hashim (2019) who found that practical programs for SEND should be implemented with the aim of providing SEND with the real world of working field.

In addition, this study found that the level of knowledge and readiness of parents is one of the challenges in the implementation of career transition programs (Ishak et al., 2018). Through the existing interests and abilities, SEND can gain experience and use it after finished their school at the age of 19 years. There are employers who have previously hired the disabled and apply the views of teachers to approve then in this career training. The responsibilities of parents who involve their children with career transition programs can give SEND a life of independence and aims to fill SEND's free time with skills. From SEND's point of view, they said that they have an interest in career transition programs, apart from being able to obtain financial resources or salaries, gain experience and bring other benefits to their lives.

Overall, based on the results of the study and the findings of previous studies found that internal training for learning disabilities students before engaging with external transitions is important. This internal training is implemented referring to changes in the teaching and learning process involving curriculum modification by teachers. Besides, students can learn how to fulfil their responsibilities and learned that people in workplace are generally supportive and honest.

The Function of the Training Center in the Implementation of Career Transition Training

Collaborative with sheltered workshops have a function in the implementation of career transition programs. However, sheltered workshops are only located in certain locations which cause constraints in terms of distance and cost. The job training provided can help SEND in gaining experience before working with an outside employer. This finding supports the study by Samuel, (2015), where in his study stated that work training is to gain experience through learning supervised by the employer. The employer that teaching and guiding in the sheltered workshops is staff or facilitator in that place.

Sheltered workshops provide skills to SEND and also become one of the collaborative in creating the confidence of external agencies to provide employment space for the disabled. Findings of the study indicate that regular meetings or meetings between parents, employers, teachers, and external agencies are necessary to provide in-depth and clearer explanations related to the function of training centers in the implementation of career transition programs. Collaboration by various parties in the implementation of transition programs based on vocational skills can help SEND in facing life after school.

Positive Acceptance of Employers Towards Career Transition Programs

The employer acceptance factor is due to SEND's interest and attitude in undergoing a career transition. It is okay to work with SEND. Their seriousness in performing tasks directed to be a bench mark for them to be accepted to work permanently after completing job training at the company involved. With appropriate support, SEND are reliable at work. This finding is slightly inconsistent with a study by Franco (2017), who stated that there is a stigma related to the abilities and disabilities of SENDs in engaging with employment.

In addition, employers are also sensitive to the tax deduction that they will get if they take SEND to work. High tax relief is given to employers who train and hire disabled workers. In terms of salary giving, the results of the study found that employers will pay a salary to SEND if they are accepted to work at least RM1200 and using the salary slip received, SEND can get a disability employee allowance from the Social Welfare Department. For SEND who only carry out job training or practical training, the employer as will give them allowances that are worth for the work they are doing. Discrimination by employers also occurs such as low wage payments compared to normal workers that working in the same field as well as accommodation constraints provided in the workplace (Hallock et al., 2014). Employers who are aware of the characteristics of individuals with special needs will be more open to guide SEND in their workplace. This is part of the effort to form an inclusive society in line with Sustainable Development Goal 4 outlined by the United Nations.

Conclusions and Recommendations of The Future Study

This study found that the career transition programs receive attention and support from various parties. However, they are given less exposure to the issues and challenges of effective implementation. Mock-house simulation is a program that can be implemented in providing training to SEND internally before they are transitioned with external agencies. Despite the benefits, not all schools offer mock-houses in their career transition programs. Allocations to schools that have a Special Education Integration Program to build a mock-house should be held in stages. If the cost is too high to build a mock-house in each school, the determination of allocation to the school could be conducted based on school performance. Having a mock-house in each district or state can be used jointly and be a benchmark for other schools that do not have a mock-house. More in-depth studies that

explore the collaborative internships in mock-houses to implement career transition programs before SEND is transitioned to external agencies are needed. Collaboration can involve individuals who have the expertise or qualifications to provide certificates to SEND as a proof that they are competent to engage in career transitions outside after the age of 16 and above. This is necessary in line with the Education 2030 Sustainable Development Goal 4; to ensure inclusive and equitable quality education and promote life-long learning opportunities for all including individuals with disabilities.

Acknowledgement

The study was supported by a grant from the Faculty of Education, Universiti Kebangsaan Malaysia, PP-FPEND-2022.

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