



## **Evaluation of the Vocational Skills Education Program for Students with Special Needs at the Bandung Culinary Arts Academy**

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### **ABSTRACT**

Vocational education plays a strategic role in preparing competent and work-ready graduates, including students with special needs. However, the implementation of inclusive vocational education requires adaptive and well-planned management. This study aims to evaluate the vocational skills education program for students with special needs at the Bandung Culinary Academy in terms of planning, organizing, implementation, and evaluation. This research employed a qualitative approach with an evaluative method. The research subjects included institutional leader, lecturers, educational staff, and students with special needs. Data were collected through in-depth interviews, observation, document analysis, and questionnaires. The results indicate that the institution has demonstrated a strong commitment to inclusive education through admission policies and the establishment of a Disability Service Unit. Learning implementation is conducted inclusively with individual adjustments and intensive assistance. Nevertheless, limitations remain in human resources, lecturer training, and accessible facilities. The study concludes that inclusive vocational education management has been implemented fairly well but requires continuous strengthening to ensure sustainable quality improvement.

**Keywords:** vocational education, inclusive education, students with special needs, educational management

## **INTRODUCTION**

Vocational education in higher education is not only required to produce graduates with technical skills, but also to ensure fair and equal access to education for all students, including those with special needs. The principle of inclusive education, as mandated by the National Education System Law, affirms that every citizen has the right to receive a quality education without discrimination. This is particularly true in the context of vocational education, which emphasizes complex management.

Various studies indicate that the implementation of inclusive education in vocational higher education still faces obstacles, including limited internal policies, a lack of lecturer competence in inclusive education, and a lack of accessible infrastructure. The gap between the theoretical concept of inclusive vocational education management and field practice indicates the need for a comprehensive evaluation of vocational education management for students with special needs.

This research is novel in its focus on evaluating inclusive vocational education management in culinary arts institutions, which are characterized by practical learning with high safety risks. Therefore, this study aims to evaluate the planning, organization, implementation, and evaluation of vocational skills education programs for students with special needs at the Bandung Culinary Arts Academy.

## **METHODOLOGY**

This research employed a qualitative approach with an evaluative method. This approach was chosen to gain a deeper understanding of the management process of inclusive vocational education. The research subjects included the leadership of the Bandung Culinary Academy, lecturers, educational staff, and students with special needs.

Data collection was conducted through in-depth interviews, observations of the learning process, documentation studies of the curriculum and academic policies, and questionnaires for students with special needs. Data were analyzed using qualitative analysis techniques through the stages of data reduction, data presentation, and conclusion drawing.

## **RESULT AND DISCUSSION**

### **Inclusive Vocational Education Management Planning**

Research results indicate that the Bandung Culinary Arts Academy has a policy of admitting students with special needs with a maximum quota of 5% of the regular student population. This policy reflects a planning function that considers the institution's resource readiness, but still requires more integrated long-term planning.

### Organization of Inclusive Education Services

The organization of inclusive education is implemented through the establishment of a Disability Services Unit (ULD) as a service coordinator. The ULD plays a role in assessment, mentoring, developing Individual Learning Programs, and evaluating student progress. Collaboration with lecturers and peer tutors supports the sustainability of inclusive learning, although reliance on the ULD remains quite high.

### Implementation of Vocational Learning

Learning is implemented in an inclusive manner, with the same curriculum for regular students and students with special needs, accompanied by individual adjustments. Intensive mentoring is a key factor in the success of vocational practical learning. Limited lecturer training related to inclusive education remains a major challenge.

### Learning Evaluation

Learning evaluation is conducted flexibly and adaptively through quantitative and descriptive assessments. The awarding of diplomas and certificates of participation reflects the institution's efforts to maintain academic fairness and pay attention to the individual conditions of students.

## **CONCLUSION**

Based on the research results, it can be concluded that the management of vocational skills education for students with special needs at the Bandung Culinary Arts Academy has been running quite well and demonstrates a strong institutional commitment to inclusive education. However, strengthening long-term planning, improving human resource competency, providing accessible infrastructure, and institutionalizing the principle of inclusivity across all academic units is still needed. This study recommends the development of policies and sustainable training programs to improve the quality of inclusive vocational education.

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