

The Influence of Slamet Riyadi Statue Games on Interactions with Peer Friends of Elementary School Students

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Abstract

This research is done to know the presence of the influence of slamet riyadi statue games on interactions with peer friends of elementary school students. The independent variable in this research is slamet riyadi statue games. Whereas, dependent variable in this research is peer friends interactions. The design used in this research is Pre-Post Test One Group Design. The subject of this research is 207 V grade elementary school students and VI-grade in Surakarta. The flow of research used is subject given a pre-test using a scale for ± 10 minutes. Then a treatment of slamet riyadi statue games to the experiment group for ± 35 minutes. As long as the treatment goes, the researcher observed referring to the checklist observation sheet. The final flow is post-test using the same scale with pre-test however the number of items is random. The results of statistical analysis of research showed that there was no significant influence of slamet riyadi statue games on increasing the interactions among students. However, the results of descriptive analysis of data in this research, slamet riyadi statue games can increase the interaction among peer friends students in the category of less in total of 83%, fair 35%, and high 6%.

Keywords: interaction, peer friends, Slamet Riyadi Statue Games, Elementary School, Students

INTRODUCTION SECTION

Elementary school is a media for children to fulfill their developmental tasks in building social relationships with peers. During their school age, children try to be able to meet their social-emotional needs by starting to look for friendship, learning to adapt to someone or individuals who are outside the family. Friendship at school is a form of social interaction at school that directs students in the form of relationships to get peers who provide information about the position of students against others so that students know and also recognize things that can be known, with information from peers. Also, it provides a friendship that supports a good learning environment at school (Nap, 2016). Establishing an intimate friendship, one and another must get to know each other deeper so that eventually the impersonal relationship can become personal through certain stages. Friendship is usually intertwined because of mutual interest in one another or the same agreement, such as views, thoughts, hobbies, ideals, beliefs, and so on. In determining a group of friends, usually, elementary school children put forward the importance of activities done together, for example, a gang of children with good grades, aka the smartest children in the class. There are also gangs with similar preferences, for example, they both like certain music groups. Children can also form gangs because their houses are close together. There is also a reason for making a gang because they like the same style of dress (Indarini, 2017).

Besides, an important core of this friendship is the interaction bridged by communication. A good relationship in friendship is said to occur if there are interactions that are satisfying and healthy for those involved in it (Stefanie, 2016). It is noted that children who go to school with friends for six and seven years have an average of 13 percent higher academic achievement. Friendship becomes important because in relationships, individuals can be open and sharing. Not only that, they tend to have friendly behavior and feelings of happiness that is much higher than children who do not go to school with their friends. To make friends, children naturally look for people who can make them comfortable.

According to Abu Ahmadi (2011), the factors that underlie social interaction are; (1) Imitation, Imitation is the process of learning by imitating or following the behavior of others. Imitation can be positive and negative. It is positive if what is imitated is positive things that meet the rules and values but can be negative if what is imitated is deviant behavior. The role in social interaction usually occurs in the early stages of child development. (2) Suggestion, Suggestion is a psychological influence both coming from oneself and others who are generally accepted as is without criticism. In suggestion, there are two kinds, namely autosuggestion which is self-suggestion that comes from itself while the hetero suggestion is a suggestion that comes from other people. (3) Identification, Identification is an urge to be the same as others, both outwardly and spiritually. (4) Sympathy, sympathy is a feeling of being attracted to someone who makes it seem as if they are in another person's condition.

In social interactions, some factors can influence Peer Interaction, among others, as follows: (1) The importance of joint activities, the intended joint activities include talking, wandering, going to school, learning groups and also joking. This activity is carried out so that they are easily accepted into the group (2) Living in the same environment, usually, the peer group is an individual who lives in the same area that in the end, they become friends. (3) Go to the same school, peer groups will also be easy to form in the school environment. Social contact, peer interaction, and communication will be easily formed. (4) Participating in the same community organization, community organizations will also make it easier to interact with their peers in the community (Desmita, 2008).

The aspects that include peer friendship according to (Surya in Wicaksono, 2014), these aspects are as follows: 1. Parties involved in the association, 2. Activities carried out during association, 3. The intensity of association. The researchers then developed these aspects into a grid to compile the research instrument, which is a sub-aspect of the main aspect. Then it becomes: 1.) The parties involved in the association include the morale of the associate, the pressure experienced, 2.) The activities carried out during the association include the pedagogical and non-pedagogical activities, 3.) The intensity of the association includes intimacy and encounters. It's like revealed by Rivizzigno, Brendgen, Vitaro, Dionne, and Boivin (2016) revealed in his research on the leadership of children with twin genetic makeup, where more and more children showed increased leadership behavior when friends showed a combination of indirect aggression and prosocial behavior. This underlines the role of friend behavior in explaining child leadership. Besides, socialization with friends raises the attitude of leadership in children. Partowisastro (in Ammar, 2014) suggested aspects of peer interaction including openness, this aspect consists of accepting the presence of individuals in the group. Cooperation, this aspect consists of the involvement of individuals in group activities and can provide ideas for the progress of the group. Then Frequency of Relationships, this aspect consists of the intensity of individuals in meeting members of the group and talk to each other in close relationships. Based on the description, the researchers conclude that peer interaction has an aspect of openness related to socialization or activities carried out in relationships, cooperation related to leadership, and frequency of relationships related to social intensity.

There is a fact that reveals that only 27 percent of children succeed in maintaining their best friend (Sukardi, 2018). But, inevitably, there is also a failure to establish friendship interactions that some are ostracized and some are victims of bullying. And in Garut area, an elementary school student with the initial FNM died after fighting with a classmate. The fight was triggered because of the loss of a classmate's book which later became a problem due to mutual accusation. The fight between the two children took place after school in Kampakan Babakan Cikandang area. When the fight took place, his friend (HKM) took out a scissor he had brought in his bag

and then directed the scissor to FNM (Ghani, 2018). Based on the above problem, a solution is needed to improve the friendship of elementary school students so that these children can avoid fighting, bullying, and social inequality. Efforts made to improve the ability of social interaction can be done through the process of learning while playing which makes students feel happy, comfortable, and safe. That is one way to overcome it, there are several types of activities that can channel children's self-expression, used as a therapeutic method for children who experience emotional disturbances (Elfadi, 2016). Therefore, playing with friends is also a good place for children to channel their feelings/emotions and he learns to control himself and his desires as well as a means for relaxation.

In addition to being a media for the children socialize, emotional control, and cooperative learning, games can also be a means to enhance or strengthen the bonds of friendship that exist among peers. Through games it can also reduce social inequalities that occur among children, thus each child can balance each other with the conditions of other children. And besides, through a game played by students together with their friends, students will also be encouraged to explore, train physical growth and imagination, provide broad opportunities for students to interact with the people around them and make the learning process become more fun and not make students feel bored (Domili, 2014). There are many types of games that children can do. One way to practice children's social interaction is with simple traditional games, where traditional games are very rarely done by children today. Through traditional games, children will learn about togetherness, tolerance, honesty, creativity, and sportsmanship that are loaded with educational values. (Latifah & Sagala, 2015). The teacher's role in improving the condition of student friendships can be through several media, such as video mediation & traditional games, and training programs for friendship interaction skills. Smith (2019) elaborated on the role of a teacher in encouraging elementary school students to discuss being trained by video reflection mediation with critical friendship from fellow teachers. Bozkurt, (2019) also emphasized in his research that teachers have a sufficient level of awareness about the importance of traditional children's games in child development. Where traditional children's games allow lessons to be carried out in ways that are entertaining and help students who are passive and withdrawn to become active and also facilitate children's socialization. Çetin and Cihangiroğlu (2017) friendship skills training programs can improve the quality of friendship among adolescents and subjective well-being which includes cognitive and affective assessments of their lives.

One of the salient features of traditional games is that they are done by two or more people face to face, this condition allows the child to interact with his peers. When children play in traditional games, children are invited to gather and get to know their peers. (Latifah & Sagala, 2015). There are various types of traditional games and one of them is a cooperative game. Judging from how slamet riyadi statue game can be classified as a cooperative game. According to Nugraha A and Yeni R (In Setyawan, 2017) cooperative games are games that involve a group of children, where each child gets their respective roles and tasks that must be carried out to achieve a common goal. This cooperative game teaches children to be sporty and work together to achieve goals. The benefits of cooperative play are that it can teach children to be sporty and work together to achieve certain goals, also this is good to do to develop social skills. Meanwhile, according to Kartika (In, Wardany, Jaya & Anggraini, 2017) cooperative games are games that can enhance cooperative behavior and help children not to behave aggressively, cooperative play can also increase peer acceptance, self-respect, and social skills. Based on the description above it can be concluded that the cooperative game is a game that involves a group of children that can increase the acceptance of friends, self-acceptance and social skills of children.

The aspects contained in the cooperative game include the means to develop children's social skills, children's training to socialize, good cooperation with friends, empathy attitude towards others, training for children responsible for the tasks given, and training healthy competition, honest and sportsmanship in it (Setyawan, 2017). Meanwhile, according to Gordon and Browne (In Full Moon, 2015) suggested that aspects of cooperative play include: a) Children begin to join one another actively. b) Social interaction in groups with a sense of group identity. c) Children learn to work together for common goals (d) Expressing their desires verbally, planning and implementing games. e) Able to encourage and support one another f) Use social skills related to the group. g) Join in organized activities. From the description above it can be concluded that aspects in the cooperative game include social skills, empathy, responsibility, mutual respect, cooperation, and supportive competition.

In the cooperative game, some factors can determine the effectiveness of the game. According to Setyawan (2017) factors that can influence the cooperative game are the way to face to face between players because it can determine how the social interaction among players, and from that interaction children can develop social skills with peers or with the environment. Meanwhile, according to Cartledge & Milburn (In Full Moon, 2015) factors that can influence cooperative play include; a) a child's sense of independence when playing. b) sharing and taking turns. c) the way children play, d) the desire of children to help other children who fall or experience difficulties. e) the way children communicate in games. From this description, it can be concluded that the factors that can influence cooperative games include the way children face other players, independence, tolerance, and treatment while playing. One aspect of friendship interaction is the party involved in the association, this includes the morale of associates and the pressure experienced by individuals. This is obtained through environmental factors, suggestions, and self-identification. In the cooperative game, the situation is in accordance with aspects that show that children will interact socially in groups with a sense of group identity. In the cooperative factor, there is also a sense of independence that will grow with increasing social skills, so that children can reduce the pressure experienced and improve morale in getting along. Another aspect that can be seen is the extent to which the intensity of children's peer interaction can be formed, in the choir play children indirectly imitate and feel empathy from other peers. The interaction that is often done through face to face directly through the cooperative game can foster the intensity of the child's relationship with other children. Empathy can also trigger children to help each other experience difficulties, how to communicate, and he learns how to convey his feelings through cooperative games. Yu, Leslie, Zhu (2016) revealed in her journal that children will need norm justice skill in groups (preferential treatment of members in one's group) compatible with actions towards recipient friends. These motivations will encourage more sharing, in contrast to self-interest motivation. However, fairness and bias in groups are not compatible with actions against strangers: issues of fairness will encourage more equal sharing, while non-preference outside the group (the other side of bias in groups), compatible with self-interest motivations, will encourage less sharing. Therefore, children will need skills in thinking skills to «overcome» both self-interest and in-group bias in out-group conditions, whereas they will only need to overcome self-interest in in-group conditions. One of the group games that will be given is slamet riyadi statue game that requires teamwork in its implementation, so researchers want to test the hypothesis that the slamet riyadi sculpture game can increase peer interaction of elementary school students. Researchers hope to be able to help children carry out their developmental tasks in social relationships with peers.

RESEARCH METHOD

This study uses an experimental method with the research design of Pre-experimental with Pre-Post Test One Group Design. The research flow used was subject given a pre-test using a scale for ± 10 minutes. The next step is treatment in the form of slamet riyadi statue games in the experimental group for ± 35 minutes. The treatment in the form of playing slamet riyadi statue, before starting the subject was conditioned to create groups that form a circular line, then the instructor gave instructions with the cue «Slamet Riyadi Statue» for each person to immediately position his right hand like shooting up and together shout «DOR», while the right foot came forward, then when the word «Lampu Bangjo» is shouted again, then the children form three people in a group, lined up with the front one sitting, and the one in the middle is half-sitting, and the one at the back is standing while closing. open fingers, then when shouted the word «Bunga Mekar» the children immediately look for personnel to make a formation of four people for three people holding hands, one person in the middle to clasp both hands and stretch their hands upward as practiced by the instructor first. During the treatment, the researchers made observations with reference to the checklist observation sheet which included of them willing to accept other people's opinions, completing group assignments on time, giving opportunities to talk to others, willing to work with anyone (no refusal), start to greet / talk with other friends, easily get closed with other people / anyone who is a leader or not. The last plot is the post-test using the same scale as the pre-test but the item number is random.

The sampling technique used in this study was purposive sampling namely the search for informants in accordance with the criteria determined by researchers, a total of 207 subjects were elementary school students in ± 8 elementary schools in Surakarta area. However, on the day of implementation, some subjects were categorized as fail because they could not take pre-test filling sessions, treatment sessions, pre-test filling, post-test filling, or post-test execution that were either missing or unresolved, leaving only 165 subjects. The independent variable in this study is the slamet riyadi statue game. While the dependent variable of this study is the interaction of peer friends. Then for the method of data collection in this study was done using scale, observation, and documentation.

Measuring Instrument

The measurement scale used for this study is the Likert scale. The Likert scale uses several questions to measure individual behavior by responding to five choices on each item, strongly agree, agree, undecided, disagree, and strongly disagree (Likert in Budiaji, 2013). Besides, the researchers used a scale created by a lecturer in the Faculty of Psychology at the University of Muhammadiyah Surakarta, Wiwien Dinar Pratisti, Dra., M.Sc., Psychologist. There were 8 items using aspects of peer interaction according to Partowisastro (in Ammar, 2014), these aspects are as follows: 1. Parties involved in the association, 2. Activities carried out during association, 3. Social intensity. The researchers then developed these aspects into a grid to compile the research instrument, which is a sub-aspect of the main aspect. Then it becomes: 1.) The parties involved in the association include the morale of the associate, the pressure experienced, 2.) The activities carried out during the association include the pedagogical and non-pedagogical activities, 3.) The intensity of the association includes intimacy and encounters. Efforts are made to improve the ability of social interaction can be done through the process of learning while playing that makes students feel happy, comfortable, and safe.

Data Analysis

The research data were analyzed using SPSS 16 where the interpretation of the data obtained using the assumption test in the form of tests of normality and homogeneity, with the terms of significance in the $p > 0.05$ normality test and homogeneity $p > 0.05$. Furthermore, the hypothesis test uses parametric if the data is normal and homogeneous, but if one of the data is abnormal and or non-homogeneous using non-parametric with the condition of significance ≤ 0.05 . This research can be said to be influential if H_a is accepted and H_o is rejected, and vice versa if this research has no effect then H_o is accepted and H_a is rejected.

RESULTS AND DATA ANALYSIS

Results of Data Analysis

Based on the results of the normality test it is seen from the results of sig. Kolmogorov-Smirnov or Shapiro-Wilk results are 0,000, 0,000, 0,000 and 0.015. If one of the results has a value > 0.05 then the data is considered normal data, while the data that we get is not normal because no one meets the requirements stated. Then based on the results of the test of homogeneity of variance seen from sig. based on mean the result is 0.001. If the results of the homogeneity test > 0.05 then the data is considered homogeneous data, but the results of significance indicate that the data are not homogeneous. If the data is not normal and not homogeneous, then hypothesis testing can be done with non-parametric. As stated in Table 1.

Table 1. Assumption Test Results

Test of Normality							
INTERACTION	PRE POST	Kolmogorov-Smirnov			Shapiro-Wilk		
		statistics	df	Sig.	statistics	df	Sig.
		PRE	.109	165	.000	.951	165
	POST	.093	165	.001	.964	165	.000

a. Significance Lilliefors Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
INTERACTION	Based on Mean	.100	1	328	.752
	Based on Median	.129	1	328	.720
	Based on median and with adjusted df	.129	1	325.086	.720
	Based on the trimmed mean	.177	1	328	.674

While the results of the Mann-Whitney test that the Test Statistics column is in the Asymp section, Sig. (2-tailed) the result is 0.520, seeing these results because the research hypothesis is a unidirectional hypothesis that «there is a positive influence on Slamet Riyadi Statue Game on increasing peer interaction of elementary school students», then the result of 0.520 divided by 2, therefore, the result is 0.260 then looking at the group statistic test in the mean column, the pretest mean is 168.85, and the mean post-test result is 162.15. This shows that there is no improvement between the researchers' hypotheses which is rejected. Therefore, the results are H_o is accepted and

Ha is rejected then there is no influence of the game «Slamet Riyadi Statue» on peer interaction of elementary school students.

In this study, the categorization of peer interaction scores is divided into five categorizations with various ranges of scores. The first category is very lack of interaction with the score range 8-12.8. Next is the second categorization, which is the lack of interaction. In this categorization, the range of scores is between 12.8-17.6. The third is the categorization of sufficient interactions with a score range of 17.6-22.4. Furthermore, the categorization of high interaction with a score range of 22.4-27.2. While the last categorization of peer interactions is very high interactions which have a range of 27.2-32. Based on the categorization of the pretest scale, 42 subjects out of 207 subjects failed because the subjects were in the very high category before being given treatment.

Discussion

Data analysis performed using SPSS 16, seen in Table 1. Showing the results of hypothesis testing using Mann Withney U, we can see a decrease from the mean pre-test to post-test which is not significant ie 168.85 to 162.15, this is due to pre-test and post-test are in a far different range, thus it can be said that the intervention given to students is not strong enough to bring up all the indicators of peer interaction. In addition, the results of descriptive analysis in the pre-test showed that the total number of students in the high interaction category was 99 children or 60%, in the sufficient interaction category 60 children or 36%, and the lack of interaction categories were only 6 people or 4%, so the sculpture game slamet riyadi is not effective in increasing peer interaction among subjects who have a significant category gap, namely the high category that dominates the sample of the subjects in this study. However, researchers analyzed the results of changes in the categorization of pre-test scores and post-test score results as in Table 2, in children who had peer interaction categories that lacked interaction in the pre-test turned into sufficient categories of interaction on the post-test of 5 subjects or 83 % of 6 subjects who worked on the pretest in the category lacked interaction. Then the subjects who were in the category of enough interactions in the pre-test turned into a high category of interaction in the post-test as many as 21 subjects or 35% of the 60 subjects categorized as having enough interactions during the pretest, then the subject in the high category of interaction in the pretest turned into a very high category of interaction at post-test as many as 6 subjects or 6% of 99 subjects in the high category in the pretest. Based on the results of the descriptive analysis above, the slamet riyadi sculpture game can increase peer interaction in the category of less as much as 83%, quite as much as 35%, and as high as 6%, as described in Table 2.

Table 2. Categorization of Pre-test to Post-tests Interactions Scale

Interactions Category Changes			Amount of subjects changed Pretest Category	Percentage of subjects changed (%)
Pretest Category	→	Posttest Category		
Less	→	Enough	5	83%
Enough	→	High	21	35%
High	→	Very High	6	6%

The results of the descriptive analysis above are in line with research from Nap (2016) Elementary School as a medium for children in fulfilling their developmental tasks in building social relationships with peers. At school age, children try to be able to meet their social-emotional

needs by starting to look for friendship, learning to adapt to someone or individuals who are outside the family. Friendship at school is a form of social interaction at school that directs students in the form of relationships to get peers who provide information about the position of students against others so that students know and also know things that can be known, with information from friends another age. Also provides a friendship that supports a good learning environment at school. The researcher also made research observations, there are subject behaviors that arise through observations from researchers when the treatment of the slamet riyadi sculpture game is given, as described in Table 3.

Table 3. Indicators of Peer Interaction Behavior that Appear Through Observation When Treatment Is Given

Behavior Emerges	Total	Percentage (%)
Start by greeting/talking with other friends	20	11%
Give other people a chance	21	11%
Willing to accept other people's opinions	27	15%
Easily get closed to other people / who is the leader / not the others	46	25%
Complete group assignments on time	64	35%
Willing to work with anyone (no rejection)	80	44 %

Based on the results of observations made as described in Table 3, of the total subjects there were 27 subjects that showed an attitude of willing to accept other opinions, namely subjects number NCG, ECA, AAM, SB, LS, ADM, SAW, FRPN, ANH, FTLD, NSM, RM, RGS, NAP, RNS, JDNR, FEZ, NLA, RC, HNA, APNA, STY, HSI, ABS, JZA, IM, and DWA. During the process of playing slamet riyadi statue the subjects followed the game passionately, the subjects understood the instructions given, some subjects joke mainly men and some were pushing that there were subjects who fell, but overall it was carried out orderly and in control. ABS, JZA, and RM subjects were the most dominant subjects during slamet riyadi statue game. It's like revealed by Partowisastro (in Ammar, 2014) the aspects of peer interaction include openness, this aspect consists of accepting the presence of individuals in the group.

Based on the results of observations made, of the total number of all subjects there were 64 subjects who showed behavior of completing group assignments on time including subjects ADAR, MWS, ASR, NGK, DAA, ANA, HMA, BA, NS, SMAA, AS, MYK, AZA, NAMN, AVPA, AES, IKS, SBPA, MRA, AAR, PCD, MHS, AIN, NWR, VNK, ARF, WAS, MFNW, KDP, RAY, NMP, EPP, KRM, OVAN, FRS, ERS, ECA, AAM, SB, LS, ADM, SAW, FRPN, ANH, FTLD, NSM, RM, RGS, NAP, RNS, JDNR, FEZ, NLA, RC, T, AAF, VIY, ISO, NAA, FAF, HMS, ABS, JZA, and IM. During the process of playing slamet riyadi statue the subjects followed the game passionately, the subjects understood the instructions given, some subjects joke mainly men and some were pushing that there were subjects who failed, but overall it was executed in an orderly and under control. The subjects ABS, JZA and RM were the most dominant subjects during slamet riyadi statue game. Also during slamet riyadi statue game the subject NAMN took out the trash outside and insulted the talk of his friends and made noise in class. This is It's like revealed by Partowisastro (in Ammar, 2014) suggesting aspects of peer interaction including Cooperation. This aspect consists of the involvement of individuals in group activities and can provide ideas for the progress of the group.

Based on the results of observations made, of the total number of all subjects there were 21 subjects who showed behavior to give opportunity to others, namely the subject sAAM, LS, SAW, ANH, NSM, RM, RGS, NAP, RNS, FEZ, RC, T, AAF, PY, ENA, HSI, ABS, JZA, IM, BIK, and DWA. During the process of playing slamet riyadi statue the subjects followed the game passionately, the subjects understood with the instructions given, some subjects joke mainly men and some were pushing so that there would be subjects who fall, but overall it was executed in an orderly and under control. The ABS, JZA and RM subjects were the most dominant subjects during slamet riyadi statue game. It's like revealed by Partowisastro (in Ammar, 2014) stated aspects of peer interaction including openness, this aspect consists of accepting the presence of individuals in the group

Based on the results of observations made, of the total number of all subjects there were 80 subjects who showed behavior Willing to work with anyone (no rejection) consists of subjects NLA, ESEA, RKP, ADAR, MWS, ASR, NGK, DAA, ANA, HMA, BA, NS, SMAA, AS, MYK, AZA, NAMN, AVPA, AES, IKS, ATQ, KNR, SBPA, MRA, AAR, PCD, MHS, AIN, NWR, VNK, ARE, WAS, MFNW, KDP, RAY, NMP, EPP, KRM, OVAN, FRS, ERS, ECA, AAM, SB, LS, ADM, SAW, FRPN, ANH, FTLD, NSM, RM, RGS, NAP, RNS, JDNR, FEZ, NLA, RC, DCN, NTKS, ZM, IO, VIY, ISO, NAA, HNA, FAF, MYA, RH, TN, AAS, IHZ, ABS, ANR, OKP, VRD, ONS, JZA and IM. During the process of playing slamet riyadi statue the subjects followed the game passionately, the subjects understood the instructions given, some subjects joke mainly men and some were pushing that there were subjects who fell, but overall it was carried out in orderly and under control. ABS, JZA, and RM subjects were the most dominant subjects when playing Slamet Riyadi statue, then when playing the game subject KNR was looking shy, besides that when playing Slamet Riyadi statue the subject NAMN took the trash outside, insults his friends and messed in class. It's like revealed by Partowisastro (in Ammar, 2014), the aspects of peer interaction include Cooperation, this aspect consists of individual involvement in group activities and can provide ideas for the progress of the group.

Based on the results of observations made, of the total number of all subjects there were 20 subjects who showed behavior of Start by greeting / talking with other friends ie subjects RKP, IKS, NCG, AAM, LS, SAW, ANH, NSM, RM, RGS, NAP, RNS, FEZ, IO, HNA, HSI, SVL, ABS, AHMI, and ABP. During the process of playing slamet riyadi statue the subjects followed the game passionately, the subjects understood the instructions given, some subjects joke mainly men and some were pushing that there were subjects who failed, but overall it was executed in an orderly and under control. ABS, JZA, RM and ABP subjects were the most dominant subjects during slamet riyadi statue game. It's like revealed by Partowisastro (in Ammar, 2014), the aspects of peer interaction include Cooperation, this aspect consists of individual involvement in group activities and can provide ideas for the progress of the group.

Based on the results of observations made, of the total number of all subjects, 46 subjects showed behavior of easily get closed to other people / who is the leader / not the other ie the subjects MAS, RPH, SMAA, MYK, CVA, RFW, UI, SBPA, MRA. AAR, PCD, MHS, AIN, NWR, VNK, ARE, WAS, MFNW, KDP, RAY, NMP, EPP, KRM, OVAN, FRS, ERS, ECA, SB, LS, FRPN, FTLD, NSM, RM, RNS, JDNR, NLA, RC, AAF, RMP, IO, and HSI, IEM, ABS, AHMI, and ABP. It's like revealed by Partowisastro (in Ammar, 2014), the aspects of peer interaction include Cooperation, this aspect consists of individual involvement in group activities and can provide ideas for the progress of the group.

CONCLUSSIONS

The alternative hypothesis of this study was rejected, so there was no effect of the slamet riyadi sculpture game on the peer interaction of elementary school students. However, based on observations during the research, behaviors that indicate peer interaction in elementary school students appear in the form of starting greeting/ talking with other friends, giving opportunities to others, willing to accept other people's opinions, easily close to others / who is the leader / not the others, completing group assignments on time, willing to work with anyone (no rejection). Besides, based on descriptive analysis of measurement results, the level of peer interaction among elementary school students in Surakarta can be increased through the Slamet Riyadi Statue with children who are in the category of lack of interaction, sufficient interaction, and high interaction.

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