

## **Children's Cognitive Improvement through Master Chef Kids Role Play Activities**

Rini Herminastiti\*, Andi Musda Mappapoleonro, Ratih Purnamasari  
Early Childhood Education, STKIP Kusuma Negara, Indonesia  
\*rini\_herminastiti@stkipkusumanegara.ac.id

### **Abstract**

This research is motivated by the importance of cognitive abilities in early childhood which are needed for the development of later stages. This study aims to reveal experimentally through the classroom action research method (CAR) about Improving Cognitive Ability through Master Chef Kids Role Playing Activities in Group B at Syarif Hidayatullah Tebet Kindergarten. The problem found in group B of Syarif Hidayatullah Tebet Kindergarten, that have low ability of problem solving, logical thinking, and symbolic thinking. Because of this problem "can Master Chef Kids role-playing improve cognitive abilities in group B children at Syarif Hidayatullah Tebet Kindergarten?". The method used in this research is classroom action research which consists of: planning, action, observation and reflection. The research subjects were the children in group B of TK Syarif Hidayatullah Tebet, totaling 13 children. Data collection techniques in this study through observation, interviews and documentation. The recommendations given to early childhood educators are through master chef kids role playing activities to be one of the solutions in improving early childhood cognitive abilities.

Keyword: cognitive ability, master chef kids, role play.

## **1 INTRODUCTION**

Early childhood is a child who has just been born until he is 6 years old. Early age is the age where children experience rapid growth and development. This age is referred to as the golden age. Education basically begins when the child is in the womb and parents are the first and foremost educators for a child. The National Association for the Education of Young Children (NAEYC), defines that early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life which is in the age range 0-8 years (Syifazaukiyah, Bambang, & Yenis, 2021).

Based on the Law on the Undang-Undang Dasar No. 20 Tahun 2003)/National Education System Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

According to Sujiono (2013), Early Childhood Education is a service provided to children as early as possible since the child is born into this world until the child is approximately 6-8 years old. Education at this time is something that is important to get the attention of all parties who are responsible for the development of children, especially parents and/or other adults who are close to them.

Suyadi and Ulfah, stated that Early Childhood Education is essentially education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality (Syifazaukiyah et al., 2021).

Permendikbud No. 137 Tahun 2014/Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, it can be understood that Early Childhood Education (PAUD) is a process of fostering the growth and development of children aged birth to six years as a whole, which includes fostering aspects of religious values and moral, physical-motor, cognitive, language, social-emotional, and art. Such guidance must be in accordance with the stages of child development, given appropriately so that children can grow and develop optimally.

Aspects of cognitive development is one aspect that needs to be developed, and this is also the goal of learning in kindergarten. This cognitive ability contains reason and thought. With this cognitive ability or thinking power, humans will be able to distinguish between what is right and what is wrong, what to do or avoid, how to act, which in essence a person can solve problems in his life. Permendikbud No. 137 Tahun 2014/ Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, Cognitive as meant includes (1) learning and solving problems, including the ability to solve simple problems in everyday life in a flexible and socially acceptable way and apply knowledge or experience in new contexts, (2) think logically, includes differences, classifications, patterns, initiatives, plans, and recognizes causation, (3) symbolic thinking, includes the ability to recognize, say, and use the concept of numbers, recognize letters, and be able to present various objects and their imagination in the form of images.

The fact that happened in Syarif Hidayatullah Kindergarten is that children's cognitive abilities are still low. Out of the 13 children, 10 children have low cognitive ability. Children during learning activities often look bored, uninterested. One reason is that the monotonous learning activities in class are less varied, the classical learning model makes children passive, lacks exploration. How the teacher teaches does not provide learning that involves children's cognitive development. The school only emphasizes activities such as reading, writing, and arithmetic . And demands from parents for children to master Calistung alone without being matched with other cognitive abilities, which can make children feel pressured, get bored quickly, so children don't explore enough and express their desires.

Seeing the problems faced by educators in learning activities, the researchers proposed learning alternatives to overcome the low cognitive development in kindergarten children. The alternative or method that will be used to overcome these problems is through the Master Chef Kids role-playing activity. When children carry out activities through Master Chef kids role playing activities, children will develop curiosity and children will explore the media. And in this activity educators can change the way of learning for children, which at first the activities are too monotonous, uninteresting and only emphasize Calistung. Being an interesting activity, growing curiosity and exploring.

## **2 RESEARCH METHODS**

Classroom Action Research is a type of research carried out by teachers in the form of certain actions to improve student learning processes and outcomes. Certain actions referred to in PTK are not actions such as doing homework, student worksheets, or the task of memorizing material and formulas. The action here is an activity that is deliberately arranged by the teacher for students to carry out with the aim of improving the learning process in the classroom (Rustiyarso & Triwijaya, 2014).

In this study, researchers took the Classroom Action Research (CAR) method. CAR is a type of research conducted by educators to improve the quality of classroom learning. Action is an activity that is deliberately carried out with a specific purpose in its implementation using a period/cycle of activity. While the class is a group of students at the same time and the same place receiving the same lesson from the same teacher. The Kurt Lewin model is the main reference or basis for various action research models, especially Classroom Action Research, who was the first to introduce action research. The

main concepts of action research according to Kurt Lewin are planning, action, observation, reflection (Basrowi, 2008).

Research is the Stephen Kemmis and Robin Mc. Taggart. In the Kemmis model, after a cycle is implemented, after reflection, it is followed by replanning or revising the implementation of the previous cycle. According to Kemmis and Taggart, action research has 4 components which are basically a cycle which includes the following stages: (1) the planning stage (plan), (2) the action stage (act), (3) the observation stage (observe) , (4) the stage of reflection (reflect), then followed by replanning, action, observation, and reflection for the next cycle and so on to form a spiral. The data analysis technique used is descriptive quantitative qualitative with percentages (Sugiyono, 2014).

The relationship between the four components is seen as a cycle. The Kemmis & Taggart model is a development of the basic concept introduced by Kurt Lewin which has been described, only the action and observation components are combined because they are inseparable actions. The actions taken in each cycle will always be evacuated, reviewed, and reflected with the aim of increasing the effectiveness of the actions in the next cycle. (Basrowi, 2008)

The data analysis technique took place from the beginning of the research, starting from planning, implementing, observing and reflecting. The data that has been collected is then analyzed. The tool used to observe children's activities is in the form of a score with the following formula.

$$P = \frac{f}{N} \times 100 \%$$

Information :

P : Percentage level of change

F : Indicators of cognitive values achieved by children

N : Number of children

% : The level of success achieved

To find out the percentage, the following criteria are used (Sudijono, 2006):

Very good criteria, namely between 80% - 100%.

Good criteria, namely between 60% - 79%.

Medium criteria, namely between 30% - 59%.

Less criteria, namely between 0% - 29%.

### 3 RESULT AND DISCUSSION

The results of research conducted from pre-action to cycle I to cycle II have increased, the average score in pre-action with an acquisition value of 27%, the average score in cycle I with an acquisition value of 52%, with a percentage increase in pre-action to cycle I with an acquisition value of 25%. While the average score in cycle II with an acquisition value of 85% with an increase in the percentage from cycle I to cycle II reached an average of 33%. Thus the percentage of success has exceeded the expected success criteria of 75%. The results of obtaining the percentage score indicate that the master chef kids role-playing activity can improve the cognitive abilities of early childhood in group B.

That way cycle II can be said to be successful in improving cognitive abilities through master chef kids role playing activities because the results achieved by students have exceeded the predetermined success criteria (75%). Therefore, this action research is only sufficient until the second cycle. As expressed by Mulyasa (2003), that the quality of learning is obtained in terms of process and results. In terms of the learning process, it is known to be successful and of good quality if all or at least 75% of the students are seen to be active, both physically, mentally and socially. Meanwhile, in terms of results, the

learning process is said to be successful if positive changes in behavior in students reach at least 75%.

From the description above, it can be said that master chef kids theme role-playing activities can improve children's cognitive abilities, and the level of success is as expected.

Table 1. Increased Percentage of Cognitive Ability between Cycles

Cycle	Average score	Enhancement
Pre Action – Cycle I		
Pre Action	27%	25%
Cycle I	52%	
Cycle I and Cycle II		
Cycle I	52%	33%
Cycle II	85%	

Huizinga, mentions the notion of play is an act or level of activity voluntarily which will be carried out through the boundaries of place and time based on rules but recognized without coercion accompanied by feelings of tension but pleasure. It can be concluded that the meaning of this opinion is that playing is done voluntarily for pleasure without considering the final result that will be obtained later (Feminin & Pusari, 2016).

This Master Chef play activity is one of the play activities as a learning method to attract children's attention, the learning method used is playing with objects, and role playing. Playing with objects is a play activity when children use or play with these objects which can be fun entertainment when playing. While playing a role is pretending to be an object, children do something like the object both in movement and sound, for example children pretend to be chefs, children make a simple menu such as making sandwiches, children cut and arrange food ingredients like cooking like a chef.



Figure 1. Master Chef Kids Role Playing Activities

## 4 CONCLUSION

Based on the results of classroom action research with 2 action cycles in Group B of Syarif Hidayatullah Tebet Kindergarten, it can be concluded that: Through playing the role of master chef kids can improve children's cognitive abilities. Learning activities using the role playing method are one of the fun and not boring learning activities for children, if the researcher pays attention to the media and materials children used.

## 5 REFERENCES

- Basrowi & Suwandi (2008). *Prosedur Penelitian Tindakan Kelas*. Ghalia Indonesia.
- Feminin, K., & Pusari, R. W. (2016). Upaya Meningkatkan Kemampuan Motorik Halus pada AUD melalui Kegiatan Bermain Konstruksi Plastisin Bentuk Huruf Kelompok B RA. Taqwal Ilah Semarang Tahun Ajaran 2015/2016. *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*, 5(1).
- Maisarah. (2020). *PTK Dan Manfaatnya Bagi Guru*. Media Sains Indonesia.
- Mulyasa. E. (2003). *Kurikulum Berbasis Kompetensi*. Remaja Rosdakarya.
- Ningrum, A. I. (2021). *Inovasi Pembelajaran AUD*. Bayfa Cendikia Indonesia.
- N.N. (2014). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini*. Direktorat Paud.
- N.N. Undang-Undang Republik Indonesia tahun (2003) tentang Sistem Pendidikan Nasional.
- Rustiyarso & Triwijaya (2020). *Panduan Dan Aplikasi Penelitian Tindakan Kelas*. Noktah.
- Sudijono, A. (2006). *Pengantar Statistik Pendidikan*. Raja Grafindo Persada.
- Sujiono, Y. N. (2013). *Konsep Dasar Pendidikan Anak Usia Dini*. Indeks.
- Sugiyono (2010). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Alfabeta.
- Syifaузakia, Bambang. A & Yenisa (2021). *Dasar-dasar Pendidikan Anak Usia Dini*. Literasi Nusantara