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Analysis of Student Social Interaction in the Salted Egg Making Project in Elementary Schools

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Abstract

This research aims to analyze students' social interactions in implementing the salted egg making project in elementary schools. With a qualitative approach, this research uses observation, interviews and documentation methods to collect data from fourth grade students involved in project activities. The focus of the research is how students communicate, work together, and resolve conflicts during activities. The research results show that the salted egg making project can improve students' social skills, including communication skills, joint decision making, and tolerance for differences of opinion. Students appear more active in sharing tasks and are responsible for their respective roles. In addition, it was found that teachers have an important role as facilitators to direct positive interactions between students. This activity also shows that project-based learning can be an effective means of developing students' social aspects in the school environment. Based on these findings, it is recommended that schools integrate similar activities in the curriculum to encourage the holistic development of students' social skills.

Keywords **:** ***Social interaction, salted egg making project, social skills.***

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INTRODUCTION

Project-based education is a learning approach that is oriented to students' real activities. This model provides students with opportunities to learn concepts and skills through active involvement in projects that are relevant to everyday life. One simple and applicable project-based activity is making salted eggs.

The activity of making salted eggs not only provides students with practical experience, but also has the potential to develop social skills. In the process, students need to work together, share tasks, communicate, and help each other to achieve the desired results. The social interactions that occur during this project can be a significant learning tool for elementary school students.

In this modern era, social skills such as the ability to work in a team, communicate effectively, and resolve conflicts are becoming increasingly important. However, the development of these skills often receives less attention in elementary school, as more focus is placed on academic achievement.

Previous research shows that project-based learning can increase student engagement and enrich their learning experience. However, in-depth studies regarding its influence on students' social interactions, especially in the context of simple activities such as making salted eggs, are still limited.

Elementary school is the place where students begin to develop their social skills significantly. At this stage, they learn to interact with peers and understand the importance of cooperation in social life. Therefore, it is important to explore how project-based activities can support the development of these skills.

Making salted eggs is a project that is not only easy to implement in the school environment but is also contextually relevant to students' daily lives. The process involves several stages of work allowing students to learn to work together and share responsibility.

In the learning context in elementary schools, teachers play an important role in directing and facilitating students' social interactions. Through projects such as making salted eggs, teachers can create situations where students interact with each other positively, solve problems together, and build trust in each other.

However, there are still challenges in implementing project-based learning, especially in managing student group dynamics. Some students may have difficulty adapting to teamwork, which may affect the quality of social interactions in the project.

This research aims to fill the research gap regarding how the salted egg making project can facilitate social interaction for elementary school students. By using a qualitative approach, this research aims to understand the dynamics of interactions that occur, the factors that influence them, and the role of teachers in supporting this process.

It is hoped that the results of this research can contribute to the development of effective project-based learning strategies to support the development of students' social skills. Apart from that, it is also hoped that the findings of this research can become a reference for teachers and schools in implementing similar activities in the learning environment.

RESEARCH METHODOLOGY

This research uses a qualitative approach to understand the dynamics of students' social interactions in the salted egg making project in elementary schools. The type of research used is a case study, which allows researchers to explore in depth the phenomenon of social interaction in a particular

context. A case study was chosen because this research focuses on the interaction process that occurs within a group of students during the activity.

The research was conducted in one elementary school in an urban area that has integrated project-based activities into its curriculum. The research participants were fourth grade students who were involved in the salted egg making project. A total of 15 students were selected as main participants through purposive sampling techniques to ensure they had direct experience in these activities. In addition, class teachers were also involved as supporting informants to provide additional perspectives regarding the dynamics of student interactions.

Data was collected through three main techniques, namely observation, interviews and documentation. Observations were carried out directly during the activity to record student interactions, communication patterns and group dynamics. Semi-structured interviews were conducted with students and teachers to explore experiences, views and factors influencing social interactions. Documentation in the form of photos of activities and notes on project results is used to complement observation and interview data.

The collected data was analyzed using thematic analysis techniques. Analysis steps include organizing data, coding, grouping themes, and interpreting results. The analysis was carried out repeatedly to ensure the research findings reflected the data collected. Data validity is maintained through technical triangulation, namely comparing the results of observations, interviews and documentation to ensure data consistency and accuracy.

This research pays attention to ethical aspects of research by asking for approval from the school, parents and participants before data collection is carried out. Information regarding the objectives, process and benefits of research is conveyed clearly to all relevant parties. The confidentiality of participants' identities is maintained by using certain initials or codes in research reports. In addition, researchers ensure that research activities do not interfere with students' learning activities at school.

RESULTS AND DISCUSSION

Observation results show that the salted egg making project provides ample opportunities for students to interact actively. Students naturally form small working groups, divide tasks, and communicate to complete each stage of making salted eggs. This interaction can be seen when students discuss the division of roles, such as who will wash the eggs, mix the salt, or arrange the eggs for the soaking process.

The communication patterns that occur in student groups are dominated by informal discussions. Students exchange opinions spontaneously and give instructions to each other. Even though some students were more dominant in speaking, other group members still showed active involvement through verbal and non-verbal responses, such as nodding and following directions.

Collaboration between students looks quite harmonious, although there are some small conflicts such as differences of opinion regarding the distribution of tasks. This conflict is usually resolved through discussions facilitated by members of the more dominant group. The teacher also acts as a mediator to ensure the conflict does not continue and students remain focused on the project goals.

Teachers play an important role as facilitators who help keep group dynamics positive. The teacher provides initial instructions on how to work in groups and intervenes if misunderstandings arise between students. Apart from that, the teacher also gives praise to students who show good cooperation, thereby motivating other groups to follow suit.

This project significantly improves students' social skills, such as the ability to share tasks, collaborate, and resolve conflicts. Students who initially tended to be passive began to show courage to speak and contribute to the group. This shows that project-based activities can be an effective medium for developing students' social skills.

Even though social interaction went well, several obstacles were identified, such as students' lack of patience in waiting their turn and the tendency of certain students to take over all tasks. Teachers need to pay special attention to students like this to ensure learning runs evenly.

The results of the interviews showed that the students felt happy and enthusiastic about taking part in the salted egg making project. They felt that this project was not only fun but also provided a new experience in learning. Some students expressed that it was easier for them to understand the concept of cooperation through direct activities than through explanations in class.

This project also helps students understand how science is applied in everyday life. They learn about simple chemical processes such as soaking eggs in a salt solution as well as the economic benefits of making products such as salted eggs. This increases the relevance of learning to the real world.

The salted egg making project not only improves social aspects but also supports cross-disciplinary learning, such as science, mathematics and entrepreneurship. Students understand the concepts of weight and volume when mixing solutions, as well as simple economic concepts related to product sales. Thus, this activity provides holistic learning for students.

These findings indicate that project-based learning has great potential in developing students' social skills and cross-disciplinary skills. Therefore, schools are advised to integrate similar activities in the curriculum. Teachers are also advised to continue to hone their project management skills in order to facilitate more effective social interactions among students. For a clearer understanding, this can be seen in the following image.

Figure 1. Activity of making salted eggs

CONCLUSION

This research shows that the salted egg making project can be an effective means of developing students' social interactions in elementary schools. Through this activity, students learn to communicate, work together, share tasks, and resolve conflicts in groups. This project also provides a fun and relevant learning experience, thereby increasing students' enthusiasm for learning.

Teachers have an important role in facilitating students' social interactions, especially in directing group work, resolving conflicts, and motivating students to be actively involved. Additionally, the project not only contributes to the development of social skills but also supports cross-disciplinary learning, such as science, mathematics, and entrepreneurship, which enriches students' learning experience.

Nevertheless, some barriers to social interaction, such as domination by certain students and lack of patience in groups, still need to be overcome through better management strategies. Therefore,

teachers need to continue to improve their abilities in managing group dynamics and ensuring that all students have equal opportunities to contribute.

The results of this research show the importance of integrating project-based learning in the elementary school curriculum to support the development of students' social skills and holistic learning. Further research is recommended to explore various other project models that can be applied to improve student learning experiences.

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