

## LEARNING 'PROCEDURE TEXT' THROUGH 'COOKING CLASS' ALSO SUPPORT THE GOVERNMENT PROGRAM TO FIGHT STUNTING WITH (GEMARI - GEMAR MAKAN IKAN) IN VII GRADE STUDENTS

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### ABSTRACT

This article delves into the novel approach taken by MTs Muhammadiyah 19 Labuhan to pique the interest of seventh graders by combining theoretical "Procedure Text" study with practical "Cooking Classes." Aside from improving students' grasp of procedure texts outside of the classroom, this kind of teaching is also in line with and supports the Government Program GEMARI (Gemar Makan Ikan), which encourages the consumption of fish for the sake of a healthier nation. Education in the modern day must focus on developing students' abilities in the real world as much as their theoretical understanding. We look into how 'Cooking Classes' provide a lively setting for the study of 'Procedure Text,' exposing students to practical uses for instructional writing. Students learn not only fundamental language skills but also transferable life skills by cooking dishes and following step-by-step directions outside of the classroom. This article also describes the complementary nature of this method of instruction with the GEMARI program. Our "Cooking Classes," in which students learn to produce fish-based foods, are perfectly in sync with the government's goal of getting more people to eat fish as part of a healthy diet. The greater social goal of encouraging healthy eating habits is advanced by encouraging a lifelong appreciation for fish intake from a young age. Students were more involved and had a better grasp of "Procedure Text," according to the results and feedback from this novel teaching approach. The beneficial effect on students' attitudes toward eating fish demonstrates that the article serves a dual purpose in improving instruction and bolstering a public health effort spearheaded by the government. The article concludes by making a strong case for the inclusion of "Procedure Text" learning through "Cooking Classes" in the seventh grade curriculum at MTs Muhammadiyah 19 Labuhan, where it would enhance students' linguistic abilities and conform to the GEMARI program, thereby producing healthier, better-informed citizens in the future.

**Keywords:** Procedure Text Learning, Cooking Class Integration, GEMARI Support, Healthier Education.

### ABSTRAK

Artikel ini menggali pendekatan baru yang dilakukan MTs Muhammadiyah 19 Labuhan untuk menarik minat siswa kelas tujuh dengan menggabungkan studi "Teks Prosedur" teoretis dengan "Kelas Memasak" praktis. Selain untuk meningkatkan pemahaman siswa terhadap teks prosedur di luar kelas, pembelajaran semacam ini juga sejalan dan mendukung Program Pemerintah GEMARI (Gemar Makan Ikan) yang mendorong konsumsi ikan demi kesehatan bangsa. Pendidikan di zaman modern harus fokus pada pengembangan kemampuan siswa di dunia nyata selain pemahaman teoretisnya. Kami melihat bagaimana 'Kelas Memasak' memberikan suasana yang hidup untuk mempelajari 'Teks Prosedur', yang memaparkan siswa pada penggunaan praktis untuk penulisan instruksional. Siswa tidak hanya mempelajari keterampilan bahasa dasar tetapi juga keterampilan hidup yang dapat ditransfer dengan memasak hidangan dan mengikuti petunjuk langkah demi langkah di luar kelas. Artikel ini juga menjelaskan sifat komplementer metode pengajaran ini dengan program GEMARI. "Kelas Memasak" kami, di mana siswa belajar memproduksi makanan berbahan dasar ikan, sangat selaras dengan tujuan pemerintah untuk membuat lebih banyak orang mengonsumsi ikan sebagai bagian dari pola makan sehat. Tujuan sosial yang lebih besar dalam mendorong kebiasaan makan yang sehat dapat dicapai dengan mendorong apresiasi seumur hidup terhadap asupan ikan sejak usia muda. Siswa lebih terlibat dan memiliki pemahaman yang lebih baik tentang "Teks Prosedur", berdasarkan hasil dan umpan balik dari

pendekatan pengajaran baru ini. Dampak positif terhadap sikap siswa terhadap makan ikan menunjukkan bahwa artikel tersebut memiliki tujuan ganda, yaitu meningkatkan pengajaran dan mendukung upaya kesehatan masyarakat yang dipelopori oleh pemerintah. Artikel ini diakhiri dengan memberikan alasan yang kuat untuk dimasukkannya pembelajaran "Teks Prosedur" melalui "Kelas Memasak" pada kurikulum kelas tujuh di MTs Muhammadiyah 19 Labuhan, yang akan meningkatkan kemampuan linguistik siswa dan sesuai dengan program GEMARI, sehingga menghasilkan masyarakat yang lebih sehat dan lebih terinformasi di masa depan.

**Kata Kunci:** Pembelajaran Teks Prosedur, Integrasi Kelas Memasak, Dukungan GEMARI, Pendidikan Sehat.

## PENDAHULUAN

English language education at the elementary level plays an important role in forming the basis for children's understanding and mastery of English. One of the important skills in English Education is writing. Writing is the most difficult skill. This supported by (Richards 2005) saying writing is the most difficult skill for second language learners to master. This makes students need a fun way to learn writing so that they can easily understand how to write well and correctly, which is why we created the procedure text "How to make fish into nuggets".

Procedural texts are texts whose primary purpose is to tell how to do something. Procedural texts are found in a wide range of domains science (experience), cooking (recipes), craft (how to make ...), and others. Across these domains, procedure texts have a number of components (Derewianka 1990). These typically include an indication of what the procedure is to accomplish or result in, a section for materials needed for the procedure, a set of steps to go through to carry out the procedure, and photographs or illustrations depicting the final results or the steps along the way.

In selecting procedure texts for young learners, teachers should make for texts that present clear, straight forward instructions and that include visuals to support students in following the procedure. The procedures should be broken down into steps manageable for young learners, and they should be clearly ordered and visually separated.

Students' perspectives on eating fish shifted dramatically, which was one of the most striking results. A large percentage of the student body had shown hesitation or apathy about adding fish to their diets prior to taking the Cooking Classes. The creation of fish-based recipes, however, led to a dramatic change in their views on fish as a healthy and delicious food. The vast majority of students who responded to the survey said they would like to eat more fish as a result of the experience. This change in perspective is consistent with the goals of the GEMARI programme and exemplifies the effectiveness of experiential learning in influencing the food habits of young students.

The term "stunting" has received a lot of attention recently in the areas of nutrition and public health. Stunting, a condition in which kids don't develop to their maximum height potential, is a complicated problem with serious repercussions. Consuming fish, or GEMAR MAKAN IKAN (GEMARI) as it is known in Indonesia, has been identified as one dietary element that is essential in alleviating stunting. The nutritional benefit of fish is well known; it contains vital nutrients like unsaturated fatty acids (omega 3), EPA (eicosapentaenoic acid) and DHA (docosahexaenoic acid), which are very important for brain function and structure

(Devore 2009) The eating of fish is an essential element in reducing stunting since these nutrients are essential for children's growth and development. Fish has nutritional and nutritional content that is beneficial for intelligence and body health. The culture of high fish consumption by Japanese society has proven to improve the quality of children's health and intelligence (Nilawati, et al. 2006).

Through the GEMARI initiative, Indonesia has adopted a distinctive strategy to tackle stunting. This initiative, which was started by the government and is sponsored by a number of organizations, aims to encourage the intake of fish, particularly among small children and expectant mothers. The GEMARI effort has demonstrated encouraging results in lowering stunting rates by concentrating on three key areas: boosting fish eating, offering nutrition education, and improving fish accessibility and affordability. According to studies, there has been a decrease in child stunting in regions where the GEMARI campaign has been more widely implemented. For other countries looking to combat stunting through dietary treatments, this effort serves as a successful example.

The connection between stunting and GEMAR MAKAN IKAN (GEMARI) emphasizes the significant influence of nutrition on a child's growth and development. Fish, which has a high nutrient profile, is crucial in preventing stunting, especially in areas where it is a problem. The GEMARI initiative in Indonesia shows how beneficial dietary interventions may be in reducing stunting and enhancing the health and wellbeing of future generations around the world.

Nowadays, education makes teachers must combine important aspects for life rather than only focus on the material. To support the government program to fight stunting with GEMARI (Gemar Makan Ikan) we combine cooking classes to support our material related with procedure text. In other words, the students will understand basic English through regular instruction using procedure text and the students will also be able to make a dish from fish and eat them to improve a healthy lifestyle in society.

## Results and Discussion

As part of the Government Programme (GEMARI - Gemar Makan Ikan), This program takes place at MTs Muhammadiyah 19 Labuhan on Saturday, 26 of august 2023. On that day, the student has an English subject at the class so we choose that day to conduct our program. The students in class 7B are our target for this program. We conduct the class in two groups to make it easy for them to understand, we introduce the students about what is procedure text, then we continue cooking practice using fish for the main materials. Integrating "Procedure Text" learning through "Cooking Classes" among 7th graders at MTs Muhammadiyah 19 Labuhan produced significant and diversified impacts that increased educational achievements.



*Figure 1. Cooking Class Activities*



According to our research, introducing Cooking Classes led to a significant increase in students' understanding of instructional material. Many students had difficulty grasping the concepts presented in process texts and properly applying them at the outset. In contrast, kids gained a deeper appreciation for the significance of clarity, sequencing, and precision in writing as they prepared a variety of recipes following step-by-step directions as part of hands-on activities. Their ability to understand and follow procedure-based texts improved significantly between pre- and post-test scores. This illustrates the efficacy of this novel method in improving their verbal and cognitive abilities in the classroom.

Students' perspectives on eating fish shifted dramatically, which was one of the most striking results. A large percentage of the student body had shown hesitation or apathy about adding fish to their diets prior to taking the Cooking Classes. The creation of fish-based recipes, however, led to a dramatic change in their views on fish as a healthy and delicious food. The vast majority of students who responded to the survey said they would like to eat more fish as a result of the experience. This change in perspective is consistent with the goals of the GEMARI programme and exemplifies the effectiveness of experiential learning in influencing the food habits of young students.



*Figure 2. Interaction with students*

Incorporating "Procedure Text" instruction into "Cooking Classes" was wholly consistent with and beneficial to the GEMARI - Gemar Makan Ikan Government Programme. GEMARI's mission is to enhance people's fish intake to better the general population's health. Our strategy helped achieve this goal by making pupils more enthusiastic about eating fish. This helps achieve the short-term goal of improving eating habits, and it also paves the way for lifelong improvements in diet. Our pedagogical strategy of encouraging children to eat fish fits well within the larger public health goals established by GEMARI.

The incorporation of 'Procedure Text' learning through 'Cooking Classes'

enhanced students' holistic education beyond the specified learning outcomes. They learned more than just how to communicate and write effectively; they also picked up abilities that would serve them well throughout their lives. Students were able to work together, solve problems creatively, and broaden their understanding of other cultures through their participation in cooking classes. Students have gained lifelong skills from the environment of cooking, where an

emphasis is placed on precision and following directions exactly. The all-encompassing breadth of this teaching method is bolstered by the incorporation of these real-world skills. In summary, MTs Muhammadiyah 19 Labuhan's seventh graders' use of 'Procedure Text' learning through 'Cooking Classes' was a game-changing success. Both students' understanding of instructional writing and their outlook on fish consumption increased as a result. This novel strategy also aligned well with the Government Programme GEMARI - Gemar Makan Ikan, making a substantial contribution to the overarching goal of encouraging healthy eating habits among students and future generations. In addition to enhancing education, this research highlights the amazing potential of innovative and immersive teaching approaches to bolster crucial societal programmes aimed at bettering public health and well-being.



*Figure 3. 7th grade students at MTs Muhammadiyah 19 Labuhan*

### **Conclusions and Recommendations**

Several important suggestions are made in order to guarantee the continuing development and success of the integration of "Procedure Text" learning through "Cooking Classes" among VII grade students at MTs Muhammadiyah 19 Labuhan.

Mechanisms for ongoing assessment and evaluation should be set up to track

students' grasp of the "Procedure Text" and their attitudes about eating fish. Assessment results can help guide continuing modifications to the teaching strategy. It is also advised to spread the influence of the cooking classes outside of the classroom. Cooking-related activities, workshops, or seminars can help parents and the neighborhood community get involved, support the goals of the GEMARI programme, and promote healthy eating practices at home.

It is advised to carry out more research on a larger scale, involving a more extensive and diversified sample of schools and grade levels, in order to validate and broaden the conclusions of this study. Such studies would provide us a more thorough grasp of the long-term consequences of incorporating 'Procedure Text' learning through 'Cooking Classes' on academic outcomes and nutritional preferences.

In order to make students, parents, and the larger community aware of the advantages of this cutting-edge teaching strategy, effective communication and

awareness campaigns must be maintained. Promoting awareness of the advantages, such as enhanced academic achievement and healthier eating patterns, can help the programme maintain support.

The programme should be evaluated and improved over time by research,

taking into account the opinions of parents, instructors, and students. The program's influence on education and public health will be maximized thanks to this iterative method, leading to the development of a younger generation that is healthier and more informed.

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