Journal of Islamic Education Students
Website: https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/jies/index
E-mail:jies@uinmybatusangkar.ac.id
Volume 6 Nomor 2 (2026), Pages 350-363
Faculty of Education and Teacher Training
State Institute for Islamic Studies Batusangkar

Exploring Children's Experiences Through Cooking Class Activities at Rocket Chicken Restaurant in Developing Fine Motor Skills

Laily Wakhidah Septiana[1]✉, R Agustinus Arum Eka Nugroho[2]
[1,2]Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Semarang
Email: Laily Wakhidah1@students.unnes.ac.id
DOI: 10.31958/jies.v6i2.17000

Article Info

Article History
Recieved:
19/05/2026
Revised:
22/06/2026
Accepted:
24/06/2026

✉
Corresponding author

Abstract

Fine motor development requires meaningful hands-on learning experiences in early childhood education. This study aimed to analyze the implementation of cooking class activities at Rocket Chicken Restaurant and their contribution to children's fine motor skill development. A descriptive qualitative approach was employed using observation, interviews, and documentation. The participants were children from Triguna Kindergarten, Kendal Regency, who participated in cooking class activities. The findings revealed that activities such as stirring, mixing, arranging, and serving food effectively enhanced hand-eye coordination, manipulative skills, and fine muscle strength. In addition, the activities fostered children's independence, creativity, and self-confidence. Teacher readiness, adequate facilities, and collaboration with the restaurant supported the program's success, while time limitations, supervision demands, and differences in children's abilities emerged as challenges. The study concludes that cooking classes provide an effective and enjoyable contextual learning experience for promoting fine motor development in early childhood. Future research is recommended to involve broader educational settings to further explore the benefits of cooking-based learning activities.

Keywords: *Early Childhood, Cooking Classes, Contextual Learning, Fine Motor Skills*

Abstrak

Perkembangan motorik halus memerlukan pengalaman belajar yang bermakna dan berbasis praktik langsung pada anak usia dini. Penelitian ini bertujuan untuk menganalisis pelaksanaan kegiatan cooking class di Restoran Rocket Chicken serta kontribusinya terhadap perkembangan motorik halus anak. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Subjek penelitian adalah anak-anak TK Triguna Kabupaten Kendal yang mengikuti kegiatan cooking class. Hasil penelitian menunjukkan bahwa aktivitas mengaduk, mencampur, menata, dan menyajikan makanan mampu meningkatkan koordinasi mata dan tangan, keterampilan manipulatif, serta kekuatan otot halus anak. Selain itu, kegiatan ini juga mendorong kemandirian, kreativitas, dan rasa percaya diri. Keberhasilan kegiatan didukung oleh kesiapan guru, fasilitas yang memadai, dan kerja sama dengan pihak restoran, sedangkan kendala yang ditemukan meliputi keterbatasan waktu, kebutuhan pengawasan yang intensif, dan perbedaan kemampuan anak. Penelitian ini menyimpulkan bahwa cooking class merupakan pengalaman belajar kontekstual yang efektif dan menyenangkan untuk mendukung perkembangan motorik halus anak usia dini. Penelitian selanjutnya

DOI: 10.31958/jies.v6i2.17000

disarankan melibatkan konteks pendidikan yang lebih beragam untuk memperluas pemahaman mengenai manfaat kegiatan berbasis memasak bagi perkembangan anak.

Kata Kunci: Anak Usia Dini, Cooking Class, Pembelajaran Kontekstual, Motorik Halus

INTRODUCTION

Early childhood represents a critical period for establishing the foundations of children's overall development and future learning trajectories. During this stage, children experience rapid growth across multiple developmental domains that influence their readiness for formal education and lifelong learning. The National Association for the Education of Young Children (NAEYC) defines early childhood as the developmental period from birth to eight years of age (Siregar et al., 2023). Similarly, Law Number 20 of 2003 concerning the National Education System states that early childhood refers to children aged between zero and six years (Rasid et al., 2023). This period is widely recognized as a strategic phase for optimizing children's potential and capabilities across various developmental domains, including religious and moral values, physical-motor development, cognitive development, social-emotional development, language, and artistic expression (Rifai, 2022). Since each child possesses unique characteristics, learning styles, and developmental trajectories, educational experiences and stimulation should be adapted to individual needs to support optimal growth and development (Aminah, 2024). As children's first educators, parents also play a crucial role in providing appropriate stimulation from the earliest stages of life to maximize developmental outcomes (Suryana, 2025).

Among the various developmental domains, motor development occupies a central position because it influences children's ability to perform daily activities independently and participate effectively in educational experiences. One of the developmental indicators emphasized in the Standards for Child Development Achievement Levels (STPPA) established by the Indonesian Ministry of Education and Culture Regulation No. 137 of 2014 is fine motor development. Fine motor skills are essential for children's readiness to engage in academic tasks and practical activities that require precision, coordination, and control of small muscle movements. Children who receive adequate stimulation during the early years tend to demonstrate better motor development, which subsequently supports their educational achievement and future life skills (Aguss et al., 2021). Therefore, providing meaningful learning experiences that stimulate fine motor development has become an important objective within early childhood education.

Fine motor development is strengthened through activities involving hand dexterity, manipulation, and coordinated movements between the eyes and hands (Hasanah et al., 2022). Children's fine motor competence can be observed through their ability to perform everyday tasks both at home and in educational settings, such as cutting with scissors,

DOI: 10.31958/jies.v6i2.17000

writing, holding objects, brushing teeth, dressing independently, organizing toys, folding materials, and using eating utensils appropriately (Jannah, 2022). Consequently, fine motor skills are not only associated with academic readiness but also contribute to children's independence and self-care abilities. Given the importance of these competencies, early childhood learning experiences should provide opportunities for children to engage actively in activities that stimulate manipulation, coordination, and motor control.

Contemporary perspectives on early childhood education emphasize that learning should not be restricted to classroom-based instruction. Instead, children benefit significantly from contextual, enjoyable, and experience-based learning environments that allow them to explore and interact directly with real-world situations (Yunita et al., 2025). Such learning experiences provide opportunities for children to construct knowledge through active participation while simultaneously developing multiple developmental domains. Accordingly, efforts to stimulate fine motor development should extend beyond traditional classroom activities and incorporate experiential learning approaches that encourage hands-on engagement. One educational activity that has attracted increasing attention in this regard is the implementation of cooking class programs.

Cooking class activities provide children with opportunities to learn through direct and authentic experiences. Conducting cooking classes outside the school environment, particularly in restaurant settings, offers a contextual and engaging learning atmosphere that differs from conventional classroom instruction (Hapidah, 2024). Restaurant environments expose children to real-life situations where they can interact with various materials, tools, and social contexts while participating in meaningful learning experiences. Such environments can increase children's enthusiasm, motivation, and curiosity while broadening their understanding of social interactions beyond the school setting. Through cooking activities, children become familiar with ingredients, food preparation processes, and food presentation techniques, all of which require active engagement of fine motor skills (Afiani, 2025). Furthermore, meaningful and enjoyable non-formal learning experiences are increasingly recognized as important strategies for supporting children's development beyond academic achievement alone (Kristiani, 2025).

The contribution of cooking activities to fine motor development can be understood through the variety of physical actions involved during food preparation. Activities such as stirring, mixing, pouring, kneading, arranging, decorating, and serving food require children to coordinate hand movements, control finger muscles, and synchronize visual perception with motor actions. These experiences simultaneously strengthen fine motor abilities while encouraging concentration, independence, creativity, and confidence. Moreover, cooking activities provide opportunities for children to solve problems, follow instructions, and engage collaboratively with peers and adults, thereby contributing to holistic development. As a result, cooking class programs represent a potentially effective learning strategy for promoting fine motor development through meaningful and enjoyable experiences.

DOI: 10.31958/jies.v6i2.17000

Preliminary observations conducted by the researchers in an early childhood classroom revealed that the fine motor development of several children aged four to five years had not yet reached the expected level. Some children continued to experience difficulties in performing activities that required finger dexterity and hand control, including holding writing instruments, using scissors, maintaining concentration during learning activities, following procedural steps patiently, and coordinating hand and eye movements effectively. These findings indicate that fine motor development among some children still requires more intensive and appropriate stimulation. In addition, classroom learning activities remained predominantly focused on worksheets and sedentary tasks that limited children's opportunities to engage in direct manipulation and hands-on experiences. Such conditions suggest that existing instructional practices may not sufficiently support the development of fine motor competencies among young learners.

The findings from classroom observations also revealed several challenges faced by teachers in facilitating fine motor development. These challenges included limited variation in instructional methods, insufficient opportunities for experiential learning, and the predominance of classroom-centered activities. Such conditions highlight the need to explore alternative learning approaches that are more innovative, engaging, and aligned with children's developmental characteristics. Considering that early childhood represents a golden period of development, efforts to stimulate fine motor skills require continuous and purposeful intervention. However, many children still lack access to optimal learning experiences because educational activities often remain confined to classroom environments and provide limited opportunities for direct engagement. Consequently, contextual learning experiences such as cooking classes conducted through collaboration between schools and restaurants may offer a promising alternative for supporting fine motor development in authentic learning environments.

Previous studies have reported the positive contribution of cooking-based learning activities to various aspects of early childhood development. Wahyuni (2022) found that cooking class activities significantly improved fine motor skills among children aged 5–6 years by providing opportunities to engage in hands-on manipulation and coordination tasks. Similar findings were reported by Rasid et al. (2023), who demonstrated that cooking class activities enhanced children's fine motor abilities through direct experiences involving food preparation and the use of various kitchen tools. In addition, Kartika (2022) showed that cooking activities supported children's hand dexterity and coordination through practical experiences that encouraged active participation. Research conducted by Maharani (2022) further revealed that cooking class programs not only promoted healthy eating habits but also facilitated the development of practical life skills among young children. More recently, Fitria (2025) emphasized that cooking-based learning effectively strengthened fine motor development through repetitive manipulative activities, while Yunita et al. (2025) reported that cooking class experiences contributed positively to both motor and psychosocial development. Furthermore, Laurent et al. (2025) found that cooking activities enhanced children's learning engagement and supported the development

DOI: 10.31958/jies.v6i2.17000

of cognitive abilities such as color recognition. Collectively, these studies demonstrate the educational value of cooking activities in supporting multiple developmental domains among early childhood learners.

Despite these contributions, most previous studies have primarily focused on measuring the effectiveness of cooking class activities in improving fine motor skills through quantitative approaches and classroom-based implementations. Existing research has largely emphasized developmental outcomes while providing limited understanding of children's learning experiences during cooking activities conducted in authentic environments outside school settings. Moreover, relatively few studies have explored how restaurant-based cooking programs create contextual learning opportunities that integrate real-world experiences with fine motor development. Consequently, there remains a need for research that examines children's direct experiences, interactions, participation, and challenges within authentic cooking environments to provide a deeper understanding of the educational value of such activities.

The novelty of this study lies in its focus on children's learning experiences during cooking class activities conducted at Rocket Chicken Restaurant, an authentic learning environment that differs from conventional classroom settings commonly examined in previous studies. Rather than concentrating solely on developmental outcomes, this study explores how children experience, interpret, and engage in cooking activities within a real restaurant context and how these experiences contribute to fine motor development. By examining contextual learning processes, social interactions, environmental influences, and practical engagement with food preparation activities, the study offers a more comprehensive perspective on the role of experiential learning in early childhood education. This approach contributes new insights into the integration of restaurant-based learning experiences as an innovative strategy for supporting fine motor development among young children.

Based on the identified gaps and the potential of contextual learning experiences, this study aims to analyze children's learning experiences through cooking class activities at Rocket Chicken Restaurant in developing fine motor skills among early childhood learners. The study also seeks to identify the supporting factors and challenges encountered during the implementation of restaurant-based cooking classes. The findings are expected to contribute to the development of more innovative, experiential, and meaningful learning practices that support fine motor development while enriching pedagogical approaches in early childhood education.

METHODS

Research Design

This study employed a qualitative research approach using a phenomenological design to explore children's learning experiences during cooking class activities at Rocket Chicken Restaurant in developing fine motor skills. A phenomenological approach was selected because it enables an in-depth understanding of participants'

DOI: 10.31958/jies.v6i2.17000

lived experiences and the meanings they attach to those experiences within a particular educational context. The study focused on examining how children participated in cooking activities, interacted with the learning environment, and developed fine motor skills through direct engagement in authentic learning experiences.

Research Setting and Participants

The research was conducted at Triguna Kindergarten, located in Margosari Village, Patebon District, Kendal Regency, Central Java, Indonesia. The participants consisted of eight children aged 4–5 years who actively participated in the cooking class program. Participants were selected using purposive sampling to ensure their relevance to the objectives of the study. The selection criteria included: (1) children aged 4–5 years, (2) participation in all cooking class sessions, and (3) parental consent for observation and data collection. The restaurant-based cooking class provided an authentic learning environment that enabled children to engage directly with cooking materials, equipment, and real-life experiences while developing fine motor skills.

Data Collection

Data were collected through interviews, observations, and documentation to obtain comprehensive information regarding children's learning experiences during the cooking class activities. Interviews were conducted with the kindergarten principal, the Group A classroom teacher, and the manager of Rocket Chicken Restaurant using a combination of structured and unstructured interview techniques. These interviews provided insights into the planning, implementation, benefits, and challenges of the cooking class program. Observations were conducted using a participatory approach, allowing researchers to directly observe children's involvement in activities such as stirring, mixing, arranging, decorating, and serving food while documenting their fine motor development, engagement, and interactions throughout the learning process. Documentation was used to complement and verify the findings obtained through interviews and observations. The documentation materials included photographs, field notes, activity records, and audio recordings collected during the implementation of the cooking class program. The integration of these three techniques enabled the researchers to obtain rich, in-depth, and credible data regarding children's experiences and developmental outcomes.

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting, organizing, and focusing information obtained from interviews, observations, and documentation according to the objectives of the study. The reduced data were subsequently presented descriptively to facilitate interpretation and identify

DOI: 10.31958/jies.v6i2.17000

emerging themes related to children's learning experiences and fine motor development. Conclusions were drawn through a continuous process of interpretation and verification by comparing empirical findings with relevant theoretical perspectives. This iterative approach ensured the credibility and trustworthiness of the findings while providing a comprehensive understanding of the phenomenon under investigation.

Ethical Considerations

Ethical principles were carefully observed throughout the research process. Participants' identities and personal information were kept confidential, and all collected data were used solely for research purposes. Prior informed consent was obtained from parents, teachers, and other relevant stakeholders before data collection commenced. The study was conducted with honesty, transparency, and professional responsibility to ensure that no participant or institution experienced harm as a result of their involvement. These procedures contributed to maintaining the integrity, credibility, and ethical standards of the research.

RESULTS AND DISCUSSION

Results

Based on observations, interviews, and documentation conducted at Group A of Triguna Kindergarten, the findings indicate that cooking class activities provided meaningful learning experiences that contributed to the development of children's fine motor skills. Children actively participated in each stage of the cooking process and demonstrated high levels of enthusiasm and engagement throughout the activities. The cooking class program was implemented through collaboration between the school and Rocket Chicken Restaurant as part of an annual experiential learning program designed to provide enjoyable, educational, and contextual learning experiences.

Initial observations revealed variations in children's fine motor development prior to participation in the cooking class. While some children were able to perform simple manipulative tasks independently, others experienced difficulties in coordinating finger and hand movements, particularly during activities requiring precision and control. These findings encouraged the school to provide more concrete and experience-based learning opportunities through activities outside the classroom setting.

Implementation of the Cooking Class Activities

The cooking class was implemented through collaboration between Triguna Kindergarten and Rocket Chicken Restaurant. The program was designed as an experiential learning activity that enabled children to learn through direct participation in simple cooking processes.

According to the principal and classroom teacher:

DOI: 10.31958/jies.v6i2.17000

> *"Cooking class activities provide children with opportunities to learn directly through practice. Children are not only introduced to food ingredients but also train their hand coordination through activities such as mixing, pouring, and decorating food." (**P1**)*

Similarly, the restaurant manager explained:

> *"The activities are designed to be simple, safe, and enjoyable so that children can participate comfortably while learning basic cooking skills according to their developmental stage." (**R1**)*

Observations showed that teachers and restaurant staff worked collaboratively to guide children through each stage of the activity. Teachers provided instructions and assistance, while restaurant staff demonstrated cooking procedures and introduced cooking equipment and ingredients.

Children's Learning Experiences During the Cooking Class

The findings indicate that cooking class activities offered learning experiences that differed considerably from classroom-based instruction. Children were able to engage directly in authentic activities and interact with real materials, tools, and environments. One teacher stated:

> *"The children appeared more enthusiastic than during regular classroom activities because they could make their favorite food by themselves and see the results immediately." (**P1**)*

Observation data further revealed that children actively explored cooking materials, followed instructions, and demonstrated curiosity throughout the activity. They appeared more confident when completing tasks independently and showed a strong sense of accomplishment after successfully preparing food. Documentation records also indicated that children frequently expressed excitement and satisfaction while interacting with peers during group-based cooking activities.

Cooking Class Activities and Fine Motor Development

The findings demonstrate that cooking class activities provided substantial opportunities for stimulating fine motor development. Activities such as grasping utensils, squeezing ingredients, stirring mixtures, pouring flour, sprinkling toppings, and decorating food required children to coordinate small muscle movements of the hands and fingers. The principal noted:

> *"After participating in several cooking activities, children became more skilled in using their hands and showed better concentration when performing tasks that required hand-eye coordination." (**P1**)*

Similarly, the restaurant manager emphasized:

> *"Every activity is intentionally designed to train children's finger and hand movements through simple actions such as mixing ingredients, coating food, and decorating meals." (**R1**)*

DOI: 10.31958/jies.v6i2.17000

Observation findings confirmed that children demonstrated increased control over hand movements and improved coordination between visual attention and motor actions during the activities (**O1**).

Children's Responses and Enthusiasm

Children responded positively to the cooking class activities. Throughout the implementation process, they demonstrated enthusiasm, curiosity, and active participation.

Observation data indicated that children were eager to handle cooking materials and willingly followed instructions from teachers and restaurant staff. They also showed persistence when completing tasks and expressed excitement when observing the final results of their work. As explained by the classroom teacher:

> *"The children were very happy and excited. They enjoyed every step of the activity and were eager to participate from beginning to end." (**P1**)*

The positive learning atmosphere contributed to increased concentration and sustained engagement during the learning process.

Challenges in Implementing the Cooking Class

Despite the positive outcomes, several challenges emerged during implementation. One of the primary challenges involved the limited number of adults available to supervise children during the activities. According to the principal:

> *"The number of accompanying teachers was limited, while the children required close supervision throughout the activity." (**P1**)*

The restaurant manager also explained:

> *"Some children found it difficult to wait for their turn and still needed assistance when using certain tools." (**R1**)*

To address these challenges, children were organized into small groups, and each group received guidance from both teachers and restaurant staff. This strategy helped maintain safety, order, and effective participation throughout the activities.

Table 1. **Summary of Research Findings**

No	Focus of Discussion	Summary of Findings	Evidence Sources
1	Implementation of Cooking Class Activities	The cooking class was implemented through collaboration between Triguna Kindergarten and Rocket Chicken Restaurant as an experiential learning activity involving simple cooking tasks adapted to children's developmental levels.	P1, R1, O1
2	Children's Learning Experiences During	Children gained direct learning experiences through activities such as identifying	P1, O1, D1

DOI: 10.31958/jies.v6i2.17000

	Cooking Class	ingredients, mixing, pouring, and decorating food. These experiences enhanced participation, confidence, and engagement.	
3	Cooking Class Activities and Fine Motor Development	Activities involving grasping, squeezing, stirring, pouring, sprinkling, and decorating food supported the development of hand-eye coordination and fine motor control.	P1, R1, O1
4	Children's Responses and Enthusiasm	Children demonstrated positive responses, enthusiasm, curiosity, and active participation throughout the activities.	P1, O1, D1
5	Challenges in Implementing Cooking Class Activities	Challenges included limited supervision, children's difficulty waiting for turns, and variations in children's abilities. Small-group organization and intensive guidance were used to address these issues.	

Figure 1. ***Cooking Class Activity***

Discussion

The findings of this study indicate that cooking class activities conducted at Rocket Chicken Restaurant provided meaningful learning experiences for young children in developing fine motor skills. These findings align with the objectives of the study, which sought to analyze children's learning experiences through cooking class activities and identify challenges encountered during their implementation. Direct involvement in cooking activities enabled children to gain concrete learning experiences through tasks such as grasping, mixing, pouring, squeezing, and decorating food. These

DOI: 10.31958/jies.v6i2.17000

activities naturally stimulated hand-eye coordination while strengthening the small muscles of the fingers and hands. From the perspective of motor development theory, contextual and hands-on learning experiences provide more effective stimulation for fine motor development than learning activities that rely solely on theoretical instruction or worksheet-based tasks (Laurent et al., 2025).

The findings further support the theory proposed by Thelen and Whiteneyer, which emphasizes that children's motor development evolves through active interactions with their surrounding environment (Talango, 2020). Authentic learning environments, such as restaurants, offer richer sensory and social experiences than conventional classroom settings. In this study, children learned not only through teacher instructions but also through observation, direct practice, and interaction with unfamiliar environments and materials. Such experiences allowed children to actively construct knowledge and skills through meaningful engagement with their surroundings (Maharani, 2022). Furthermore, Hurlock's theory of motor development, which describes development as a gradual and continuous process, was reflected in the findings as children demonstrated improvements in coordination and motor control after repeatedly participating in the sequential stages of cooking class activities (Adatul et al., 2023).

The results of this study are also consistent with previous research conducted by Wahyuni (2022), which demonstrated that cooking class activities effectively enhance fine motor skills through direct practical experiences. However, the present study contributes a new perspective by examining cooking class activities implemented outside the school environment through collaboration with Rocket Chicken Restaurant. The restaurant setting created a more authentic and contextual learning atmosphere, enabling children to engage in real-life experiences that extended beyond traditional classroom boundaries (Fitria, 2025). This study therefore expands previous research, which has largely been conducted within classroom settings and predominantly employed quantitative approaches (Kartika, 2022). By adopting a phenomenological perspective, the current study provides a deeper understanding of children's lived experiences during cooking class activities, emphasizing not only developmental outcomes but also the meanings children attach to those experiences.

One of the most notable findings of this study was the high level of enthusiasm displayed by children throughout the cooking class activities. Children appeared more focused, engaged, and motivated because the learning process was organized through play-based and experiential activities. These findings suggest that authentic learning experiences can significantly enhance children's motivation and willingness to participate in educational activities (Yunita et al., 2025). Within the context of early childhood education, enjoyable learning environments are essential for supporting children's overall development and maximizing learning outcomes (Maghfuroh, 2021). Learning activities that involve direct participation allow children to understand instructions more easily, retain information more effectively, and develop a stronger

DOI: 10.31958/jies.v6i2.17000

sense of accomplishment. Consequently, cooking class activities represent an innovative learning strategy that is highly compatible with the developmental characteristics and learning preferences of young children.

The study also revealed that collaboration between the school and the restaurant played a crucial role in the successful implementation of the cooking class program. This partnership enabled children to access a real-world learning environment equipped with facilities and resources that would not typically be available within the classroom. From the perspective of contextual learning theory, educational experiences that utilize community resources and authentic environments help children connect classroom learning with everyday life experiences (Afiani, 2025). Such connections make learning more meaningful and relevant while encouraging children to actively engage with their environment.

Despite the positive outcomes, several challenges emerged during the implementation of the cooking class activities. One of the primary challenges involved the limited number of adults available to supervise children throughout the program. Young children require continuous guidance and support during hands-on activities, particularly when using unfamiliar tools and materials. In addition, differences in children's fine motor abilities, concentration levels, and learning pace required teachers to provide individualized assistance and differentiated support. These findings suggest that experiential learning activities require careful planning and preparation, particularly regarding safety procedures, supervision arrangements, and group management strategies. Nevertheless, the educational benefits observed in this study indicate that such challenges can be effectively managed through appropriate organization and collaboration among stakeholders.

From a practical perspective, this study contributes to the development of innovative and contextual learning models for early childhood education. The findings demonstrate that cooking class activities can serve as an effective alternative to traditional classroom instruction for stimulating fine motor development. More importantly, the study highlights that fine motor skills can be nurtured not only through structured academic activities but also through meaningful everyday experiences that are enjoyable and relevant to children's lives. Therefore, experiential learning approaches should be further integrated into early childhood education programs to support children's physical-motor, social-emotional, and independence development in a holistic manner.

CONCLUSION

This study concludes that cooking class activities conducted at Rocket Chicken Restaurant provide meaningful and contextual learning experiences that effectively support the development of fine motor skills in early childhood. Through hands-on activities such as mixing, pouring, squeezing, and decorating food, children enhance hand-eye coordination and finger dexterity while actively engaging in authentic learning

DOI: 10.31958/jies.v6i2.17000

experiences. The findings suggest that experiential learning in real-world environments offers a more engaging and meaningful alternative to conventional classroom-based instruction. Although challenges related to supervision and variations in children's abilities were identified, the educational benefits outweighed these limitations. The study highlights the potential of cooking class activities as an innovative learning strategy for promoting fine motor development and recommends further research involving broader participant groups and other developmental domains to expand understanding of the benefits of experiential learning in early childhood education.

REFERENCES

Adatul, R., Puspita, A., Abelia, N., Apriliani, R., Agama, I., & Al-Qur, I. (2023). Perkembangan kognitif dan motorik anak usia dini melalui pendekatan pembelajaran. *Jurnal Pendidikan Anak Usia Dini, 1*(4), 82–93. https://doi.org/10.47861/khirani.v1i4.631

Afiani. (2025). Peningkatan pemahaman konsep pengukuran panjang pada anak usia 5–6 tahun melalui kegiatan fun cooking di TK Az-Zahra Kabupaten Lahat. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(4), 312–322. https://journal.unpas.ac.id/index.php/pendas/article/view/38139/19668

Aguss, R. M., Fahrizqi, E. B., & Abiyyu, F. F. A. (2021). Analisis dampak wabah COVID-19 pada perkembangan motorik halus anak usia 3–4 tahun. *Jurnal Penjaskesrek, 8*(1), 46–56.

Aminah, S., Susilawati, E. S., & Ruiyat, S. A. (2024). Meningkatkan motorik halus melalui cooking class pada anak usia 5–6 tahun. *Jurnal Pendidikan dan Penelitian, 1*, 136–144.

Fitria, A. (2025). Penguatan motorik halus melalui kegiatan cooking class di TK Al-Amin Palur. *Jurnal Pengabdian dan Pembangunan Lokal, 2*(1), 96–101.

Hapidah, S. (2024). Melatih motorik halus pada anak usia dini melalui kegiatan cooking class. *Jurnal Pendidikan Anak Usia Dini, 3*(1), 1–5. https://doi.org/10.59819

Hasanah, N., Mappapoleonro, M., Musda, A., & Yudha, B. C. (2022). Upaya meningkatkan motorik halus melalui media kolase. *Seminar Nasional Pendidikan STKIP Kusuma Negara*, 1–6.

Jannah, W. (2022). Meningkatkan kemampuan motorik halus anak melalui kegiatan meronce bentuk dan warna pada kelompok B TK Pertiwi Selong. *Jurnal Pendidikan Anak Usia Dini, 1*(20), 232–254.

Kartika. (2022). Meningkatkan motorik halus melalui kegiatan memasak pada siswa Kelompok B TK Kartika III-41 Demak. *Jurnal Pendidikan Anak Usia Dini, 2*(1).

Kristiani, M. (2025). Implementasi cooking class sebagai strategi pengembangan motorik halus anak usia dini. *Jurnal Citra Magang dan Persekolahan, 3*, 253–259.

DOI: 10.31958/jies.v6i2.17000

Laurent, Kasmiati, & Fikri. (2025). Pengaruh cooking class terhadap kemampuan mengenal warna anak usia dini. *Jurnal Pendidikan Anak Usia Dini, 5*(2), 121–136. https://doi.org/10.32665/abata.v4i1.4729

Maghfuroh, L. (2021). Pengaruh teknik mozaik terhadap perkembangan motorik halus anak prasekolah. *Jurnal Sain Med, 9*(1), 62–68.

Maharani. (2022). Kegiatan cooking class sebagai upaya pembiasaan mengonsumsi makanan sehat pada anak usia 4–5 tahun. *Jurnal Kumara Cendekia, 7*(3).

Rasid, J., Wondal, R., & Samad, R. (2023). Kajian tentang kegiatan cooking class dalam meningkatkan keterampilan motorik halus anak usia 5–6 tahun. *Jurnal Ilmiah Cahaya PAUD, 2*(1), 82–91. https://doi.org/10.33387/cp.v2i1.2041

Rifai, A. (2022). Implementasi pendekatan saintifik dalam Kurikulum 2013 pendidikan anak usia dini di RA Miftahul Inayah Kabupaten Bandung. *Jurnal Pendidikan Islam Anak Usia Dini, 2*(2), 129–140.

Siregar, S., Sakinah, Dalimunthe, & Shara, D. (2023). Pentingnya pendidikan pada anak usia dini. *Marpokat: Jurnal Pengabdian kepada Masyarakat, 1*(1), 25–44. https://doi.org/10.62086/mjpkm.v1i1.400

Suryana, E. (2025). Perkembangan masa anak usia dini dan implikasinya dalam pendidikan Islam. *Murhum: Jurnal Pendidikan Anak Usia Dini, 6*(1), 887–897. https://doi.org/10.37985/murhum.v6i1.1274

Talango, S. R. (2020). Konsep perkembangan anak usia dini. *Early Childhood Islamic Education Journal, 1*(1), 93–107.

Wahyuni, S. (2022). Meningkatkan kemampuan motorik halus melalui kegiatan cooking class anak usia 5–6 tahun di TK Melati Pekanbaru. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini, 2*(1), 61–72.

Yunita, W., Ulfasari, N., Wahyuni, D., Nasution, T., & Siyyella. (2025). Dampak cooking class terhadap perkembangan motorik dan psikososial anak usia dini: Studi kasus di PAUD IT Al-Hasanah Bengkulu. *Jurnal Kajian Pendidikan dan Keguruan, 5*(1), 56–67.