

ABSTRAK

Anak tunagrahita ringan dapat diajarkan kegiatan akademik seperti: membaca, menulis, dan berhitung sederhana. Selain itu, mereka pun membutuhkan keterampilan lain. Di SMA Mutiara Bunda keterampilan siswa diarahkan ke kegiatan *entrepreneur*. Salah satunya adalah tata boga. Dalam pelaksanaannya, siswa masih menemui kendala. Penelitian ini menggunakan metode eksperimen dengan *single subject Research* (SSR). Penelitian ini dilakukan untuk memperoleh data mengenai pengaruh penggunaan *training model* terhadap keterampilan tata boga memasak *cheese stick* pada siswa tunagrahita ringan di SMA Mutiara Bunda Bandung. Desain penelitian ini menggunakan A-B-A yang terdiri dari tiga fase yaitu baseline-1 (A1), intervensi (I), dan baseline-2(A-2). Berdasarkan baseline-1, subjek dapat menunjukkan, menyebutkan, dan menyiapkan bahan secara mandiri, dan masih memerlukan bimbingan dalam kegiatan membuat, mencetak, serta menggoreng adonan. Merujuk hal tersebut, maka yang menjadi *target behaviour* dalam penelitian ini adalah ketiga keterampilan tersebut. Pada fase intervensi mulai dilakukan penerapan *training model*. Ada lima tahapan pada *training model* yaitu: *clarifying objectives* (penjelasan materi secara umum), *explaining theory* (penjelasan secara teori), *demonstrating correct performance* (mempraktikkan cara yang benar), *simulated practice with feedback* (simulasi disertai kegiatan timbal balik), dan *transfer training* (pemindahan latihan). Setelah dilakukan intervensi, kemampuan CSA bertambah pada tahapan membuat dan mencetak adonan. Pada fase baseline-2 (A-2), CSA melakukan tahapan memasak kue *cheese stick* dengan lebih mandiri. Dari hasilnya, CSA dapat konsisten mengenali alat dan bahan, mengukur sebagian bahan-bahan yang diperlukan, mencetak adonan, dan memasukkan adonan ketika minyak sudah panas. Berdasarkan hal tersebut, dapat ditarik kesimpulan bahwa *training model* memengaruhi kemampuan keterampilan tata boga memasak CSA.

Kata kunci: *Training Model*, Keterampilan Tata Boga, Tunagrahita Ringan

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ABSTRACT

Children with mild mental retardation can be taught academic activities such as: reading, writing, and simple calculation. However, besides those things they also need skills for their self-development. Mutiara Bunda Senior High School directs their students' skills in entrepreneurial activities. In the implementation process, in fact, the students still have several obstacles. Based on that matter, this study used experimental method with single subject research (SSR). This study is conducted to obtain data regarding the effects of using training models on cullinary art skills of cooking cheese stick on children with mild mental retardation at Mutiara Bunda Senior High School, Bandung. The research design used A-B-A which consists of three phase namely, baseline-1 (A1), intervention (B), and baseline-2 (B-2). Based on baseline-1, subject can show, mention, and prepare the material individually, and still need guidance in making, moulding, and frying dough. Referring to that matter, then the target behavior in this study are the three skills. In the intervencion phase, it began the implementation of the training model i.e.,clarifying objectives (general explanation of material), explaining theory (theoretical explanation), demonstrating correct performance (practice the correct method), simulated practice with feedback (simulations accompanied by reciprocal activities) and transfer training (transfer exercise). After intervention phase, CSA skill was increased in making and moulding dough. On baseline-2 (B-2), CSA doing the cooking prosses with less supervision. The results shows that CSA can identified equipment and material was needed, measuring most of the materials, moulding and frying dough in the right time. Based on the results, it can be concluded that training model affects the cullinary art skills of the research subjects.

Keywords: *Training models, cullinary art skills of cooking, mild mental retardation.*

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