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Learning Abilities of Students with Intellectual Disabilities for Cooking Indonesian Traditional Food “Opak Bakar”: From Step by Step Experiment to The Analysis

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ABSTRACT

Children with intellectual disabilities are children who experience delays in the development of intelligence, they experience various kinds of obstacles. Therefore, children with intellectual disabilities are less able to be developed their academic learning and require development in other learning, namely in learning skills, one of which is learning the skills of making Indonesian traditional food "Opak Bakar". The skill of making "Opak Bakar" is taught in schools. This study aims to determine the ability to make Indonesian traditional food "Opak Bakar" skills in class X children with intellectual disabilities. Following the objectives to be achieved, this study used a descriptive method with a qualitative approach, data obtained through observation, interviews, and documentation studies. This research was conducted on 3 children with intellectual disabilities and 1 class X skills teacher. One of the theories that underlie this research is the task analysis theory. The results showed that mild children with intellectual disabilities were able to make grilled "Opak Bakar", which started by washing rice, making glutinous rice, adding rice flour, drying opak, and burning "Opak Bakar". Some children find it difficult to mix the glutinous rice, print the glutinous rice into a rectangle, cut the "Opak Bakar" thin and rectangular shape and determine the color of the Indonesian traditional food "Opak Bakar". This study recommends that schools complete skills teaching aids that are following the types of skills programs in schools.

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1. INTRODUCTION

Getting an education is the right of every Indonesian citizen, whether capable or not, in terms of economy, as well as in terms of physical, psychological, and social limitations. The government's efforts in education have been realized by providing free schools and scholarships, especially for underprivileged children, and Special Schools (SLB) for children with special needs (Maryanti *et al.*, 2021a).

For children who need special education, the right to education has been regulated in Law number 20 of 2003 concerning the National Education System article 5 paragraph (2) that: "Citizens who have physical, emotional, mental, intellectual and/or social disorders have the right to receive special education". Education is provided to children with special needs according to the type and level of the disorder, including mild children with intellectual disabilities, and it is well written in Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Maryanti & Nandiyanto, 2021; Maryanti *et al.*, 2021b).

Mild children with intellectual disabilities are one of the groups of children with intellectual disabilities who have limitations in thinking, communication, and socialization (Maryanti *et al.*, 2021a). Education for children with intellectual disabilities aims to develop their potential optimally. Thus, they can live independently and can adapt to the environment in which they are located.

Skill is one of the abilities that must be possessed by mild children with intellectual disabilities in preparing for life in society, by having the skills of mild children with intellectual disabilities are expected to have the ability to earn a living and be independent, so they do not always depend on others. Therefore, skills education is a teaching program that is given through planned, gradual, and continuous exercises. The types of skills to be developed are left to the education unit following the interests, potential, abilities, and needs of students and the conditions of the education unit.

Based on the 2013 curriculum structure for Extraordinary High Schools, there is a subject "Optional Skills" which states that the proportion of the content of the curriculum content of the school education unit consists of 20% academic aspects and 80% contains aspects of vocational skills. It is intended that after finishing school, these skills can be used to work and live independently (Ekawati, 2016).

The skill of making "Opak Bakar" is a culinary skill that exists in the environment of children with intellectual disabilities. This skill is taught in schools because around the school there are many home industries for making "Opak Bakar" cigarettes and children with intellectual disabilities can do it. Based on the results of preliminary observations in August 2014 at SLB Kadugede Kuningan, it turned out that the class X mild children with intellectual disabilities learned the skill of making "Opak Bakar". Based on the description above, this study is interested in conducting research in the field of skills for children with intellectual disabilities which is formulated in the title "Ability in learning the skills of making "Opak Bakar" grills for mild children with intellectual disabilities in class X at SLB Kadugede Kuningan".

Based on the description that forms the basis or background of the problem, the focus of the research can be identified, namely "How is the ability to learn skills to make "Opak Bakar" roasts for mild children with intellectual disabilities in class X at SLB Kadugede Kuningan?". The purpose of this study was to describe the ability to learn the skills of making "Opak Bakar" roasts for mild children with intellectual disabilities in grade X at the Kadugede SLB in depth and detail.

2. LITERATURE REVIEW

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System explains that learning is a process of interaction between students and learning resources in a learning environment. Learning is the creation of an environmental system that allows learning to occur. Learning is a set of events created and designed to encourage, activate, and support students (Savery, 2005). Learning is two concepts, namely learning and teaching that cannot be separated from each other. Learning shows what a person must do as a student, while teaching refers to what a teacher must do as a teacher. This is the meaning of teaching and learning as a process. The integration of the students' teaching and learning process with the teacher's teaching process so that teaching and learning interactions occur, which do not just come and don't just grow without careful knowledge and planning. The learning process can be divided into 3 phases or episodes, namely: (a) information, (b) transformation, and (c) evaluation. Information is obtained in each lesson, some add to the knowledge already possessed, some refine and deepen it, and there is also information that contradicts what is already known. That information must be analyzed, changed, or transformed into a more abstract or conceptual form so that it can be used for broader phenomena. In this case, the teacher's help is needed. Then, the evaluation is used to measure the extent to which the knowledge or information we have obtained and the transformation can be used to understand other phenomena.

Learning strategies are the chosen ways to deliver learning materials in certain learning environments. Furthermore, they explained that the intended learning strategy includes the nature, scope, and sequence of learning activities that can provide learning experiences to students. There are many reports on the learning strategies for students with special needs (Rusyani *et al.*, 2021; Hartati *et al.*, 2023; Rusyani *et al.*, 2022a; Al Husaeni *et al.*, 2023; Rusyani *et al.*, 2022b; Maryanti, 2021; Maryanti *et al.*, 2021a). In general, the components contained in the learning strategy are the objectives, materials or materials, methods, tools or media, and evaluation.

Skill is a pattern of activities that have a specific purpose that requires manipulation and coordination. With the limited ability of children with intellectual disabilities in the academic field, other abilities such as skills need to be improved, due to limitations in the ability to choose work, they need to be given coaching, development, and direction to factors that are practical special skills. To direct children with intellectual disabilities to be able to appreciate their time, and work using free time to do productive work. Understanding skills in the context of learning skills subjects in schools is an attempt to acquire agile, fast, and precise competence in dealing with learning problems. In this case, skills learning is designed as a learning communication process to change student behavior to be agile, fast, and precise through skill learning. This skillful behavior is needed in human life skills in society.

Skills education is the process of helping students develop the abilities, abilities, and skills needed to live life. The purpose of skills education is to prepare students concerned to be able, capable, and skilled in maintaining their survival and development in the future. The definition of skills education according to the main book is an effort or effort to develop the ability of students, to use and organize the knowledge of principles, and ideas they have appropriately and quickly. A more specific purpose of skills education is to free the target population and its inability or inability to carry out technical jobs that are being or will be entered. The notion of skills education is an aspect of education that aims to develop human skills, in the sense of the ability to recognize and understand through skills, so that individuals

can carry out activities by gaining efficiency and pleasure in carrying out vocational work of their choice. Skills can be distinguished in two forms, namely intellectual skills, and physical skills.

The skill of making “Opak Bakar” baked goods is part of a type of culinary skill. Making “Opak Bakar” for children with intellectual disabilities must be learned programmatically, and routinely considering their limited abilities. In the process of implementing the learning process, making “Opak Bakar” requires a long time, more practice and assistance, and repeated teaching.

Mental retardation is an individual who experiences mental limitations in which the condition causes the individual concerned to experience obstacles in learning and experience obstacles to being able to perform various functions in his life and in adjusting to his environment.

An intellectual disabilities child who can educate is a intellectual disabilities child who is unable to participate in regular school programs, but he still has abilities that can be developed through education even though the results are not optimal. Children with intellectual disabilities who can train are children with intellectual disabilities who have such low intelligence that it is impossible to participate in programs intended for children with intellectual disabilities who can educate.

Children with intellectual disabilities who can care for are children with intellectual disabilities who have very low intelligence so that they are not able to take care of themselves or socialize.

The characteristics of the intellectual disabilities are as follows:

- (i) Intelligence limitations. Intelligence is a complex function that can be interpreted as the ability to learn information and skills to adapt to new life problems and situations, learn from past experiences, think abstractly, and creatively, can judge critically, and avoid mistakes, overcoming difficulties, and the ability to plan for the future. children with intellectual disabilities have shortcomings in all of these phenomena.
- (ii) Social limitations. Children with intellectual disabilities also have difficulty taking care of themselves in society, therefore they need help. children with intellectual disabilities tend to be friends with children who are younger, dependence on parents is very large, unable to assume social responsibilities wisely, so they must always be guided and supervised. They are also easily influenced and tend to do something without thinking about the consequences.
- (iii) Other mental functional limitations. Children with mental retardation take longer to complete reactions to new situations they are familiar with. They show their best reactions when they follow a routine and consistently experience factors day to day. Children with intellectual disabilities cannot face an activity or task for a long time. Children with mental retardation also have limitations in mastering language. They are not experiencing articulation damage, but the processing center (vocabulary) is not functioning properly. In addition, children with intellectual disabilities are less able to consider phenomena, distinguish between good and bad, and distinguish between right and wrong. This is all because their abilities are limited so children with intellectual disabilities cannot imagine in advance the consequences of an action.

Children with mild mental retardation are children who have an IQ of 70-55 and 69-55 according to the Weschler Scale (WISC) on the Binet Scale according to the American Association on Mental Deficiency (AAMD). Mild mental retardation is stated by Kirk (1989: 9) as follows.

Children with mild mental disabilities are children who can develop in three areas, there are:

- (i) Elementary school subjects,
- (ii) Social adjustment problems to the point where the child can finally stand up,
- (iii) The ability to work partially and wholly independently as adults.

Characteristics of mild children with intellectual disabilities can be seen from their physical condition. They are not different from normal children, but from a mental, social and emotional point of view, there are significant differences, such as low and slow learning abilities, having difficulty in concentration. , has problems and behavior that is a bit naughty compared to normal children, children who are classified as mild, in adulthood with the provision of skills possessed following their abilities can work skilled and semi-skilled.

3. METHODS

This study uses a qualitative method with an emphasis on descriptive studies in detail and depth. Namely by collecting data, and analyzing data obtained from observations, interviews, and documentation. Research with this method aims to describe the state of the object under study as it is, according to the situation and conditions when the research was conducted.

Research subject

The subjects of this study were 1 (one) teacher and 3 (three) intellectual disabilities students in class X at SLB Kadugede Kuningan. The subjects of this study were taken because the population was limited, had not many different ages, had almost the same abilities, and did not have other disabilities.

This research was conducted at the Kadugede SLB having its address at Jalan Kelana Sakti KM.400 Babatan Village, Kadugede Kuningan District, West Java Province 40377. This research was conducted in February - June 2015. data, data processing, and preparation of research results.

Ability is: "The ability to do something" (Big Indonesian Dictionary, 2005:347). The ability in this study is the ability of mild children with intellectual disabilities to participate in "Opak Bakar" skills activities, such as recognizing tools and materials, the process of making "Opak Bakar", and maintaining tools and materials, maintaining the results, and packaging the results. Teknik Pengumpulan Data

Data was collected using triangulation techniques, namely data collection techniques that combine various data collection techniques and existing data sources. The techniques used in data collection in this study were observation, interviews, and documentation. The observation referred to in this study is to see, observe and record data automatically on the phenomena studied. In this activity, this study is a non-participant, this study does not actively participate inside or outside the learning process set, but observes the ability in learning the skills of making "Opak Bakar" roasts for mild children with intellectual disabilities in class X at SLB Kadugede Kuningan. Interviews were conducted with teachers. The documentation collected includes the learning program and photos of activities about learning skills to make "Opak Bakar" roasts for mild children with intellectual disabilities in class X at SLB Kadugede Kuningan.

The data analysis technique in this study uses an interactive model of data analysis, namely data reduction, data presentation, and concluding. This study reduced the data by summarizing and selecting the main data, appropriate, and related to the planning, implementation, and evaluation of learning skills to make "Opak Bakar" that had been obtained from the results of observations, interviews, and documentation which were then presented in narrative form and coded accordingly. with the dimensions after which conclusions are drawn which aim to obtain new findings that have never existed before.

The technique used to check the validity of the data in this study is triangulation (checking data through several sources with various methods or techniques, and time). The triangulation used in this research is the source, technique, and time triangulation. Source triangulation was carried out to check the same data through different sources, namely the culinary skills teacher, then this study compared and concluded from the data that had been obtained. Technical triangulation is done by stating the same thing with different techniques such as observation, interviews, and documentation. Time triangulation is checking data that is carried out at different times or situations. In addition to triangulation, checking the validity of the data in this study is to increase persistence, namely to make more detailed observations of the learning activities of skills to make "Opak Bakar" roasts in class X mild children with intellectual disabilities sustainably.

4. RESULTS AND DISCUSSION

Data were obtained from observations made on mild children with intellectual disabilities to determine their ability to make "Opak Bakar".

4.1. Observation Results

Observations were made to see the children's ability in learning the skills of making "Opak Bakar" baked goods.

4.1.1. First Student Respondent (RS-1)

In the case of ability for the first student respondent:

- (i) Get to know the tools. Respondents were happy to be able to show, and mention the tools to make "Opak Bakar", such as a pot, a pot, a grater, a stove, a kiln, and a winnowing winnow. Respondents were happy and enthusiastic about distinguishing one tool from another well, such as gas stoves and kerosene stoves.
- (ii) Getting to know the material. Respondents were happy to point out and mention the ingredients for making "Opak Bakar" such as glutinous rice, coconut, and water. Respondents are happy because they can distinguish glutinous rice from super rice.
- (iii) Execution of Indonesian traditional food "Opak Bakar". In the case of preparing tools and materials, Respondents seemed happy because they were able to prepare tools and materials to make "Opak Bakar", such as cork, pan, grater, stove, kiln, winnowing, coconut, and water. Respondents were also happy because they were able to prepare glutinous rice to make Indonesian traditional food "Opak Bakar". Then, when they cook Indonesian traditional food "Opak Bakar", they are (a) Wash the glutinous rice thoroughly (Respondents looked happy because they could wash the glutinous rice clean), (b) Making glutinous rice (Respondents smiling cheerfully can make glutinous rice by giving coconut milk and spices), (c) Lifting glutinous rice (Respondents are happy to be able to lift gluten rice), (d) Entering glutinous rice (Respondents were enthusiastic and enthusiastic in putting the glutinous rice into a place of stone to be mashed/pulled),

- (e) Drying “Opak Bakar” to dry (Respondents smiled happily because they could hang the “Opak Bakar” to dry), (f) Burning “Opak Bakar” (Respondents are happy to be able to burn “Opak Bakar”), (g) Determine the “Opak Bakar” color of the burn (Respondents smiled happily when they saw the “Opak Bakar” that was burned ripe with brownish characteristics), and (h) “Opak Bakar” packing with plastic/box (Respondents smiled happily to be able to pack the “Opak Bakar” in a plastic/box).
- (iv) Maintain materials and equipment. In the case of cleaning, respondents were happy to be able to wash and wipe equipment after use and clean up the remaining unused materials. In the case of saving, respondents were happy to be able to store unused materials and store equipment in the toolbox.
- (v) Maintaining skill results. There are several points: (1) Selecting results. Respondents smiled happily because they were able to clear the “Opak Bakar” in the container, (2) Organizing results. Respondents were happy to be able to pack “Opak Bakar” into plastic, (3) Packing results. Respondents are happy because they can store the “Opak Bakar” in the storage rack, and (4) Informing the results, including respondents can entrust them to stalls, restaurants in the school environment, respondents are very happy because they can provide “Opak Bakar” products on-demand, and respondents smile when they can sell themselves through the school canteen.

In the case of difficulty for the first student respondent:

- (i) Get to know the ingredients. Respondents looked gloomy because of the difficulty in distinguishing the ingredients for making Indonesian traditional food “Opak Bakar” such as distinguishing coconut milk from milk.
- (ii) Indonesian traditional food “Opak Bakar”, including (1) Beat the glutinous rice until it's soft. Respondents looked gloomy and confused because of the difficulty in beating the glutinous rice until it was soft, (2) Printing glutinous rice into a rectangle. Respondents looked gloomy and confused because of the difficulty in printing the rice noodles into rectangles of the same size, and (3) Cut out a thin “Opak Bakar” and rectangular shape. Respondents had difficulty in cutting the thickness of the “Opak Bakar” because they were confused about the size, which had to be thin and the shape was rectangular.
- (iii) Cleaning tools. Respondents looked gloomy because of the difficulty in cleaning up the equipment after washing and wiping.
- (iv) Labeling. Respondents often grumbled because of the difficulty in attaching “Opak Bakar” labels to the packaging.
- (v) Inform the results. Respondents were confused because they did not have the confidence to offer products to traveling sellers.

4.1.2. Second Student Respondent (RS-2)

In the case of ability for the second student respondent:

- (i) Get to know the tools. Respondents were happy to be able to show, and mention the tools to make “Opak Bakar”, such as a pot, a pot, a grater, a stove, a kiln, and a winnowing winnow. Respondents are happy and enthusiastic because they can distinguish a steamer from a pot.
- (ii) Get to know the ingredients. Respondents were happy to show and mention the ingredients for making “Opak Bakar” such as glutinous rice, coconut, and water.
- (iii) Implementation of making Indonesian traditional food “Opak Bakar”. In the case of Preparing tools and materials. Respondents seemed happy because they were able to

prepare tools and materials to make Indonesian traditional food “Opak Bakar”, such as being able to prepare a pot, pan, grater, stove, kiln, winnowing, coconut, and water. Respondents were also happy because they were able to prepare glutinous rice to make “Opak Bakar”. In the case of making “Opak Bakar”, several points are (a) Making glutinous rice. Respondents smiling cheerfully can make glutinous rice by giving coconut milk and spices, (b) Entering glutinous rice. Respondents were enthusiastic and enthusiastic about putting glutinous rice into a place from a stone to be pulverized/pulled, (c) Drying the “Opak Bakar” to dry. Respondents smiled happily because they could hang the “Opak Bakar” to dry, (d) Burning “Opak Bakar”. Respondents are happy to be able to burn “Opak Bakar”, and (e) Printing glutinous rice into a rectangle. Respondents smiled cheerfully because they could print glutinous rice into rectangles of the same size.

- (iv) Maintain materials and equipment, including (1) Cleaning. Respondents were happy to be able to wash and wipe equipment after use and clean up the remaining unused materials, and (2) Save. Respondents were happy to be able to store unused materials and store equipment in the toolbox.
- (v) Maintaining skill results, including (1) Organizing results. Respondents were happy to be able to pack “Opak Bakar” into plastic, (2) Packing results. Respondents are happy because they can store the “Opak Bakar” in the storage rack, (3) Informing the results. (a) Respondents are happy because they can leave them to stalls, and restaurants in the school environment, (b) Respondents look happy because they can provide “Opak Bakar” products according to demand, and (c) Respondents are happy when they can sell themselves through the school canteen.

In the case of difficulty for the second student respondent:

- (i) Get to know the ingredients. Respondents looked gloomy because of the difficulty in distinguishing coconut milk from milk.
- (ii) Indonesian traditional food “Opak Bakar”, including (1) Washing glutinous rice until clean. Respondents looked gloomy because of the difficulty in washing the glutinous rice clean, (2) Beat the glutinous rice until it's soft. Respondents looked gloomy because of the difficulty in beating the rice until it was soft, (3) Lifting glutinous rice. Respondents were sad because of the difficulty in lifting glutinous rice, (4) Cut out a thin “Opak Bakar” and rectangular shape. Respondents had difficulty cutting the “Opak Bakar” because the sizes were not the same according to the example, and (5) “Opak Bakar” packing with plastic/box. Respondents had difficulty packing the “Opak Bakar” in plastic/boxes so that they looked gloomy.
- (iii) Cleaning tools. Respondents looked gloomy because of the difficulty in cleaning up the equipment after washing and wiping.
- (iv) Inform the results. Respondents were confused because they did not have the confidence to offer products to travel sellers.

4.1.3. Third Student Respondent (RS-3)

In the case of ability for the third student respondent:

- (i) Get to know the tools. Respondents were very happy because they could show and mention the tools to make “Opak Bakar”, such as a pot, a pan, a grater, a stove, a kiln, and a winnowing winnow. Respondents are happy and enthusiastic because they can distinguish a steamer from a pot.

- (ii) Get to know the ingredients. Respondents seemed happy when they could show and mention the ingredients for making “Opak Bakar” such as glutinous rice, coconut, and water. Respondents smile because they can distinguish clean water from dirty water.
- (iii) Implementation of making Indonesian traditional food “Opak Bakar”. In the case of preparing tools and materials, respondents were happy because they could prepare a pot, pot, grater, stove, stove, winnowing, coconut, and water. Respondents smiled happily because they were able to prepare glutinous rice to make “Opak Bakar”. In the case of cooking, they are (a) Washing glutinous rice. Respondents are happy because they can wash the glutinous rice thoroughly, (b) Making glutinous rice. Respondents laughed cheerfully because they could make glutinous rice by adding coconut milk and spices, (c) Lifting glutinous rice. Respondents are happy when they can lift gluten rice, (d) Entering glutinous rice. Respondents were enthusiastic about putting glutinous rice into a place from a stone to be pulverized/pulled, (e) Drying “Opak Bakar” to dry. Respondents smile because they can hang the “Opak Bakar” to dry, (f) Burning “Opak Bakar”. Respondents are happy to be able to burn “Opak Bakar”, and (g) “Opak Bakar” packed with plastic/box. Respondents smiled happily to be able to pack the “Opak Bakar” in a plastic/box.
- (iv) Maintain materials and equipment. They are (1) Cleaning. Respondents are happy when they can wash and wipe equipment after use and clean up the remaining unused materials, and (2) Saving. Respondents smile because they can store unused materials and store equipment in the equipment holder.
- (v) Maintaining skill results. They are (1) Selecting results. Respondents smiled happily because they were able to clear the “Opak Bakar” in the container, and (2) Organizing results. Respondents are happy when they can pack “Opak Bakar” into plastic, (3) Packing results. Respondents are happy because they can store “Opak Bakar” in the storage rack, and (4) Informing the results, including (a) Respondents are very happy because they can provide “Opak Bakar” products on demand, and (b) Respondents smiled when they could sell themselves through the school canteen.

In the case of difficulty for the third student respondent:

- (i) Get to know the ingredients. Respondents looked gloomy because of the difficulty in distinguishing glutinous rice from ordinary rice.
- (ii) Indonesian traditional food “Opak Bakar”. There are several points: (1) Beat the glutinous rice until it's soft. Respondents looked gloomy because of the difficulty in beating the rice until it was soft, (2) Printing glutinous rice into a rectangle. Respondents look sad because they have not been able to print the rice husks into rectangles of the same size, (3) Cutting out a thin “Opak Bakar” and rectangular shape. Respondents had difficulty in cutting the thickness of the “Opak Bakar” because they were confused about the size, which had to be thin and the shape was rectangular, (4) Determining the “Opak Bakar” color of the burn. Respondents grumbled when they saw the “Opak Bakar” they had burnt charred with black color, (5) Cleaning tools. Respondents looked sad because of the difficulty in cleaning up the equipment after washing and wiping, (6) Labeling. Respondents often grumbled because of the difficulty in attaching “Opak Bakar” labels to the packaging, and (7) Inform the results, including (1) Respondents look sad when they have not been able to entrust themselves to stalls, and restaurants in the school environment, and (2) Respondents are confused because they are not confident in offering products to travel sellers.

4.2. Discussion

Many reports on the use of food for teaching media (Hardiyanti et al., 2022), however this study focused on the students with special needs. The results of the observations showed that the mild intellectual disabilities students in class X were able to recognize the tools to make “Opak Bakar” correctly, namely by showing, mentioning, and distinguishing some of the tools such as the cormorant, pan, grater, stove, kiln, and winnowing. Students are also able to show and name the ingredients used to make “Opak Bakar”, such as glutinous rice, coconut, and water. Most of the steps in the process of making “Opak Bakar”, can be done by students, such as: preparing tools and materials, such as a pot, a pan, a grater, a stove, a kiln, winnowing, glutinous rice, coconut, water, and salt. Students can wash rice, make glutinous rice, put in glutinous rice, dry the “Opak Bakar”, burn the “Opak Bakar”, then maintain the tools and materials as well as the results. This is following the previous study (Maryanti et al., 2021a), mild mental retardation is included in the group of children whose intelligence and adaptability are hampered but can develop in academic subjects and work skills. In the field of work, they can do simple work, complete assigned tasks, and also manage space.

Based on the description and analysis of data from interviews with teachers about the implementation of learning skills in making “Opak Bakar” roasts, the teacher assesses before making the program to know the initial abilities of mild intellectual disabilities students so that they can prepare and adapt to the types of skills that will be given. The implementation of learning consists of initial activities, core activities, and final activities. The initial activity is conditioning students, praying, and apperception.

In the main activity, the process of making “Opak Bakar”, the teacher first introduces materials and tools, the steps for making “Opak Bakar”, which begin with preparing tools and materials, such as cork, pan, grater, stove, kiln, winnowing, glutinous rice, coconut, water, and salt. The teacher gives examples of how to wash rice, make glutinous rice, put in rice, dry the “Opak Bakar”, burn the “Opak Bakar”, then maintain the tools and materials as well as the results. Evaluation is carried out by the teacher during the learning activities (process/performance evaluation).

Follow-up is done by the teacher to the students with repetition, namely providing re-training to students who have not been able to make “Opak Bakar”. In the enrichment activity, students who are already able to make special Indonesian traditional food “Opak Bakar” are asked to do the practice of making “Opak Bakar” themselves at home.

5. CONCLUSION

One of the educational programs given to intellectual disabilities students to develop their potential is learning skills. In learning these skills, it is clear that they must be adapted to the child's ability level and the potential of the environment in which the child is located, such as the skill of making “Opak Bakar” grills. The skill of making “Opak Bakar” is a skill that exists in the surrounding environment because it is easy to obtain tools and materials, is simple so that intellectual disabilities students can do it even though it takes a long time and programmed training, it can also be used as a source of livelihood/has a selling point. The results of the study generally indicate that the ability to make Indonesian traditional food “Opak Bakar” in class X mild intellectual disabilities students at Kadugede SLB Kuningan is not the same or different from one student to another. Students' abilities vary, especially in recognizing tools, recognizing materials, the process of making “Opak Bakar” fuels, maintaining tools and materials, and maintaining “Opak Bakar” products.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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