

Development of an Assessment Instrument for the Skill of Making Snow White Cookies for Children with Mild Intellectual Disabilities

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ABSTRACT

Children with mild intellectual disabilities often face challenges in acquiring vocational skills that support their independence. One of the vocational skills taught is making Snow White Cookies, given its simple process and ease of replication. Vocational teachers at SLB Aisyiyah Kawalu have difficulty assessing the abilities of children with mild intellectual disabilities in relation to making Snow White Cookies due to the lack of assessment instruments tailored to this need. The researcher aims to develop an assessment tool needed in the learning process of making Snow White Cookies for children with mild intellectual disabilities in grade XI at SLB Aisyiyah Kawalu. This study uses a qualitative descriptive method, with data collected through observation, interviews, focus group discussions, and instrument validation conducted on two vocational teachers at different schools. The assessment instruments were developed based on the following stages: familiarization with tools and ingredients, the process of making Snow White Cookies, cleaning up tools and ingredients, and maintaining the results. Recommendations were given to teachers to help them develop assessment instruments.

Keywords: *Assessment Instruments, Putri Salju Cookies, Children with Mild Intellectual Disabilities learning*

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INTRODUCTION

Education is a fundamental right of every child, including children with special needs (CSN). CSN, which consists of various types of physical, emotional, or intellectual disorders, requires an educational approach tailored to the obstacles and needs of each individual in order to develop their potential. One type of CSN is mild intellectual disability, characterized by intelligence significantly below average, yet still capable of developing specific skills through appropriate educational approaches. This is regulated by Law Number 20 of 2003 on the National Education System, which states that every child has the right to education appropriate to their needs, including CSN. For children with mild intellectual disabilities, appropriate education often involves vocational skills that can provide opportunities for them to acquire practical skills useful in daily life.

One form of appropriate learning for children with mild intellectual disabilities is vocational skills. These vocational skills aim to equip these children with practical skills that can help them live independently, one of which is skills in the culinary field. These skills can be taught to produce useful products that can be applied in daily life and bring them closer to the world of work.

One relevant vocational skill for children with mild intellectual disabilities is baking cookies, specifically Snow White Cookies, which are simple to make and can be easily taught to them. However, in practice at special schools (SLB), teachers often face significant challenges in objectively assessing these specific skills.

Crucially, no standardized and validated assessment instrument is yet available for comprehensively evaluating the skill of making Snow White Cookies in children with mild intellectual disabilities.

This gap was confirmed in a preliminary study conducted by researchers through initial observations and interviews with vocational teachers at SLB Aisyiyah Kawalu. It was found that no specific and comprehensive assessment instruments are available to measure the initial abilities of children with mild intellectual disabilities in making Snow White Cookies. As a result, teachers find it difficult to develop effective and targeted learning programs.

According to Oktafia and Damri (2021), vocational skills for children with intellectual disabilities aim to improve children's abilities so that they are able to perform certain jobs that are in line with their talents and interests. To understand the needs of each child with special needs, teachers require accurate data on the conditions, potential, and problems faced by each child. One way to obtain this data is through assessment activities. Assessment instruments are a set of tools used to identify the abilities and difficulties experienced by children. Soendari and Mulyati (2010) emphasize that assessment can be viewed as a systematic effort to determine the abilities, difficulties, and needs of children with special needs in a particular field. Therefore, the importance of assessment in special needs education to identify the strengths and weaknesses of children with mild intellectual disabilities and to design appropriate learning programs has been emphasized in various studies.

As stated by Hartini et al. (2023), assessment serves to collect information that can be used for handling or actions taken by schools and teachers in providing services and improvements for students in the learning process according to their individual conditions. Based on existing literature, several studies have developed assessment instruments for vocational skills in children with special needs.

Sidik et al. (2018) conducted the development of fine motor skills assessment and concluded the importance of good assessment guidelines to obtain results relevant to children's learning needs. Another study on the development of gross motor skills assessment by Mastiani (2016) also showed that the development of assessment instruments can be done through various aspects that need to be considered. However, after an in-depth literature review, the researchers did not find any assessment instruments specifically designed and validated to measure the skills of making Snow White Cookies, especially for children with mild intellectual disabilities at the senior high school level (grade XI).

The absence of this instrument poses a problem because teachers find it difficult to conduct objective and standardized formative and summative evaluations, thereby hindering the optimal development of children's vocational skills in the culinary field. Therefore, the main objective of this study is to develop an assessment instrument for the skill of making Snow White Cookies for mildly mentally disabled students in grade XI at SLB Aisyiyah Kawalu.

This study will focus on developing an assessment instrument that can be used to assess students' practical skills in making Snow White Cookies, which is expected to help teachers design more effective learning programs tailored to students' needs.

Assessment is a very important first step in the learning process for children with special needs, as it helps teachers recognize the overall condition of their students. Assessment is not only used to determine students' abilities, but also to identify the difficulties they face in the learning process. In the context of educating children with mild intellectual disabilities, assessment is used to determine the abilities and obstacles that children face in carrying out certain tasks. Therefore, assessment is very important in designing learning programs that are appropriate for the individual conditions of students.

According to Sunanto (2004), assessment is a comprehensive evaluation that involves various parties in a multidisciplinary team to identify children's strengths and weaknesses. Assessment can also help teachers determine the right learning strategies so that no learning stages are missed or unsuitable for the students' conditions. Therefore, assessment is a very useful tool in designing effective learning for children with special needs.

Vocational skills training for children with mild intellectual disabilities aims to equip them with practical skills that can be applied in everyday life. These skills not only help children with mild intellectual disabilities in performing certain jobs, but also provide them with opportunities to live more independently. Vocational skills training is expected to provide students with skills that match their interests and talents, as well as opportunities to develop their potential.

Vocational skills education for children with mild intellectual disabilities is also very important to prepare them for the world of work after completing their education. Therefore, schools need to pay special attention to the development of vocational skills that are relevant to the needs of the world of work. Thus, students can develop their work skills optimally and be ready to enter the world of work after completing their education (Wardani, 2008).

Snow White Cookies, originating from Europe and widely known in Germany and Austria, are a simple yet distinctive culinary product that is loved by many. These cookies are made from a mixture of wheat flour, cornstarch, butter, and egg yolks, which are then baked and coated with powdered sugar after cooking. The simple production process and easily accessible ingredients make this cookie ideal as a vocational skill for children with mild intellectual disabilities. Learning to make Snow White Cookies can open opportunities for them to develop useful skills in daily life and serve as a foundation for future entrepreneurial activities.

Children with mild intellectual disabilities have lower intelligence than typical children but are still able to perform daily activities independently. According to the American Psychiatric Association (2013), children with mild intellectual disabilities have an IQ between 68 and 52 and can perform semi-skilled work. The characteristics of children with mild intellectual disabilities include academic learning abilities equivalent to sixth grade elementary school, the ability to speak despite limited vocabulary, and difficulty in abstract thinking. Despite their intellectual disabilities, children with mild intellectual disabilities still have the potential to develop, especially if they are given appropriate education tailored to their needs (Amin, 1995).

Based on the above background, the main objective of this study is to develop an assessment instrument for the baking skills of mildly mentally disabled students in grade XI at SLB Aisyiyah Kawalu. This study is expected to fill the gap in vocational skill assessment instruments for mildly mentally disabled children, thereby assisting teachers in designing more effective and appropriate learning activities for their students.

METHOD

The study utilized a qualitative research approach with a descriptive method, suitable for a naturalistic setting aimed at deeply understanding the needs and processes of assessment instrument development (Sugiyono, 2018). The research was conducted at SLB Aisyiyah Kawalu. The investigation involved several key participants: the primary subjects for observation were three students with mild intellectual disabilities in Grade XI, while contextual information was gathered from the vocational skill teacher, classroom teachers, and relevant school officials.

Data were meticulously gathered through multiple techniques to ensure comprehensive coverage. This process included Direct Observation of students making Snow White Cookies to pinpoint existing abilities and specific difficulties; Interviews with teachers and staff to understand current teaching and assessment challenges; Documentation review of student and program records; and a Focus Group Discussion (FGD) with various stakeholders to comprehensively explore instrument requirements.

Following data collection, the assessment instrument was systematically developed. The development process focused on structuring observable performance indicators related to the core practical stages of making Snow White Cookies, covering four main aspects: (1) familiarization with tools and ingredients, (2) the making process, (3) cleaning up tools and ingredients, and (4) maintaining the final product quality. Validation was subsequently

performed through expert review, where input was collected from both vocational skill teachers and special education lecturers to establish the instrument's content validity, suitability for the target student population, and overall practical feasibility prior to any formal application. Finally, the qualitative data collected were analyzed using the Interactive Model (Miles, Huberman, & Saldaña), which sequentially involved the three primary stages of data reduction, data presentation, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Results

This study was conducted at SLB Aisyiyah Kawalu, located in Kawalu, Tasikmalaya City. SLB Aisyiyah is a special education institution that provides services for students with special needs, including children with mild intellectual disabilities.

The main subjects of this study were three mildly intellectually disabled students in grade XI at SLB Aisyiyah. Based on initial observations and school data, these students exhibited slower cognitive development compared to their peers, as well as variations in fine motor skills and coordination that required guidance and repeated practice. Children with mild intellectual disabilities also show enthusiasm in vocational activities, but often require individual assistance and clear visual instructions to complete a task in sequence. In addition to children with mild intellectual disabilities, other participants who contributed to this study were the skill teachers who taught in the class, as well as two special education experts who acted as instrument validators.

A needs analysis was conducted to identify problems and gaps in the process of teaching mildly mentally disabled children how to make Snow White cookies at SLB Aisyiyah Kawalu. The results of the needs analysis were obtained through direct observation, interviews with skills teachers, and a review of the learning program documentation.

Findings from Direct Observation

Based on observations conducted during the learning process of making Snow White cookies, the researchers found several crucial things: (a) Variations in the abilities of children with mild intellectual disabilities: Although children with mild intellectual disabilities showed enthusiasm, there were significant variations in their ability to follow the instruction steps. Two children with mild intellectual disabilities demonstrated fairly good fine motor skills in mixing the dough or shaping the cookies, but one child with mild intellectual disabilities had difficulty with hand-eye coordination or strength control when stirring. (b) Difficulties in Procedural Understanding: Children with mild intellectual disabilities often have difficulty understanding and remembering the sequence of steps in baking without continuous verbal and visual guidance. Children tend to skip steps or repeat the same instructions. (c) Neatness and Accuracy: Aspects of neatness and accuracy, such as maintaining a clean work area, measuring ingredients accurately, or cleaning tools after use, remain a challenge for most children with mild intellectual disabilities. (d) Limitations of Teacher Assessment: Skills teachers seem to have difficulty in assessing each stage of skills objectively and in detail. Assessment tends to be global, without specific data on the strengths or weaknesses of children on each indicator. This makes it difficult for teachers to provide targeted feedback and design appropriate interventions.

Findings from Interviews with Skills Teachers

The results of interviews with skills teachers at SLB Aisyiyah Kawalu reinforced the findings of the observations and provided additional perspectives on the need for assessment instruments. Teachers stated: (a) Lack of Standard Instruments: Teachers confirmed that there are currently no specific assessment instruments to measure the skill of making Putri Salju cookies. Assessments are conducted through informal observations and personal notes. (b) Need for Objective Data: Teachers feel an urgent need for tools that can help them measure the progress of children with mild intellectual disabilities objectively. They acknowledge the difficulty in distinguishing the achievements of each child at different stages, making evaluations subjective. (c) Challenges in Individualizing Learning: Without detailed assessment data, teachers find it difficult to create individual learning programs (PPI) that are

truly tailored to the specific needs of each child. Teachers hope that the instruments can help identify specific strengths and obstacles in order to design more effective teaching strategies.

(d) Consistency of Assessment: The availability of instruments is expected to improve consistency in assessment between teachers or between learning sessions.

Findings from Documentation Review

A review of the learning program documentation and children's progress records shows that: (a) The existing vocational curriculum covers culinary skills, but there are no detailed assessment guidelines for each specific skill. (b) The development records of children with mild intellectual disabilities focus more on behavioral aspects or attendance, and there is no specific format for recording progress in fine motor and procedural skills in the context of baking. Overall, the results of this needs analysis clearly indicate that the absence of specific, comprehensive, and standardized assessment instruments is a significant gap that hinders the optimization of learning the skill of making Putri Salju cookies for children with mild intellectual disabilities at SLB Aisyiyah Kawalu. This provides a strong basis for the urgency of developing assessment instruments in this study.

Initial Focus Group Discussion (FGD) for Draft Revision

The initial draft of the instrument was then discussed in a Focus Group Discussion (FGD) involving skill teachers and classroom teachers at SLB Aisyiyah Kawalu. This FGD aimed to obtain initial input regarding the suitability of the indicators to the actual abilities of children with mild intellectual disabilities, the clarity of the language and instructions in the instrument, and the practicality of the instrument's use by teachers.

The input from this FGD became the basis for minor revisions to the draft instrument, ensuring that the instrument was relevant and easy to use in the field. Based on the results of the needs analysis, which indicated the urgency of a specific and standardized assessment instrument, the instrument development process was carried out through several systematic stages. These stages were designed to ensure that the resulting instrument is relevant, comprehensive, and appropriate for the characteristics of children with mild intellectual disabilities and the skills to be measured.

The steps in developing the instrument include:

Identification of Skill Indicators Based on the Stages of Cake Making

The initial stage is to identify specific skill indicators for each stage in the process of making Snow White cookies. This is done by referring to: (1) Observation Results: Carefully observing every movement and action of children with mild intellectual disabilities and teachers during the practical learning process of making cookies. (2) Interview Results: Gathering information from skill teachers about important points that children must master at each stage, as well as common difficulties often experienced by children. (3) Related Literature: Reviewing literature on the process of making cookies and assessing motor and procedural skills in children with special needs. From this process, key indicators were formulated covering aspects of fine motor skills, accuracy, work sequence, neatness, and procedural understanding at the following stages: (1) Recognizing Tools and Materials, (2) Preparing Tools and Materials, (3) Stages of Making Snow White Cookies, (4) Cleaning Up Tools and Materials, and (5) Maintaining the Results.

Drafting the Initial Assessment Instrument

After the indicators were identified, the researchers drafted the initial assessment instrument. This instrument was designed in the form of an observation sheet with a rating scale/rubric for each indicator. The rating scale is descriptive to facilitate teachers in objectively measuring children's achievements. Each indicator is accompanied by observable behavioral descriptions for each rating level (e.g., from 'Unable' to 'Very Able' or a scale of 1-4).

Instrument Validation

The next stage is instrument validation by two people. The first validator is a lecturer in Special Education from Universitas Islam Nusantara and the second validator is a skills teacher from SLB Yayasan Bahagia to ensure content validity and instrument feasibility. The validators involved are a skills teacher and a Special Education Lecturer. Validators are asked

to assess the relevance of indicators to the assessment objectives, the clarity and accuracy of indicator formulations, the appropriateness of the assessment scale/rubric, and the completeness of instrument components. Input from both validators is crucial in refining the instrument before it is tested.

Based on the development stages described above, the assessment instrument for making Snow White cookies for mildly intellectually disabled students in grade XI at SLB Aisyiyah Kawalu has been successfully developed. This instrument is designed as a tool to assist teachers in objectively assessing the skill achievements of mildly intellectually disabled students at each stage of cookie making.

Table 1. Outline of the Snow White Cookie Baking Skill Assessment Instrument

Aspek	Sub Aspek	Indikator
Making Snow White cookies	1. Recognizing tools and ingredients	1.1. Showing tools
		1.2. Name the tools
		1.3. Distinguish the tools
		1.4. Show the ingredients
		1.5. Name the ingredients
		1.6. Distinguish the ingredients

Assessment Rubric: For each sub-indicator, there is an assessment rubric in the form of a descriptive rating scale. This rubric is designed with four assessment levels, namely:

Score 1 (Not Yet Able): The child shows significant difficulty, requires full assistance, or is unable to perform the activity.

Score 2 (Somewhat Able): The child is able to perform the activity with a lot of help or intense verbal/visual guidance.

Score 3 (Able): The child is able to perform the activity with a little help or occasional guidance.

Score 4 (Very Able): The child is able to perform the activity independently, accurately, and neatly.

Validation Results

The assessment instruments that have been developed were then validated to ensure their suitability and accuracy. The validation process involved two validators: Dr. Lilis Suwandari, M.Pd, Lecturer in Special Education at Universitas Islam Nusantara. Ayunda, S.Pd as a Skills Teacher from SLB Yayasan Bahagia

Validation was carried out by different validators, namely at Universitas Islam Nusantara and SLB Yayasan Bahagia. The validators provided assessments based on a scale of 1-4 and provided input in the form of comments and suggestions for improvement. The validation results indicate that overall, the skill assessment instrument for making Putri Salju cookies is deemed "Suitable for Use." Average Validity Score: The average score from both validators is 3.8 out of 4. Suitability Percentage: Achieved 90% suitability. Feedback and Revisions: Based on feedback from the validators, minor revisions have been made to the instrument to improve the clarity of instructions and the consistency of indicator wording. The revisions include changing the wording of the indicator "sorting ingredients" to "preparing ingredients according to type" for greater clarity, and adding a description at level 2 of the neatness indicator. Thus, the validation results confirm that the developed instrument has strong content validity and is academically reliable as a tool for teachers to assess the initial skills of children with mild intellectual disabilities in making snowflake cookies.

Discussion

This discussion section interprets and analyzes the research results regarding the development of an assessment instrument for making snowball cookies for children with mild intellectual disabilities. Based on field observations and the existing learning process of making snowflake cookies at SLB Aisyiyah Kawalu, teachers faced difficulties in providing objective and specific assessments, and the absence of an assessment instrument indicated that the process of identifying the needs and skills of children with mild intellectual disabilities was not optimal. This phenomenon is consistent with the characteristics of children with mild intellectual disabilities, who have limitations in cognitive, fine motor, and social aspects

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(Ariani, F., & Putri, S., 2024). These limitations result in low thinking ability and a lack of creativity, so they require a more structured learning approach and assessment that can identify progress in detail for the adjustment of learning strategies.

The importance of assessment tools to measure learning programs is that if assessment is not conducted before program development, there is a possibility that the learning program will not align with the children's learning needs. Assessment plays a crucial role in the success of learning, ensuring that children receive instruction tailored to their abilities and needs. In the assessment process, tools are used to obtain data about children's abilities, difficulties, and needs. According to Robert M. Smith (2002) in Ramdhani & Fitria (2019:87), "Assessment is a comprehensive evaluation involving team members to identify weaknesses and strengths, with the results used to provide the educational services children need as a basis for developing a learning plan."

The assessment is carried out in the following stages: familiarizing oneself with the tools and materials, preparing the tools and materials, making snowball cookies, cleaning up the tools and materials, and maintaining the results. In the preparation stage, teachers carry out the following activities: determining the assessment material regarding the skill of making snowball cookies, conducting data collection techniques through direct observation and interviews, developing assessment instruments, determining the appropriate time to conduct the assessment, determining the location, and determining the media/tools to be used in conducting the assessment.

The next stage in the assessment process is the follow-up stage. At this stage, teachers analyze the assessment results. This analysis includes compiling a qualitative description of the skills of children with mild intellectual disabilities, interpreting data based on predetermined indicators, and drawing conclusions about the level of achievement of vocational skills in making snow white cookies. Based on the results of this interpretation, teachers then compile recommendations addressed to the principal and parents as a basis for decision-making in planning further learning and training.

The assessment instrument for vocational skills in making snow white cookies used at SLB Aisyiyah Kawalu was developed based on the Education Unit Level Curriculum (KTSP). This instrument is designed to measure the overall abilities of children with mild intellectual disabilities in each stage of making snow white cookies. The indicators included in the instrument cover the following stages: recognizing tools and materials, preparing tools and materials, making snow white cookies, cleaning up tools and materials, and maintaining the results.

The presence of a descriptive assessment rubric in this instrument is expected to facilitate teachers in providing more constructive and targeted feedback, as well as monitoring student progress regularly and objectively. Discussion of Validation Results and Contributions of the Assessment Instrument The results of the instrument validation by skill teachers at SLB Yayasan Bahagia and lecturers in Special Education at Universitas Islam Nusantara indicate the instrument's suitability, which is an important indicator of the success of this study. The suitability of this instrument means that it has strong content validity in special education assessment. Valid instruments ensure that the data collected is accurate and relevant to what is being measured, thereby making assessment results academically accountable and usable as a basis for developing appropriate Individualized Instructional Programs (IIPs).

The systematic and guided development principles of this assessment instrument align with the findings of Sidik et al. (2018) on fine motor skills assessment for early writing readiness, which also emphasizes the need for good assessment guidelines to obtain relevant results aligned with children's learning needs. Although the focus on skills differs, the essence of the need for structured instruments to measure specific abilities in children with special needs remains the same.

Thus, this assessment instrument makes a significant contribution in filling the gap for specific and standardized instruments for the skill of making Snow White cookies for students with mild intellectual disabilities. The availability of this instrument is expected to assist

teachers in: Objectivity in Assessment: Reducing subjectivity in assessing students' skills. Identification of Specific Needs: Facilitating the identification of children's strengths and weaknesses in detail. Individualizing Learning: Serving as a strong foundation for designing more individualized learning strategies tailored to each child's needs. Monitoring Progress: Enabling systematic and continuous monitoring of children's skill development. More broadly, this instrument can be an effective learning aid that accommodates the individual needs of children with mild intellectual disabilities, supports a more contextual and meaningful vocational learning process, and ultimately enhances their potential for independence in the future.

CONCLUSIONS

Based on the results of the research and discussion, the primary achievement of this study is the successful development and validation of a practical assessment instrument for the Snow White Cookies baking skill, specifically designed for students with mild intellectual disabilities in Grade XI at SLB Aisyiyah Kawalu. The developed instrument is comprehensive, systematically incorporating indicators across four key phases of the vocational skill: identifying and preparing tools and ingredients, executing the stages of making Snow White Cookies, the clean-up process, and evaluating the maintenance and quality of the final product. Crucially, the instrument was subjected to rigorous Validation by vocational skills teachers and Special Education experts from the University of Islam Nusantara, confirming its content validity and appropriateness. This validation affirms the instrument's capability to accurately and objectively measure the targeted skill in a way that is highly relevant to the learning characteristics of the target student population. The availability of this validated assessment instrument is therefore expected to serve as an effective tool for teachers, enabling them to conduct more objective and detailed evaluations of vocational skills, facilitate the identification of individual learning needs, and support the development of more contextual and meaningful learning programs.

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