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Master's Thesis  
Academic Year 2021

KITA: A Board Game to Foster Manners and  
Positive Behavior for Young Children in Indonesia



Keio University  
Graduate School of Media Design

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A Master's Thesis  
submitted to Keio University Graduate School of Media Design  
in partial fulfillment of the requirements for the degree of  
Master of Media Design

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Abstract of Master's Thesis of Academic Year 2021

## KITA: A Board Game to Foster Manners and Positive Behavior for Young Children in Indonesia

Category: Design

### Summary

Indonesia is a beautiful archipelagic state with abundant natural wealth, diversity of the people and culture. However, daily bad habits rooted in society caused thousands of social problems, especially because of inappropriate manners and negative behavior, even though these bad habits bring loss to the people and our environment. Thus, the Indonesian government plan a character behavior education for the younger generation, include manners and positive behavior learning. This character behavior education must be implemented at school, home, and community, start from early age children. Early childhood is perfect for children's character development reasoning of a sensitive period with very rapid physical, motor, intellectual and social development. Therefore, an appropriate learning method is essential.

For early age children, play is an essential strategy for learning. Utilizing play for a fun learning experience creates an enjoyable education method that brings happiness inside learning itself. This enjoyable, fun experience help children absorb information and learning value better. Further, this fun learning method will be more meaningful for both children and parents if the parents can involve, guide, and play together. Learning experience using a board game consist principle of a fun learning method in every component. Furthermore, board game promotes social and communication skills directly for manners and positive behavior development.

This research designed a board game that uses fun learning methods for tangible assets through story and challenge missions. Both children and parents must do these missions in joint teamwork. The mission includes action tasks for practice

learning and familiar case stories in everyday life that are easier to understand for young children. Supported by the main story concept for bringing happiness in the world by simply using manners and good behavior start from the smallest scale that is common in our life.

The design validation is done through observation on user tests and post-interview to see the engagement and enjoyable atmosphere for the fun learning experience for the players.

**Keywords:**

board game, fun learning, manners and behavior education

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# Chapter 1

## Introduction

### 1.1. Background

Indonesia is a beautiful archipelagic state with abundant natural wealth. Diversity of the people and the culture. However, daily bad habits deeply rooted in society seem unbreakable chains for thousands of problems in society, especially improper manners and negative behavior, for example, the habit of being late for a meeting or an appointment. This negative behavior causes loss and or time waste for everyone involved. Here tells that negative behaviors are bringing fall for individuals and other people [1]. While other negative behaviors, such as garbage, also bring destruction to the environment.

Whereas the younger generation learns by imitating, they also imitate negative behavior from the older generation. For this reason, the Indonesian government has launched character education. Character behavior education in Indonesia has become a significant challenge in Indonesia for decades. It started from National Action for Character Education (2010) by the Indonesian government [2]. The government state that character behavior education must be implemented at school, home, and community. Includes preserve good manners and using positive behavior habitually [2]. More importantly, learning manners and positive behavior must start from home in early childhood. Early childhood is a sensitive period that has very rapid physical, motor, intellectual and social development. Early childhood also the period of forming the initial foundation for child growth and development [3]. For this, early age children need to adjust learning methods according to early age education methods.

For early age children, play is an essential strategy for learning. It is created a fun learning experience for the children and an enjoyable education method that brings happiness inside learning itself. Further, this fun learning method will be more meaningful if the parents can involve, play together, and guide them. Parents serve as the primary teacher, partner, and helper for early age education. As a result, perfect condition for children and parents to have a fun and memorable learning session is essential. Therefore, a learn through play method that can attract children's attention, improve their will to learn, and create a condition where the children can have fun learning session with their parents are needed. The educational board game using a learn through play method. It has various shapes and colorful illustrations. Board game also promotes social and communication skill that is involved directly for manners and positive behaviors development.

## **1.2. Research Goal and Question**

This research proposes to create a fun learning experience of manners and positive behavior learning using a board game for children and families. This learning experience can captivate children's attention and will to learn by taking advantage of components of a whole process. Therefore, the research questions are presented:

- How manners and positive behavior learning through fun experience using a board game for young children and their parents in Indonesia attract children's attention and will to learn?
- How children get the value of learning from components in this whole fun learning experience?

## **1.3. Contribution**

The contribution of this research is as follows:

-Designing media to provides manners and positive behavior fun learning experience.

-A fun learning experience for children and parents that bring value and happiness to learning.

-Improve the relationship between children and their parents.

-Familiarize discussion between parent and children.

## 1.4. Thesis Outline

Chapter 1 Consist of the introduction, research background, and a brief explanation of using a board game to learn manners and behavior for young children and parents in Indonesia.

Chapter 2 This chapter contains a brief explanation of character behavior education in Indonesia, learning through play method, related works, and educational board games as an example of using learn through play method.

Chapter 3 Explanation of the concept design, components, and prototype as a proposed solution for the problem explained in chapter 1, including design process and the target user.

Chapter4 Present the setting for the user test, showing the process and the participants. The result of the session, post-interview, and feedback will include.

Chapter5 The conclusion of the validation from the participants including a summary of user test and interviews from the previous chapter. Further, plan for improvement in the future.

## Chapter 2

# Related Works

### 2.1. Character Behavior Education in Indonesia

Humans are social creatures who must relate and engage with other humans and the environment during their life. Courtesy and good behavior are essential elements in daily social life. In this case, good manners and behavior can provide numerous benefits or good influence on oneself, others, and the environment. Unfortunately, thousands of problems in Indonesia come from a large number of people in the society that are habitually using improper manners and negative behavior. For example, people are usually quite flexible when it comes to meeting deadlines or showing up at appointments. Becoming late for an appointment or looking for extra time for deadlines are became common behaviors. The other example is the violation of traffic rules.

Those behaviors can affect Indonesia as a whole because, in this globalization era, every country has a relationship and working together. Those kinds of negative behaviors can bring loss or even danger to everyone. As a result, character behavior education is essential. Character education is a process to shape the personality seen in real action. Thus, character education implicitly means to build character or pattern behavior based on or related to the positive or good moral dimension [4].

The Indonesian government proclaimed the development of the culture and character of the nation. To begin, 'The declaration of Education Culture and National Character' as a national movement in January 2010. In this action,

the Indonesian Ministry of culture and education (Kementrian Pendidikan dan Kebudayaan Indonesia) stated several main points: moral knowing, good action, and positive behavior. These points are involved in learning at school, at home, and in the community.



(Source: ITJEN KEMENDIKBUD [5])

Figure 2.1 Character education Guidelines

In the formal curriculum character behavior education uses in the school, manners and behavior learning are blended inside school rules, wrapped inside a religious class and civic class. Presented to the student from the teachers with the help of a textbook.

## Start from home

Even though formal curriculum during lectures and class in the school is essential to developing character behavior, more important for children to receive education



start from home, this informal education in the family has a vital role in the process of manners and behavior learning [6]. Through educational guidance from their family, children formed their character and behavior because the family is the first and the most critical environment for the growth and development of children from an early age to adulthood.

Parents and family have a critical role in guiding and supporting children's behavior so that they will have a good personality when they become an adult. Interaction and relationships have a significant influence on how children understand and experience the world around them [7]. More children in younger generations receive and develop good behavior result in problems mentioned in chapter 1 lead to a possible solution in the future. More importantly, this learning is necessary to start from early childhood because early childhood is a sensitive period with very rapid physical, motor, intellectual, and social development. Early childhood is also the period of forming the initial foundation for child growth and development [3]. Therefore, using a proper learning method for a younger generation that involving parents and families is essential.

## 2.2. Learn Through Play Method

### **Fun learning an essential strategy for young age children**

Scientific research over the past 30 years has taught us that the most important period of human development is from birth to eight years old. Early age children learn differently than an adult. So that using appropriate methods is necessary. Play is one of the most important ways for young children to gain essential knowledge and skills [8]. Children like to play naturally. Thus, taking advantage of the essence of play to use for a learning method is considered a suitable method for learning. The play takes many forms, include learn through play. Learn through play is a method when children's activity is considered to be joyful, meaningful,

engaged, iterative thinking, and involving social interaction [9]. By joyful experience, children find happiness, and they will like to share with others. Combining with meaning and value, they find in what they are doing. Actively engaging means children can absorb the information, value, and meaning better than if they have no interest. Overall playful experience allows acquiring attention. After getting their attention, building enjoyment and will to learn is more effortless.

Integrate play and learn to learn through play in the school, home, and community can be a good solution for how to make children became more attracted and trigger will to learn something or gain a piece of new knowledge. Using a board game to create a fun learning session is one of the learning implementations through the play method.

## 2.3. Board Game as Learning Method

A significant challenge in any education is to keep the learner's attention while communicating detailed information about the topic. Good questions, problems to solve, and situations to consider allowing players to think through and apply what they learn. Since schools are switched to online classes due to the COVID-19 pandemic, enjoyable learning method for students, especially young children is essential. Therefore, practice learning and a playful learning experience using a board game will attract children's attention and bring more happiness in learning.

The board game has been used from a long time ago, as far as 3,500 BC in pre-dynastic Egypt. The game called Senet was found. Senet board is a grid of 30 squares in three rows of ten. Classic traditional board game such as Chess is the basic for board game development, including educational purpose board games.

Board games are an important tool to provide hands-on and heads-on skill and knowledge development to create an engaging atmosphere; they also provide a non-threatening, playful, yet competitive environment to focus on content and reinforce and apply to learn. Game play experience in a board game can give examples of the impact of action instantly [10]. Including present direct feedback

on activities that have been taken by players, whether it will benefit other players or harm them [11]. Using a board game for children's learning is valuable because tangible board games stimulating children's critical and communication skills. This includes communicating verbally, sharing, waiting, taking turns, and enjoying the interaction with others. Board games are colorful and full of different shapes that can attract children's attention. Further, board game helps to learn how to achieve goals, teach problem-solving, and way to learn new words. Those benefit of educational board game makes enjoyable and fun learning experience for the children.

### **2.3.1 Educational purpose board game in Indonesia**

Board game industry in Indonesia has been increased in recent years. The association of board game industry activists in Indonesia called APIBIGI (Asosiasi Penggiat Industri Board Game Indonesia) stated that playing board games is an opportunity to revive the spirit of playing together and forge emotional bonds between families which are actually Indonesian culture [12]. Moreover, the possibility of using a board game for formal education, informal education, and non-formal education in a more attractive way to learn increasing the diversity of board game production in Indonesia.

### **2.3.2 Board game in Global Education Real Project of Keio Media Design**

Board game designed and use in this research is inspired by variety board game from Indonesia and from previous board game designed inside Global Education. These board games usually have purpose related to the education, either formal education, informal education, or non-formal education. For example, a previous board game research found in Global Education Real Project is called Folklore that the main goal was aimed to preventing cultural erosion especially for the younger generation in Indonesia [13]. The inspiration for this research that comes

from previous research in this Real Project are not only technically board game but also tabletop game such as card game. Card game in modern days considered to be a board game in general consensus [14], and the example of a card game that inspiring for this research comes from card game namely Catcall. This game aimed to trigger discussion and raising the awareness toward sexist behavior [15]. From those games, several components inside are influenced a board game designed in this research. Particularly, influence to learn something, raising the awareness of a certain topics, triggering conversation and discussion towards the playing session, encouraging and motivating for learn, and even though a board game can be stand alone learning media, it can be an introduction for a bigger picture of behavior changes [13] [15].

## 2.4. Related Works

Media for character behavior creative learning that carries the points of manners and behavior learning for young children in Indonesia generally are textbooks for civics and religious classes, children's storybooks, and cartoons that contain positive stories. This section will include a brief explanation of the advantages for each related works.

### Text book

Generally, manners and behavior learning for young children at school in Indonesia use textbooks and explanations from their teacher that blend inside civic and religious classes. Elementary schools in Indonesia were usually separating religious classes based on religion. Islam, Hinduism, Buddhism, Catholic, and Christian. So that religious classes have five different textbooks (see Figure 2.2).

The textbook is officially compiled by the teacher union under the ministry of culture and education. The learning method using this textbook usually starts with an explanation in the class by the teacher and ended with homework written

inside the book. Several advantages of using this learning method are structured according to the curriculum and syllabus, easy to obtain, and affordable. Unfortunately, because of contains a large amount of text and monochrome, it is challenging to attract children's interest especially young children. Challenging for the children to focus and keep the enthusiasm on learning. Further, this is not accessible for children before age 6 (1st grade of elementary school).



(Source: Gramedia)

Figure 2.2 Religious text books

### Manners and Behavior story related children books

Colorful but not include practice learning Children's books are powerful as a learning tool. Not only colorful and contains numerous pictures that make them easy to understand and fun to read, it is also allowing children to learn words quickly. Using pictures [16] to help kids understand that convey the meaning of the story. Value of the story and key messages inside can develop understanding and emotions. Moreover, reading together with their parents create an opportunity for quality time and discussion for both of them. However, storybooks hardly

contain any practice learning for manners and behavior education.



(Source: Gramedia)

Figure 2.3 Children manners and behavior story book

## Religious Animation in Indonesia

Since Indonesia is a religious country, the use of religious stories for manners and behavior learning is very common. For example, the story of Nussa (see Figure 2.4). Despite the existence of differences in religion and story, the value and message to tell are always same. These kind of animation are became more and more accessible in Indonesia and often used by parents to educate their children. Unfortunately, animation is only provide an information for the children without practice learning.



(Source: [www.nussaofficial.com](http://www.nussaofficial.com))

Figure 2.4 Islamic animation teach positive behavior

### Educational board game

Children love to play by nature, and the board game's main strength is play. Even though the process inside the board game itself considers to be beneficial for children's development, modifying the contents of the board game by inserting an educational theme will add more value for a learning method. An example of an educational board game in Indonesia is the board game called Beruang (see Figure 2.5). This board game aims to be a learning media financial literacy for children. Not only to encourage kids in their learning but also to accommodate parents in teaching and help their kids through a fun learning experience.



(<https://medium.com/@efwcelia/the-board-game-i-designed-for-kids-109fa61b673>)

Figure 2.5 Beruang board game for financial literacy

## Chapter 3

# Design

### 3.1. Concept

The initial concept of this board game is to design tangible media, namely Kita, that provides a fun learning experience of manners and positive behavior for children and parents in Indonesia. While a fun learning experience attracts children's attention to learn, together with parents helps to improve their relationship. It might encourage them to remind each other behavior in daily life.

The idea of the name comes from the translation word "us" to Bahasa Indonesia that is *kita* reasoning the essence of this board game is to learn that our manners and behaviors are affecting us. Not only ourselves but also other people and our environment. This is to inspire the children and to encourage them to keep good manners and behavior for us.

Kita, designed with a mission to tell the story of preserve good manners and positive behavior, even on the smallest scale that is everyday life, can bring happiness to the world little by little. Naturally, children love to play. Taking advantage of the essence of play, Kita designed to create an enjoyable ambiance in learning so that children can learn without burden. Thus, the possibility of raising love and passion for learning might help for their academic future.



## 3.2. Target User

Kita is designed for young age children and their parents or family in Indonesia. The primary targets are the children aged 5 to 8 years old and their families. Because of this range is in the golden age for children (0 to 8 years old) where children already familiar with literacy, considering reading in the mission and tasks are uses in the gameplay. So that children familiarize themselves with the words is essential even though these reading missions and tasks are designed to be reading together sessions with their parents. Further, this process might help children learn new words, especially words related to manners and behaviors.

## 3.3. Design Process

The prototype in this research is designed for young children and families in Indonesia. Therefore, components inside this board game presented on similar atmosphere and condition in everyday life for Indonesian people. Thus, scenes and stories for mission tasks or the illustration for the board game are based on common scenes in Indonesia.

Three main concepts are implemented in Kita to create an enjoyable experience of manners and behavior learning for young children and parents using a tangible board game. These are: (1) a whole concept stories (2) use of tangible assets (3) mission and challenge tasks for practice learning.

### 3.3.1 Concept Stories

The basic concept of Kita is to inform all players that even simple good manners and behavior we are using in daily life can create small happiness little by little to the world. Classification of manners and behavior uses in this board game are based on literature review and related works mentioned above, especially from the character behavior education guidelines from the ministry of culture and education

of Indonesia.

Table 3.1 Daily manners and positive behavior list use in Kita

Clean	Hardworking	Brave
Honest	Greet	Peace
Work hard	Kind	Respect
Tolerance	Please	Thank you
Fair	Be on time	Sorry
Empathy	Keep promise	Confidence
Apologize	Sincere	Share
Against animal cruelty	Teamwork	care
Helping each other	Thankful	Protect the environment
Protect rules	Responsible	Protect the weak
Respect diversity	discipline	appreciation

While another detailed concepts classified as a process consist of several components:

- Process is an essential part in order to reach the goal.
- Never give up in the process.
- By maintaining good manners and positive behavior in daily life, people in society can have a healthy relationships.
- Using good manners and doing small positive actions every day brings warm feelings for everyone, creates small happiness and smiles in this world.

The detailed concepts are implemented in the gameplay process include story and challenge missions.

### 3.3.2 Story line and Sketch

The inspiration for components of the storyboard comes from different sources, from literature reviews and related works. In the forming process, start from

the textbook related to character behavior education for early age students in Indonesia to the guidelines for character education by the ministry of culture and education of Indonesia. The next phase is sorting common daily manners and behaviors that appropriate for young children to learn; stories and case studies for manners and behavior problems are gathered. The last phase of the storyboard design is arranging the value for a whole board game concept, define gameplay and rules.



Figure 3.1 Sketch of first story board

After finished designing the storyboard, followed by sketching tangible assets and illustration for gameplay (see Figure 3.2). These are contains of illustrations for the map, characters, mission cards, smile plates, earth card, all pieces uses in challenge mission, treasure box, hero medals, and box package for Kita.

Along with paper sketches, design paper craft components for tangible assets are made (see Figure 3.3). This step is to check whether the assets are playable and possible to build in the board game.

### **First Board Game Prototype**

Finished sketches on the papers scanned and digitalized for the next step, coloring, printing, and assembling the game components. This first prototype is made reasoning to check this board game's usability, size, and appearance. In

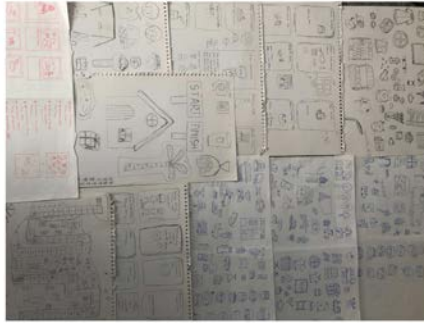


Figure 3.2 Sketch of components



Figure 3.3 Example of a paper craft asset

this prototype, several significant problems are found. Specifically, illustrations and shapes still have space to improve, complicated map, area for action tasks is not comfortable for the children, and the size is not optimal. As a result, improvement to solve those problems is needed through re-design components. Start from modification illustration to the size a whole board game includes game components that will give the better result and improve the quality of learn through play method, especially the idea of using playable assets for a challenge mission part.



Figure 3.4 Kita prototype

### Re-design Prototype

Based on the findings, illustration and game assets have to be changed to be more engaged and easy to use for the children. This process started from changing illustration in digital (see Figure 3.4). Playing route in the map changed to be more clear shape made from four small squares. Size of tangible assets adjusted with children hands so that easier for children to play with the assets and realized through print on papers and card board (see Figure 3.5).

### Finished Prototype

After several trial errors and re-design steps, this tangible board game finished prototype made using cardboard, printing papers, and sticker papers. The box size around 42cm x 60cm x 15cm, while the whole map is 30cm x 42cm. This finished prototype consists of a packing box, a whole map separate into two, four



Figure 3.5 Re-design prototype



Figure 3.6 Tangible assets easier to use

different character pawns, one earth card, 20 story mission cards, 13 challenge mission cards, sets of challenge mission action pieces, sets of smile plates, one treasure box, and four hero medals.



Figure 3.7 Kita finished prototype ready to use

## 3.4. Design Components

### Tangible Assets

Kita aims to create a fun learning experience through a board game for children. Therefore, tangible assets that can attract young children's attention and supporting the process of the fun learning experience are important. The tangible assets consist (1) map (2) characters (3) earth card (4) smile plates (5) mission story cards (6) challenge mission cards (7) challenge mission pieces (8) 4 walls (9) hero medals. More detailed explanations for tangible assets are given in the

gameplay section.

### **Mission and Challenges**

Mission and challenge task is consist of story reading mission and action challenge mission. Each story and challenge mission has a short story with background, reason, and effect for every manner or behavior mentioned. So that the children will understand the reason of why we have to keep those manners and behaviors. Story mission is where children and parents read together short story cases related to using a particular familiar manner or behavior in daily life. At the same time, challenge mission includes background story reading and action using tangible assets that require teamwork. Action task inside challenge mission is designed to be a small practice learning for the children.

#### **3.4.1 Game Play**

Since Kita is designed for Indonesian children and families, all the design components are designed using Bahasa Indonesia. However, this section will explain the core of the gameplay aims to build the understanding and value of this board game for manners and behavior learning.

#### **Rules and Setting Up for play**

Kita is designed for two and up to four players. In one playing session, at least one parent has to play together. Before start playing, children and parents must work together to arrange playing map and game components. Each player has to choose one character as a pawn. Pick one from four diverse existing characters. Take all of the story mission cards, challenge mission cards, all pieces for challenge actions, and treasure box include Hero medals. Place all components at each place. Place the earth card beside the board map to use together. Determine playing turn with a dice. Get all the pawns at the start before the adventure box.

Players have to move in order using dice to determine their steps. Adventure boxes are a place to step for the player to put their character pawn in the game.



It consists of two types, regular box, and challenge mission box. When players stopped at the regular box, they have to draw a story mission card. The player must draw the challenge card when stepping on the challenge mission box. When meeting challenge mission block on the way, the player must stop to take the challenge mission first before continue their leftover steps.

When a player encountering a challenge mission, they have to ask politely other players to work together for the task. After every mission is finished, players will get the smile plate as a reward and put in the earth card. The player must go in a route and meeting all walls in order to finish the game. The player will get a hero medal from the treasure box at the finish line and wait for other players to finish the game. While waiting, the finished player still requires to working together for a challenge mission to help unfinished players. The game will end when all the players get the hero medal.

### **3.4.2 Game components**

Kita is designed to be colorful and has various assets as one example of the unique point used to improve fun experience of the gameplay. Further, every component in this game is made with infusing of manners and behavior learning value. More details will be given through an explanation in each category.

#### **Map**

The map is designed to be eye-catching for the children using various shapes and colorful illustrations front and back. On the front side of the playing area, several places for mission and obstacles for the players are made. This indicates a journey towards the goal, and a process happens in the way. People are not able to skip the process before the goal. So that is important for us to have experience and learn in that process. The children can learn to reach the finish line, they need to solve problems, difficulties and experienced a journey.



Figure 3.8 Board game map (peta KITA) front



Figure 3.9 Board game map (peta KITA) back

## Characters

The characters used as a pawn for players inside the game. Four different characters are ready for adventure. These characters are designed to be representative of diversity. It consists of two boys, and two girls, all of them have a different appearance. Even though they look different, they are moving towards one goal, to work together to make our world a better place. Everyone can be the same, a great person to bring happiness to the world through using good manners and behavior.



Figure 3.10 Character pawns

## Story Mission Card (Kartu Misi)

Story mission is a regular mission when the player stopped at a regular block on the map and taking one yellow mission card written Kartu Misi. Mission story cards are randomly stacked placed with the initial card on the top. These cards are presented on a small card folded into two, consist of 4 pages front and back in total. Initial cards are written on the first page (front). The story is written on the second and third pages. Contains a short story case for a certain manner or behavior, with a small explanation of the reason and effect of that manner or behavior. At the back of the card, the last page illustrated smile plates as a present for each mission. This mission is reasoning to trigger discussion or conversation for the story written in the card that is similar to the manners and behavior story in daily life. Until this time, a total of 20 cards with various stories and problem cases are made.



Figure 3.11 Story mission card Kartu Misi

### Challenge Mission Card (Kartu Tantangan)

The challenge mission contains actions or verbal tasks for the player that steps on the block with the challenge mission mark. In this mission, other players are required to participate. The player who stopped at the challenge mission block will read the mission and asking politely other players to do the mission together. This step is covering practice verbal manners through politely asking for teamwork and action tasks or verbal tasks for positive behavior learning at the same time. For example, challenge mission planting trees together (see Figure 3.11). The design of this challenge mission card is similar to the story mission card presented on a small card folded into two, consisting of 4 pages front and back in total. Initial cards are written on the first page (front). The task is written on the second and third pages. Contains a short story for introduction, explanation of the task, and the value. At the back of the card, the last page illustrated smile plates as a present for each mission. Challenge mission task consists of 13 mission tasks until this research is written.



Figure 3.12 Challenge mission card Kartu Tantangan

### Action Task

Action task comes from the challenge mission cards. These tasks consist of verbal and action tasks. For example, the verbal task is where the player has to practice apologizing or thanking other people based on the story written on the card. An example of an action task is where all the players cooperate in planting tree shoots in the designated area on the map.

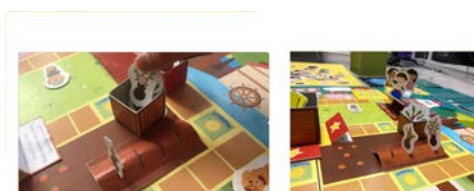


Figure 3.13 Action task plant a tree

This kind of action designed with motivation to create enjoyable practice for children that is similar to the real action. In this case, even though there is no

soil, they can imagine plant a tree's valuable behavior and help our environment. Each action task comes with an explanation of the reason behind it written on the challenge mission card so that the children will understand.

### Smile Plate

Every time players finish their mission, either story or challenge mission, smile plates are given as a reward for managing to use a particular manner or good behavior action. The design of smile plates is a colorful illustration diversity of smiling people, animals, and plants as they are happy from the result of using manners and good behavior happened in the mission.



Figure 3.14 Smile plates

### Earth Card

The earth card is designed similar to our earth. Because this board game is purposed to use in Indonesia, the highlighted center or the earth card is based on a map of Indonesia.

This card used for all players to gather all the smile plates. This action gives an image of a world that full of smiles. Even though it builds little by little through simple everyday actions, in the end, the smile will accumulate in the earth. Smile plate and earth card show how good action makes our environment live and bright.



## 4 Walls

Positive behavior learning inside Kita is not limited to the mission cards only but also in the middle of the adventure. While playing Kita, players will encounter obstacles called four walls before finding hero medals inside the treasure box that indicate the end of their adventure. Four walls are not exactly looking like a wall, but more like a block that is neither regular blocks nor challenge's marked blocks—designed with a basic red background similar to the brick wall color, with star mark on the surface. These walls are reasoning of obstacles we have to experience in the process towards the goal. Four different messages are written inside a pop-up card attached to the wall. The player has to open and read all the messages every time they stop in front of the wall. The first wall is written bravery for those brave enough to start the journey. The second wall is praising the patience of crossing hurdles. The third wall will support the player by the advice of never give up despite meeting more and more obstacles. The last wall is the real success where the treasure box is behind it.



Figure 3.17 4 walls

## Treasure Box and Hero Medal

Once the player gets to the last wall that contains a congratulation message, they will grant access to the Treasure Box and receive a Hero Medal. Treasure box and hero medals are located at the center of the map—the design of Treasure Box is inspired by a wooden treasure box that is usually illustrated in the children's story. In the Hero Medal, the written alphabet P, which is the initial letter of *Pahlawan* implies a hero in Bahasa Indonesia.





Figure 3.18 Treasure box and hero medal

# Chapter 4

## Evaluation

### 4.1. Validation Process

The validation process for Kita was conducted through a user test. The user test was conducted remotely with the help of other people because all of the participants are living in Indonesia. This user test consist of observing players while they play and post-interview. These methods aim to know how they feel and whether the participants get value from experience. The user test was done with four children from two different families in the home setting.

The observation part was performed from when children and parents setting the board game before start playing. This part means observing elements of a fun learning experience, including verbal communication (reading together, answering questions, discussion) and non-verbal communication (smile and laugh, focus, expressing interest, excitement, and enthusiasm). Observation focused on whether Kita is successful in being a media to create a fun learning experience that brings enjoyable learning for the children and their parents. While the post-interview was conducted to check children's feelings towards their experience with Kita and to get feedback and opinion from the parents.



Figure 4.1 Board game Kita ready to play

## 4.2. User Test Result

Primary target users for Kita are children age 5 to 8 years old and their parents. The finished Kita prototype was tested on five children and their mothers in three different families in Malang, Indonesia. Every family has a diverse background. User tests for these two families are conducted at different places and times.

### 4.2.1 Family 1, Children Aj, Mother L

Children Aj (6 years old) shows his love to the parents often. He likes playing, and sometimes he plays with both of their parents. Mother L is now a housewife. Hence, she has enough time to help children Aj to study and learning various skills. Mother L is paying attention the most to children Aj religious education and academics. This time is the first time mother L and children Aj tried an educational board game.

In the user test session, Children Aj and mother L gathered in their living

room. Children Aj shows his interest in Kita through the way he observes almost every Kita component while prepared for the gameplay. Children Aj picks one character; the boy wears red jeans holding a wooden sword in hand. Encountering the story mission card, children Aj read the card with the help of mother L. They are focused on the stories. He looks focus on reading the mission card carefully together with mother L.



Figure 4.2 Children Aj reading mission card

The enthusiasm of children Aj towards Kita shows in two types of actions. Firstly, when children Aj and mother L working together to finish the challenge mission. The other action is when they finished a mission and placing the smile plate in the earth card. He cheered and raised his hand out of joy.



Figure 4.3 Children Aj raising hand and cheer

When children Aj throws a dice, he smiles and laughs, especially if the number is big. Then he moves his pawn in a hurry. Mother L and children Aj presented their teamwork at every challenge mission (see Figure 4.4). For example, when children Aj got a challenge mission to learn to stand in line with discipline, her mother giving guides by asking where should they wait for her turn while pointing several places shows in red ovals (see Figure 4.5).



Figure 4.4 Children Aj and mother L teamwork

At the time, children Aj and mother L stopped at the walls. They are focused on reading every message written on the cards. Mother L was asking children Aj if her children understand the meaning of those messages. Children Aj then paid attention to her mother's explanations. Mother L actively asked children Aj to check to understand the value of each manner and behavior mentioned in every mission. After around 30 minutes of playing together, finally, children Aj arrived

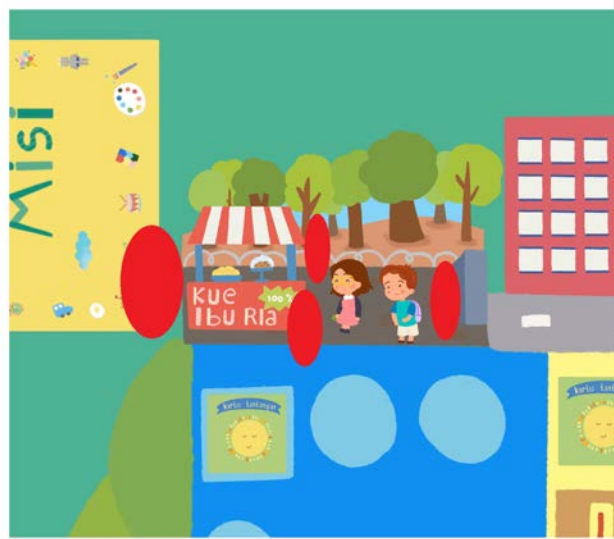


Figure 4.5 Mother L guiding children Aj on the mission

on the last wall and got through a treasure box. Mother L picked one hero medal and gave it to children Aj. Children Aj cheer and laughed happily and showing his medal to everyone.

### Interview Children Aj

From the interview given to children, children Aj understand that we play to be a good person inside the gameplay of Kita. The most memorable positive behavior that he learned is caring our environment by plant a tree and littering wastes. Children Aj mentioned he has a mission best for him, thanking his parents because he really loves his parents. The most exciting parts inside Kita for children Aj are colorful illustrations and a hero medal. He wants to keep the hero medal in his house. Furthermore, children Aj is motivated to be a hero by being a good person.

### Interview Mother L

Mother L strongly agree for children and parents learning session. Because of Covid-19, children have to keep learning at home and using short video ex-





Figure 4.6 Children Aj and hero medal



planations and textbooks. Unfortunately, this is not working for young children because they need to learn by touching the environment directly and experience it. So that, better learning method, or at least using a slightly fun learning method in the middle of formal curriculum-based learning method, will help. Since mother L is a housewife, both of children A's parents sometimes give education for positive behavior towards religious education. However, she found that a fun learning method together with parents using a board game is excellent for both children and parents. Thus, she is hoping to try more varieties of an educational board games.

#### **4.2.2 Family 2, Children A, Children R, Mother S**

##### **Observation Children A Game Play**

Children A (8 years old) loves to play and watch cartoons. She mentioned that she feels not engaging to learn using a monochrome textbook. Mother S works at home selling her freshly made lunch box. Mother A aware of the importance of teaching her children academics. Thus, she waits beside her children while studying using a textbook or with their homework from school. Mother S also disciplines to teach her children religious learning. This time is the first time mother S and children A are trying an educational board game.

In the user test session, children A, together with mother S and children R (and children Y that interested and observing the whole session), gathered at the terrace of their house. They look excited while holding the box of Kita. Firstly, they have to set the board game together before play. They tried to read together with the rules book of Kita. Children A smiled and laughed several times while holding pieces and set down games components as we heard. Children A picks one character who wears a pink dress as her pawn because she loves pink, and she wore the same color dress when she played this board game.

Encountering the first story mission card, children A tried to read together with mother S. She looks energetic when reading the mission card. Every time children

A and mother S finished reading the mission card, mother S always asking children A whether children A understand the story and the reason between a specific manner or behavior value on the story.



Figure 4.7 Children A reading the mission card

When children A encountered a challenge mission for the first time, mother S remind her that all the players must work together to finish the action. After heard mother S explanation regarding the challenge mission, she asked all the players to do the mission together. The task was to clean garbages around the river near their house (in the game). This mission inspired by Indonesian culture called *kerja bakti* means cleaning our home environment together with neighbors.



Figure 4.8 Children A action challenge

Children A shows her enthusiasm toward smile plates during the game. Every time she finished the mission, she hurriedly looking for the present. After finding the right smile plates, she holds the smile plate in her hand. She took time to observe the detail of smile plates while smiling by herself before placing them in the earth card.



Figure 4.9 Children A looking for the right smile plate

Every time children A arrived in front of one of the four walls except the last wall, children A and mother S read messages written on the wall. Mother S was then explaining the meaning and value of the messages. Children A listens and nodding several times. When children A found the last wall in the finish line and get the hero medal, she smiled brightly and cheered happily.

### **Interview Children A**

From the interview given to children, children A realize that the point of this game is that people have to use manners and positive action in our daily life. The most memorable positive behavior that she learned is caring for our environment by littering wastes and feeling grateful toward her parents. Children A mentioned that she likes smile plates and when she looks at the earth that full of people. She keeps staring at her hero medal while clean up. She said that she wants to be a hero too and help other people.

### Observation Children R Game Play

Children R ( 6 years old) is the little sister of children A. She is quiet and shy but shows her exciting feeling when they were preparing for the gameplay towards observing and trying to touch almost all assets component of Kita. Similar to children A, this is the first time children R is trying an educational board game. She participated in setting Kita while looking at children A. Children R sometimes tried to copy children A movement. The character pawn of a little girl wearing a purple dress picked by children R happened because children also wore a similar clothes color that time.

While children R encountering mission cards, children R ask children A to help her read together. Children R, children A, and mother S then read the mission card together.



Figure 4.10 Children R reading a challenge mission card

Children R younger than children A, so that mother S has to explain more for the children R. Mother S also checking the understanding of children R related meaning of some words written in the cards. Children R and children A shows similar interest with smile plates. Yet, children R also showing her fascination towards illustration on the map. Every time children R meet a challenge mission, mother R gives an example of how to do the mission. Children R then tried to do the same thing with all of her focus on her hand.



Figure 4.11 Children R focus on the mission

Since children R is younger than children A, when children R encountering four walls, different from children A, mother S directly explaining the messages and keywords. When children R arrived at the finish line, she hurriedly grabs the hero medal, smiling, and said that she won (the game) in a cheerful tone.

### Interview Children R

From the interview given to children, children R understanding the board game as be a good person, loving their parents, and become a hero. Children R mentioned several things that memorable from the missions, action for planting trees (protect environment), polite to older people (grandmother), and helping puppy. Children R like the aspect of colorful board game because she like to draw with a crayon and she was very happy when she put a lots of color.

### Interview Mother S

Mother S strongly agree for children and parents learning session. She mentioned that children did not engage with only formal learning methods. Because of Covid-19, children have to keep learning at home and using short video explanations and textbooks. She found that this method is more unattractive for the children. So that, sometimes, she tried to give an educational animation to her

children. Since mother S is still working, she mainly teaching positive behavior using religious education pray and stories. However, she found that a fun learning method together with parents using a board game is great for both children and parents. She read somewhere about an educational board game that teaches religious education. Then now, she tried this board game, and mother S thinks his family needs to play this board game again.

### 4.2.3 Family 3, Children N, Children J and Mother R

#### Observation Children N Game Play

Children N ( 8 years old) is bright and cheerful. Children N does not interest in studying or learning using a textbook. Based on her mother, children N is the type of child that loves to practice and learn by action rather than reading a textbook. Mother R work selling daily necessities and snacks stall at her garden in front of her house. Thus, mother R has more time to be with her children every day. Same with mother S, mother R also aware of the importance of teaching her children academics. Mother R also disciplines to teach her children religious learning. Thus, mother R sometimes teaches her children morale and religious pray using a cartoon.

In the user test session, children N, together with mother R and children J gather in the living room. Children N smiled brightly when she saw a box of Kita. She asked if that box is toys or not. When mother R said that we would play this game together, children N looks very excited. Firstly, mother R opens the rules book and asks children N and children J to set the board game together. Children N pick a pink dress girl character to be her pawn.

Children N shows engagement with the board game in the whole session. She was smiling very often (see Figure 4.12). Children N paid attention every time they encounter the mission cards. She looks enthusiastic, shows by her loud voice while reading carefully (see Figure 4.13).

Every time children N finished story or challenge missions, she hurriedly looking



Figure 4.12 Children N smiling all the time





Figure 4.13 Children N reading enthusiastically



for the smile present. She seems happy every time she picks and places the smile plates in the earth card. Every time children N arrived in front one from the 4 walls, children N together with children J and mother S read messages written on the wall.



Figure 4.14 Children N and J encountering the walls

### **Interview Children N**

Children N likes the challenge action parts. For children N, colorful visuals and diverse action challenges were really fun. Children N mentioned that showing thanks to their parents, finding a present box (helping friend), and helping little puppy (do not harm animal) actions are the memorable parts for her. Children N feeling motivated to be good people and willing to stop other people from doing bad things. Lastly, she wants to play Kita again in the future.

### **Observation Children J Game Play**

Children J (5 years old) is the little brother of children N. Children J express his excited feelings in every move. Children J sometimes tried to copy the children N movement. He picks a boy with red jeans pants character as his pawn.

Since children J is far younger than children N, children J looks really dependent on children N and mother R. While children J encountering mission cards, children N will ask children J to hand the cards and let her read the mission cards for children J. Children J and mother R really paid attention every time children N read the mission cards. Children J looks very happy to play together. He cheers and laughs (see Figure 4.15) when he found the present box for helping friends' mission. Children J clapped when he finished a mission challenge.

Mother R explained more often to children J because children J is younger than children N. This means children J has knowledge and vocabulary less than children N. However, children J looks really enjoy playing together. He shows his interest in smile plates and character pawns. He loves to help children N to find the right smile plate for every mission. Unfortunately, children J did not participate until the end of the game. Because of his bad condition that day, he felt tired, and he went to rest.

### **Interview Mother R**

Mother R agree for the importance of children and parent having a learning session at home. She mentioned that she always beside her children when they do their homework, study, or learning something new. Covid-19 affects children's



Figure 4.15 Children J claps and smile

engagement in a study or learning methods. The learning method using short video and homework-based learning methods is unattractive and troublesome for the parents. Mother R thinks with a supplement for a learning session, enjoyable learning methods, children will be more engaged in a learning session. She is mainly teaching positive behavior using religious animations and guide their children to constantly feeling grateful. She found that a fun learning method together with parents using a board game is enjoyable for both children.

## Chapter 5

# Discussion

### 5.1. Conclusion

The purpose of this research is to design a board game that brings a value of manners and positive behavior learning, fostering children's motivations and interests through an enjoyable experience for children and parents in Indonesia while improving their relationships.

Kita received good results and feedback from both children and parents. All the children stated that they like the whole experience. The design components of Kita, specifically tangible assets and colorful illustrations, are proven to catch children's attention and curiosity. First challenge missions trigger their curiosity and start exploring other challenges as well. The existence of four walls as a hurdle that disturbs their journey meant to give an image of difficulties inside a process. These hurdles come with support messages that caused both parents and children to feel motivated. Smile plates are the most mentioned by children for the variety.

A whole concept and story in every mission brings children imagination lead to understanding points that Kita wants to tell, positive action, be a good person, bring happiness around the world. Motivated children to be a hero like their experiences on the game. Two children, age 8, children A and children N, understand Kita as a fun learning media that improve their understanding towards daily common manners and positive behavior through story mission and action challenge. While children age 5, children J and one child age 6, children R are feeling they are playing with the board game instead of learning in the first place. Fortunately,

in the middle of the post-interview session, reviewing the most memorable parts of the board game, children R realize the value of this board game as they learn to be good people through manners and positive behavior in daily life. Another child, age 6, children Aj, catch the understanding of learning to be a good person using this board game.

In terms of the assets category, every component contains value related to manners and behavior learning. Map used in gameplay indicates a journey towards one goal, and the process happens in the way. Diverse in characters representative of diversity. This diversity has not affected the goal. Everyone can be the same, a great person to bring happiness to the world despite differences in appearance. Smile plate and earth card show how good action makes our environment live and bright. Four walls teach never to give up even though facing difficulties. Mission task contains various learning values through the story and action as a practice learning.

Children are engaged to the whole concept of Kita, that is, keep manners and behavior to be a good person and bring happiness to the world. Their interest shows in the process when they enthusiastically explore mission tasks. Smiling and laughing while fulfilling challenge actions. Children and parents read the mission cards together, talking about the causes and effects of particular manners or behavior on the story. Allow them to have a deeper understanding. Younger children also learn some new vocabulary. More importantly, children feel motivated to practice positive action in real life.

From the user tests done in this research, parents participants think that both story and challenge missions are easy to understand because of using familiar cases example as manners and behavior learning. Likewise, challenge missions that act as practice learning. Practice learning will help children's minds and bodies absorb different information and knowledge. They agree that a fun learning experience can help children learning especially to support formal academic learning methods. However, these might be different for another parent. Even though Kita is designed for children learning, there is a possibility of educated parents instead of the children. This is because parents who are less aware of

using a manner and positive behavior more than their children exist in society. So that learning manners and behavior together with their children might inspire these parents to be wiser to the topic. Lastly, another possibility is that this board game can educate both parents and children, encouraging each other to keep their manners and positive behavior in the future.

## 5.2. Scope and Limitations

Although this board game received a positive response from all participants, Kita still has several limitations. Firstly, Kita may increase children's experience and knowledge and achieved the goal of a fun learning experience using media to learn manners and positive behavior for children in Indonesia, but this will not guarantee behavior changes in the society. Yet, if Kita is used as learning support, especially in this Covid-19 era, Kita may help children to have an enjoyable learning experience with little happiness found in the learning process. This happiness in learning possible to foster children will learn not only manners and behavior but also other knowledge include academic learning. In regards to this game, Kita has the possibility to grow and developed further. Secondly, the evaluation of this research is limited. The research is not finished in this part. Lastly, this design covers limited cases compared with the extent of character education, manners, and behavior learning.

## 5.3. Future Works

While Kita shows the positive result as media for a fun learning experience, there are still many possibilities for further development. The quality, size, and materials for the board game itself need to change to be more sustainable, durable, and safe for children. Board game assets, especially story mission and challenge mission, can be expanded. More stories and variations of action challenges might improve the enjoyment of playing while increasing the amount of information re-

lated to the learning materials. Furthermore, the real-size version of this board game with actual activities for the mission is possible to be the next challenge and will give a different experience for the children.



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# Appendices

## A. Post-interview Questions Children

1. Apakah kamu suka bermain?
2. Menurutmu board game yang barusan kamu mainkan itu tentang apasih?
3. Menurutmu seperti apasih sosok pahlawan?
4. Apakah kamu bisa menjelaskan bagaimana sih menjadi orang baik di dalam permainan yang barusan kamu mainkan?
5. Maukah kamu menjadi orang baik seperti itu?
6. Jika ada orang yang berlaku tidak baik, maukah kamu menegurnya?
7. Apakah kamu suka permainan board game yang barusan kamu mainkan?
8. Bagian manakah yang kamu sukai?
9. Adakah bagian yang tidak kamu sukai?
10. Apakah kamu merasa senang bermain sambil belajar dengan board game ini?
11. Apakah kamu senang bermain sambil belajarnya dengan orang tua?
12. Maukah kamu bermain board game ini lagi kapan- kapan?

Figure A.1 Interview questions for children

## B. Post-interview Questions Parent

1. Bagaimanakah cara anak belajar sopan santun dan perilaku baik di masa kini?
2. Bagaimana pendapat anda tentang metode belajar tersebut?
3. Selain di sekolah, bagaimanakah cara anda mengajari anak- anak tentang sopan santun dan perilaku baik?
4. Bagaimana pendapat anda tentang metode belajar melalui board game yang sudah dilakukan hari ini?
5. Menurut pendapat anda, apakah anak- anak merasa senang dan tertarik dengan metode belajar bersama orang tua menggunakan board game seperti yang sudah dilakukan hari ini?
6. Apa saja manfaat board game ini menurut pendapat anda?
7. Apakah anda bersedia atau berkeinginan untuk bermain dengan board game ini lagi bersama anak- anak di kemudian hari?
8. Tolong berikan kritik dan saran tentang board game Kita ini untuk pembelajaran bagi pembuat kedepannya.

Figure B.1 Interview questions for parents