

## **Cooking Class : Stimulating Children's Leadership**

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## **ABSTRACT**

The low leadership spirit of children due to no special learning carried out by the teacher in building the child's leadership spirit. The teacher only does the refraction to the children, such as when they start something, who dares to lead gymnastics, lead prayers, become priests during prayers and the culture of queuing when washing their hands. The purpose of this research is to build children's leadership spirit through cooking class. The research employed is descriptive qualitative. The results showed that the cooking class was able to improve four indicators of children's leadership, namely responsibility, independence, discipline, and children have a stand.

**Keywords:** cooking class, leadership

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**ABSTRAK**

*Rendahnya jiwa kepemimpinan anak di TK Putri Ramadhani dikarenakan tidak ada pembelajaran khusus yang dilakukan oleh guru dalam membangun jiwa kepemimpinan anak. Guru hanya melakukan pembiasaan pada anak seperti pada saat memulai sesuatu siapa yang berani untuk memimpin senam, memimpin doa, menjadi imam pada saat shalat dan budaya antri saat mencuci tangan. Tujuan penelitian ini adalah untuk membangun jiwa kepemimpinan anak melalui cooking class. Metode yang digunakan dalam penelitian ini kualitatif dengan pendekatan deskriptif. Hasil penelitian menunjukkan bahwa cooking class mampu meningkatkan empat indikator kepemimpinan anak yaitu tanggung jawab, mandiri, disiplin, dan anak memiliki pendirian.*

**Kata Kunci:** kelas memasak, kepemimpinan

**INTRODUCTION**

Building a leadership soul should be applied in the family, and in the surrounding environment such as in the home and school environment. Leadership is something that affects the behavior that others do or it can be said that activities that will affect the behavior of individuals and groups. The point is that the leader's attitude has no rules or rules. Leadership should not be tied to an organization but leadership can be done anywhere as long as a person proves that he has the ability to influence the behavior of others in order to create a goal (Rahayu et al., 2022).

Leadership is a combination of behavior that highlights integrity so that it has the power of effort to move and direct others to be able to act in accordance with the mandated responsibilities. Leadership is one of the steps of self-actualization which is not only intended for adulthood, but needs to be started from an early age, so for that it can be said that leadership has an important role in building the soul of individuals, groups and communities (Hermawan et al., 2022).

Leadership is the process of inviting and controlling one's mindset to achieve a goal (Mulyono et al., 2018). Early childhood leader attitude is the child's courageous ability when facing various situations and situations experienced by the child to ensure that the child achieves good behavior, for example ask the child to appear in front of the class. The spirit of leadership in early childhood includes the values of autonomy, flexibility, openness, honesty, teamwork, and integrity (Istiningtyas & Safitri, 2020).

Leadership is very important to be applied in children's lives, because children feel enthusiastic and create an attitude of responsibility for the activities that have become their responsibility. In the spirit of the leader, the child will be able to influence the people around him and can work together to manage himself, the group, and the environment in order to achieve goals, especially when facing difficulties. Building a leadership spirit in a person, especially for early childhood, is a must and must be done well wherever it is. To achieve success in management must have a leadership spirit, and must require special attention. Because through leadership, it is hoped that it will give birth to quality children in various fields so that they can create quality individuals. Stimulate, reprimand, frame, master, prevent, punish, and foster so that everyone can work together in order to achieve common

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goals. Leadership is also an activity that a person does to invite others around him. This leadership is an art to influence people, both individuals and groups. So it can be said that this leadership should have restrictions in the presence of bureaucratic rules or manners. This leadership is not only in an organization but it must exist within the individual wherever that person is. The important thing is that the person can show advantages that make him influence the behavior around him in order to achieve certain goals to be achieved (Rahayu et al., 2022).

Parents have a main position in instilling leadership in children, Every parent must be the first model seen by the child, so parents are the first rolemodels for children. Leaders are certainly not only about high positions or positions but also need expertise such as finding or coming up with a new idea or idea to convince others. With the idea that a person can cooperate and communicate with others and last but not least is the role of parents to familiarize children with making decisions and making decisions from an early age (Salu, 2022).

The stage of assigning leader duties must provide clear direction and guidance, in order to make it easier for subordinates to carry out their duties easily and in accordance with the goals that have been set. The leadership is formulated in 2 parts; 1) leadership is the ability and readiness that must be possessed by a person in order to influence the encouragement, inviting, guiding, moving or forcing others to accept the influence and make something that can help the achievement and purpose of certain goals. 2) Leadership is an activity in training a group to achieve the expected goals.

In general, every child has a chance to lead. This ability needs to be instilled from the beginning as a strong foundation in achieving the meaningfulness of life. The sense of leadership that has been formed early in children can contribute to the success of the child in the future. The leading soul is allegedly able to forge and form a sense of oneness, heart mounting, and tolerance in children (Istiningtyas & Safitri, 2020).

Indicators of leadership for children aged 5-6 years are children who have responsibility, are independent, disciplined, and the child has a stand. Responsibility is something that is done consciously about behaviors and actions that are carried out intentionally and unintentionally. Independence is the power of the individual to compose himself and not lean on others. The discipline implemented by children is that children struggle to guide themselves and obey the applicable rules. Children have a stance, meaning that children have goals, directions, and directions and are not capricious (Widiyono, 2022).

The goal in building a leadership for the child is so that he has leadership value in himself since he was a child. The leadership value in question is that the child already has character, courage, perspective, kindness and has higher completeness, and the child is also able to become a leader in the future. As for the principle of building a child's leadership spirit, so that he can get to know himself better, can develop his talents since childhood, can value others more, train persistence so that he becomes a better child. Realizing the importance of building a leadership spirit in children here teachers can build their leadership spirit in various ways, one of which is through cooking classes or it can also be called Cooking class, which is fun and children directly to be creative or move, and do it using their fingers (Rasid et al., 2020).

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In this cooking class activity, it can foster a leadership attitude. In this case the character begins to be talked about in the narration. In this case, there are five things that can be used to teach children to plan an activity, for example this cooking class and children will participate in this activity vigorously (H Pertiwi Kamariah et al., 2020) In training leadership in children, there are things that must be considered, namely teaching children to accept failure, and teaching how to rise from failure. Teachers and parents have an important role in this matter so it requires cooperation between teachers and parents. Teaching children about delayed success in this day and age is certainly in an instantaneous era, it is very necessary to hone a tough attitude and not give up easily on children. Teaches the child that we can take a lesson from the failures we have experienced, and teaches the child how to learn to accept the mistakes he made, and then how to correct them (Salu, 2022).

The reason why researchers chose cooking classes in this study is because cooking classes are fun learning for children because this cooking class will greatly attract the attention of children in kindergarten, besides that cooking classes aim to a) Children will fantasize in making cakes, b) Children will imagine, c) In cooking classes children also express themselves with the media provided and can practice their fine motor skills, d) Cooking classes can also make children have skills in mixing colors, e) Can designate feelings towards hand movements (Laely & Subiyanto, 2020).

For the child, cooking activities are not only fun, but also able to develop all aspects of the child's development. There is a lot of learning that children get from cooking activities, not only that teachers can also easily provoke aspects of child development by providing freedom in cooking activities in the classroom (Gultom et al., 2020). The stages of cooking class activities include; the stages of material design, processing, serving, to making strategies to make food look more attractive (Bhakti, 2015).

Cooking class is a play-while-learning activity so that children can learn various knowledge and skills, for example, children can find out the names of food ingredients, this can add new vocabulary to children, children can also follow directions according to cooking recipes, such as measuring the dosage of cooking ingredients this can trigger children's cognitive abilities, forming cookie dough can also train children's fine motor skills. The benefit of cooking class activities is that children can learn while playing and get to know healthy foods that can be consumed every day (Maharani et al., 2019).

This cooking class is made to foster a leadership spirit in children because children do this activity directly. The child also develops his creativity and autonomy as the process of activity takes place. Because children can decide to make their own shapes that they find interesting (Nadzifatus, 2019, p. 61).

The spirit of leadership is the main thing in oneself because it can be used in everyday life, especially in the development of education in leadership in early childhood schools. It can be concluded that the notion of leadership that in the world of education everyone has a leadership spirit. Especially, it is found in the world of early childhood education. The teaching material that discusses leadership with cooking class activities aims to build the spirit of the leader in children in order

to achieve expertise in the division of roles and problem solving (Ningsih & Lusy Novitasari, 2021).

Based on the results of observations made at Putri Ramadhani Kindergarten and interviewing a teacher in the kindergarten, there is a problem, namely when children are appointed to be child leaders, sometimes embarrassed and not confident. From the problem, the efforts that the teacher makes will only call the child and talk to the child the reason so that the child has these traits when appointed as a leader in activities. There is no special learning that the teacher does in building the child's leadership spirit, the teacher only performs refraction on the child as at the time of starting something who dares to lead the gymnastics, lead the prayer, the prayer is also who can be the priest, and at the time of queuing to wash the hands. Because there is no special learning to build children's leadership spirit such as cooking classes, researchers carry out this activity.

## **METHODE**

Regarding the description of the explanation dealing with the problems that the researchers found was surely to build the spirit of children's leadership through cooking classes in group B children of Putri Ramadhani Kindergarten, Parepere City, the researcher applied qualitative research methods with a descriptive approach, where the research did not lead to mathematical calculations or value-free but with words to explore and understand meaning (Amaros & Rohita, 2018). The research was conducted at Putri Ramadhani Kindergarten located on Jln. Jendral Sudirman, Cappa Galung, Parepare. The subjects of this study were children of the kindergarten B group totaling 10 children aged 5-6 years. The male students are 6 and the female students are 5. The necessary data is collected by the method of interview, observation and documentation. An interview is a direct interaction with the submission of several questions conducted by someone with a resource person in order to obtain information or information for data collection purposes.

## **RESULT AND DISCUSSION**

Based on the results of the initial observations of this study, it was found that a problem regarding children's leadership. Therefore, the researchers made cooking class activities to build children's leadership spirit. Researchers distinguish girls and boys, girls who make food and boys who are buyers.

The cooking class activity carried out was to make brown balls. The activity carried out by the child crushes the biscuit pieces first until smooth, the chocolate is melted, then the pureed biscuits are poured into the tray, along with the milk, then the child is directed to mix the biscuits with milk, after mixing the child is directed back to form a round like a ball, then coated with melted chocolate, after that it is covered with colorful sprinkles to make it look more beautiful.

The assessment carried out by researchers in this activity is that children have responsibility, are independent, disciplined, and children having a stance. For further explanation, please see the table 1.1. Indicators of Leadership:

**Table 1.1. Indicators of Leadership**

Indicators	Behaviors	Before	After
Responsibility	Tidy up the tools and materials that have been used during <i>cooking class</i> .	2 children	11 children
	Children can refuse a friend's request when doing something	10 children	11 children
Independent	Wash their own hands before and after <i>cooking class</i> Activities	5 children	11 children
	Tidying up the tools used during <i>cooking class</i> .	4 children	11 children
Discipline	Follow the rules during the <i>cooking class</i>	9 children	10 children
	Listening to directions during <i>cooking class</i>	8 children	10 children
The child has a stand	Have a passion for finishing in baking.	9 children	11 children

The results of the study in the first indicator in the table above showed that before doing cooking class there were 2 children who tidied up the tools and materials that had been used and 10 children who had enthusiasm in finishing in making cakes while there were 11 children who tidied up the tools and materials that had been used and 11 children who had enthusiasm in finishing in making cakes so that there was an increase in 9 children who tidied up the tools and materials that had been used and 1 a child who has a passion for finishing in baking. To develop the character of responsibility in children, there are several ways, one of which is by inviting children to work together in cooking activities. As for the five positive impacts that children get, among them ; (1) the child is able to follow the existing instructions and do it to the end, (2) the child will feel proud of what the child gets, such as, learning to do something, helping each other and working together, (3) the child is able to measure and weigh the dose of cooking in a cup, (4) the child will be able to remember the ingredients for about a week, and (5) the child is able to observe and pay attention to detailed things (Halimatussadiyah et al., 2014)

The results of the study in the second indicator in the table above show that before doing cooking class there were 5 children who washed their own hands before and after cooking class activities and 4 children who cleaned up the tools used during cooking class while after cooking class activities there were 11 children who washed their own hands before and after cooking class activities and cleaned up the tools used during cooking class so that there was an increase in 6 children who wash their own hands before and after cooking class activities and 7 children who clean up the tools used during cooking class. Success in the task of child development one of the benchmarks is when the child is able to be independent in doing things. In forming children's independence, a process is needed that is not short and not easy either. For this reason, children from the beginning must be

taught about various things that can be done by them to exercise their independence. Children who have been instilled from an early age the value of independence make children able to make their own decisions, understand the risks of what is being done and understand their obligations (Octora et al., 2016). Children are able to wash their own hands without being directed again to maintain the child's hand hygiene, water and soap are used in washing hands. This is the first step in overcoming the spread of contaminated bacteria from various things around (Sofianti, 2020).



Figure 1.1.  
Child rejecting a friend's request



Figure 1.2.  
Independent children washing hand



Figure 1.3.  
Children following rules and directions



Figure 1.4. The children is excited to finish making the cake

The results of the study in the third indicator in the table above showed that before doing cooking class there were 9 children following the rules during cooking class and 8 children listening to directions during cooking class while after cooking class activities 10 children followed the rules during cooking class and 10 children listened to directions during cooking class so that there was an increase in 1 child following the rules during cooking class and 2 the child listens to directions during the cooking class. The most important communication is listening skills or commonly referred to as listening skills *hai* this is very underlying the function of communicating. If the child has active listening skills such as being able to hear and follow learning directions, being able to listen to learning, and being able to give questions and answer questions. This is a characteristic of children whose hearing ability is very good (Setya Mahanani et al., 2018).

The results of the study in the fourth indicator in the table above show that when children have not done cooking classes, there are 9 children who have enthusiasm in completing cake making. while after the cooking class activities, there were 11 children who had a passion for finishing in making cakes. so there was an increase in 2 children doing their own tasks. In building the attractiveness of children to be able to complete tasks, the procurement of facilities such as information services is felt to need to be implemented. The existence of this service can trigger children's determination to be able to do more. In other words, the child becomes motivated so that it can trigger the formation of their potential (Desyafmi et al., 2016)

## COCLUSION

Based on the study results on the implementation of building leadership soul to the children through cooking classes that have been carried out at The Kindergarten of Putri Ramadhani, it was conducted cooking classes that are well

carried out by children, this activity is aimed at the leadership of children aged 4-5 years in Putri Ramadhani kindergarden, that consist of 11 children improved. Four leadership indicators that the children have done, they are responsibility, independence, discipline, and children have a stance. Children already have the leadership soul because they have successfully carried out cooking class activities.

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