

The Effect of Food Sharing Activities on Children's Social Interaction Skills

Maslia Hasanah^{1*}, Andi Musda M¹, Yuliwati¹.

¹Early Child Education STKIP Kusuma Negara, Jakarta, Indonesia

*masliahasanah@stkipkkusumanegara.ac.id

Abstract

This study aims to examine the effect of food sharing activities on the social interaction skills of children aged 5-6 years at PAUD Tunas Bangsa, Tambora, West Jakarta. The research subjects consisted of 28 children, divided into two groups: 14 students in class B1 as the experimental group and 14 students in class B2 as the control group. The research method employed a quantitative approach with an experimental design. The results of hypothesis testing using the t-test showed that the average social interaction skills of children before the food sharing activity were 68.92 (standard deviation 4.410) and increased to 75.64 (standard deviation 4.584) after the activity. This indicates that food sharing activities have a positive impact on children's social interaction skills. Based on the pretest and posttest data, the t value was 7.859, and the Sig. (2-tailed) value was 0.000, which is less than 0.05, concluding that there is a significant effect of the food sharing activity method on the social interaction skills of children aged 5-6 years at PAUD Tunas Bangsa, West Jakarta.

Keywords: Skills, Children's Social Interactions, Sharing Food

1 INTRODUCTION

Early childhood education is an effort made to prepare children to have the skills, abilities, and readiness to enter the next level of education, and at this level of education must get more attention because in addition to the nation's children who are preparing themselves to enter the next level of education, they are also the next generation of the nation who will continue the struggle to make this nation better in any field, at this level children are at a golden age In the National Education System Law article 39 para Shaturaev, J. (2021) graph 2 explains that education has the task of planning and implementing the learning process.

The development stage of children's social interaction skills is not an easy thing and is formed suddenly, so an effort is needed to provide space for children to familiarize themselves, practice and optimize social interaction skills with activities that can accustom children to behaving well, as explained in Yuliwati's research that habituation instilled by teachers has a positive impact on the development of early childhood character (Yuliwati et al: 2024).

Children's social interaction skills influence and are influenced by other stages of development that are mutually integrated and holistic. One of the things that affects the increase in children's social interaction skills is the habituation of children's activities to share, in sharing activities will develop empathy, compassion, and children's social-emotional abilities.

Sharing activities will also affect aspects of children's socio-emotional, spiritual and ethical development, language development due to communication interactions when offering to be shared, when receiving and saying thank you, affect cognitive development when to how many friends can be shared food, whether it can be divided equally, as well

as children's self-control will be affected by food sharing activities. Early childhood is experiencing a concrete-operational stage of development where they begin to be able to understand the perspectives of others and interact with the surrounding environment.

Children at PAUD Tunas Bangsa are accustomed to doing activities at mealtime, the school has communicated with parents about healthy balanced nutritious meals and enough water, so that each parent has equipped their children according to the agreement. Teachers have only checked the children's lunches, asked the children to wash their hands, sit neatly, pray before eating, and open their lunches and eat them in an orderly manner. But in terms of children's social interaction skills can be done well. This makes there a gap between theory and reality in PAUD Tunas Bangsa Tambora.

Seeing the reality of the initial observation results, namely the gap between the conditions that exist at PAUD Tunas Bangsa Tambora with a concept that says that sharing activities affect children's social interaction skills. So the author wants to prove more deeply the conditions that exist in PAUD Tunas Bangsa Tambora by implementing RPPH to two parallel B classes, namely in the experimental class B-1 class children do food sharing activities every time they eat together, and in the control class, namely class B-2. Is there an effect of children's social interaction skills that are accustomed to sharing food.

2 RESEARCH METHODS

This study uses quantitative research methods with experimental methods to test certain theories by examining the relationship between variables (Mean Matcing). Mean Matcing is done to determine the balance between the experimental group and the comparison group. based on the mean (average value) of the two groups used as research samples. To get the Mean Metcing use the formula:

$$M = \frac{\sum X}{N} \quad (1)$$

3 RESULT AND DISCUSSION

The sequence of presentation includes the results of data processing in the form of data descriptions, testing data analysis requirements, and testing research hypotheses. At the end of the chapter, there is an explanation of the discussion of the research results.

3.1 Description of Pre-test and Post-Test Data of Food Sharing Activities on Children's Social Interaction Skills

Based on the results of pre-test data processing of food sharing activities on social interaction skills obtained from 14 students, the following values were obtained: Average 68.9; Median 69.5; Mode 70 and the highest value 77.

Based on the results of post-test data processing of food sharing activities on social interaction skills obtained from 14 students obtained from 11 students, the following values are obtained: Average 75.6; Median 76; Mode 75 and the highest value 82.

Table 1. Description of Pre-test and Post-test Data of Food Sharing Activities on Children's Social Interaction Skills

		Pre-test	Post-test
N	Valid	14	14
	Missing	0	0
Mean		68.93	75.6429

Median	69.50	76.0000
Mode	70	75.00
Std. Deviation	4.411	4.58437
Minimum	60	65.00
Maximum	77	82.00
Sum	965	1059.00

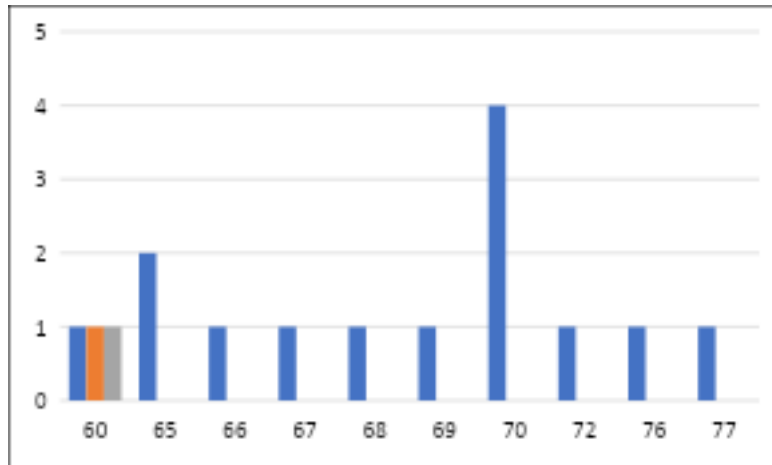


Image 1. Pre-Test Score Diagram

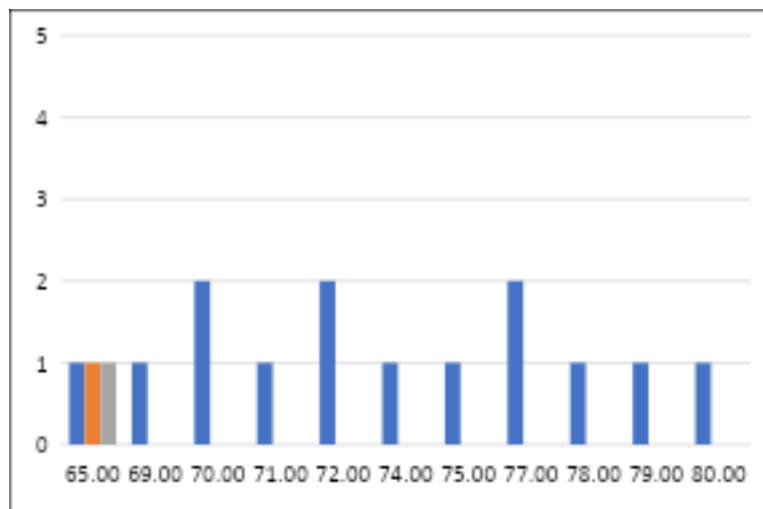


Image 2. Post-Test Score Diagram

3.1.1 Data Analysis Requirements Testing

Normality Test

Table 2. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Food Sharing Activities on Social Interaction Skills	.123	28	.200*	.968	28	.528

Based on the calculation of the normality test, the Sig value for unstandardized is greater than the probability value ($0.528 > 0.05$). Thus, the data is normally distributed because the sig value > 0.05 .

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Food Sharing Activities on Social Interaction Skills	Based on Mean	.066	1	26	.799
	Based on Median	.069	1	26	.795
	Based on Median and with adjusted df	.069	1	25.951	.795
	Based on trimmed mean	.069	1	26	.795

Based on the analysis results, the value is 0.066; $df\ 1 = 1$; $df2 = 26$, and $p\text{-value} = 0.799 > 0.05$ or H_0 is accepted. Thus, the data on food sharing activities on social interaction skills are homogeneous.

3.1.2 Research Hypothesis Testing

Hypothesis testing in this study was carried out after knowing the data was normally distributed. The hypothesis tested is the effect of food sharing activities on the social interaction skills of children aged 5-6 years.

Based on the calculations that have been carried out, the following is obtained:

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	68.9286	14	4.41090	1.17886
	After	75.6429	14	4.58437	1.22523

Paired Samples Statistic, shows that the average food sharing activity on social interaction skills before being given behavior is 68.92 and standard deviation 4.410 and after being given treatment is 75.64 and standard deviation 4.584. This means that descriptively there is a difference in the average results of food sharing activities on social interaction skills before and after being given behavior.

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before & after	14	.748	.002

Paired Samples Correlation, the correlation coefficient of the food sharing activity score on social interaction skills between before and after the behavior is 0.748 with a sig or $p\text{-value} = 0.002 < 0.05$ or significant.

Table 6. Paired Samples Test

		Mean	Std. Deviation	Std. Mean	95% Lower	95% Upper	t	df	Sig. (2-tailed)
Pai	Before -	-6.7142	3.19684	.85439	-8.5600	-4.8684	-7.85	13	.000
r 1	After	9			9	9	9		

Paired Sampels Test, obtained a mean difference of 6.714 which means the difference in food sharing activity scores on children's social interaction skills between

before and after treatment. A positive price means that after being given the behavior, the score of food sharing activities on social interaction skills is higher than before being treated. Furthermore, the Std. Error mean which shows an error rate of 0.854 average difference. And the statistical price $t = 7.859$ with $db = 13$ and sig number or p-value = $0.000 < 0.05$ or H_0 is rejected. Thus, it is concluded that there is a significant difference in food sharing activities on social interaction skills between before and after treatment.

3.2 Sub Discussion

Based on the results of hypothesis testing that has been carried out using the t-test, the average results of food sharing activities on social interaction skills before being given behavior are 68.92 and standard deviation 4.410 and after being given behavior of 75.64 and standard deviation 4.584. This means that descriptively there is an average difference in the results of food sharing activities on social interaction skills before and after being treated.

In the social interaction skills of children aged 5-6 years, the method of food sharing activities has a positive impact. Children who participated in food sharing activities showed improved speaking and listening skills. They communicated more frequently with peers and showed better language skills in social contexts. Food sharing activities can improve children's understanding of the feelings and needs of others. Children learn to pay attention to their peers' reactions and adjust their behavior to better understand and respond to others' emotions.

Children who participate in food sharing activities show improved cooperation skills. They are more familiar with the concepts of sharing, taking turns and collaborating in social situations. In addition, children may show improved skills such as social problem solving, ability to follow social rules, and confidence in social interactions.

Thus, the method of food sharing activities has an effect on the social interaction skills of children aged 5-6 years. This is supported by the existence of expert theory, namely Soekanto, social interaction is a social relationship that involves the relationship between individuals and groups, and groups with groups. Social interaction will occur if there is a social contact and communication, as well as food sharing activities.

4 CONCLUSION

Based on the results of research conducted at PAUD Tunas Bangsa Tambora, West Jakarta, the use of food sharing activity teaching methods can affect the social interaction skills of children aged 5-6 years with data on pretest and posttest comparisons using the t-test, obtained $t_{count} = 7.859$ because the value (Sig.2-tailed) = $0.000 < 0.05$. So it can be concluded that there is a significant influence after using the food sharing activity method on the social interaction skills of children aged 5-6 years. So that means H_0 is rejected. So that food sharing activities have an effect on children's social interaction skills, especially children in classes B-1 and B-2 at PAUD Tunas Bangsa Tambora, West Jakarta.

Based on the results of the above research, the use of food sharing activity teaching methods in every teaching and learning process in PAUD schools is needed and is very helpful in the process of improving early childhood social interaction skills.

By learning social interaction skills and being able to carry out the processes of food sharing activities well, students become more enthusiastic in learning and easily interact socially. Students become more caring, and better understand when describing everyday life and can provide examples, both things that are exemplary and implemented, as well as things that are not exemplary and not good to implement and practice directly in the field in the community environment. Thus students can apply the sharing activities

provided in their daily lives both in their school environment, home or with the surrounding community.

5 ACKNOWLEDGEMENT

All praise to Allah SWT for His grace and karnia which gave the opportunity to the researcher to complete the article well and smoothly, the researcher realizes that in the preparation process there are not a few obstacles and difficulties that the author experienced, but thanks to the encouragement of assistance and guidance from all parties therefore, on this occasion, the researcher expresses his deepest gratitude to those who have helped during the process of preparing this thesis:

1. Dr. H. Herinto Sidik Iriansyah, M.Si, as the Head of STKIP Kusuma Negara Jakarta.
2. Dr. Crisnaji Banindra yudha M,Pd. As the Vice Chairman 1 of Academic Affairs of STKIP Kusuma Negara Jakarta.
3. Zahрати Mansoer M, Pd as the Head of the Study Program of PAud Teacher Education STKIP Kusuma Negara.
4. Dr. Andi Musda Mappapoleonro S.S, M.Si as the first supervisor as well as the Secretary of the Department.
5. Yuliwati M, Pd as the second supervisor.

May all the kindness and help from fathers, mothers, parents, family, friends, and friends be rewarded by Allah SWT.

6 REFERENCES

- Shaturaev, J. (2021). 2045: Path to nation's golden age (Indonesia Policies and Management of Education). *Science and Education*, 2(12), 866-875.
- Piaget, J. (1932) *The moral judgment of the child*. New York: Harcourt, Brace and World.
- Yuliwati at all, (2024), karakter disiplin beribadah pada anak usia dini TKIT Patmawati Purwakarta; *Jurnal cerlang PGPAUD STKIP Kusuma Negara vol.1 No. 1* DOI: <https://doi.org/10.37640/jcpaud.v1i1.1929>
- Fauziah, F., at al (2021). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Anak pada Pembelajaran Daring. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 1-8).
- Fauziah, F., at al (2021). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Anak pada Pembelajaran Daring. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 1-8).
- Hendrawan, A., at al (2022). Pengaruh Berbagi Pengetahuan (Knowledge Sharing) dalam Peningkatan Perilaku Keselamatan Pelayaran. *Marine Science and Technology Journal*, 2(2), 43-46.
- Umaroh, O. M. (2023). *Pengaruh Tipe Kepribadian Introvert Terhadap Interaksi Sosial Pada Siswi Di MA Al-Mahrusiyah Lirboyo Kediri* (Doctoral dissertation, Universitas Islam Tribakti Lirboyo Kediri).
- Hartono, R., & Safitri, I. (2023). Character of worship discipline in early childhood. *Kantara*, 1(2), 1-12.
- Asmarita, A. H., & Utami, A. (2020). Character of worship discipline in early childhood. *J. Cakrawala Promkes*, 2.
- Hendrawan, A., at al (2022). *z. Marine Science and Technology Journal*, 2(2), 43-46.

- Mappapoleonro, A. M. (2019). Profesionalisme guru paud abad 21 dalam mengembangkan pembelajaran kreativitas anak usia dini. In Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara.
- Mappapoleonro, A. M., at al (2019). Peningkatan Kemampuan Mengenal Warna dengan Metode Eksperimen. In Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara.
- Yuliawati, R., & Sukirman, S. (2015). Faktor-faktor yang mempengaruhi pengungkapan Corporate Social Responsibility. *Accounting Analysis Journal*, 4(4).