

IMPROVING ABLITY THROUGH COOKING CLASS ACTIVITIES FOR CHILDREN FOR 5-6 YEARS AT TK SEJAHTERA CITEKO PURWAKARTA

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Abstract. The fine motoric development of children in Sejahtera Citeko Kindergarten is still low, this is indicated by the fact that children in using their fingers to pick up objects or hold objects still need assistance. This type of research is Classroom Action Research (CAR). Classroom action research is a study of social situations with a view to improving the quality of action through the process of diagnosis, planning, implementation, monitoring, and studying the effects it causes. The subjects of this study were group A children aged 4-5 years at TK Sejahtera Citeko, totaling 12 children, consisting of 6 boys and 6 girls. This research was conducted on group A children in the 2022/2023 academic year. Based on the results of observational data that has been obtained that the fine motor skills of children in each cycle experience development. This can be seen from the average score in the Pre-Cycle which is 33.58 with classical learning completeness of 16.7% with very low criteria. In Cycle I increased to an average score of 41.38 with classical learning completeness of 41.66% with moderate criteria. In Cycle II it increased with an average score of 49.94 with classical learning completeness of 91.66% with very high criteria.

Keywords: *Fine Motoric, Meronce, Class Action Research.*

INTRODUCTION

Children are the next generation of the nation. The future of the nation is largely determined by the education provided to Indonesian children. Therefore, PAUD is a very valuable national investment and at the same time an infrastructure for education for the next child. Early childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap. Early age is referred to as the golden age. Early childhood has extraordinary learning abilities, especially in childhood. Children's desire to learn makes children creative and exploratory. Children learn with all their five senses to understand something and in a short time move on to other things to learn (Sujiono, 2012).

Early childhood is a sensitive age, because at that age the formation of a child's character begins. This phase or period will determine what they will be like when they grow up, both physically, mentally, and intelligently. Of course many factors will greatly influence

them on their journey to adulthood, but what they can and what is taught to them at an early age will remain imprinted and even have a dominant influence in determining every choice and step in their life. Law Number 20 of 2003 concerning the National Education System states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of stimulation (Sujiono, 2012) education to help physical and spiritual growth and development so that children have readiness to enter further education.

Early childhood is an individual figure who is undergoing a development process rapidly for the next stage of development. At this time the process of growth and development in various aspects is experiencing a rapid period in the span of development of human life. Aspects of child development developed in Kindergarten include moral and religious values, socio-emotional, language, cognitive, physical, motor and artistic. In order for these aspects to be achieved optimally, stimulation is needed. Stimulation is stimulation and exercises for children's intelligence that comes from the environment outside the child. Various kinds of stimulation can be done at home or at school. Stimulation given at home by parents is a stimulation that involves family members and the environment around the house. Meanwhile, the stimulation given to children at school is carried out with the guidance of teachers, one of which is in Kindergarten (TK). Kindergarten age is the age of children who are in the age range of 4-6 years, which is divided into 2 age groups, namely ages 4-5 years and ages 5-6 years. (Asmuddin et al., 2022)

Bloom states that education from an early age is very important because mental development which includes the development of intelligence, personality and social behavior takes place quickly, at an early age. Early childhood is entering a sensitive period, namely a period where the emergence of various potentials (hidden potential) conditions where a mental function requires certain stimuli to develop. During the sensitive period, children easily absorb and accept the stimuli given, so it is a golden opportunity to optimize all aspects of children's development, and provide new experiences to children as provisions for later life. (Asmuddin et al., 2022)

Early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social emotional (attitude and behavior). and religion) language and communication, in accordance with the uniqueness and stages of development that early childhood goes through. (Zahari et al., 2022)

Early childhood education has a very decisive role. At this age various growth and developments begin and are ongoing, such as physiological, language, motor, and cognitive development. This development will be the basis for the next child's development. The purpose of education is to create a person who has quality and character so that he has a broad view of the future to achieve an expected goal and is able to adapt quickly and precisely in various environments. Education motivates us to be better in all aspects of life. (Fadlillah & Khorida, 2020)

A child must have good social skills such as easy to get along with, like to help, understand the feelings of others and like to communicate, in order to be accepted by the group or environment. A child who likes to communicate will be liked by other children, rather than a quiet child.

A child's social ability cannot appear by itself, it takes practice to be able to develop a child's social ability. This is where the role of the teacher as an early childhood educator is to provide social skills training to children from an early age. Early childhood is accustomed to socializing with peers, so that social skills such as communication, sympathy, empathy,

sharing, and mutual cooperation can be established. If the child has good social skills, then the child will easily adapt to new situations or environments that he will face, be it in the family environment, peer environment and school environment. (Prasanti & El Karimah, 2021)

The development of good cooperation for children makes it easier for them to regulate moods, eliminate anxiety, guilt, suppress anger that does not follow can be managed by using intelligence thinking. The development of good cooperation for children allows the creation of effective relationships between teachers and students, and can lead them to have learning activities and communication between one person and another. For children who have adequate cooperation skills, it is believed that they will be able to dynamize the learning environment and build a conducive climate, thereby creating enthusiasm and motivation, which are important things that must be possessed by every child in order to establish good and harmonious cooperative relationships with teachers and fellow children in the class so that classroom learning objectives can be achieved.

Children's cooperative abilities will build interactions and can achieve common goals as well as when children interact with others, when they build cooperative skills and improve their ability to establish good relationships with others. The development of children's cooperation must be supported because when children have good feelings about themselves, have positive social relationships with others and know how to regulate their emotions, they will display more positive behavior. The ability to cooperate in children needs to be given as early as possible by using the right and appropriate way. Cooperation is the activity of two or more people to achieve mutually agreed goals. In early childhood education, cooperation can be interpreted as a joint effort in completing tasks that have been set between children and children or between children and adults.

The development of children's social skills and cooperation is strongly influenced by the condition of the child and his social environment, both parents, peers, and the surrounding community. If the condition of the child and the social environment can facilitate or provide opportunities for positive child development, the child will be able to achieve good social skills and cooperation, but if the social environment is not conducive, the child tends to display unfavorable behavior. Most children find it difficult to interact with friends, teachers and new people they know.

Children have good development of social skills and cooperation, if parents provide good parenting, but most parents often assume that their children's social skills of cooperation are not so important to pay attention to in their lives. This is because children will be able to learn by themselves to interact well with friends, relatives or other people. Parents assume that sending their children to school or to educational institutions is enough to form social skills and cooperation, whereas social skills and cooperation of children are also acquired in the family and the surrounding environment.

It can be concluded that cooperation is an ability possessed by children to learn and activities carried out together and in groups to achieve certain goals together and can improve children's cooperative skills through interaction. Through cooking class activities for early childhood, it is adjusted to the principles of early childhood learning, namely child-centered and fun. Children are served with learning resources in the form of food ingredients that will be processed into ready-to-serve food. Children will explore with the food ingredients that have been provided according to their ideas and ideas.

Playing associative cooking class when children play to process food individually, namely children work alone without the intervention of others but still exchange play equipment with other children. The purpose of associative play is to develop children according to their own ideas and a means of expressing children's ideas naturally without

influence from others. While playing cooperative cooking class is seen when children together with other children work on a project and the result of the project is the result of all the children's ideas.

In addition, one of the causes of the lack of cooperation in children's development is the lack of variety in teaching methods in play, and the division of tasks to children is often individual or not in groups. The learning process without playing activities will result in children getting bored and bored in class so new efforts are needed to improve the development of children's cooperation so that it is more optimal, namely by doing fun cooking activities.

Based on the results of observations made by researchers, sharing activities through cooking class activities to innovate children's learning activities so that they are not bored and not monotonous. The cooking class activity is one of the activities held at TK Sejahtera Citeko where the activities that take place in it are set in such a way that they can develop all aspects of development that are expected to be achieved by students. Cooking activities given to children have an influence on the developmental area. And one type of activity that is taught to children to develop social skills and cooperation, because this activity is a type of activity that requires cooperation in groups. So the child must interact with friends to complete the activity. If children interact with each other, and work together, the child's social development will be seen. Therefore, researchers are interested in conducting research with the title of increasing sharing skills through cooking class activities at TK Sejahter Citeko.

RESEARCH METHOD

Research is a process of seeking truth or proving the phenomena encountered by going through certain work procedures. In other words, research is a thought to carry out research activities, collect and process existing facts, which can be combined by researchers through the stages of research. (Sugiyono, 2012)

This study utilizes a qualitative descriptive method aimed at getting actual and natural exposure about increasing cooperation through early childhood cooking class activities. Qualitative method as a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior or is called qualitative descriptive. (Sugiyono, 2012)

The type of research used in this research is Classroom Action Research (CAR). In this study, the action taken was to increase cooperation through cooking class activities. The form of this research is collaborative action research (Sugiyono, 2012).

This research was conducted in a collaborative and participatory manner, meaning that the researcher did not do it alone but collaborated or collaborated with the teachers of the Prosperous Citeko Kindergarten. Collaboration is carried out in planning actions, implementing actions, observing, reflecting, evaluating, and analyzing the results of this study aimed at increasing the ability to cooperate through cooking class activities.

This type of research is characterized by the condition of the object being natural and what it is. 3 That is, it describes everything about learning that uses cooking class media in increasing cooperation in Sejahtera Citeko Kindergarten children to achieve the desired goal, namely increasing collaboration skills through cooking class activities.

Therefore, the target of this research is to obtain in-depth data by conducting direct research in the field to find various problems that are relevant to research at Citeko Sejahtera Kindergarten to determine the development of cooperation in children in the kindergarten. With this research, researchers can find the main data to be formulated. By analyzing

phenomena, events, or naturalness in this qualitative research process, researchers will obtain accurate data.

RESULT AND DISCUSSION

Before the researcher conducted Classroom Action Research, the initial activity was to find out the students' initial conditions before the action. The researcher and his colleagues made observations on the subject. This action is very necessary because by knowing the initial conditions, researchers and colleagues can measure the extent to which the level of success of the CAR has been implemented. Discussion of Research Findings

In the first cycle of action activities, it was known that there were several obstacles that caused children's cooperation through cooking class activities to not increase much. The reason is the encouragement or motivation to children before the cooking class starts, there is 1 child who does not want to cooperate with his friends.

In the first cycle, data obtained from children who have achieved the highest development of cooperation in the active aspect in a group of 4 children (57.1%), the aspect of sharing with friends 4 children (57.1%), aspects of helping friends/others 3 children (42, 9%), and the aspect of responding well to 4 children (57.1%). At the end of the first cycle, the children have started to cooperate with their friends in the cooking class, but because the increase has not reached the expected target, the researchers and collaborators intend to continue in the second cycle.

The implementation of the second cycle of class actions showed an increase in children's cooperation. This increase was because the children enjoyed cooking class activities. Children do not hesitate to take part in cooking class activities. In the second cycle, all of the children's cooperative abilities have reached 85% or more. This shows that the second cycle of improving children's cooperation skills has reached 85% of the predetermined target. Therefore, the provision of action or research is discontinued.

Cooking class activities in the B4 group of TK Sejahtera Citeko can help children to improve their cooperative abilities. Through the observed aspects (active in groups, sharing with friends, helping friends/others, and responding with

good) it can be seen the activity of children in groups in communicating with each other as a group.

Action research in cycle I and cycle II showed that cooking class activities could improve children's cooperation, children's ability to communicate in groups (active in groups), and children's ability to respond well to teacher explanations (respond well).

Based on the results of observations in the field during the cooking class activity and after it showed other successes. including through cooking class activities can create a happy atmosphere in children, eliminate fear in communicating, not ashamed to help friends. The process of this kind of activity is in line with what the researcher expects, namely that children want to do cooking class activities happily without any coercion. Research on cooking classes has been proven to increase the cooperative ability of early childhood in the B4 group of TK Sejahtera Citeko.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the cooperation of early childhood in TK Sejahtera Citeko can be improved by cooking class

activities. This can be seen from the comparison of the results of observations that have been made in the pre-action, cycle I, and cycle II whose results have increased significantly. And the results of the study showed an increase in the score of the assessment category, from initially there were only 3 children or 42.9% of the total who had high cooperation abilities in the first cycle, then in the second cycle the number became 6 children or 85.7%. So at the end of the second cycle, the research was said to be successful because it had reached 85.7%. Playing cooking class can be used as a reference for learning activities to increase children's cooperation and teachers can develop cooking class activities to focus on training children to solve simple problems.

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