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Task Analysis for Making Sosis Sandwiches for Mildly Mentally Disabled Grade VII Students at SLB Madhani, Garut Regency

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A B S T R A C T

This study examines the task of making sausage sandwiches for Grade VII students with mild intellectual disabilities at SMPLB SLB Madhani in Garut Regency. The focus is on developing life skills in students to promote more structured and effective learning, which is essential for their independence and practical skill development. The primary objective is to analyze the task of preparing sausage sandwiches as a life skills activity, aimed at supporting the students' ability to perform daily tasks independently. This study seeks to evaluate the strategies used by teachers and the challenges faced in teaching these tasks to students with mild intellectual disabilities. A qualitative descriptive approach was employed to gather data through various techniques, including direct classroom observations, in-depth interviews with key informants (teachers and staff), documentation of learning activities, focus group discussions (FGD), and expert validation. These methods provided comprehensive insights into the learning process, strategies, and challenges encountered. The findings show that teachers employed several strategies to teach the task, including demonstration (showing how to make the sandwiches), direct instruction, repeated practice (drills), and individualized instruction to meet students' unique needs. Special learning media such as videos, modules, and visual aids were also utilized to enhance understanding. However, challenges in the implementation included insufficient facilities and infrastructure, limited human resources, and inadequate time for learning activities. This study contributes to the development of task analysis learning methods for students with mild intellectual disabilities, particularly in the context of Special Junior High Schools (SMPLB). The results offer valuable insights for schools and policymakers in designing more effective programs, improving facilities, and providing better training for educators and students with special needs. The study underscores the importance of supporting these educational settings with proper resources to enhance learning outcomes.

Keywords: *Task Analysis, Students with Mild Intellectual Disabilities, Vocational Learning*

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INTRODUCTION

Vocational education plays a crucial role in equipping individuals, especially those with disabilities, with the skills needed for independent living and financial stability. One of the key areas in vocational education for students with intellectual disabilities is vocational culinary arts. In many special schools, including SLB Madhani in Garut, this subject lacks a systematic task analysis to support students in acquiring practical life skills, such as making sausage sandwiches. Task analysis is an essential tool in breaking down complex tasks into smaller, manageable steps, which is particularly beneficial for children with intellectual disabilities who may struggle with abstract learning methods. This study focuses on analyzing the task of making sausage sandwiches for seventh-grade students at SLB Madhani, Garut, and aims to explore how task analysis can be applied to improve vocational learning outcomes for students with mild intellectual disabilities.

Intellectual disabilities, as defined by Nasruddin & Hadi (2023), refer to significantly below-average intellectual functioning and associated deficits in adaptive behavior that manifest before the age of 18. Mild intellectual disabilities, in particular, affect cognitive development and adaptive behavior, resulting in challenges like difficulty concentrating,

emotional instability, and withdrawal (Ismaila et al., 2023). These limitations necessitate a structured, step-by-step approach to learning, especially when it comes to vocational education. Unlike children without disabilities, students with intellectual disabilities often find it difficult to grasp abstract concepts or execute tasks involving large steps. As such, a structured approach, such as task analysis, is crucial in breaking down tasks into smaller, more manageable components that cater to their developmental needs.

Task analysis is a widely recognized educational strategy used to simplify complex tasks by breaking them down into smaller, sequential steps. According to Ayres & Langone (2002), task analysis is an effective tool for teaching functional life skills to children with intellectual disabilities because it offers clarity and structure, ensuring that students can acquire new skills in a progressive and systematic manner. By breaking down the task of making sausage sandwiches, for example, teachers can ensure that students learn each step thoroughly before moving on to the next, thereby minimizing confusion and enhancing retention.

Vocational education for children with mild intellectual disabilities is essential for promoting their independence and preparing them for future employment. For these students, vocational learning must be delivered with careful consideration of their cognitive limitations. As noted by Ismaila et al. (2023), students with mild intellectual disabilities face difficulties with tasks that require concentration and emotional regulation. Therefore, the teaching strategies used must account for these challenges by providing clear, concise instructions and breaking tasks down into smaller, manageable steps.

Vocational culinary arts, such as making sausage sandwiches, offer a practical context in which task analysis can be applied. Culinary tasks are highly structured, with clear and discrete steps that lend themselves well to task analysis. By providing step-by-step guidance, teachers can help students with intellectual disabilities master skills that will benefit them in their daily lives and potentially lead to employment opportunities. However, as demonstrated at SLB Madhani, without a systematic approach to task analysis, students may struggle to develop these skills effectively.

At SLB Madhani, vocational education begins at the junior high school level, where students are introduced to practical skills such as cooking. These skills are designed to promote independence and help students transition into adulthood with the tools needed to live self-sufficiently. However, without detailed task analysis, students may face difficulties in mastering these skills. For example, making a sausage sandwich involves multiple steps: gathering ingredients, assembling the sandwich, and cleaning up afterward. Without breaking down these tasks into clear, sequential steps, students may not grasp the full process, leading to confusion or frustration.

METHOD

This research was conducted at SLB Madhani in Garut Regency, using a qualitative descriptive approach. The study aimed to explore and understand the process of preparing task analysis in teaching vocational culinary skills to students with mild intellectual disabilities, specifically focusing on the task of making sausage sandwiches. The participants included one vocational teacher and one student with mild intellectual disabilities. Data collection involved multiple techniques: interviews with the vocational teacher to gain insights into teaching strategies; non-participatory observations of classroom activities, particularly using demonstration and direct instruction methods; documentation review, including lesson plans and instructional materials; focus group discussions (FGD) with teachers to discuss task analysis methods; and expert validation to ensure data accuracy and relevance.

The collected data were analyzed using three stages: data reduction, where key themes were identified from the raw data; data presentation, organizing findings into relevant categories such as teaching strategies and student responses; and conclusion drawing, where insights into the effectiveness of task analysis in vocational education were derived. To ensure data validity, a process of verification and consolidation was applied by cross-referencing the

information from different sources. The study aims to provide a comprehensive understanding of task analysis in vocational learning and its impact on students' ability to acquire practical life skills, offering valuable insights for future improvements in teaching methods and educational policies for students with mild intellectual disabilities.

FINDINGS AND DISCUSSION

Student Ability in Vocational Skills: Recognition of Tools and Ingredients

In the context of vocational education, particularly for students with intellectual disabilities, the ability to identify and use basic tools and materials is a crucial first step in developing practical life skills. One of the significant findings of this study, observed during the task of making sausage sandwiches, was that the students at SLB Madhani demonstrated a generally strong ability to recognize and use essential kitchen tools and ingredients, such as frying pans, knives, spatulas, sausages, eggs, and bread. These tools are foundational in preparing the sandwich, and their recognition indicates that the students have begun to internalize the basic tasks necessary for meal preparation.

However, despite the students' competence in recognizing the tools, an interesting challenge surfaced in their use of local language terms instead of standardized Indonesian terminology. For instance, they referred to a frying pan as "katel" and an egg as "endog," terms that are specific to the local Sundanese language spoken in the region. This observation highlights a potential barrier to fully mastering vocational skills, as the use of local terms could make it more difficult for students to understand and follow instructional materials that use standard language. This also points to the necessity of incorporating both local and formal terminology into the curriculum to bridge the gap between local understanding and broader, more formal education.

Despite this challenge, the students showed that they could independently prepare most of the required tools and materials for sandwich-making. They were able to organize eggs, sausages, and bread, even if they needed minimal assistance from the teacher. For tasks such as setting up the gas stove, however, students still required guidance. While they could recognize the stove and use it to cook, adjusting the stove safely remained a complex task, underscoring the need for teacher intervention when handling more advanced equipment.

The students' ability to identify and use basic kitchen tools, despite the use of local terms, is a positive indicator of the effectiveness of vocational education in providing practical, hands-on learning opportunities for students with intellectual disabilities. As Sugiyono (2017) emphasizes, students with intellectual disabilities tend to thrive in environments where learning is based on concrete, direct experiences rather than abstract concepts. This principle was clearly demonstrated in the study, as students were able to recognize the items they needed and understand their purpose in the cooking process, even if the terminology was not fully standardized.

The use of local language terms such as "katel" for frying pan and "endog" for egg might pose a challenge in the broader educational context, particularly when the students transition to other settings where standard language is expected. As Gagne (1985) noted, learning outcomes are greatly influenced by the clarity and consistency of language used during instruction. The inconsistency in terminology could lead to misunderstandings or difficulty in applying skills in environments outside of the classroom where standardized language is required. Therefore, while local terms provide an accessible starting point for students, there is a need for a gradual transition to standardized language to improve their comprehension and facilitate broader communication, especially in future work environments or further education settings.

Moreover, the need for teacher guidance in setting up the stove highlights the importance of teacher involvement in ensuring students' safety, especially when dealing with potentially dangerous equipment like gas stoves. According to Wood (2012), guided participation in skill acquisition is critical for students with intellectual disabilities, as it helps them learn to perform tasks safely and correctly. Teachers play a vital role not only in

modeling correct behaviors but also in providing the necessary support to ensure that students can complete tasks with increasing independence. This approach, as seen in the study, enables students to build confidence in their abilities while gradually reducing the need for assistance.

To enhance the learning experience and support students in achieving greater independence, it is essential to continue fostering an environment where hands-on learning is prioritized. However, incorporating the gradual transition from local terms to standard language should be a key focus. This approach would not only improve students' practical skills but also better prepare them for real-world situations where clear communication and standardized terminology are important.

Furthermore, it is important to acknowledge that students with intellectual disabilities often benefit from a structured, repetitive learning environment, where tasks are broken down into manageable steps. This step-by-step approach allows students to gain mastery over each skill at their own pace, which is essential for building confidence and competence. According to Prasetyo and Martini (2024), such structured learning methods are effective in supporting students with intellectual disabilities as they offer clear guidelines and reduce cognitive overload. In this study, the use of a structured process for making sausage sandwiches allowed students to familiarize themselves with the tools and ingredients incrementally, leading to greater autonomy in completing the task.

Additionally, the gradual introduction of more complex tasks, such as adjusting the stove, allows teachers to monitor student progress closely and provide necessary support. Over time, with continued practice and guidance, students are likely to become more confident in their ability to use complex equipment independently. This aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, which suggests that students can achieve higher levels of competence when provided with appropriate scaffolding and support. In this case, teacher guidance during the initial stages of cooking serves as scaffolding, helping students build the skills and confidence needed to perform tasks independently.

In conclusion, the students' ability to recognize and use basic kitchen tools and ingredients in the sausage sandwich-making process demonstrates the positive effects of vocational education. Despite challenges with local language terms and the need for teacher guidance with more complex tasks, the hands-on approach to learning is beneficial for students with intellectual disabilities. The use of structured, experience-based learning methods helps students develop essential vocational skills and promotes greater independence. However, to further enhance the learning experience, it is crucial to incorporate standardized language gradually, ensuring that students are prepared to use their skills in a broader range of contexts. By doing so, vocational education can serve as a powerful tool in promoting the independence and self-sufficiency of students with mild intellectual disabilities.

The Students' Capability in Preparing and Cooking Ingredients

The second key finding from this study emerged from observing the students' ability to prepare and cook the ingredients for the sausage sandwiches, focusing specifically on tasks such as cracking eggs, frying sausages, and assembling the sandwiches. These tasks are fundamental components of cooking and essential to developing practical skills that can be applied in both personal and vocational settings.

During the egg preparation stage, the students demonstrated a significant degree of independence, successfully cracking eggs with minimal verbal guidance from the teacher. This task, while seemingly simple, is crucial in building students' confidence in food preparation. The ability to perform such tasks independently is a critical milestone in vocational training, as it reflects the development of fine motor skills, focus, and responsibility in a kitchen setting. In parallel, the task of frying sausages also saw positive outcomes, as students were able to place the sausages in the pan and turn them over with only slight teacher support. This indicates that the students were becoming comfortable with using kitchen equipment and handling food in a controlled and safe manner.

Despite these positive outcomes, some aspects of the cooking process proved to be more challenging for the students. For example, tasks like flipping eggs and arranging the sandwich ingredients in the correct order were areas where students struggled and required verbal cues from the teacher. The need for prompts in these steps suggests that while students were able to follow most of the cooking process, certain skills required further practice and refinement. Nevertheless, the overall observation revealed that the students could follow the entire cooking process from start to finish, showing a clear progression toward greater independence. By the end of the lesson, students demonstrated a reasonable level of competence in preparing a basic sausage sandwich, indicating the effectiveness of the instructional methods employed in the vocational learning process.

The students' progress in preparing and cooking the ingredients, despite requiring occasional assistance, underscores the success of the structured, step-by-step approach used in this vocational learning program. According to Prasetyo and Martini (2024), students with intellectual disabilities often benefit from a structured learning environment where tasks are broken down into manageable steps. This method not only helps reduce the cognitive load on students but also allows them to focus on mastering each individual task before moving on to the next. In the case of this study, the students were able to gradually build confidence and competence by progressing through the various stages of cooking, starting with simpler tasks like cracking eggs and gradually moving toward more complex steps such as assembling and presenting the sandwich.

The fact that students were able to complete the cooking process, despite some difficulties with certain steps, reflects the positive impact of practical learning. Research supports the notion that vocational education, particularly in real-life contexts, can significantly improve the practical skills of students with disabilities. According to Shute (2008), practical tasks like cooking not only help students develop specific skills but also contribute to their overall personal growth, including the development of problem-solving abilities, confidence, and independence. The cooking tasks in this study provided students with an opportunity to engage directly with the material and experience success, which in turn helped to boost their self-esteem.

In addition, the guidance provided by the teacher during the lesson played a critical role in ensuring that students could carry out tasks safely and correctly. Teachers' involvement in this process goes beyond merely offering instructions; it also encompasses reinforcing safety protocols, modeling correct techniques, and offering encouragement. Wood (2012) emphasized that guided participation is particularly important in vocational education for students with intellectual disabilities, as it allows them to learn in a supportive and structured environment. The teacher's guidance not only ensured the students' safety but also reinforced their growing confidence in performing the tasks independently. It is this careful balance of support and autonomy that is key to successful vocational training for students with disabilities.

Another important aspect highlighted by this finding is the significance of repetition in the learning process. As students continue to practice these cooking tasks, they are likely to become more proficient in executing them independently. Repetition allows for the consolidation of skills and the reinforcement of correct habits. It also provides students with opportunities to correct mistakes and refine their techniques. According to Hattie (2009), repeated practice is essential for skill acquisition, as it helps learners internalize the steps involved in a particular task and allows them to perform it more fluidly over time. In vocational training, this repetitive process is crucial in ensuring that students can perform tasks autonomously, without the need for constant teacher intervention.

This finding also highlights the importance of providing frequent opportunities for students to rehearse the skills they are learning. By incorporating more cooking sessions into the curriculum, students can gradually build their proficiency in handling different tasks, such as flipping eggs, frying sausages, and assembling the sandwiches. Over time, these repeated opportunities will lead to greater mastery of the cooking process, contributing to the students' overall vocational competency.

Furthermore, the need for verbal cues when flipping eggs or arranging the ingredients in the right order suggests that students are still in the process of mastering certain skills. These tasks, which require precise coordination and attention to detail, can be challenging for students with intellectual disabilities. As such, these areas will require additional focus in future lessons. One potential approach to addressing these challenges could involve using visual aids or step-by-step instructions that students can refer to while performing the tasks. This could help reinforce their understanding of the process and guide them through the more difficult aspects of cooking.

The difficulty students faced in flipping eggs, for instance, may also point to the need for further development of their fine motor skills and hand-eye coordination. As noted by Gagne (1985), the development of fine motor skills is crucial for tasks that require precision, such as flipping eggs or chopping vegetables. In future lessons, incorporating activities that focus specifically on enhancing these motor skills could help students gain greater dexterity, ultimately making the cooking process easier and more intuitive for them.

In conclusion, the students' ability to prepare and cook the ingredients for the sausage sandwiches with increasing independence illustrates the success of the structured, hands-on approach used in this vocational learning program. The gradual progression from simpler tasks to more complex steps helped build the students' confidence and competence, and the teacher's guidance ensured that safety protocols were followed and that students were supported throughout the process. However, challenges such as flipping eggs and arranging the ingredients in the correct order highlight areas where further practice and targeted support are needed.

Moving forward, it will be essential to provide students with frequent opportunities to practice these cooking tasks, as repetition is a key factor in mastering vocational skills. Additionally, the use of visual aids and specific exercises to develop fine motor skills could help address the areas where students struggled. By continuing to build on the foundation established in this lesson, vocational training can play a pivotal role in helping students with intellectual disabilities develop the skills necessary for greater independence and future success in both personal and professional settings.

Cleanliness, Presentation, and Storage: A Measure of Independent Living Skills

The final observation during the vocational learning process at SLB Madhani focused on the students' ability to maintain cleanliness, present the final product in an organized manner, and store the completed sandwiches properly. These tasks, while seemingly basic, are essential life skills that have a profound impact on the students' overall independence, especially as they prepare to navigate adult life and potential job opportunities. The ability to maintain a clean and organized environment, present food attractively, and store it correctly are all crucial aspects of daily living, particularly in settings where hygiene and organization are vital for both personal and professional success.

During the clean-up stage, students demonstrated varying levels of ability in washing and tidying up the tools and ingredients used during the cooking process. Although the cleanup was not always perfectly neat, students were still able to organize and preserve any leftover ingredients. They managed to store their completed sandwiches in a proper and hygienic manner, ensuring that the food would be safe for consumption later. This showed that they had internalized some key elements of cleanliness, which is not only important in the context of cooking but also in maintaining a tidy living space.

In terms of sandwich presentation, most students were able to arrange the ingredients neatly on the plate and ensure the sandwiches were presented in an orderly fashion. This indicated that they could follow through with the final steps of the cooking process independently. Although some students struggled with maintaining perfect tidiness and cleanliness, they still demonstrated significant progress in performing these tasks. Their ability to follow through with cleanliness and organization, even imperfectly, is a critical step toward achieving greater independence in their daily lives.

The ability to maintain cleanliness, present food attractively, and store it correctly is not only essential for vocational settings but also for students' long-term success in

independent living. As Hattie (2009) points out, learning experiences that emphasize practical tasks with real-life outcomes can significantly enhance students' self-confidence and self-sufficiency. For students with mild intellectual disabilities, acquiring such life skills can improve their quality of life and foster greater independence. The fact that the students in this study were able to follow through with these tasks—albeit with minor difficulties—indicates that vocational education can provide them with valuable skills that contribute to their autonomy.

In a vocational learning environment, cleanliness and organization are often overlooked in favor of more technical skills, but these practical life skills are just as critical. As Shute (2008) emphasizes, teaching functional life skills is vital in helping students with disabilities integrate more fully into society. Skills such as washing dishes properly, cleaning up after cooking, and arranging food attractively are all essential in professional settings and contribute to students' ability to live independently. By developing these skills, students gain not only the technical ability to perform specific tasks but also the life skills necessary to manage their own homes or workplaces effectively.

Although some students struggled with achieving perfect cleanliness, the fact that they could complete these tasks with minimal assistance is an encouraging sign. This progress speaks to the effectiveness of the vocational education program at SLB Madhani, which focused not only on cooking but also on fostering independence through the development of functional life skills. As research by Rusch and Brannan (1990) suggests, the goal of vocational education for students with intellectual disabilities should not solely focus on job-specific skills but should also address broader life skills that can empower students to live independently. In this study, even though cleanliness and order were not always perfect, the students' ability to perform these tasks with minimal teacher support highlights the positive outcomes of the program.

The cleanliness and organizational skills demonstrated by the students also point to an important underlying skill: attention to detail. The ability to follow through with cleaning up, organizing the workspace, and presenting the food in an orderly manner suggests that the students are developing greater attention to detail, a skill that will serve them well in many aspects of life. As noted by Gagne (1985), attention to detail is a critical skill in many vocational settings, where precision and carefulness are essential for both quality work and safety. In the context of this vocational program, the students' progress in managing these tasks indicates that they are beginning to cultivate this important skill.

Moreover, their ability to store the sandwiches correctly further underscores their growing sense of responsibility. Proper food storage is not only essential for maintaining food safety and hygiene but also reflects the students' understanding of how to manage resources effectively. By ensuring that their sandwiches were stored in a way that would preserve their freshness, students demonstrated a level of foresight and responsibility that is important in both personal life and professional settings. According to Wood (2012), promoting responsibility in vocational training helps students develop a sense of ownership over their tasks, which is essential for their long-term success in the workforce and in everyday life.

While there were areas in which students needed further development—such as ensuring that all surfaces were fully cleaned or achieving a higher level of tidiness—their ability to perform these tasks at a basic level is a significant achievement. With more practice and support, these skills can be refined further, leading to greater competence in managing personal responsibilities like meal preparation, home organization, and workplace cleanliness.

Furthermore, the need for additional practice in these areas emphasizes the importance of repetition in vocational training. As Hattie (2009) highlights, repeated practice is crucial for reinforcing skills and building confidence. The more the students practice tasks like cleaning, organizing, and presenting food, the more proficient they will become at managing these responsibilities independently. This ongoing practice also helps students internalize these tasks, making them second nature over time. For students with intellectual disabilities, repetition serves as a key tool for mastering skills that might otherwise be challenging to retain.

In conclusion, the students' ability to maintain cleanliness, present food properly, and store it appropriately demonstrates their developing skills in essential life tasks. Although some aspects of cleanliness and order require further attention, the students' progress in these areas reflects the success of the vocational education program in fostering independence. By emphasizing the importance of practical life skills, such as cleanliness and organization, the program helped students build a foundation for greater self-sufficiency in their daily lives.

The ability to complete tasks such as washing dishes, presenting food neatly, and properly storing ingredients is vital not only for vocational success but also for personal independence. As Shute (2008) notes, these skills allow students with intellectual disabilities to navigate the world with greater autonomy and dignity. Moving forward, it will be essential to provide students with more opportunities to practice these skills, as repeated practice is key to mastering functional life tasks. With continued support and structured practice, students will refine their ability to maintain cleanliness, presentation, and storage—skills that are essential for living independently and succeeding in a variety of settings.

CONCLUSIONS

This study demonstrates that structured, task-based vocational learning, such as making sausage sandwiches, is an effective approach for helping students with mild intellectual disabilities develop practical skills. The use of task analysis, breaking down the sandwich-making process into manageable steps, allowed students to progress toward greater independence. While students showed progress in recognizing tools, preparing ingredients, and completing tasks with minimal assistance, challenges remain in mastering more complex steps, such as flipping eggs or presenting the sandwiches neatly. This suggests that with further practice and support, students can continue to improve their independence in vocational tasks. A significant implication of this study is the potential for expanding similar skill-based programs, which can not only enhance students' life skills but also provide pathways for entrepreneurial opportunities. However, the study has some limitations. It was conducted in one specific school (SLB Madhani), and the findings may not be generalizable to all students with intellectual disabilities. Additionally, the study focused only on a single vocational task (making sausage sandwiches), which may not reflect the broader range of skills students need for full independence. Future studies could explore a wider array of vocational skills and involve multiple schools to validate and extend these findings.

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