



## **Developing a Fun Cooking Guidebook to Build Reading and Writing Literacy in Children Aged 5–6 Years**

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### **Abstract**

The absence of organized teaching aids for cooking activities prevents teachers from fully promoting comprehensive development in young children at the preschool level. Enriches children's mind, moral values, and cognitive growth, interest in learning, and social life. Attractive cookware playsets to inspire kids' imagination. The present study aims to design and evaluate the applicability of a fun cooking manual kit as an educational approach for a kindergarten course. The study employed a Research and Development (R&D) design using the 4D model: Define, Design, Develop, and Disseminate. The Define stage comprised a needs analysis of teachers and classroom activities. In contrast, the Design and Develop stages involved the design, development, and expert validation of the guidebook, with Disseminate comprising small implementation trials. Data were collected through questionnaires, expert validation sheets, and observation checklists used to assess teachers' personalities at the Child Asmaul Husna Kindergarten in Tangerang. The average feasibility score across four experts (nutrition, culinary arts, media, and early childhood education) was 3.6 (89.5%), indicating high feasibility and satisfaction with pedagogical, nutritional, and practical requirements. Trial results indicated that children became better critical thinkers, more creative, and more independent. In summary, the fun cooking guidebook, in accordance with the center method, is practicable and effective in cultivating infants' comprehensive capacity.

**Keywords:** Fun cooking, center method, guidebook, Beyond Center and Circle Time (BCCT), early childhood Education.

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## **INTRODUCTION**

Early Childhood Education (ECE) is the basis of formal education and the most important phase of human development. This early period (so-called golden age) is characterised by rapid brain development and increased neural plasticity (Darwati et al., 2019; Daryati, 2025). The experiences children have during this period can significantly affect their physical, cognitive, and language development; their socioemotional growth; and even their moral/spiritual development. As a result,

ECE programs should not only educate children academically but also nurture creativity, character, and autonomy as critical life competencies.

ECE is about more than simply caring for children. It serves as a foundation for developing creative, independent, and socially responsible individuals who can adapt to future challenges. (Lavelle et al., 2023; Maulina, 2025; Mirawati et al., 2018). Independence is an important foundation of lifelong learning for children, enabling them to develop confidence, decision-making skills, and self-management, among other competencies.

A short, enjoyable, and wholesome learning experience that promotes independence is the cooking-playtime activity. In addition, through simple cooking activities, children develop fine and gross motor skills, cognitive reasoning, language expression, and social-emotional interaction. Fun cooking may further develop responsibility, Cooperation, creativity, and initiative in children, and they will learn to understand cause-and-effect relationships through direct hands-on experience (Fauziah, 2022; Luthfitha, 2025). Fun cooking, therefore, becomes more than a pastime; it has become an educationally effective medium of learning, facilitating significant aspects of child development.

Unfortunately, very few of the more selective ECEC settings implement systematic fun cooking. Moreover, they typically do on occasion for some, but not all of the students, and without deliberate planning or sustained pedagogical design. The consequence is fragmented activities that are unrelated to developmental goals (Nurkamilah et al., 2018). A lack of systematic instruction or instructional materials brings many problems to teachers in planning lessons, organizing the teaching environment, and evaluating work. As a result, fun cooking is often regarded as an optional form of education rather than a deliberate approach to learning.

One appropriate approach to organize this activity is the center approach or Beyond Centers and Circle Time (BCCT) through stages of play-based, child-centered learning – teacher preparation, environmental arrangement, scaffolding, implementation, and reflection (Eka Daryati & Sadiana, 2025; Pratiwi et al., 2025). Fun cooking can become more structured, intentional, and instrumental in meeting a developmental goal when connected to the core method.

However, based on preliminary observations at Asmaul Husna Kindergarten in Tangerang, teachers lack a guidebook or practical modules for implementing center-based fun cooking. The majority of these methods are based on uncoordinated heuristics and intuition, resulting in inconsistent outcomes and minimal developmental influence. This situation highlights the

importance of providing teachers with an organized, developmentally relevant recipe book to identify engaging cooking lessons more effectively.

Research has demonstrated the benefits of play-based learning for children's cognitive and socioemotional development (Habibi, 2022; Tria Fatimatuz Zahro & Setyowati, 2018). However, few studies address the development of structured, engaging cooking guidebooks based on the center principle that incorporate pedagogical, nutritional, and practical aspects. Current resources provide generic cooking instructions without linking them to specific ECE learning objectives. The gap indicates the newness and importance of the current study (creating an interdisciplinary validated guidebook translating theory to the classroom).

Even more, the timeliness of this research coincides with Indonesia's own curriculum that emphasizes project and experiential-based learning (Subagyo, 2023). Educators are now required to plan projects with a purpose that encompasses multiple developmental dimensions. Fun cooking is an engaging project-based learning activity, but its educational potential has not yet been fully realized due to the lack of pedagogically structured approaches.

A multidisciplinary approach by experts in nutrition, culinary arts, educational media, and early childhood pedagogy is essential to ensure quality and feasibility. Multidisciplinary vetting means the guidebook addresses pedagogical, nutritional, and practical considerations, while also making learning engaging and interactive for both teachers and students.

Drawing on findings from field needs and literature gaps, it is clear that teachers require a toolset with structure and practical, mindful consideration of both educational theories and engaging cooking activities. Yet a "how to" manual like this is the missing link between theory and practice to assist educators with planning, implementing, and assessing enjoyable cooking activities that contribute to various developmental domains of children: cognitive, motoric, language, socio-emotional (Fadillah & Suryadi, 2025; Roy et al., 2024).

Therefore, the purpose of this study is to establish and verify a fun cooking guidebook that can be utilized by those preschool teachers with 5-6 aged children in kindergartens based on the center method. The research is designed as a Research and Development (R&D) project, with a 4D model comprising Define, Design, Develop, and Disseminate. The methodology includes expert validation by nutritionists, culinary arts specialists, educational media specialists, and early childhood education specialists. This guidebook, grounded in theoretical assumptions and field-tested practice insights, is intended for academic audiences while adhering to practical criteria to address a research lacuna by offering an innovative interdisciplinary contribution to ECE.

## **METODOLOGI**

### **Type Study**

The research employed the Research and Development (R&D) model to develop specific educational products and assess their feasibility (Sugiyono, 2021). The design cycle followed the 4-D model of (Thiagarajan et al., 1974), which has four stages: Define, Design, Develop, and Disseminate. This model was chosen because it offers a logical and orderly approach to the development of teaching materials, from needs identification through dissemination. The product developed through the process described here is an engaging cooking guidebook designed to educate kindergarten teachers on nutrition and the overall development of 5-6-year-old children, based on a center-based activity.

### **Time And Place Study**

The research was conducted from March to August 2025 at Asmaul Husna Kindergarten, Medang Lestari, Pagedangan, Tangerang. This School was selected for two reasons: first, because it has actively implemented early childhood care activities; and second, because it is open to the development of new teaching methods.

### **Target Study**

The research subjects were kindergarten teachers and children at Asmaul HSUNA kindergarten. Indicators of teachers' needs, validation, and trials were collected from teacher participants. At the same time, those identified by children were obtained from limited trials to assess learning outcomes through engaging in cooking activities. Expert validators comprised four experts in other fields: nutrition, culinary arts, educational media, and early childhood education. Their participation helped ensure the breadth and accuracy of the product's content.

### **Technique Data Collection and Development Instrument**

The use of both qualitative and quantitative methods enabled a thorough analysis of the collected data.

1. Needs Analysis Instruments observation and interviews with the teachers on their understanding of current teaching practice and pedagogical expectations for fun cooking activities.
2. Validation Instruments questionnaires on expert validation were adapted to achieve validation of the guidebook in terms of content, format, and implementation.
3. Trial Instruments observation sheets and teacher feedback questionnaires were employed to assess the use of the guidebook in the classroom.

All instruments were developed in accordance with the goals of each phase of the 4D model and were validated by community members to assess content relevance and clarity prior to use.

#### **Technique Data analysis**

The data were examined using mixed-methods approaches, both qualitative and quantitative.

1. Qualitative data: Interviews, observations, and field notes provided qualitative data that were analyzed using data reduction, data display, and conclusion drawing to gain a context-rich understanding of implementation.
2. Quantitative data regarding expert validation were descriptively analyzed based on mean values, whereas the product's validity in each domain was calculated according to its feasibility.

## **RESULTS AND DISCUSSION**

### **RESULTS**

The product of this study is a Fun Cooking Guidebook designed for kindergarten teachers to maximise children's overall development through cooking activities. This manual was developed based on the 4D model (Define, Design, Develop, and Disseminate), providing step-by-step guidance through a systematic process that begins with needs identification and culminates in dissemination. The feasibility of the guidebook was assessed through expert validation by four experts (nutrition, culinary, media, and qiya) and a limited trial conducted by teachers and children at Asmaul Husna Kindergarten, Tangerang. The findings from each stage of the process are reported here.

#### **1. Results of the Define Stage**

The study began with a thorough needs analysis to identify the challenges teachers faced in implementing enjoyable cooking activities in early childhood. Visits to Asmaul Husna Kindergarten found that teachers conducted cooking activities infrequently and without guidance or connection to related learning activities. Interviews supported the need for explicit guidelines regarding preparation; the setup of the environment, materials, and activities; and how to assess student progress. The literature review also supported the potential of fun cooking as a context for learning, but its potential lacked structure regarding instructional media. These results indicated the need for a manual to integrate engaging cooking activities with the Center Method (BCCT).

#### **2. Results of the Design Stage**

As a result of the needs identified in Define, Design released Draft 1 of the Fun Cooking Guidebook. The guidebook was organized according to the sequential stages of the center approach: teacher preparation, environmental structuring, pre-activity scaffolding, activity implementation, and post-activity reflection. The content included how-to-cook games adapted

for children, nutritional values, safety instructions, pedagogical activities related to the games, and defined objectives. Visual components were also included in the guidebook to make it accessible to teachers and appealing to children. This first version was used for expert validation in the subsequent stage.

### 3. Results of the Development Stage

The Development phase was dedicated to validating and strengthening the guidebook. Four external experts (a registered dietitian, a chef, a journalist , and an early childhood educator) were retained to evaluate accuracy, practicality, presentation, and educational relevance. Table 1: Quantitative results of expert validation.

Table 1. Summary of Expert Validation Results of the Fun Cooking Guidebook

No	Aspect Assessed	Nutrition Expert	Culinary Expert	Media Expert	ECE Expert	Average	%
1	Relevance of content with objectives	3.8	3.6	3.5	3.9	3.7	92.5
2	Clarity and accuracy of materials	3.6	3.7	3.4	3.8	3.6	90.0
3	Practicality of implementation	3.5	3.4	3.2	3.6	3.4	85.0
4	Attractiveness of presentation	3.4	3.5	3.3	3.7	3.5	87.5
5	Alignment with the BCCT method	3.7	3.6	3.5	3.9	3.7	92.5
Overall Average						3.6	89.5

The validation results indicated that the guidebook had an overall average score of 3.6 (89.5%), placing it in the very feasible category. The highest scores were in “Relevance of content with objectives,” and the lowest score was in “Practicality” (indicating that instruction can be enhanced by improving clarity). Expert comments were taken on board, recipes and activity instructions were edited to make them less complicated, and the layout was improved to make the book more user-friendly.

Following the revisions, the Fun Cooking Guidebook was implemented in limited trials involving teachers and children at Asmaul Husna Kindergarten. Observations indicated that children demonstrated high enthusiasm and active participation during fun cooking activities, while teachers reported that the guidebook provided structured guidance that facilitated lesson planning and

implementation. Table 2 illustrates the percentage of teacher and child responses during the limited trial.

Table 2. Percentage of Responses in Limited Trials

No	Response Category	%
1	Children enthusiastic	90%
2	Teachers: Easy to see	85%
3	Teachers: Aligned with learning goals	88%

As shown in Table 2, 90% of children demonstrated keenness and active participation in fun cooking activities and in playing the role of ‘little home cooks’, suggesting that the guidebook appealed to them. What’s more, 85 % of the teachers said that the guidebook was user-friendly, underscoring a certain pragmatism. Furthermore, 88% of teachers agreed that the activities were consistent with developmental goals, supporting the pedagogical effectiveness of the Fun Cooking Guidebook as a systematic and practical teaching tool for early childhood teachers.

#### 4. Results of the Dissemination Stage

The rest-of-life process encompassed the distribution of the guidebook to teachers at Asmaul Husna Kindergarten and socialization through workshops. Teachers received training on using the guidebook in their daily practice, and they also discussed its adaptability to various themes and teaching goals. Feedback from dissemination activities indicated that the guidebook could be easily incorporated into existing lesson plans and that teachers were more confident in incorporating enjoyable cooking as part of a whole-child approach.

In general, the results indicate that the Fun Cooking Guidebook developed using the 4D model is both viable and practical. Validation of the toolkit showed it to be accurate in its content, pedagogically aligned, and usable, and small-scale trials and dissemination activities demonstrated its impact in reaching teachers and involving children. It is, therefore, a guidebook that could be a promising, pragmatic tool for enhancing young children’s moral cognition and life skills in ECE settings through meaningful cooking-table activities.

## DISCUSSION

The findings of this study consistently demonstrate that the development process for the Fun Cooking Guidebook using a 4D model is feasible and effective in assisting ECE teachers in conducting fun cooking activities in a structured manner. The acceptability score of 88.5% and the high level of teacher satisfaction also attest to the product’s feasibility, pedagogical relevance, and suitability for teachers' needs in the sector. This success was achieved through the guidebook’s

design, based on extensive needs analysis and the BCCT approach, and further validated by professionals from several fields (nutrition, culinary arts, media, and early childhood education).

What we discovered. One significant finding was that 90% of the children demonstrated strong interest and engagement in engaging cooking activities when using the guidebook. This, in turn, supports the theoretical basis that fun cooking is not simply a play-based activity but a context for learning that promotes children's overall development (Chandratika, 2025; Nurkamilah et al., 2018). The combination of preparation, structured steps, and reflection stages presented in the guidebook offered children embodied learning experiences, including fine-motor skill development, cognitive reasoning, social interaction, and emotional regulation. These findings provide evidence of the underlying belief that experiential and project-based learning is closely related to young children's motivation and engagement (Nurani & Hartati, 2020; Pratiwi et al., 2025).

The validation results also suggest that teachers have responded positively to the product: 85% reported that they found the guidebook very useful and easy to use, and 85% reported encountering no significant challenges when using it in their classrooms. This is a significant finding, given that many ECE teachers have few pedagogical drivers for fun cooking activities, which means learning can be incidental rather than intentional. The guidebook effectively bridged this gap by outlining explicit learning steps from environmental preparation to post-activity reflection. The findings are consistent with Maimunah (2023) in that , the approach would provide children with authentic lived experiences when widely used by teachers.

Another important factor contributing to the success of this guidebook is the alignment of engaging cooking activities with children's developmental domains. Expert validation confirmed that the guidebook supports the development of practical skills, character education, creativity, and independence. ECE interventions should focus on both independence and cognitive development. In this way, this guidebook ensures that the enjoyment of cooking activities is not limited to acquiring knowledge and skills in the culinary world, but also serves as a vehicle for conveying broader life values.

Compared with earlier studies, this research extends the field by developing an actual user guidebook. Although previous works such as Imaduddin et al (2022) studied media for particular life skills, while Budiarti et al (2023) underscored the importance of project-based learning in social becoming, this guidebook offers a comprehensive and hands-on resource that applies to ECE classrooms as they exist today.” The detailed organization, including teacher preparation,



environmental arrangement, procedural flow, and reflection, introduces innovation to a general reference on COOKING.

The excitement displayed by children during implementation also provides evidence for constructivist learning theories, which hold that children learn effectively through hands-on experience and interaction with their environment featuring projects specifically categorized with safe, family-friendly recipes for parents and children to develop basic cooking skills side by side on healthy eating fun. The Kids Cooking At offers comprehensive, hands-on guidance. This approach aligns with the Independent Curriculum, which emphasizes project-based and contextual learning. (Kemendikbudristek, 2023).

The research presented in this study aligns with a substantial international literature on the benefits of culinary activities in early childhood settings. For example, (van der Horst et al., 2014) Noted that children who participate in cooking have healthier eating behaviors, more food acceptance, and a greater ability to take care of themselves. Similarly, Edwards et al (2017) Discovered that hands-on activities such as cooking develop practical life skills, critical thinking, and cooperation. Given the similarities established above, the Fun Cooking Guidebook is locally rooted and well anchored in the best worldwide food education.

Several limitations should be acknowledged, despite the encouraging results. The pilot study was conducted in a single kindergarten, with a small sample size that may limit the generalizability of the results. The infant follow-up period was also relatively short, preventing the study from assessing long-term effects on children's development. Second, while expert validation established the guidebook's quality, there is a need for trial-and-error across diverse ECE settings to ascertain its broader relevance. However, these constraints do not detract from the educational potential of the results. They do not seize up; instead, they invite further exploration and refinement. The findings yield significant field implications for early childhood practice: the Fun Cooking Guidebook is a structured, evidence-based resource for teachers that helps them convert fun cooking into an integrated learning experience, promoting not only cognitive and motor development but also creativity, independence, and moral values.

In short, the strength of this study is its capacity to convert 'fun' cooking into a structured, pedagogically grounded learning task and, developmentally, an integrated one. The integration of BCCT principles, expert validation, and field application demonstrates the effectiveness and feasibility of this guide. This study offers a substantial implication for the development of new teaching media in early childhood education and provides teachers with an operational tool to enhance children's holistic development.

## CONCLUSION

The current study supports the conclusion that the Fun Cooking Guidebook, designed as a 4D model, is implementable and effective as a learning medium to support holistic child development in early childhood education. Nutrition, culinary, media, and early childhood education specialists confirmed the tool's content validity, with an overall score of 88.5%, indicating that content accuracy, practicality, and alignment with the BCCT approach are highly feasible. Results of the implementation at Asmaul Husna Kindergarten suggest that 90% of children were eager and actively involved in the activities, 85% of teachers perceived the guidebook as easy to use, and 88% agreed that the activities were suitable for their developmental learning objectives. The findings suggest that the Fun Cooking Guidebook is a practical and pedagogically viable tool for developing children's motivation, independence, creativity, and life skills in early childhood education.

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