



Preparation Of Mendoan Making Skill Assessment Instrument In Class Xii Students With Mild Intellectual Disability At Slb Al-Azhar Leuwimunding

Teti Ratnawulan

Universitas Islam Nusantara Bandung

Email: teti.ratnawulans@uninus.ac.id

Aisyah Evita Hudaya

Universitas Islam Nusantara Bandung

Email: aisyahdevita@uninus.ac.id

Fariz Qasthari

Universitas Islam Nusantara Bandung

Email: farizqasthari@uninus.ac.id

M. Baldan Sandaya Imanullah

Universitas Islam Nusantara Bandung

Email: baldansandaya@uninus.ac.id

Zolla Rosyada Rohmatulloh

Universitas Islam Nusantara Bandung

Email: zollarosyada@uninus.ac.id

Received: December 15, 2022; reviews: 2; accepted: January 18, 2023

Abstract

Learning skills for students with mild intellectual disability has a very important position in the educational process, so that students with mild intellectual disability have the skills to live independently, adapt to the environment and can work according to their abilities so that they can meet their own needs. The purpose of this study is to compile an assessment instrument for mendoan making skills for students with mild intellectual disability in class XII. This research uses a descriptive method with a qualitative approach. The subjects in this study were 1 teacher from SLB BC Al-Azhar Leuwimunding and 3 students from SLB BC Al-Azhar Leuwimunding. The results of this study show that children are able to recognize tools and materials, prepare tools and materials, the process of making mendoan, maintain tools and materials and utilize the results. Referring to the conclusion of the study, the researcher recommended to school principals to guide teachers in compiling

and implementing assessment instruments to make prayers for students with mild intellectual disability in class XII, in order to improve the quality of educational services in the vocational field.

Keywords

Preparation, Assessment Instrument, Skill, Mild Intellectual Disability, Mendoan

Introduction

Education is the process of preparing students to reach maturity, because education is a right for all citizens without exception, as stated in the 1945 Constitution Article 31 Paragraph 1, namely: "Every citizen has the right to education". Based on the content of the quote above, education applies to all citizens including children with special needs.

In line with this, the Constitution of the Republic of Indonesia Number 20 of 2003 concerning National Education Article 5 Paragraph 2 affirms: "citizens who have physical, emotional, mental, intellectual, and social disorders are entitled to special education". A child with special needs consists of various kinds of specialties, one of which is students with intellectual disabilities.

Understanding and terms used in referring to students who have intelligence conditions below average so that they need special education services, the term used at this time is intellectual disability. According to Somantri (2006: 103) "*Tunagrahita* (intellectual disability) is a term used to refer to children who have intellectual abilities below average, explained Astaty and Mulyati (2011: 9) explained that "Children with intellectual disabilities are those whose intelligence is clearly below average. In addition, they experience backwardness in adjusting to the environment". Based on these quotes, it can be concluded that children with intellectual disabilities have difficulties in daily life that still need guidance.

This characteristic makes students with mild intellectual disability have the potential to have a large dependence on their environment, especially on their parents. Children with intellectual disabilities are the same as children in general experience obstacles in meeting these needs, both skills to meet the needs of life. Skills is a program that can be given to students with intellectual disabilities, so that students with mild intellectual disability have expertise so that they can live independently, adapt to their environment and can work according to their abilities so that they can meet their own needs.

Based on the findings of the author in the field, pointing out that class XII students with mild intellectual disability at SLB Al-Azhar Leuwimunding learned the skill of making mendoan fritters but there was no assessment instrument used in these skills. In an effort to meet the needs of students with mild intellectual disability, teachers need accurate data to find out the needs and problems faced by students with mild intellectual disability, to obtain data and information it needs to be done through assessment activities.

Basuki and Haryanto, (2014: 5-9) said that "Assessment is a process to obtain information that is used as a basis for decision making about students this is related to curriculum, learning programs, and also school policies". It can be concluded that the assessment is to obtain complete data on the needs and problems and obstacles so as to determine learning programs for students with mild intellectual disability.

In this section, researchers list various previous research results related to published or unpublished research. The following is previous research that is still related to the theme that the author studied.

First, research conducted by Astuti, Sitti, Shaleha, Santoso and Pertiwi (2022) Preparation of Behavioral Assessment Instruments for *Children with Autism Spectrum Disorder (ASD)*. , The study aims to compile a behavioral assessment instrument for *children with Autism Spectrum Disorder (ASD)* in a special school in the city of Bandung. In a preliminary study, data were found that the special school did not have an ASD child behavior assessment instrument. Therefore, this research focuses on the preparation of behavioral assessment instruments that can be used by schools. This research uses a qualitative approach with descriptive methods and data collection techniques with interviews, questionnaires, document studies and instrument validation. The number of teacher respondents was 3 (three) people, validators 3 (three) people and student respondents 3 (three) people.

The similarities of previous research with this study are as follows:

1. The object under study is both the child and the teacher.
2. The types and methods of research approaches used both use qualitative descriptive methods.

The differences between previous research and this study are as follows:

1. The subject in the previous study was a special school in Bandung while in this study the object was SLB BC Al-azhar Leuwimunding
2. The focus in the previous study was the behavior of *autism spectrum disorder (ASD)* children, while in this study the focus of the research was the skills of children with intellectual disabilities in making mendoan.
3. The location in the previous study was in a special school in Bandung, while in this study it was conducted at SLB BC Al-Azhar Leuwimunding Majalengka Regency.

Second, research conducted by Mulyati (2018) Preparation of *Ordering Assessment Instruments* for Class II Children with Mild Intellectual Disability at SLB YDPD Bandung. The study was based on the problem of the absence of basic cognitive assessment instruments on ordering for children with mild intellectual disability, therefore the study was carried out with the aim of obtaining an overview of the preparation of basic cognitive assessment instruments ordering for children with mild intellectual disability. To achieve this goal, a descriptive method with a qualitative approach is used through observation, interviews and documentation studies, the results of which researchers process using inductive analysis. The

preparation of basic cognitive assessment instruments on ordering that has been prepared includes material, methods, time and media. What are needs to be added in the preparation of assessment instruments is the use of more concrete media and the reduction of objects to 2 objects based on patterns, sizes, shapes, and colors. It is recommended to teachers to implement the results of basic cognitive assessment instruments on ordering that have been compiled and validated.

The similarities of previous research with this study are as follows:

1. The objects studied are both children with intellectual disabilities.
2. The methods used are equally descriptive.
3. The approach used is equally qualitative.

The differences of previous research with this study are as follows:

1. The subject in the previous study was SLB YPDP Bandung while in this study the object was SLB BC Al-azhar Leuwimunding
2. The focus in the previous study was the skills of children with intellectual disabilities in ordering, while in this study the focus of the research was the skills of children with intellectual disabilities in making mendoan.
3. The location in the previous study was at SLB YPDP Bandung, while in this study it was conducted at SLB BC Al-Azhar Leuwimunding Majalengka Regency.

Third, research conducted by Anggara and Satiningsih (2021) Preparation of Assessment of the Needs of Children with Attention Deficit and Hyperactivity Disorder (ADHD). The research used the Research & Development (R&D) method with the ADDIE model. Based on the data obtained, it is known that the needs of ADHD children are handling in the areas of Task performance, Adaptive, cognitive and emotional functioning. Based on the instruments that have been distributed, these 4 areas are the areas that most need immediate treatment both in the context of schools and therapeutic places. The purpose of this study is to identify the needs of ADHD children, by compiling a needs assessment instrument. Children with hyperactive behavior are known as problem children (Watanabe & Patitad, 2022). ADHD experienced by children can trigger not maximum learning achievement as well as low levels of achievement and poor detection of psychomotor areas. This implication is the impact of constraints in coordination functioning, emotional response, interactional, and learning ability that do not show coordinating functions. Furthermore, this implication is also related to the learning process in children with ADHD which is not as easy as in normal children in general. Thus, children with ADHD need special treatment by adjusting the personal needs of each child who has different needs despite having the same ADHD problem.

The similarities of previous research with this study as follows:

1. The object under study is equally to the child
2. Compile assessment instruments

The differences of previous research with this study are as follows:

1. The types and methods used in the previous study were R&D while in this study using descriptive methods with a qualitative approach

2. The focus of the previous study was to identify the needs of ADHD children, while in this study the focus was on the skills of children with mild intellectual disabilities in making mendoan

Research conducted by Sidik, Abadi, Mastiani and Syahfitri (2018) Preparation of Assessment and Results of Fine Motor Assessment Trials for Readiness to Write Beginning and Pre-Requisit. This research was motivated by the need for an assessment that can measure fine motor development for a child's early writing readiness. The assessment referred to in this study is a systematic process in collecting data and information about fine motor development in initial writing readiness that students already have, obstacles or difficulties experienced, and learning needs faced today individually. In conducting this assessment, researchers first design an assessment instrument by developing existing points for fine motor aspects for initial writing readiness which is then used as a reference in the implementation of the assessment. The purpose of this assessment research is as a guide to assist teachers, education practitioners, students and parents in finding fine motor skills that students already have, finding obstacles and factors that cause students to not be able to write, and assisting teachers and education practitioners in finding valuable information for the purposes of creating learning programs.

The similarities of the previous research with this study are as follows:

1. The object under study is equally to the child.
2. Compile assessment instruments

The difference of the previous research with this study is as follows:

1. The focus of the previous study was fine motor skills for initial writing readiness, while in this study the focus was on the skills of children with mild intellectual disabilities in making mendoan.

Research Methodology

The choice of method is very important in a study. The selection of methods is based on the formulation of the problem that must be sought and proven by the research carried out. According to Sugiyono (2018: 2) argues "The research method is basically a scientific way to obtain data with certain purposes and uses". From the quote above, it can be concluded that the descriptive method is a method that focuses on solving problems that exist in the present and the data obtained is factual data, where the problem under study is a problem that is happening in the present. The approach used by researchers is a qualitative approach.

The qualitative approach according to Moleong (2005: 6) states that:

Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action, etc. holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

There are underlying reasons for using a qualitative approach to obtain an

overview of the process of preparing assessments to make mendoan. The research techniques used are observation by observing objects that are data sources to obtain data on the ability to make tempeh mendoan, interviews are conducted with skill teachers to obtain data and information about the types of teaching materials used today, documentation is carried out to collect data through RPP (Lesson Plan). Syllabus, skills programs, student absences, working papers, photos, books relevant to research, Focus Group Discussion (FGD) were carried out with discussions between researchers and teachers to obtain the form of preparation of vocational skills assessment instruments to make tempe mendoan, while validation was carried out on teachers in different schools SLB BC Al-Azhar Leuwimunding and SLB N Majalengka To account for the accuracy and readability of the form of preparation of assessment instruments from the results of the researcher's discussion with teachers who are used as research subjects.

Results and Discussion

Results

The results of research that have been conducted by researchers through observation that the ability of students with mild intellectual disability is still unable to follow vocational skills to make mendoan tempeh so it is necessary to assess the extent of the ability and inability of students with intellectual disabilities in obtaining these skills.

The form of assessment instruments regarding vocational skills makes tempe mendoan for students with mild intellectual disability prepared by teachers and researchers related to the material, media, place and time tailored to the needs of students with mild intellectual disability, FGD is carried out by inviting teachers, principals and parents to present research results through interviews, observations and documentation.

The form of assessment instruments that have been prepared is then validated to teachers of SLB BC Al-Azhar Leuwimunding and SLBN Majalengka to obtain readability and implementation of this form of vocational skills assessment. The validation obtained from the teacher of SLBN Majalengka as validator 1 obtained additional storage of the remaining materials that were no longer used, stored materials in their place and disposed of unused material waste. Meanwhile, the teacher of SLB BC Al-Azhar Leuwimunding as validator 2 received additional storage of tools in place, the rest was in accordance with the provisions for making mendoan that apply to students with mild intellectual disability class XII.

TABLE 1

The form of assessment instrument arrangement makes Mendoan for students with mild intellectual disability class XII

(FGD Results and Validation)

No	Sub Aspect	Indicator	Thread of Instrument	Abilities	
				Able	Unable
1	1.1 Getting to know the tool	1.1.1 Pointing to the tool	1.1.1.1 Showing the instrument for making mendoan spoons, knives, cutting boards, pans, spatulas, basins, and plates		
		1.1.2. Inserting tools	1.1.2.1 Mentioning mendoan making tools spoons, knives, cutting boards, pans, spatulas, basins, and plates		
		1.1.3. Distinguishing big tools	1.1.3.1 Distinguish kitchen knife with a pastry knife 1.1.3.2 Distinguish a spoon with a fork 1.1.3.3 Distinguish a plate with a bowl 1.1.3.4 Distinguish a frying pan with a saucepan 1.1.3.5 Distinguish a spatula with a sieve		
		1.2 Getting to know ingredients	1.2.1 Pointing the ingredients	1.2.1.1 Showing the ingredients to make tempeh mendoan, flour, salt, cooking oil, ground pepper, garlic, coriander powder, spring onion, flavoring and water.	
3		1.2.2Mentioning the ingredients	1.2.2.1 Mentioning ingredients to make mendoan tempeh, flour, salt, cooking oil, pepper powder, garlic, coriander powder, spring onion, flavoring and water		
		1.2.3Distinguishing the ingredients	1.2.3.1 Distinguishing wheat flour with tapioca flour 1.2.3.2 Distinguishing coconut oil with sesame oil 1.2.3.3 Distinguish coriander with hazelnut powder 1.2.3.4 Distinguishing garlic with onion 1.2.3.5 Distinguishing sugar with salt		
4	1.4 Practice	1.4.1 Setting up tools	1.4.1.1 Preparing knife, 1.4.1.2 Taking scissors to open the plastic of the material 1.4.1.3 Taking glass to carry the water 1.4.1.4 Taking a spoon to stir the dough 1.4.1.5 Taking a cutting board to slice tempeh		

1.4.2. Preparing the ingredients	1.4.2.1 Preparing the ingredients to make mendoan tempeh			5	5.1 Maintaining the ingredients	5.1.1 Tidying up the ingredients	5.1.1.1 Clear up the remaining pieces of tempeh 5.1.1.2 Cleaning the remaining sliced of spring onion 5.1.1.3 Cleaning up powdered coriander wrapper to the garbage 5.1.1.4 Cleaning up the garbage of garlic wrap powder 5.1.1.5 Cleaning up the garbage of salt wrapper 5.1.1.6 Cleaning up the garbage of flavoring wrapper		
	1.4.2.2.1 Flour 1.4.2.2.2 Cooking Oil 1.4.2.2.3 Ground pepper 1.4.2.2.4 Powdered garlic 1.4.2.2.5 Coriander Powder 1.4.2.2.6 Spring onion 1.4.2.2.7 Flavoring 1.4.2.2.8 Water 1.4.2.2.9 Salt					5.1.2 Storing the ingredients (validator 1)	5.1.2.1 Storing leftover materials that are no longer in use 5.1.2.2 Storing materials in place		
1.4.3. The process of making mendoan	1.4.3.1 Slicing tempeh thinly 1.4.3.2 Preparing the seasonings 1.4.3.3 Making flour dough 1.4.3.4 Dipping tempeh in flour dough 1.4.3.5 Turning on the stove 1.4.3.6 Pouring oil into the pan 1.4.3.7 Heating a pan on the stove 1.4.3.8 Frying tempeh 1.4.3.9 Flip over tempeh until browned 1.4.3.10 Drain the tempeh mendoan 1.4.3.8 Putting in a plate				5.1.3 Disposing of waste ingredients (validator 1)	5.1.3.3 Disposing of unused ingredients waste			

6.1 Maintaining tools	6.1.1 Maintaining tools	6.1.1.1 Cleaning spoons, knives, basins, plates, cutting boards and pans 6.1.1.2 Keeping tools in place		
	6.1.2 Storing tools (Validator 2)			

Note: Bolded and italicized sentences validated assessment results in different schools

Discussion

In this study discussing vocational skills for children with intellectual disabilities, according to Somantri (2006: 103) "Tunagrahita (Intellectual Disabilities) is a term used to refer to children who have intellectual abilities below average", based on the quote above that children with intellectual disabilities experience intelligence barriers that require skill learning.

Field studies that have been conducted by researchers through interviews and documentation on vocational skills make tempeh mendoan class XII at SLB BC Al-Azhar Leuwimunding, Majalengka Regency. In this vocational case, what must be mastered the stages of making mendoan tempeh such as the introduction of tools and materials including: introduction of tools, introduction of ingredients, stages of cutting tempeh, stages of making mendoan tempeh dough, and stages of frying.

Vocational ability when acting there are obstacles or obstacles at the time of implementation because each child has different abilities: able without help and able with assistance. So that, the researchers and teachers concerned must

accompany during the practice, because children with intellectual disabilities have retardation so they must always be accompanied. Before determining the subject to perform tempe mendoan making skills, the teacher first looks at the abilities, potentials and opportunities in doing business / earning post-school income.

A tool used to find out information on the ability of students through assessment instruments, a tool used to collect data or information to reveal the condition of the subject to be assessed. Before making tempeh mendoan, it is first required to make an assessment first so that it is clear the points that will be carried out in making mendoan tempeh. Making instruments and grids about making mendoan then there are indicators that will be developed to conduct assessments for children with intellectual disabilities. After that, a discussion was held between teachers and researchers to discuss this vocational skills assessment instrument, then researchers validated it to two different schools. There is a revision from the validator, namely about the order of writing, word selection, and sentence preparation must be more considered and careful so as not to cause other perceptions.

Validator 1 gives input to researchers to add several indicators including storing the remaining materials that are no longer used, storing materials in their place and disposing of unused material waste while validator 2 add one indicator in the form of storing the tool in its place. Researchers revise again in accordance with the direction of validators so that assessment instruments can be used.

In the implementation of the practice of making mendoan tempeh, teachers are assisted by students to prepare tools and language. Before starting the practice, the teacher introduces tools and materials to the children. Next, the teacher asks students to pay attention to what will be practiced by the teacher, namely the process of making tempeh mendoan. After students pay attention and then practice it and are accompanied by the teacher so that students who find it difficult can be helped by the accompanying teacher. In carrying out the process of making tempe mendoan has been carried out well by students although there are several stages that must be helped, and students have previously been accustomed to helping their parents sell fried foods so they are accustomed to doing it.

Conclusions and Recommendation

Conclusion

Based on theoretical studies and realities in the field, researchers can draw conclusions that education is very important for each individual because through education each individual gets assistance to optimize their potential, in an effort to meet the needs of students with mild intellectual disability a teacher needs to obtain information and data as material to determine programs for students through assessment activities. To obtain information about these abilities, you can use informal assessments made by teachers.

The thing that needs to be considered when compiling the assessment is that the assessment instrument to be used must be comprehensive and systematic, so that

accurate data can be obtained on vocational skills in making mendoan tempeh.

The form of instruments compiled by teachers and researchers includes material, media, time and place.

Recommendation

Based on the results of observations and interviews conducted in the study, researchers made the following recommendations:

a. For Teacher

Recognizing the importance of vocational skills assessment, it is hoped that teachers can compile instruments more thoroughly, so that teachers can know the abilities and difficulties experienced by students with mild intellectual disability so that teachers are able to optimize the potential that exists in students. One of the efforts made by teachers is to often participate in training activities on assessment inside and outside the school.

b. For School

Based on findings in the field that no assessment instrument has been made, the principal should motivate/encourage teachers to make assessments to obtain accurate data on the abilities of didi participants, so that schools can provide appropriate services

c. For Future Researcher

The results of this study are expected to develop research into wider subjects so that this research can be used as a reference for future researchers.

Bibliography

- Amirullah dan Budiyo. (2014) ***Pengantar Manajemen***, Yogyakarta: Graha Ilmu.
- Anggara, O. F., dan Satiningsih. 2021. ***Penyusunan Asesmen Kebutuhan Anak Dengan Gangguan Pemusatan Perhatian Dan Hiperaktifitas (GPPH). Jurnal Ilmu Psikologi*** 12 (2) : 101-207
- Apriyanto, Nunung. (2012). ***Seluk-Beluk Tunagrahita & Strategi Pembelajarannya***, Yogyakarta : Javalitera
- Ardios. (2006). ***Prosedur Penelitian Suatu Pendekatan Praktik***, Jakarta: Rineka Cipta.
- Astati. (2015). ***Bina diri untuk Anak Tunagrahita***, Bandung: Amanah Offset.
- Astati, E. Y., S. S. H. Shaleha, Y. B. Santoso, dan D. E. Pertiwi. 2022. ***Penyusunan Instrumen Asesmen Perilaku Bagi Anak Autism Spectrum Disorder (ASD). Journal Of Special Education*** 6 (1) : 83-9
- Basuki, Ismet dan Hariyanto. (2014). ***Asesmen Pembelajaran***. Bandung: PT Remaja Rosdakarya.
- Darmadi, Hamid (2011) ***Metode Penelitian Pendidikan***, Bandung: Alfabeta
- Depdiknas. (2003) ***Undang-Undang RI No. 20 tahun 2003. Tentang Sistem Pendidikan Nasional***.
- Moleong, Lexy J. (2008) ***Metodologi Penelitian Kualitatif***, Bandung : PT

Remaja Rosdakarya.

Mulyati, Euis. Nani. 2018. ***Penyusunan Instrumen Asesmen Ordering Bagi Anak Tunagrahita Ringan Kelas II Di SLB YPDP Bandung. Journal of Special Education*** 4 (2) :

Sidik, S. A., R. F. Abadi, E. Mastiani, dan A. D. Syahfitri. ***Penyusunan Asesmen Dan Hasil Uji Coba Asesmen Motorik Halus Untuk Kesiapan Menulis Permulaan Dan Pre-Requistnya. Jurnal Unik*** 3 (2)

Sugiyono (2016) ***Metode Penelitian Pendidikan Kuantitaif, Kualitatif, Dan R&D.*** Bandung : Alfabet.

Watanabe, W. C., & Patitad, P. (2022). ***Reducing Information Redundancy for an International Trade Transaction: A Lean Information Management Approach. Industrial Engineering & Management Systems***, 21(2), 183-191.

Wulan Joe (2011) ***101 Keajaiban Khasiat Kedelai***, Yogyakarta : Andi. Tentang Teknologi Makanan.