



Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

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Abstract

This research was motivated by a problem found at SLB Kasih Ummi Padang, where a grade VIII student with a hearing disability was not yet able to cook keripik sanjai independently. Students are less careful in terms of cooking keripik sanjai, such as pouring oil and draining, resulting in burnt and uneven chips. This study aims to improve the skill of making keripik sanjai through the application of the hands on-cooking method. This research used a quantitative approach with an experimental method in the form of Single Subject Research (SSR) using an A–B design. Data collection techniques included direct observation, cooking practice, and documentation. The data were analyzed visually by comparing graphs between the baseline (A) condition and the intervention (B) condition. The results showed that during the baseline (A) condition, the student obtained a stable percentage score of 46% with a “less proficient” category. After the intervention (B) using the handson cooking method was applied, there was a gradual increase in performance with results of 53%, 63%, 76%, 90%, 90%, and 90%. The graph trend indicated a significant improvement with a high level of stability and 0% data overlap. Based on these results, it can be concluded that the application of the hands on-cooking method is highly effective in improving the cooking skills of making keripik sanjai for students with hearing disabilities in grade VIII at SLB Kasih Ummi Padang.

INTRODUCTION

Every individual has the right to receive an education as a means of self-development and a better life. This means that every individual may receive an education without discrimination based on origin, ethnicity, religion, culture, or customs. (Salsabil & Budi, 2024). All problems that students have need to be resolved by providing educational services, training and guidance. (Budi et al., 2021). Education for students with special needs is an integral part of the national education system, as stipulated in Law Number 20 of 2003 concerning the National Education System. The principle of equal rights to education guarantees that every individual, including those with physical or sensory disabilities such as deafness, has the right to receive meaningful and functional educational services in accordance with their potential. (Sidiq et al., 2023). Education plays an important role, both for students in general and students with special needs. According to (Sari & S.Budi, 2023),

Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

Educational goals are based on the needs of students regarding what they want to achieve, develop, and appreciate.

In this context, vocational education plays a crucial role in equipping students with practical skills that support their independence. (Kusumadewi & Sartinah, 2025). One of the relevant vocational skills is culinary arts, which trains precision, creativity, and fosters entrepreneurial potential among students with disabilities. (Utari et al., 2020). Deafness, also known as deafness, refers to a condition in which a person experiences hearing loss due to damage to the hearing organs, resulting in a partial or total inability to hear. Students with deafness are individuals who experience hearing loss, which often affects their ability to speak and are thus also referred to as speech-impaired or deaf-mute. (Nofiaturrehman & Kudus, 2018). They are known as learners who cannot effectively process linguistic information through the auditory channel and therefore require alternative or visual communication strategies during learning. (Wahid, 2020). Even though it is not much, their remaining hearing can still be optimized for students with hearing disabilities. (Aprizia Perennial Asla Wahyudi et al., 2024).

These limitations make deaf students less independent, requiring assistance from others in their activities, especially during the learning process. Learning for deaf students is not limited to academics but also includes developing skills. (Ani & Budi, 2023). Skills learning is needed to improve one's abilities and potential with skills that can be developed by deaf students, namely culinary arts. (Adilla & Budi, 2025). They are known as learners who cannot effectively process linguistic information through the auditory channel and therefore require alternative or visual communication strategies during learning. (Wahid, 2020). One effective approach that can be applied in vocational culinary education for students with hearing impairments is the hands-on cooking method. In this culinary vocational skill, cooking sanjai chips, the hands-on cooking method is grounded in strong theory, with experiential learning emphasized to help students develop a deep understanding and practical skills. (D. Kolb, 2022).

Sanjai chips are a traditional snack from Bukittinggi, West Sumatra, made from thinly sliced cassava which is fried and seasoned with spicy balado sauce. (Ahzami, 2021). Sanjai chips are a snack made from thinly grated cassava, then fried, and seasoned with salt. They come in sweet, salty, bland, and spicy flavors thanks to the balado seasoning, also known as "Kripik Balado." (Ulung, 2013). In culinary education, the hands-on method has proven effective because it involves students directly in every step of the cooking process, from

Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

ingredient preparation and food processing techniques to final product evaluation. (Maharani et al., 2025). This approach is in line with experiential learning theory. (D. A. Kolb et al., 2014), which emphasizes that learning occurs through the transformation of concrete experiences into knowledge through active reflection and experimentation. (Utami & Budi, 2023). Students' skills will develop through practice or direct training and experience, so that students are able to complete a given task more efficiently and precisely. (Resti & Budi, 2024).

The purpose of this study was to analyze the improvement of cooking skills in making sanjai chips through direct practice methods for eighth-grade students with hearing disabilities at Kasih Ummi Special Needs School, Padang. This study used a quantitative approach with an A-B Single Subject Research (SSR) experimental design, which focused on changes in student performance before and after the intervention. (Yuwono, 2015).

METHOD

This study uses a quantitative approach with the Single Subject Research (SSR) experimental method that focuses on individual behavioral changes. The research subject is a male student with the initials F, aged 16 years, with a hearing disability who attends SLB Kasih Ummi Padang, who has This study uses the Single Subject Research (SSR) method with an A-B design experiment type, baseline conditions (A) with observation and documenting each session of student activities before being given treatment or intervention, intervention conditions (B) after baseline A is implemented or treatment is given, where reliability is strengthened by assessment, observation on the instrument which will later be compared to two different observers based on the results and ensuring the consistency of the assessment (Yuwono, 2015). Experiencing difficulties in making sanjai chips. The data analysis technique used visual graphics, namely by displaying changes in student abilities from the baseline stage (A) to the intervention stage (B) in graphic form for easy reading and comparison. In addition, the research instrument used was a test, this test was a performance test used to directly measure students' ability to make sanjai chips before and after the treatment was given.

FINDINGS AND DISCUSSION

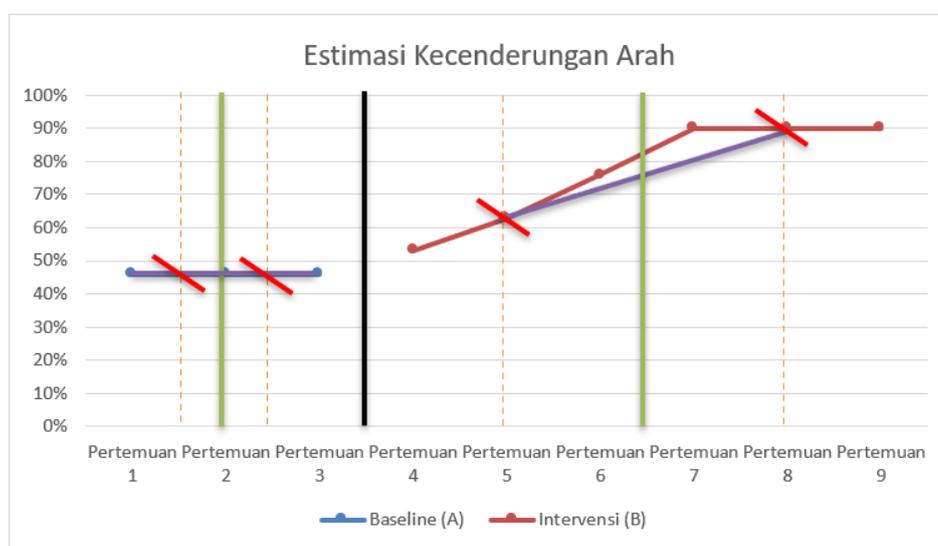
This research was conducted with the length of the baseline condition (A) being 3, which is the amount of time required when observing the initial abilities of students in cooking sanjai chips, then the length of the intervention condition (B) is 6 which is the amount of time required when observing students in cooking sanjai chips using the hands-

Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

on cooking method. Based on the results of the research that has been done, it was found that the hands-on cooking method can improve the skills of cooking sanjai chips in deaf students at Kasih Ummi Padang Special Needs School. The percentage of ability to improve from baseline A was 46% increasing to 90% in intervention condition B, this indicates a significant influence. In condition A, the figure of 46% is the initial result of the observation, then the figure of 46% is the final result of the observation. In the intervention condition (B), the figure of 53% is the initial result of the observation, then the figure of 90% is the final result of the observation and can be seen in the following graph:

Figure 4.2 Estimation of Baseline (A) and Intervention (B) Directional Trends



Based on the observations that have been made in each condition in improving the skill of cooking sanjai chips using the hands on cooking method, the results obtained in the baseline condition (A) were observed 3 times with a percentage score from the first day to the third day of 46%, 46%, 46%. So the tendency of the data trail in the baseline (A) was determined to be flat. Furthermore, in the intervention condition (B) observations were carried out 6 times with a percentage score from the fourth to the ninth results of 53%, 63%, 76%, 90%, 90%, 90%. From the percentage, it shows an increase in each meeting. In the intervention condition (B), the tendency of the data trail determined increased.

Skills learning is an effort to develop students' opportunities to enter the workforce and live in society. The skills taught in schools vary according to the students' needs and abilities. Skills education is successful if the skills can be considered productive, meaning they produce something with market value, such as handicrafts, makeup, cooking, dancing, and so on. (Kusumadewi & Sartinah, 2025). Vocational skills are conceptual, appreciative and creative productive abilities to produce objects or craft products or other products created

Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

with simple work. (Hendriani & Fatmawati, 2021). According To (Mustika & S. Budi, 2024), Vocational skills are practical skills aimed at honing individuals in carrying out an activity, especially in preparing certain tasks that are productive in nature.

In this study, students were directly involved in the cooking process using the hands-on cooking method. This method provides concrete experiences for deaf students. The hands-on cooking method is beneficial in culinary vocational skills learning activities because it is based on direct practice and is able to overcome communication limitations and improve understanding through visual and kinesthetic activities. In using the hands-on cooking method, it is important to note that the hands-on cooking method can improve skills in making sanjai chips for deaf students. The theory of experiential learning was developed by David Kolb. This theory emphasizes that learning is a process of transforming experience into knowledge through four stages: concrete experience, reflection, abstract conceptualization, and active experimentation. (D. A. Kolb et al., 2014).

This is relevant to previous research conducted by (Hilma & Efendi, 2020), which states that practice-based vocational learning is effective in developing the skills of students with special needs. This gradual improvement aligns with the researcher's expectation that learning using the hands-on cooking method can increase the independence and self-confidence of students with hearing impairments. Similarly, research conducted by (Listyowati, 2021), which states that the hands-on cooking method can increase active participation and practical skills of students in processing typical Indonesian food can be significantly improved. , cooking skills are not only daily activities that are usually applied in the field, but also activities that can demonstrate human capacity to develop (Kurnia & Martias, 2020).

Several factors can influence the improvement of students' learning abilities using the hands-on cooking method, including emotional support from teachers and a positive school environment during the intervention process. Repeated practice can also accelerate the improvement of students' skills in culinary vocational skills. This research provides practical implications for teachers in special needs schools (SLB) in implementing the hands-on cooking method in vocational learning, especially for students with hearing disabilities. The hands-on cooking method can be developed as a more adaptive and inclusive approach to job skills training. This research was only conducted on one subject with a hearing disability, so the results cannot be generalized to the entire population of students with the same

Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

condition. This research does not only assess affective aspects in depth, such as long-term learning motivation.

CONCLUSION

This study aims to improve the vocational cooking skills of deaf students in cooking sanjai chips through the hands-on cooking method. Where the results of the study showed a significant increase in ability where initially the baseline (A) obtained a percentage of 46% and increased in the intervention (B) with a percentage of 90%. This indicates a positive influence of the hands-on cooking method that has been implemented. The hands-on cooking method is effective in improving vocational cooking skills for deaf students through this method can be used as an adaptive and inclusive learning approach for teachers in special needs schools and helps students develop independence and better practical skills.

However, this study still has limitations due to the single subject and relatively short observation period. Therefore, further research is recommended to involve more students and use a longer timeframe.

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Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

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Improving Keripik Sanjai Making Skill Through the Hands On-cooking Method for Deaf Students

Lidia Oktaviani, Setia Budi, Rahmahtrisilvia, Safaruddin, Syari Yuliana

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