

The Relationship Between The Parenting And Life Skill Application With The Cooking Interest At Budi Mulia Dua Elementary School Of Yogyakarta

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Abstract

This study at Budi Mulia Dua Elementary School aims to find out (1) parenting done by parents (2) life skill application (3) children's cooking interest (4) the relationship between the parenting and the children's cooking interest (5) the reality between life skill application and the children's cooking interest at Budi Mulia Dua Elementary School (6) the reality ship between the parenting and life skill application and the children's cooking interest. The sampling technique uses proportional random sampling. The sample of research is Budi Mulia Dua Elementary School's students as many as 177 people. Methods of data collection using questionnaires. Data analysis techniques in this study use product moment correlation. The results of the study at Budi Mulia Dua Elementary School show that (1) parenting done by parents in good category with a percentage 42.3% (2) life skill application in good category with a percentage 40.6% (3) children's cooking interest in high category with a percentage 45.7% (4) the correlation between the parenting and the cooking interest is indicated by $r_{\text{observed}} = 0.917$, (5) the correlation between life skill application and the cooking interest is indicated by $r_{\text{observed}} = 0.964$, (6) the correlation between the parenting and life skill application with the cooking interest development is indicated used by double correlation $r_{\text{square}} = 0.923$ compare $r_{\text{table}} = 0.148$.

Keywords: Life Skills, Cooking Interest, Parenting .

INTRODUCTION

Parenting is carried out in the family environment as the main container in encouraging children to have independence and life skills for future preparation. The driving factor is not separated from how their parents fill the basic needs of children, including nutrition. In addition, the fulfillment of psychological needs and mental stimulation is also a driving factor for children to become individuals with character.

It becomes the first obligation for parents to pay attention to the nutritional needs of children since the child was still in the womb until it grows up. Food intake or nutrition plays an important role in child development. Nutrition is an important factor that determines the level of human health and well-being. A person's nutrition is said to be good if there is a balance and harmony between the person's physical and mental development (Ryff & Singer, 1998).

An activity of nutritional needs through cooking and feeding family members that parents always do to their children is one of the patterns of parenting that can serve as a kind of exercise for children to be able to face various problems of life, whether it's a problem in the family environment, school, community up to a work environment that is full of intense competition.

However, there are some parents who do not give children the opportunity to take part in activities such as cooking because they are worried about the safety of their

children or are afraid if the child has an accident while doing cooking activities. So that children only see cooking activities are activities that should only be done by parents or adults who are at home (Mayall, 2014).

The habit of parents in carrying out daily activities becomes a reflection of children in behaving in everyday life. For example, parents who often do cooking activities and fill the child's nutritional needs with their own food, the child will be accustomed to eating homemade food rather than consuming junk food. The child's habits also need to be supported by the culture that is in school, for example the school requires each child to always bring supplies from home or the school to provide food that can be consumed by children at rest without the need to spend pocket money (Schieffelin, 1990).

The first and foremost environment for children is home, and those who have the strongest influence are parents (Al-Matalka, 2014). If parents are able to stimulate and want to be involved in children's readiness to develop children's interests as exemplified by cooking, then children's interest in cooking will develop itself. Forms of conditioning and preparation of children to have an interest in cooking, so that better conditioning is by giving small trainings such as inviting making creative creations to be taken to school, teaching children to get used to eating after they must be tied up immediately, giving children permission to see parents in cooking activities.

The amount of convenience that parents give to children makes children lack the sense of trying to do something more (Veflen Olsen, 2012). For example, in the upper middle class economy family, it is an obligation for them to have a household assistant. Where household assistants carry out activities such as sweeping, mopping, and cooking, even some of them were asked by homeowners to look after their children. Parents who feel that all home activities are carried out by assistants make children also dependent on them to do the things that these children can actually do by themselves. For example, clean up the room, tidy up the study table, or even put on socks and shoes.

If parents continue to rely on assistants to take care of the house without giving children the opportunity to participate in carrying out activities at home, it will have an impact on children's independence as they grow up. Parents who consciously allow children to hang everything at home to household assistants, and mothers do not teach children since an early age to do home activities, then later when they are adults, they cannot afford to compete with others because since childhood, they are used to have everything prepared for them.

The activities of fulfilling the needs of children carried out by parents from fulfilling basic needs in the form of fulfilling nutritional needs must be balanced with the fulfillment of both psychological needs and mental stimulation. From the explanation above, it is stated that the habit of parents who do cooking activities as a means of fulfilling children's nutritional needs, if it's done properly, namely by paying attention to nutrient levels, cleanliness to the quality of ingredients, indirectly parents also fulfill children's psychological needs and mental stimulation.

If parents do not pay attention to these important aspects whenever they're doing nutritional fulfillment activities, by making alternatives such as buying instant food, which sometimes they don't pay attention to the food's nutrition or asking assistants to do all cooking activities without supervision, it means that parents fail to fulfill child's psychological and stimulation needs (Smrekar & Cohen-Vogel, 2001).

Now days, many parents are less aware that inviting and teaching children to do activities at home such as sweeping, mopping, until cooking is an effort to instill *life skills* for the future, where the family or parents do not always accompany children in solving

problems . That's where the need for children to get *life skills* education as problem solvers and habituation from parents as early as possible so that children are encouraged to strengthen *life skills*

Life skills itself means a life skill that helps us to succeed in a variety of environments where we live such as: school, home, and environment (*Steven J. Danish. Life Skills Center-Virginia Commonwealth University, 2001 : 134*). According to WHO, *life skills* are the ability to adjust and behave positively so that the person can adapt effectively to the demands and changes in daily life.

The importance of giving *life skills* to children since an early age, because they have goals that include attitudes, knowledge, creativity and skills in children. Providing stimulation of early childhood development is very important to boost aspects of child development, which include: visual development, hearing, psychomotor, language and communication, socio-emotional, spiritual moral and cognitive abilities.

Some parents think that *life skills* is not so important because they assume that the only thing that children can do is just learning and playing, so that the activities or work at home are the main task of the assistant, and not a few parents do not give permission to the child to help with homework like sweeping, mopping or even cooking.

But, there are also some parents who have been aware and given a habit to children from childhood by inviting children to actively carry out activities related to *life skills*, one of which is cooking. Inviting children to shop for quality ingredients in the market, is the beginning of the stage before doing cooking. The market is an ideal place to teach children how to choose quality food at economical prices. After shopping at the market, it is important for parents to teach children how to store some food both at room temperature and at the temperature of the refrigerator. After that, invite children to participate in the food processing. In addition to home, the school also needs to teach children what things need to be considered when doing cooking in the kitchen, both from the safety side to the cleanliness of the kitchen environment.

Other things that need to be considered by parents in providing *life skills* education for children include character education, financial management, handling emergencies, time management to analog skills. Education is a basic education for parents to instill as early as possible

Explicitly, the researcher saw from the vision and mission of elementary school educational institutions under the auspices of the Ministry of Education and Culture in general throughout Indonesia, and especially in the Special Region of Yogyakarta that held student *life skills* and independence education is not much and prioritizing general science.

The opinion that develops in the community around the quality of education, especially Elementary School is elementary school education institutions have not been able to answer the challenge to produce alumni who compete to be independent, creative, full of initiative to carry out activities that are able to support their potential in facing life in times further growth and development.

For example, informative learning methods and *text book* learning which are dominant in schools today, forming the character of graduates who tend to be passive, less creative depending on others, consumptive, and so on. The number of elementary schools in Yogyakarta, both public and private, prioritizes knowledge that is cognitive, monotonous and does not encourage students to maximize their potential from an early age. This is also confirmed by the theory written by M Djauhar Siddiq in journal number 1, Vol. 2 (2006) which states that Elementary Schools as educational institutions that

have the mission of developing the basic potential of students have not shown the expected results, because the reality of learning methodologies in these educational institutions is still monotonous and conventional. The learning methodology in Elementary School is not only developing cognitive, but also needs to develop all the basic potential that students must have.

This was seen by the Budi Mulia Dua Foundation who cares about providing *life skills* education for children. Along with the Inclusive education system, where the foundation starts from the level of Early Childhood Education (PAUD), Kindergarten (TK), Elementary School (SD) up to high school and vocational level giving equal learning rights to children with special needs so that the parents do not need to worry about the discriminatory actions of the school, and children with special needs can do social activities with normal children in the school environment.

With the vision of becoming a school that develops values and knowledge based on religious morals, to form individuals who have integrity, self-esteem, sensitivity to the environment and awareness as a community, making Budi Mulia Dua Elementary School has its own character in encouraging children to have *life skills* since an early age. *Life skills* activities are outside of school hours, the school usually invites children to do general *life skills* activities or small activities that need to be accustomed to since an early age.

Through Life Skills (*life skills*) instilled since the child enters elementary school (SD) to graduate from elementary school, it will be a provision for children in facing life in the future The pattern of education and *life skills* learning is also able to shape children's character intact with regard to developments that are in accordance with the age level of children.

The *life skills* program at Budi Mulia Dua Elementary School has three basic sciences *life skills* including maintaining personal hygiene and the environment (*hygiene and sanitation*), art (*art*), and cooking and crafting (*cooking and crafting*) that is held once a week with a duration of two hours a day.

The teacher also invites parents to work together in evaluating when children are at home. Each child is given a special book, where children are required to fill in when doing *life skills* activities at home with the supervision of parents or guardians of students at home. Then every week the teacher checks that book whether the child is doing activities related to *life skills* properly or not.

Every teacher also always includes learning activities related to *life skills* such as inviting children to form a learning group with their friends, familiarizing children to use the word "help" when they need help, not ashamed to apologize and thank you especially first to be obliged to have respect for every teacher and employee at school.

The *life skills* implementation held by the Budi Mulia Dua Elementary School in Yogyakarta does not mean that there are no obstacles, both from the students and parents. The obstacles that are felt by the teacher from the student are when the child experiences bore or is less focused on the lesson resulting in the child feeling less interested in the time the lesson takes place. So the teacher must slowly persuade the child to take part in the lesson.

The obstacle felt by teachers from parents is when parents who have provided all forms of facilities in the form of technological facilitation to always provide assistants to do all activities at home so that children are less motivated and motivated to do *life skills*, even conversely there are some parents who tend to prohibit children from doing activities such as washing dishes, sweeping, and cooking. So that children feel that this

activity is an activity commonly carried out by assistants. So that the implementation of *life skills* held in schools for students is not applied by children and parents are less supportive if the children jump directly into the home activities.

The expectations of teachers in carrying out *life skills* in schools can be applied by students when at home. But the reality that occurs when children are at home, only a few parents who provide opportunities and encourage children to apply the *life skill* knowledge that students have obtained when in school, because parents assume that the work at home can be done by an assistant, so parents feel that children do not need to participate in doing home activities and assume that the implementation of *life skills* is enough to be done by students while in school

So that it became a special concern and effort for the teachers and parties of Budi Mulia Dua Yogyakarta Foundation in convincing parents, that the *life skills* program held in schools had a positive impact on the development of children's character in the future and became a medium of developing children's interests, especially in the cooking field and needs to be honed every day, even though the students are at home. Because the school has great hopes for parents to participate in giving *life skills* to children not only when children are in school but also needs to be done continuously when children are at home with their parents.

The purpose of this study is, (1) to know the relationship between the pattern of care and interest in cooking, (2) to find out the relationship between *life skill* implementation at Budi Mulia Dua Elementary School Yogyakarta with an interest in cooking, (3) knowing the relationship between parenting patterns and the implementation of *life skills* with an interest in cooking..

RESEARCH METHOD

Types of research

This research is a quantitative study with a correlation approach. The purpose of this approach is to find out the results of the analysis presented in the form of numbers which are then explained in a description. This is in accordance with the opinion of Suharsimi Arikunto (2006: 12) who argues that quantitative research is a research approach that is much demanded to reveal numbers, starting from data collection, interpretation of data, and appearance of results. The sampling technique uses *proportional random sampling technique*. Data collection uses questionnaire instruments and data analysis using multiple correlation.

Time and Place of Research

The study was conducted in November 2018. The research location is Budi Mulia Dua Panjen Elementary School, Yogyakarta.

Research Population and Samples

The population of study was students in grade 4-6 at Budi Mulia Dua Elementary School with a total number of 348 children. The sampling technique uses *proportional random sampling*. The research sample was students in grades 4-6 with the total number of 177 children.

Data Collection and Analysis Techniques

The technique of collecting data uses a questionnaire. Analysis technique and using Pearson product moment correlation.

RESULTS AND DISCUSSION

Research result

The description of the data in this study includes a description of the data on each research variable, namely parenting (X_1), implementation of *life skill* lessons (X_2) and developing interest in cooking (Y). the data described is divided into three parts.

Parenting variables were measured using a questionnaire consisting of 20 statements and given to 177 respondents. The parenting variable is 14.7% in the very high category, 42.3% in the high category, 28.4% in the low category, and 14.6% in the very low category. Based on these data it can be concluded that the respondents' answers to the variables of parenting are included in the high category. The thing that can be interpreted from this category is on parenting, each indicator contained in parenting, which is fulfilling biomedical needs (foster care), fulfilling psychological needs (compassion) and fulfilling the need for stimulation (sharpening) plays an important role in the development of cooking in children and can be drawn on the histogram below:

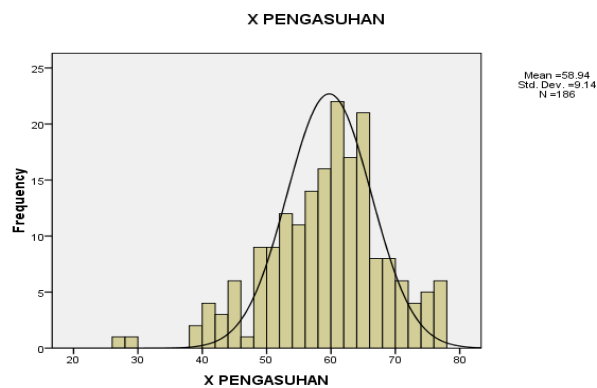


Figure 1. Parenting Histogram

The variable life skills implementation is 13.6% in the very high category, 53.3% in the high category, 32.8% in the low category and 13% in the very low category. It can be concluded that the respondents in the variable implementation of life skills in the high category (53.3%). What can be interpreted from the category is the life skill implementation, each indicator contained in the life skill implementation, namely general life skills (character education and academic education) and specific life skills (education skills) play an important role in developing cooking interests in children can be seen in the histogram below:

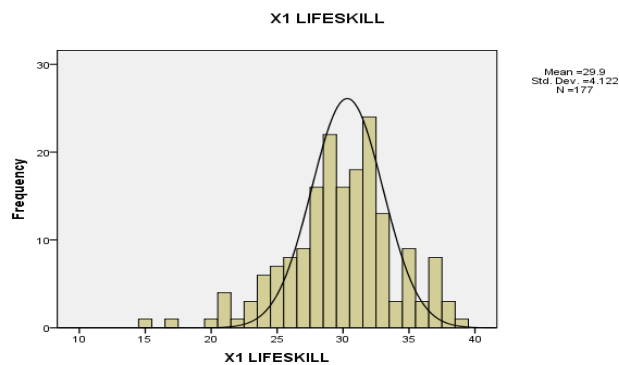


Figure 2. Histogram of Implementation of *Life Skills*

Variable interest in cooking has 11.9% in the very high category, 45.7% in the high category, 32.2% in the low category and 10.2% in the very low category. Based on these data it can be concluded that most (45 , 7 %) are in the interval class 38> to the high category. The thing that can be interpreted from this category is the development of interest in cooking, each indicator contained in the interest in cooking is encouragement, giving an opportunity to develop interest in cooking, giving facilities to the process of cooking in a look at the histogram below:

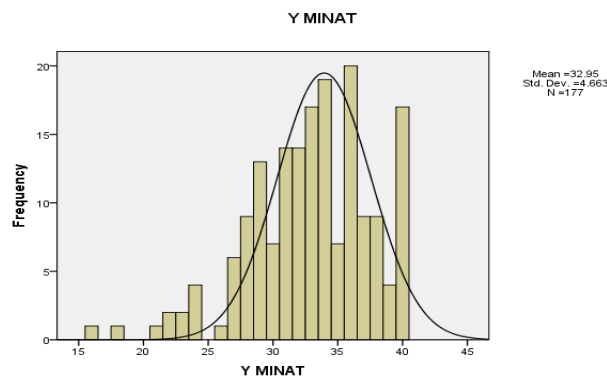


Figure 3. Histogram of Cooking Interests

Hypothesis testing

The test of correlation analysis in this study uses the *Pearson Product Moment Correlation* technique .

Table 1. Multiple Correlation Analysis

Model	R	Change Statistics			
		Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.961	.923	1305.922	.923	1037.0722
					174.000

a. Predictors: (Constant), X1 LIFESKILL, X CARE

The summary results of the calculation of correlation analysis between variables can be seen in the table below:

Table 2. Summary of Inter variable Correlation Results of Research

		X ₁ CARE	X ₂ LIFE SKILLS	I AM INTERES TED
X ₁ CARE	Pearson Correlati on	1	.914 **	.917 **
	Sig. (2- tailed)		.000	.000
	N	177	177	177

X ₂ LIFE SKILLS	Pearson Correlation	.914 **	1	.964 **
	Sig. (2-tailed)	.000		.000
	N	177	177	177
INTERESTED	Pearson Correlation	.917 **	.964 **	1
	Sig. (2-tailed)	.000	.000	
	N	77	77	77

** . Correlation is significant at 0.01 level (2-tailed).

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Based on the results of the calculation of the correlation coefficient analysis between the variables of the study it is known that:

1. The results of the *product moment* correlation between the variables of parenting (X_1) and interest in cooking (Y) obtained a value of $r_{count} = 0.917$ with a probability value of 0.000. This value indicates that there is a relationship between variables X_1 and Y.

2. The results of *product moment* correlation between the variable implementation of *life skills* (X_2) and interest in cooking (Y) obtained a value of $r_{count} = 0.964$ with a probability value of 0.000. This value indicates that there is a relationship between variables X_2 and Y

The results of the research above are in line with the research that was done before. The results of the *product moment* correlation between the variables of parenting (X_1) and interest in cooking (Y) obtained a value of $r_{count} = 0.917$

Discussion

Relationship between Parenting (X_1) and Children's Cooking Interest (Y)

The results of the partial statistical test of the relationship between parenting to the interest in cooking show that the variable linearity of care for children's cooking interest obtained F_{hit} value $< F_{tab}$ or $0.537 < 3,05$. This means that testing of parenting variables has a relationship with the children's cooking interest. So the results of the study show findings that are in line with previous research conducted by Erma Lestari (2013: 115) who found that parenting affects the concentration of learning, in which the study states that parenting is the most important factor in developing children's character and interests, especially in terms of reading. In addition, in the research conducted by Soejanto Sandjaja (2006: 3) who found that interest needs to be grown early and interest will not grow on its own. Parents and families are the most dominant environment in instilling, growing and fostering interests in children.

In addition, from the results of the correlation analysis between the variables of parenting parents and children's cooking interests obtained r_{hits} of 0.917 with a

probability value of 0.000, which means that there is a relationship between the variables of parenting parents and children's cooking interest

In testing the variables of parenting parents' hypothesis on children's cooking interest, it was stated that parenting (X_1) was related to children's cooking interest (Y), based on the results of calculations obtained by t_{hit} values on parenting variables of 3,361 and t_{tab} is 1.9736 means that it can be said that $t_{hit} > t_{tab}$.

Relationship between Implementation of Life Skill (X_2) and Children's Cooking Interest

The results of the partial statistical test between the implementation of *life skills* in the interests of children's cooking show that the variable linearity of *life skills* with children's cooking interests is obtained by the value of $F_{hit} < F_{tab}$ or $1.743 < 3,05$. These results indicate that there is a linear relationship between the variables of implementing *life skills* and the development of children's cooking interest.

This means that the variable testing of *life skills* is related to the children's cooking interest. So, the results of the study show findings that are in line with previous research conducted by (M. Djauhar Siddiq, 2006) which states that *life skill* implementation variables consist of *general life skills* (character education and skills education) as well as *specific life skills* that are held in Elementary Schools as a form of developing all basic potential that not only develops cognitive one of them is by activities that involve the mind and energy simultaneously such as sports and cooking.

The results of this study are also corroborated by the theory according to (Hiriyappa, 2009) which states that *In essence, life skills are "owner's manual" for the human body. These children learn help skills how to maintain their bodies, grow individuals, work well with others, make logical decisions, protect themselves when they have to and achieve their goals in life.*

In addition, from the results of the correlation analysis between the variables of *life skill* implementation and children's cooking interest obtained r_{hits} of 0.964 with a probability value of 0.000, which means that there is a relationship between the *life skill* implementation variable and children's cooking interest.

In testing the hypothesis the variable implementation of *life skills* with children's cooking interest is stated that the implementation of *life skills* (X_2) is related to the children's cooking interest (Y), it is based on the calculated results obtained by the value of t_{hit} on the *life skill* implementation variables 15.081 and t_{tab} is 1.9736 means that it can be said that $t_{hit} > t_{tab}$.

CONCLUSION

The results showed that (1) Parenting by parents at Budi Mulia Dua Elementary School was in a good category which means that it could be used as an example by every parent to always give the best for children starting from paying attention to the physical needs of children, psychological to stimulation. (2) The implementation of life skills at Budi Mulia Elementary School in a good category is inseparable from the support of parents and the enthusiasm of the students so that the implementation of life skills can be carried out continuously by parents and students so that other schools can be emulated to be more concerned with providing life skills education to students. (3) The interest in cooking for Budi Mulia Dua Elementary School students is included in the high category, which means that the interest in cooking that grows in students is an effect of the encouragement of parents and teachers who teach well. Although the facilities provided by the school are not good enough, they do not extinguish student interest in

the cooking field. (5) Parenting which includes fulfilling physical, psychological needs to balanced mental stimulation will encourage maximum interest in cooking for children. (6) Life skills implementation at Budi Mulia Dua Elementary School which includes general life skills and specific life skills taught by the school then delivered to students can be done well, because of the good cooperation from the school, students and parents.

Good parenting and the implementation of life skills at school have been shown to increase the interest in cooking for children. The provision of samples to the provision of facilities provided by parents and the school was not free to be an encouragement to develop the interest in cooking for students of Budi Mulia Dua Elementary School Yogyakarta

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