

Developing Children's Social Emotional Through Cooking Class Activities

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Abstract. The Social Emotional Aspect aims to foster children to be able to control their emotions naturally and be able to interact well with each other and with adults and be able to help themselves in terms of life skills, interact and adapt to their environment. Social emotional abilities in children so that they can be achieved optimally are carried out by stimulating cooking classes. The purpose of this research is to develop the social-emotional aspects of children through cooking class activities. This type of research is descriptive qualitative. This research was carried out at RA Diponegoro 224 Adisara. The research subjects were RA Diponegoro 224 Adisara students with a total of 30 children consisting of 10 girls and 20 boys in class B. Data collection techniques were carried out by means of initial observation, then interviews, demonstrations and documentation. The data analysis technique used in this research is qualitative data analysis in descriptive form. The results of the study show that cooking class activities can develop children's social-emotional development such as training children's independence and care, developing an attitude of cooperation and mutual help, and increasing children's self-confidence. Cooking class activities are very popular with children, because learning with cooking classes is fun, children are directly involved in activities.

Keywords: social emotional, cooking class, RA Dip 224 Adisara.

1 Introduction

Early childhood education (PAUD) is education that aims to facilitate the development and growth of children as a whole which emphasizes all aspects of development, namely the development of religious and moral values, cognitive aspects, language aspects, social-emotional aspects, physical-motor aspects and artistic aspects. To prepare children for the next stage of education, all aspects of development must be carried out so that the child's potential can develop optimally. [1] J, Bannet in Agus states that early childhood begins in the womb or before birth up to the age of 6 years. Early childhood 0-6 years is a very decisive period of development and growth for children in the future. [2] Children are unique individuals and

experience rapid development in every aspect of development which will lead to changes in developmental aspects.

One aspect of early childhood development that must be considered is the aspect of social emotional development. Social Emotional Aspect aims to foster children so that they can control their emotions naturally and can interact with each other and with adults properly and can help themselves in the framework of life skills, interact and adapt to their environment. Social emotional abilities of early childhood need to be developed because social emotional is the initial ability for children to interact with their wider environment.

Social emotional abilities in children so that they can be achieved optimally, it requires stimulation or stimulation that is interesting and fun according to the character of early childhood. Stimulation is an exercise that stimulates a child's intelligence that comes from the environment.[3] One of the activities that can be used as a stimulus for early childhood social-emotional abilities is cooking class activities.

From previous research conducted by Indi Azmi Amalia, et al (2021) that fun cooking activities can play a positive role in increasing the growth and development of children aged 4-5 years. [4] Research conducted by Aan Widiyono (2022) with the results of cooking class activities can foster independence and bring up an attitude of responsibility in children. [5] Research by Nur Cahya Ningrum (2020) which shows that the independence of group A children has increased through fun cooking activities. [6] Research conducted by Halimatussadiyah, Edi Rohendi, Leli Halimah (2017) states that children's responsible character can increase after being given cooking class activities.[7] Research conducted by Yosi Amaros, Rohita (2018) with the results of research that fun cooking has a role in children's socio-emotional and language abilities.[8] Based on the results of research conducted by previous researchers, it shows that cooking class activities play a positive role in increasing the growth and development of early childhood because with cooking activities children feel happy and enthusiastic in participating in learning activities and children are directly involved in cooking class activities.

The results of observations made by researchers at RA Diponegoro 224 Adisara found that out of 30 children, there were 20 children in group B who still had problems with social emotional abilities. The visible problems are (1) there are still children who have difficulty establishing cooperative relationships with their friends, (2) there are children who lack self-confidence, (3) there are children who lack a sense of responsibility for the tasks that have been given by the teacher, (4) lack of child's sense of care and independence. The causes of the problems above are because the activities carried out by the teacher in the learning process are less interesting. The media used by the teacher in explaining material to children is by using LKA books and telling stories that tend to make children pay less attention to the teacher's explanation. The media used in the learning process are less varied and less interesting without teaching how to provide learning that involves children directly, so it is less attractive to children in social-emotional learning. In this case the researcher wants to make a change by carrying out fun learning activities and children are directly involved in learning activities, namely cooking class activities, so that they are expected to achieve the expected results.

The purpose of this research is to develop children's social-emotional aspects through cooking class activities. The hypothesis proposed by the author is that the development of the social emotional aspects of children can be developed through cooking class activities.

2 Method

The type of research in this research is descriptive qualitative research. Qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively, so that researchers will present the results of this research in the form of sentences or words. Descriptive research according to Sujana and Ibrahim is research that seeks to describe a symptom of events that are happening at the present time. [14] Meanwhile, according to Erickson quoted in Albi Anggito, qualitative research is a type of research that presents the results and findings of the activities carried out and the consequences of the delays carried out in narrative form. [15]

This research took place at RA Diponegoro 224 Adisara, with research subjects RA Diponegoro 224 Adisara class B students totaling 30 children with details of 10 girls and 20 boys. The object of this study is the ability of the social emotional aspects of RA Diponegoro 224 Adisara students in class B. Data collection techniques were carried out by way of initial observation, then interviews, demonstrations and documentation.

The data analysis technique used in this research is descriptive. The data obtained from research results in the form of information is written in the form of descriptive narrative sentences to be used as a conclusion.

3 Result and Discussion

1.1 Social Emotional Development in Early Childhood

Social meaning according to Rahayu (2019) is the acquisition of the ability to behave in accordance with social and community demands.[9] Susanto (2014) revealed that social development is an effort to introduce children to other people who are outside themselves and their environment. [10]

The meaning of emotion according to Susanto (2014) is a feeling in a person's mind in the form of agitation of mind, lust, mental and physical state which can appear in the form of fear, anxiety, anger, depression, annoyance, envy, joy, and affection. [10] According to Rahayu (2019) defines emotions with strong feelings that are within a person, such as joy, sadness, fear, anger, hate, and love. [9] From the definition described above, it can be concluded that social emotional is a person's ability to behave in accordance with applicable norms, able to socialize with his environment and able to manage his feelings well.

According to Permendikbud No.137 of 2014 concerning Early Childhood Education Standards regarding Standards for Developmental Achievement Levels, social emotional development of children aged 4-5 years [11] includes:

Table 1. Achievement of social emotional development of children aged 5-6 years according to Permendikbud no 137 2014 concerning STPPA

Level of Achievement of Child Development Social Emotional Aspect	
Self Awareness	<ol style="list-style-type: none"> 1. Demonstrate self-ability to adapt to situations 2. Show caution to strangers (build trust in the right adult) 3. Recognize one's own feelings and manage them in an appropriate manner reasonable (reasonable self-control)
Sense of responsibility to self and others	<ol style="list-style-type: none"> 1. Know their rights 2. Obey class rules (activities, rules) 3. Self-regulate 4. Take responsibility for their behavior for their own good
Prosocial behavior	<ol style="list-style-type: none"> 1. Play with peers 2. Know the feelings of friends and respond appropriately 3. Sharing with others 4. Respecting the rights/opinions/work of others 5. Using socially accepted ways of solving problems (using the mind to solve problems) 6. Being cooperative with friends 7. Showing tolerance 8. Expressing emotions that are appropriate to the conditions existing (happy-sad-enthusiastic, etc.) 9. Get to know manners and manners in accordance with local socio-cultural values

1.2 Cooking class

Cooking Class is a cooking activity starting from preparing ingredients, preparing the equipment used, processing until the food is ready to be served where this activity is carried out in groups in a place in a more properly conceptualized manner. [12] Cooking class activities are fun activities for children, indirectly this activity makes children participate and work together to produce a food product. [8] In cooking activities there will be mutual interaction of children in a team, this activity can be a fun and not boring activity in a learning activity. According to

Marwanti (2002) revealed Cooking or cooking is an activity of preparing materials, equipment used, starting from the management process to food ingredients and ready to eat.[13] Through the cooking class activities carried out, it will foster the ability to collaborate between children, so that cooking class activities can be carried out optimally. Through cooking class activities, children will begin to develop their cooperation, by interacting with each other, thinking together, and solving together. By involving children in cooking activities, children can get to know firsthand the daily foods they usually eat. In addition, we can introduce vegetables, fruit and healthy food to children through interesting and fun media, so that children will like vegetables and fruit and other foods.

The results obtained after the writer carried out learning activities using the cooking class method for RA Diponegoro 224 Adisara students, children who took part in cooking class activities could develop social emotional aspects.

Based on the results of observations made by researchers before the research was carried out, the development of the social emotional aspects of the children at RA Diponegoro 224 Adisara had not developed optimally, so there was a need for stimulation to develop children's social emotional development. This can be seen by the existence of visible problems, namely (1) there are still children who have difficulty establishing cooperative relationships with their friends, (2) there are children who lack confidence, (3) there are children who lack a sense of responsibility for the tasks that have been given by the teacher, (4) the lack of a sense of care and independence of children.

In carrying out cooking class activities guided by the teacher and all children are directly involved in cooking class activities. The stages of implementation in cooking class activities are the preparation stage, the implementation stage and the evaluation stage. Cooking class activities are carried out in groups.

In the early stages, namely the preparation stage before the cooking class activities began, the researcher gave questions and answers first to find out to what extent the children focused on what was conveyed. Furthermore, the researcher explained the rules of the game in cooking class activities and informed the theme of the cooking class to be held, namely making fruit salad. Researchers and children prepare tools and materials to be used for cooking class activities. Children are invited to discuss and tell stories about the names of tools and their functions, explain the names of fruits and other ingredients that will be processed into fruit salad. The next stage is the stage of implementing cooking class activities. At this stage the children carry out cooking class activities, the theme of the cooking class activity is making fruit salad. At this implementation stage the researcher first explained and gave examples of techniques and flowcharts for how to make fruit salad, then the children started making fruit salad together with their group mates, they began dividing tasks and working together in making fruit salad. At this stage the researcher begins to observe the child's performance and invites the child to interact and provide stimulus to the child without the child realizing that they are actually learning. The last stage is the evaluation stage. At this stage the children are invited to serve the fruit salad they have made. The children are invited to clean the tools, materials and places used for cooking class activities. Then the researcher invited the children to tell and present the processes and results that had been carried out during the cooking class activities.

From the cooking class activities that have been carried out, it can be seen that after children are invited to learn through cooking class activities, social emotional development is a problem for

RA Diponegoro 224 Adisara's children, they can develop. The results of the implementation of the cooking class activities can be seen in the following table:

Table 2. Achievements of social emotional development through cooking class

No	Social-emotional aspect that is a problem	Development after cooking class
1	There are still children who have difficulty establishing cooperative relationships with their friends.	It seems that when children peel and cut fruit they help each other and share tasks. Work together when making fruit salad so that their group's fruit salad can be finished quickly. Of the 30 children, there are 26 children whose cooperative aspects are developing.
2	There are children who lack self-confidence	seen that they develop when children are able to show their fruit salad and tell the results of the work they have made. Of the 30 children there were 23 children whose self-confidence increased.
3	The existence of children who lack a sense of responsibility for the tasks that have been given by the teacher	It is seen that when children get the task of peeling and cutting fruit from their group, children can finish peeling and cutting well.sense of responsibility for the tasks assigned developed
4	The lack of a sense of care and independence of	Developing children can be seen when they see that their friends have not finished cutting fruit, they want to help their friends cut fruit. The children carry out the tasks that have been divided into their groups with enthusiasm and without complaining independently. Of the 30 children, there are 25 children whose care and independence are growing and increasing.

Cooking class activities are carried out in groups. Cooking class activities are activities that are very fun and are liked by children because children are directly involved in cooking class activities, so that unconsciously children have learned to train their cooperation, independence, responsibility and confidence.

4 Conclusion

From the research that has been done, it can be concluded that children really enjoy learning with cooking class activities. Cooking class activities can develop children's social-emotional development such as training children's independence and care, developing an attitude of cooperation and helping each other, and increasing children's self-confidence.

The magnitude of the positive influence and role of cooking class activities to develop social emotional development. With cooking class activities, children are very interested and enthusiastic in participating in learning so that children feel they are learning while playing, they are not even aware that they are actually learning. This cooking class activity can be applied to develop or improve other aspects of development besides the social-emotional aspects, such as cognitive aspects, physical-motor aspects, artistic aspects and language aspects.

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