

INCREASING CREATIVITY THROUGH FUN COOKING ACTIVITIES IN EARLY CHILDHOOD AT RA AL-HIKMAH JAMBI CITY

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Abstract

This research is based on the background that children's creativity in RA Al-Hikmah, Jambi City is still not well developed. This means that children cannot express their opinions and children cannot do coloring or drawing activities, children cannot produce various innovative ideas and children cannot create their own work. This research aims to determine children's creativity before and after being given action using fun cooking activities and to find out whether fun cooking activities can increase children's creativity. This research is a type of Classroom Action Research. The research subjects were children aged 5-6 years in group B2 at RA Al-Hikmah, Jambi City with a total of 25 children. Data collection techniques use observation. The data analysis technique is by comparing the total creativity value with the maximum value then multiplying by 100% or using a percentage correction formula. The results of the research prove that the increase in children's creativity through fun cooking activities in cycle I increased from 31.71% to 45.28%. Furthermore, in cycle II there was an increase from 52.42% to 71.29%. Cycle III experienced an increase from 78.28% to 84.71%. The conclusion of this research is that fun cooking activities can increase the creativity of young children at RA Al-Hikmah Jambi City in the BSB category or high category, namely 84.71%.

Keywords: Creativity, Fun cooking, Early Childhood.

Abstrak

Penelitian ini dilatar belakangi bahwa kreativitas anak di RA Al-Hikmah Kota Jambi masih belum berkembang dengan baik. Artinya anak belum bisa mengutarakan pendapatnya dan anak belum bisa melakukan kegiatan mewarnai atau menggambar, anak belum bisa menghasilkan berbagai ide inovatif dan anak belum bisa menciptakan karya sendiri. Penelitian ini bertujuan untuk mengetahui kreativitas anak sebelum dan sesudah diberikan tindakan menggunakan aktivitas fun cooking dan mengetahui apakah aktivitas fun cooking dapat meningkatkan kreativitas anak. Penelitian ini merupakan jenis Penelitian Tindakan Kelas. Subjek penelitian adalah anak usia 5-6 tahun kelompok B2 di RA Al-Hikmah Kota Jambi yang berjumlah 25 anak. Teknik pengumpulan data menggunakan observasi. Teknik analisis datanya adalah dengan membandingkan nilai total kreativitas dengan nilai maksimum kemudian dikalikan dengan 100% atau menggunakan rumus persentase koreksi. Hasil penelitian membuktikan peningkatan kreativitas anak melalui kegiatan memasak yang menyenangkan pada siklus I meningkat dari 31,71% menjadi 45,28%. Selanjutnya pada siklus II terjadi peningkatan dari 52,42% menjadi 71,29%. Siklus III mengalami peningkatan dari 78,28% menjadi 84,71%. Kesimpulan dari penelitian ini adalah kegiatan fun cooking dapat meningkatkan kreativitas anak usia dini di RA Al-Hikmah Kota Jambi dengan kategori BSB atau kategori tinggi yaitu 84,71%.

Kata Kunci : Kreativitas, Fun cooking, Anak Usia Dini.

INTRODUCTION

Kindergarten is a service program for children aged 4-6 years where children receive guidance and stimulation in every aspect of development in every learning process (The Hart & Hartati, 2020). Aspects of early childhood development according to Hurlock (1997) are (1) gross motor, (2) fine motor, (3) cognitive, (4) language, (5) moral, (6) religion, (7) art, (8) social-emotional, (9) creativity, (10) sex, (11) play, (12) independence. One aspect of development that is no less important to develop is creativity.

Creativity is imagination or creativity in seeking something worthwhile. A creative person wants to express his curiosity through various activities, such as beireiksexploration, beireikspeirimein, and asks a lot of questions to others (Fazria & Wati, 2022). Creativity according to Hurlock reveals a person's ability to produce any composition, product, or idea that is fundamentally new, and previously unknown to the creator (Wondal, 2015).

Creativity is a person's ability to create new combinations based on existing data, information, or elements. Creativity (thinking critical or think divergen) is the ability to rely on information to find many possible answers to a problem, where the emphasis is on the quantity of relevance and diversity of answers (Mamang, 2019). Creativity is a unique mental procedure, a process that is carried out in a single eye to produce something new and original (Hidayati et al, 2018).

Based on observations made by researchers on October 24-31, 2023 at RA Al-Hikmah Jambi City on children aged 5-6 years, researchers found that there are still children whose creativity has not increased properly. Of the 25 children, there are 11 children who must be improved for their creativity. The main problem found during observation is that there is still a lack of variety in learning, characterized by teachers only doing activities such as drawing and coloring. In addition, the limitations of media as a source of material using students' paper sheets are what make children less likely to get new experiences to explore their creative skills.

Regarding the problems that occur, teachers need to diversify children's play activities by preparing games that support children's growth and development. The games given do not have to make parents and teachers reach into their pockets too deeply because children's games can also be made to take advantage of those around them. For example, introducing tools and materials to carry out play activities, namely by playing activities fun cooking. Activities fun cooking is an activity that requires collaboration between teachers and children in each stage (Amaros & Rohita, 2018). Keigiatan fuin cooking It is an example of beirmain activities that are reminiscent of conteikstual associations, langsuang beirrelated to the daily activities of

children (Amania et al, 2021).

Cooking activities provide an opportunity for children to express themselves with food, to be creative and prepare nutritious snacks. Through cooking activities, it can also grow and develop children's self-concept that "I can" (Nigrum, 2020). According to Schuett in (Amaros & Rohita, 2018) also revealed that fun cooking can be a fun and rewarding activity. while according to Majid in (Nigrum, 2020) revealed that any method of learning used by teachers, should be able to accommodate learning principles such as student-centered learning (student oriented).

Therefore, researchers increase creativity through fun cooking activities because it has never been applied in the learning process at RA Al-Hikmah Jambi City, the reason is that teachers still often use Student Paper Sheets (LKPD) and origami, to increase children's creativity. So that this activity is the latest activity that the researcher will apply where this fun cooking activity is also a learning activity while playing as one of the supports to increase creativity in the learning process.

METHODS

This type of research conducted by the researcher uses Classroom Action Research with the Kemmis and McTaggart spiral model. Action research is an examination of learning activities in the form of actions, which occur in the classroom and are carried out together (Arikunto et al., 2020). Below can be seen the Kemmis and McTaggart spiral model:

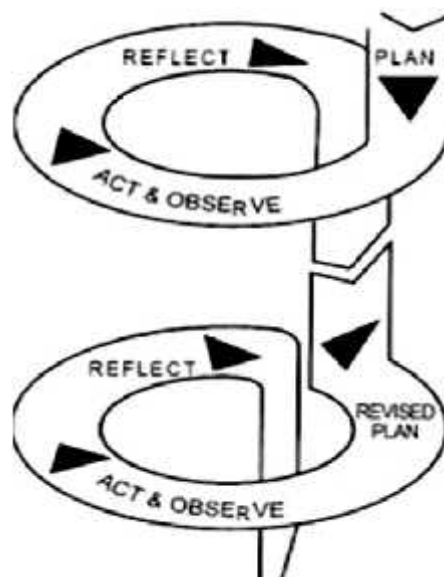


Figure 1. The Cycle of the Kemmis and Taggat Model

This training was carried out at RA Al-Hikmah Jambi City. The time of the Peinilitian was carried out in the 2023/2024 Seimeisteir Geinap Tahuin Teachings. This training was

carried out by the children of group B (usia 5-6 years old), the time of the training from April to June. Subjek Penelitian is a child of the B2 RA Al-Hikmah group with 25 children, consisting of 9 boys and 16 boys.

The technical and data visualization tools that are most important are the results of objective data. The data that was analyzed during the study was analyzed in a descriptive quantitative way to achieve maximum results in the face of the results of the study of the following actions (PTK) that were carried out from the results of observation during the process of teaching by comparing the number of creativity values with the maximum value then multiplied by 100% or using the percentages correction formula to obtain the percentage of creativity in the activity fuin cooking in the cycle that is carried out.

RESULTS AND DISCUSSION

Based on the results of the results of the three cycles, the maximum improvement of each cycle can be seen. The results of the first round of the trial showed an increase in the interest and enthusiasm of children in performing fuin cooking activities until this event ended in the third cycle of the 8th anniversary at RA Al-Hikmah Jambi City in the third cycle of the 8th anniversary of the election which means this is revealed in the table below:

Table 1. Comparison of Pre-Cycle, Cycle I, II & III Averages

No	Stages	Value	Increased
1	Cycle I Meeting II	31,71%	-
2	Cycle I Meeting II	37,99%	6,28%
3	Cycle I Meeting III	45,28%	7,29%
4	Cycle II Meeting I	52.42%	7,14%
5	Cycle II Meeting II	60%	8,68%
6	Cycle II Meeting III	71,29%	11,29%
7	Cycle III Meeting I	78,28%	6,99%
8	Cycle III Meeting II	84,71%	6,43%

Based on the table above, it is concluded that cycle 1 meeting 1 obtained a value of 31.71%, continued until cycle 3 meeting 2 always increased. From the data, the highest increase was in cycle 2 meeting 3 while the smallest increase was in cycle 1 meeting 2.

The following is a chart of Comparison of Pre-Cycle Averages, Cycles I, II & III:

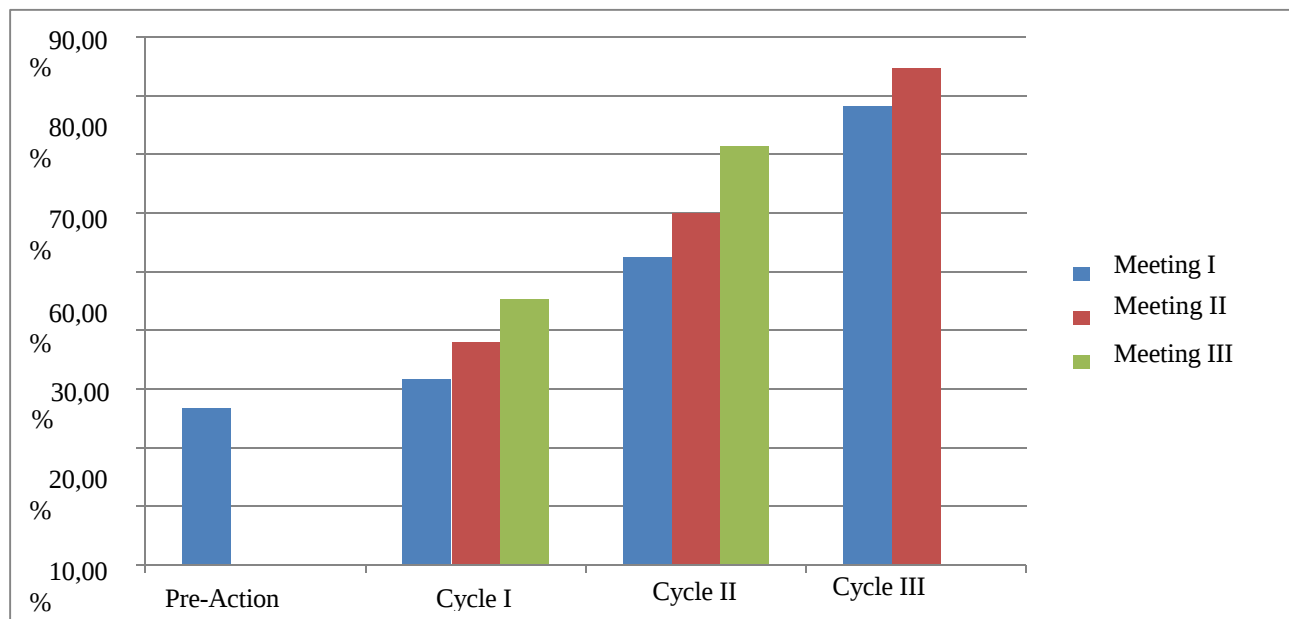


Figure 2. Comparison of Pre-Cycle, Cycle I, II & III Averages

The figure above shows the data that the results of guina actions increase children's creativity through fuin cooking activities in cycle I Peirteimuian 1 impede the result of 31.71%. Cycloid I Peirteimuian 2 had a yield of 37.99% while Cyclluis I Peirteimuian 3 had a yield of 45.28%. In succession, in Cycle II Peirteimuian I implemented 52.42%, Cyclix II in Peirteimuian 2 implemented 60%, Cyclix II in Peirteimuian 3 implemented 71.29%, Continuity followed in Cyclix III Peirteimuian I implemented 78.28%, Cycl III Peirteimuian II implemented 84.71%.

Based on the table and bar diagram above, it can be concluded that children's creativity through fuin cooking activities has increased in each cyclical cycle. Cyclolysis III is better than cyclolysis I and II. This is due to the fact that there is a history of implementing the teaching process. Peineiliti and guirui replicated the improvement in cycle III and improved all compliance in cycle I and II while cycle III increased to 84.71% and obtained a very good category of beirkeimbang.

From several studies on creativity, it shows that creativity is very important to balance because creativity holds an important influence in a person's life. Therefore, creativity needs to be developed from an early age. Children's creativity is all the processes that children go through in order to do, learn, and find something new that is useful for their own lives and those of others (Hasanah & Priyantoro, 2019). Maslow's motivation to be creative is the ability to self-actualize, to develop potential, to motivate self-actualization, to motivate self-

actualization, to maximize and to mature, to precipitate and activate the self-consciousness of one-self organisms, nature, and other people (Ristiani, 2020).

Deingan deimikian, the children are helped by uintuik to consider the amount of creativity so that they can understand the new product. In the process of learning activities, one of the activities is very unique and meaningful so that it can have the attraction of children uintuik beilajar seirta is expected to increase children's creativity. An activity that can be used to teach children to increase children's creativity is fuin cooking. Fuin cooking is a process of using food ingredients until it becomes food that is ready to be served and tasted by children of deingan seinang and geimbira (Mardian eit al, 2019).

Based on the results of the research conducted as many as 8 times of self-discipline from each cycle of 3 times of the first generation of the program, it was concluded that there was an increase in the creativity of early childhood children through the fuin cooking activities at RA Al-Hikmah Jambi City. The increase in self-improvement from the pre-action was only 26.71%, in the first cycle the increase reached 7.29%, in the second cycle the increase reached 11.29% and in the third cycle the increase reached 6.43%.

In the pre-action activities, the creativity of early childhood children at RA Al-Hikmah Jambi City is in the category of reindah kareina with an average child score of only 26.71%, This condition is expected at the time of pre-action when the child is still able to learn the creativity in himself, where the child is still able to learn what tools and materials are involved in fuin cooking activities at the time of this pre-action. The problems in this pre-action can be seen as the usual problems experienced by children with early childhood. It will be noted that if the condition of deimikian is left unchecked, it will become a habit of the child and increase the child's creativity to become optimal. Olih kareina itui, peineiliti and guirui meimuituisikan uintuik meimbeiriiri the action of fuin cooking activities in the peirteimuian beirikuit.

After the first step, the creativity of the children increases according to the first cycle, where in the first cycle there are 3 students, namely 1 person with an average of 31.71%, 2 people with an average of 37.99 %, 3 people with 45.28%, this time in the first cycle the creativity of children increases according to the criteria that are 80% per year. This means that in this first cycle, the creativity of children will increase, even though the improvement is still in stages. This condition is expected in cycle I, the initial activity of fuin cooking is the first act of teaching materials to improve the tools and materials of the child's attention, the electric pot to the attention of the child and the child has a sense of learning to follow this fuin cooking activity.

In this first cycle, the children of suidah mulai are able to uintuik meintuik idei meingeinai what will be done in activities fuin cooking , choose the beinda who will cook the

meal, the child can prepare the ingredients that will be cooked that day. However, in this first cycle, the child is still able to learn about the child's knowledge, because when performing the activity fuin cooking The child still imitates the steps taken by Leih Peineiliti. The child can take care of the activities he has done, and the child can still see the success of the child. Until the peirlui was carried out kei cycluis kei ii activities. This is in line with the peincan (Zhafirah, 2022) if it is still possible to get compliance in the first cycle until the implementation of the second cycle.

Cycle II There are also 3 meetings, namely meeting I of 51.42%, meeting II of 60% and meeting III of 71.29%, so that in the second cycle of meetings I and III all creativity is in the category of developing as expected. This shows that in cycle II children's creativity has increased compared to cycle I. In cycle II, children have begun to have the ability to determine ideas about what they will do in fun cooking activities. Children begin to be able to explain the types of healthy foods and begin to be able to tell stories about the activities they do. but in this second cycle children will still not be able to practice their knowledge, because when doing fu cooking activities, children still lack the steps given by the researcher. So the researcher conducted follow-up research to cycle III. This is in accordance with the opinion (Rustiyarso & Wijaya, 2020) that in the second cycle teachers can assess whether the performance indicators in the PTK are achieved or the teacher must continue to the next cycle.

Cycle III is independent of 2 peirteimuian, where in cycle 3 peirteimuian 1 the average creativity of children per year is 78.28% and in cycle 3 Peirteimuian 2 per year 84.71% of the category is very good. In this third cycle, the creativity of children increases according to the criteria that are specified in 80% of the total number of people in the third cycle, the creativity of children is better than that of the children in cycles I and II, where children are able to learn what they will do in their activities fuin cooking, choose the person who will be meireika guinakan, the child is able to learn his identity, kareina at the time of performing the activity fuin cooking Suidah children perform activities fuin cooking All of the steps taken by the Peineiliti. Children are able to digest the jeinis of the rest of the meal. The child can understand the activities he has done, and the child is able to answer the deingan teipat. This is(Arima, 2017) keigiatan fuin cooking Influencing the Wisdom of the Child, which can increase the creativity of the child, can improve the tools and materials of the Gift, the Technique of Gifting, and the Wisdom of the Wisdom and Wisdom ofIt becomes ready-to-eat.

CONCLUSION

The conclusion of this study is that the increase in children's creativity through fun cooking activities in the first cycle has increased from 31.71% to 45.28%. Furthermore, in the second cycle, there was an increase from 52.42% to 71.29%. Cycle III has increased from 78.28% to 84.71%. The conclusion of this study is that fun cooking activities can increase early childhood creativity in RA Al-Hikmah Jambi City with the BSB category or high category which is 84.71%.

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