



## **Improving Vocational Skill in Making Banana Bolen Through Explicit Instructions Method for Mild Mentally Impaired Student**

**Sunyi Angelista<sup>1</sup>, Johandri Taufan<sup>2</sup>,**

<sup>1</sup> (Pendidikan Luar Biasa, Universitas Negeri Padang, Indonesia).

Corresponding Author. E-mail: <sup>1</sup> [sunyiangelista78817@gmail.com](mailto:sunyiangelista78817@gmail.com) , <sup>2</sup> [johandri.taufan@fip.unp.ac.id](mailto:johandri.taufan@fip.unp.ac.id)

### **Abstrak**

Tujuan penelitian ini yakni untuk meningkatkan keterampilan vokasional membuat pisang bolen melalui metode *Explicit Instruction* bagi anak tunagrahita ringan yang berjumlah dua orang di SLB N 2 Padang Kelas XI. Jenis penelitian ini yaitu penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Siklus I terdiri dari empat kali pertemuan dan siklus II terdiri dari tiga kali pertemuan. Tahapan dari setiap siklus yaitu, tahap perencanaan, tindakan, observasi dan refleksi. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan anak dalam membuat pisang bolen. Persentase kemampuan awal RA 40,67%. Pada siklus I mengalami peningkatan menjadi 65,11% dan siklus II 97,67%. Sementara pada anak R kondisi awalnya 41,86%. Padang siklus I mengalami peningkatan 66,27% dan siklus II menjadi 96,51%. Kesimpulannya ialah metode *explicit instruction* dapat meningkatkan kemampuan vokasional membuat pisang bolen bagi anak tunagrahita ringan kelas XI di SLB N 2 Padang.

**Kata Kunci:** *tunagrahita ringan, pisang bolen, explicit instruction*

### **Abstract**

*The purpose of this study is to improve vocational skills in making banana bolen through the Explicit Instruction method for two mild mentally retarded students in SLB N 2 Padang Class XI. This type of research is classroom action research which is carried out in two cycles. Cycle I consisted of four meetings and cycle II consisted of three meetings. The stages of each cycle are planning, action, observation and reflection stages. The results of the study showed that there was an increase in students' ability to make banana ballen. The percentage of initial ability RA 40.67%. In the first cycle increased to 65.11% and 97.67% in the second cycle. Meanwhile, in child R, the initial condition was 41.86%. Padang cycle I experienced an increase of 66.27% and cycle II to 96.51%. It can be concluded that the explicit instruction method can improve the vocational ability to make banana bolen for mild mentally retarded children in class XI at SLB N 2 Padang.*

**Keywords:** *mild mental retardation, banana bolen, explicit instruction*

### **Introduction**

Mentally retarded children are individuals who have mental retardation,

resulting in them experiencing academic limitations, intellectual delays, delays in adjustment, and social adaptation. One of the descriptions of mentally retarded children is mild mentally retarded children, namely children who have problems in their development. They have good social and motor skills, and can still be trained academically. Mild mentally retarded children generally find it difficult to participate in the curriculum in regular schools, but there are still skills to be learned, even though they are not optimal. The skills given to children with mental retardation in the high category are writing, spelling, reading, and counting, adaptability, and basic skills for work purposes (Humaira, 2012).

The condition of mentally retarded children can leave many problems in their development and learning. Even so, mentally retarded children as individuals are still entitled to education. However, mentally retarded children are individuals who have the right to education. According to Article 3 of the National Education System Law Number 20 of 2003, the purpose of national education is to increase the power of every human being so as to make people who believe and are devoted to God Almighty, have noble character, are reliable and innovative, and are trustworthy. If it refers to the goal, the situation of mental retardation, being able to live independently is the final goal (Ratnengsih et al., 2017).

The purpose of education for mentally retarded children is aimed at national education to make social beings in terms of knowledge and skills. Looking at mentally retarded people who have difficulties, so that in terms of curriculum learning achievement at the upper secondary education level at 40%-50% in the academic field, 60-50 in the field of skills (Ratnengsih et al., 2017).

Intellectual barriers for mentally retarded children require a focus on developing vocational skills so that children can become independent. Vocational skills are skills that children can use to do work after graduating from school, so that after graduation students have the provision of independent living to fulfill their lives. The types of skills taught in schools are fashion, culinary, make-up, crafts, agriculture, sports and computers.

The skills given to children are adjusted to the interests and talents of children in order to provide opportunities for children to live independently after completing their education. This independence is aimed at teaching vocational skills from an economic perspective where after completing education children can sell the skills taught. So that by being taught vocational skills to make bananas, children can use their skills by selling bananas.

Catering skills are the art of managing good food or drinks (Biasa et al., 2020). One of the culinary skills that is taught is banana bolen. Pisang bolen is a typical Indonesian bread which is a souvenir from Bandung which has crispy layers filled with banana and chocolate. This bolen banana has its trademark, which is savory on the outside and sweet on the inside (banana, chocolate, cheese) providing a variety of flavors that have the potential to be liked by the wider community (Ayu et al., 2021).

Based on a preliminary study conducted at SLB N 2 Padang in class XI, the author made observations on teachers teaching culinary skills. The children who were taught vocational skills were 2 female students named RA and R class XI who had normal physique and good motor skills. Based on the Decree of the Director General No. 10/D/KE/ 2017 was applied to the subject of catering for class XI mild mentally retarded children in KD 3.5 applying the procedure for making sweet bread and KD

4.5 making sweet bread. In learning at KD 3.5 and KD 4.5, the sweet bread taught by the teacher is making banana bolen, but the KD has not been achieved where during the cooking process the child is still not skilled in making banana bolen. Children have difficulty recognizing materials and tools, weighing ingredients, kneading dough, cutting bananas, making spreads, weighing dough, rounding dough, flattening and folding dough, and adjusting oven temperature.

Teachers in providing learning use lecture and demonstration methods. During the learning process the child looks bored. The teacher had never used other methods in learning before. Judging from the educational background of the teacher, the teacher is a graduate of culinary arts, not extraordinary education, so that the teacher has not really explored the character of the students so that the learning process has not been maximally applied.

Based on these problems, the author wants to use the explicit instruction method as a method in teaching vocational skills to make banana bolen because mild mentally retarded children are children whose abilities can still be trained. procedural, step-by-step and step-by-step activities that begin with orientation, presentation and demonstration activities, providing step-by-step instructions combined with practice and feedback. The explicit instruction method is a method that is made to support knowledge related to concise and clear knowledge and knowledge of procedures that are well structured taught in the form of multilevel activities. In culinary skills, the role of the explicit instruction method is to train procedural knowledge to find out how to make food or drinks which is done in stages (Biasa et al., 2020).

Based on the explanation presented by the author, this research focuses on mild mentally retarded children (able to be

educated) because it is still possible to train skills for independence. This research is important because it fulfills the KI & KD taught by teachers in schools. Therefore, the authors need to research and examine more deeply how to "Improve Vocational Skills in Making Banana Bolen Through the Explicit Instruction Method for Mild Mentally Impaired Children in SLB N 2 Padang".

### **Method**

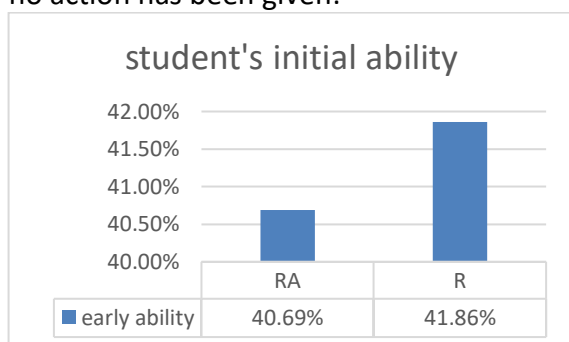
In this study using the type of classroom action research. Classroom action research is a series of actions to study learning problems in class through self-reflection to overcome these problems by providing planned treatments in real life situations and analyzing the influence of the treatment given (Saputra et al., 2021). This study consisted of two cycles in the first cycle consisting of four meetings and the second cycle three meetings. The stages of the cycle are planning (planning), action implementation, observation (observation), reflection.

The data in this study are qualitative and quantitative. The qualitative data contains information that describes the process of making banana bolen. In addition, quantitative data contains information presented in the form of graphs, which describe the increasing ability of children when making banana balls. This research was carried out at SLB NEGERI 2 Padang for students with mild mental retardation in class XI. The author conducts research in the culinary arts class. This research was conducted in collaboration with the teacher, where the teacher became the observer and the writer as the giver of action. The research subject is the involvement of the sample in the study. The teacher becomes the subject of the research later as a collaborator and class XI mild mentally retarded child at SLB NEGERI 2 Padang consisting of two female students

namely RA and R. The data collection techniques in this study consisted of observation, documentation and tests. And the data analysis techniques are data reduction, data presentation, and conclusion drawing.

### Result and discussion

The initial state of students is the ability of students when they have not been given action. The following is the initial ability score of mild mentally retarded students in class XI at SLB N Padang when no action has been given:



From the picture above, it can be seen that the initial ability of students with mild mental retardation in class XI at SLB Negeri Padang has the initials RA 40.69%, R 41.86%. From these results, it is known that students have not reached the specified KKM and are still having difficulty in cooking piang bolen independently.

Researchers are trying to improve student learning outcomes in teaching the steps of vocational skills to make banana bolen. The series of learning activities about vocational skills to make banana bolen are as follows:

a. In the initial activity, the researcher as the provider of action before learning first provided the tools and materials needed in making banana bolen. This activity begins with the researcher saying greetings, then praying together. then check the attendance of students, provide apperception and convey learning objectives and motivate children to be enthusiastic in learning.

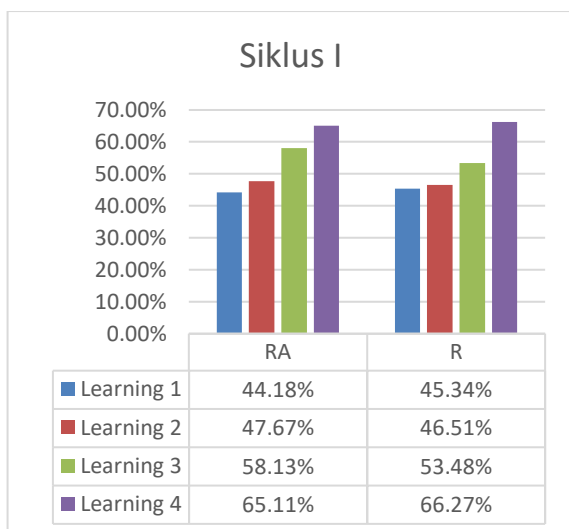
b. The core activity, learning begins when the child is ready to receive learning. Beginning with the researcher explaining the tools and materials in the process of making banana bolen. After explaining the material, the children were asked to point out the materials and tools mentioned by the researcher. Next, the researcher explained the steps to make banana ballen gradually starting from the initial step to the end. Children were asked to listen to the researcher's explanation in making banana bolen using the explicit instruction method, which was then under the guidance of the researcher, the children directly practiced making banana bolen until students could do it independently.

c. In the final activity, the researcher re-explained the material that had been taught. The researcher asked the students. The researcher also invited the students if there was anything they wanted to ask, then the researcher together with the children concluded the learning outcomes. The researcher asked the children to clean the classroom and wash the tools used in making banana bolen. Then the class ends with prayers and greetings.

Collaborators who carry out their duties as observers with researchers carry out reflections to find out the percentage of each child's ability.

The results of the graphic analysis show that vocational skills in making banana bolen can be improved by using the explicit instruction method.

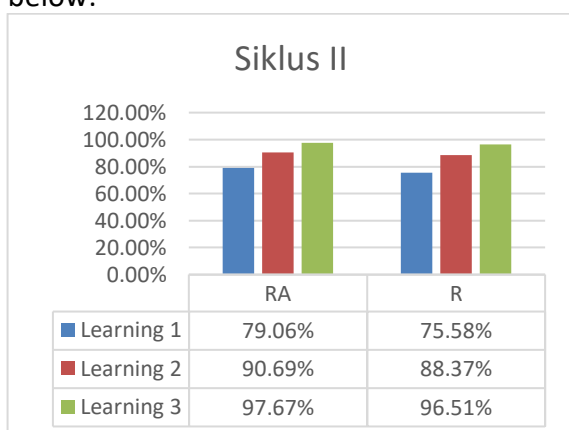
The results of children's skills in cycle I can be seen in the picture below:



The graph above shows that in the first cycle there was an increase in students' skills when making banana balls. At the first to fourth meetings, RA scored 44.18%, 47.67%, 58.13%, and 65.11% and R scored 45.34%, 46.51%, 53.48%, and 66, 27%.

From the data obtained from the four meetings above, it can be seen that the ability of students when making banana bolen has increased after being given action through the explicit instruction method even though the value obtained has not been maximized. Therefore, the researchers and collaborators agreed to continue the treatment so that the cycle continued to cycle II.

The results of the second cycle of children's skills can be seen in the picture below:



The graph above shows that in the second cycle there was an increase in students' skills when making banana balls. At the first to the third meeting, RA scored 79.06%, 90.69%, and 97.67% and R scored 75.58%, 88.37% and 96.51%.

Based on the data obtained, it means that in the second cycle, students are able to master making piang bolen independently. Because in general, in the practice of making banana balls, in general, children can do it themselves. Therefore, the researchers and collaborators agreed to stop giving the treatment until the second cycle.

Based on the results of the study, the results of the learning process to improve vocational skills in making banana bolen with the explicit instruction method for mild mentally retarded children in class XI at SLB Negeri 2 Padang were carried out well. Evidenced by the relevant relationship between researchers, collaborators and students concerned with the material to be studied by students.

Vocational skills are an ability that should be possessed by children with special needs so that children can live independently which is developed according to the interests, talents and abilities of children, one of which is a child with mild mental retardation. Mild mentally retarded children are children who have IQs ranging from 50-70, and mild mentally retarded students can take part in learning in academics, skills and adapting to the social environment (Suwarni, 2018). The right education for mild mentally retarded children is about how they can live independently (Ratnengsih et al., 2017). So that intellectual barriers in mentally retarded children demand that their education be emphasized on the

development of vocational skills so that children are independent. Teaching skills to mild mentally retarded children has many benefits for children, one of the benefits is to provide skills to mild mentally retarded children after graduating from school (Rahmadani & Taufan, 2021).

The explicit instruction method is the method used in this study where this method is intended to improve vocational skills in making banana bolen for mild mentally retarded children which was carried out for eight meetings. The explicit instruction method is one method that emphasizes the personal approach of teachers and students, allowing students to better understand the material being taught under the guidance of the teacher (Suroto, 2015). The explicit instruction method is a teaching method specifically designed for knowledge that simplifies knowledge and makes it easier to understand with well-structured stages. so this is very helpful for mild mentally retarded children to understand each sequence properly according to the guidance and direction of the researcher.

In this process, the ability of vocational skills to make banana bolen through the explicit instruction method, the researchers tried to make the children understand the material being taught. The researcher's efforts were carried out by providing guidance and direction to students and reinforcement in the form of praise and food given to children when children could carry out activities correctly in doing the steps to make banana bolen so that children were enthusiastic, enthusiastic about learning vocational skills to make banana bolen.

The results of the research on improving the vocational skills of making banana bolen using the explicit instruction method were given actions in cycle I and cycle II. The test used in this study was an

assessment test that could (score 2), could be guided (score 1), and could not (score 0).

The value of children's learning outcomes showed an increase after being given treatment. After being given treatment, RA got a value of 97.67%, initially the R value was only 40.69% in the initial ability. R gets a score after being given an action of 96.51% whose initial ability is 97.67%. So it can be concluded that the research objective is to improve the vocational skills of making banana bolen with the explicit instruction method to improve students' abilities and show satisfactory results.

### **Conclusion**

The conclusion from the data analysis carried out is the increase in the skills of mild mentally retarded children in the vocational skills of making banana bolen using the explicit instruction method. The process of learning the vocational skills of making banana bolen for class XI mild mentally retarded children is carried out using the explicit instruction method. The learning process is carried out based on the planned explicit instruction method steps in improving vocational skills. It can be seen from the percentage of learning outcomes obtained by children. Where the percentage obtained by the child has a very good increase, it can be seen from the initial ability of RA 40.69%, increasing to 65.11% after carrying out the treatment in the first cycle and increasing again to 97.67% after carrying out the treatment in the second cycle. And R obtained an initial ability percentage of 41.86% which increased by 66.27% after the treatment was carried out in the first cycle and another 96.51% increased after the treatment was carried out in the second cycle. The conclusion that can be drawn is that the implementation of vocational skills learning to make banana bolen can be improved by using the explicit instruction method.

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## Author Profile

My name is Sunyi Angelista, I was born on December 28, 1999, in Pelayangan. I am currently completing a thesis as one of the requirements for obtaining a bachelor's degree in education.