

# *Manual Techniques for Coffee Brewing as an Alternative Learning for Students with Hearing Impairment*

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***Abstract***—Childre with hearing impairment are still marginalized in the business world and cannot even establish their own businesses. These challenges are closely related with the lack of assistance and training from the universities and/or academia. Regarding this situation, the authors as academia will contribute in solving the challenges mentioned by giving ideas and supports and providing materials needed. This study is a literature study on which examined 15 journals related to manual brewing and learning for students with hearing impairment. The results of this literature review will be used by teachers at special schools as a reference in implementing the manual coffee brewing to improve students with hearing impairment's soft skills.

***Keywords***—*hearing Impairment; manual coffee brewing; soft skill.*

## I. INTRODUCTION

The application of the 2013 curriculum in special schools has been evenly distributed throughout Indonesia. In the realization of the 2013 curriculum at least there are 5 important characters possessed by students; namely religious; nationalist; integrity; mutual cooperation; and independence. Among the five characters that become the focal point for persons with disabilities is about the character of independence. After undergoing a formal education; it is expected those persons with disabilities can independently live in the community. The realization of such independence can be carried out by several businesses; one of them; it is by improving soft skills for persons with disability so that persons with disabilities will be able to open their own businesses.

[1] One of persons with disabilities who allows to open a business professionally; especially in the field of cooking; is students with hearing impairment.

Furthermore; Rila explained that students with hearing impairment had difficulty in finding jobs that were suitable for their needs. Where after graduating from a special school; children are at home and/or children have difficulty adjusting to the workplace. As a result the child returns to school and or is unemployed at home.

Associated with the above phenomenon is inseparable from the competence possessed by a teacher. Teachers should have several competencies as according to Law Number 14; 2005 article 10 paragraph (1) [2]"Teacher competencies as referred to in Article 8 include pedagogical competencies; personality competencies; social competencies; and professional competencies obtained through professional education. Competencies related directly to students are pedagogic competencies where teachers are required to be able to understand students; design learning; carry out learning; design and implement learning evaluations; and develop students to actualize their various potentials.

Among the crisis pedagogic competencies are teacher competence in developing students to actualize themselves which includes facilitating students to develop various academic and non-academic potentials. Non-academic potential can be the ability of children to enter the business world so that they can be independent in accordance with the ideals of the nation contained in the Constitution.

There is support from the government with the issuance of the Constitution No. 8 of 2016 concerning persons with disabilities. Article 56 states that the government and regional governments must provide guarantees; protection and assistance to persons with disabilities to become entrepreneurs and establish business entities in accordance with the provisions of the legislation. Furthermore; Article 60 states that the government; regional government must provide entrepreneurship training to persons with

disabilities who run independent business units. These efforts can raise local wisdom in which persons with disabilities are located.

The existence of persons with disabilities in Padang city in particular and West Sumatra in general is in an environment that has a wealth of local wisdom they have. One of local wisdoms has a large enough market and continuous interest is coffee drinks. Almost every café or restaurant serves these drinks. In addition; almost all corners of Padang city that cafes or coffee shops that are designed with a contemporary style. This will provide an opportunity for hearing impaired children to work for serving coffee. The presentation of coffee that is always favored by consumers is by manual brewing technique because this technique has its own uniqueness creating a sense of authenticity of the coffee itself [3].

The forces in the elaboration above should have shown satisfactory results in the field with the creation of employment opportunities for persons with disabilities; especially children with hearing impairments. But in reality; people with disabilities are still marginalized in the business world and cannot even establish their own businesses. These problems cannot be separated from the lack of assistance and training and the contribution of ideas and ideas from practitioners or academics from universities. Based on those; the authors will present a literature review that the importance of manual techniques as an alternative learning for students with hearing impairment.

## II. METHOD

This study is a literature study by examining 15 journals related to manual brewing and learning for children with hearing impairments. The results of the literature review will be a reference in the application of manual techniques in brewing coffee to improve children's soft skills hearing impairments for special school teachers [1].

## III. RESULT AND DISCUSSION

Coffee has its own role in world history seen from its popularity in the world industry and culture [4]. It is recorded in history that coffee plants were first discovered on mainland Africa. However; coffee was first formulated and processed by Arabs. In Indonesia coffee is cultivated in the Dutch colonial era with regional points of Sumatra; Bali and Sulawesi [5].

The last few years of brewing coffee can be found in two types. That is by manual method (manual brewing) and with a coffee machine (espresso machine). Based on the manufacture; the taste and quality of the coffee will vary [6]. In

brewing coffee using a machine must have special expertise because to operate it is quite complicated. But it is different from manual techniques. With manual techniques; you do not have to have special skill; it only requires precision and accuracy. In addition; coffee brewing through manual saves time; material and costs [4].

The manual brewing technique is one of the coffee brewing techniques to get the coffee sense to match what we want. In addition; coffee will also be cleaner without pulp. Furthermore; the uniqueness of brewing coffee manually is if 1 variant if we brew it with a different tool; it will produce a different taste. In brewing coffee using this manual brewing technique will use drip coffee and use several tools including V60; pour over; vacuum pot; and chemex. In addition to the advantages of this manual brewing technique the tools used are easy to obtain and the price is relatively cheap [7].

The application of this manual brewing technique can be part of the child's learning of hearing impairments. As the author explained in the introduction that children with hearing impairments need to be given soft skills to prepare hearing impaired children to enter the business world and increase their independence. In providing soft skills for children with hearing impairments; not only do they just follow the trend. It is also directed to the local wisdom where the child is. So that children with hearing impairments can also play a role in developing their respective regions.

Brewing this coffee hangs on learning skills especially with beverage material or rather stimulant drinks. The provision of skills for children with hearing impairments is inseparable from the goal of the skills education curriculum; so that later children after graduation can be independent and self-employed so they can get income [8].

The advantage of this manual brewing technique allows it to be an alternative learning for children with hearing impairments [7]. That technique is not too difficult to accept for children with hearing impairments where children with hearing impairments generally do not have problems with their intelligence. So that will not experience significant problems when this technique is applied in learning for children with hearing impairments.

In addition to training hearing impaired children with manual techniques; this is quite simple because this technique has clear and directed steps. This can also accommodate learning principles for children with hearing impairments. That one of the principles of learning for children is hearing impairment is the presence of facial bleeding (face to face). Children with hearing impairments are famous for the term "jewel" so it is assumed that the child with hearing

problems is quite careful. This is a great potential for hearing impaired children to be able to apply this manual brewing technique with experts and professionals. Because the quality and taste of coffee is a combination of the quality of fiber raw materials for processing [9].

#### IV. CONCLUSION

The existence of government support stated in the Constitution no. 8 of 2016 articles 56 and 60. As well as Law No. 14 of 2005 article 10 paragraph (1) concerning teacher competence. Furthermore; there is a demand for curriculum in the development of local wisdom. So that; the authors look at the presence of hearing impaired children in Padang city in particular and West Sumatera in general which has the potential to be given coffee brewing learning as the use of local wisdom in the area.

Furthermore; the authors realizes that coffee has a fairly extensive market and continues to be in demand so that alternative learning of coffee brewing with manual techniques for children is very feasible to hear. And it is hoped that learning is not only value-oriented but rather about self-reliance and awareness of entrepreneurship.

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