



Creative Board Game Based Design Pancasila and Civic Education Subject Material

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Abstract. This study aims to determine the design of board games made by Pancasila and Civic Education (PPKn) teachers, as well as their use by students in improving learning outcomes based on Civics subject matter. The method used is experimental. The research was conducted in SMP N 3 Bandung. Board games aren't just games believe interesting for students but can be applied in conveying subject matter. The product target of this activity is to produce a board game prototype that can be used by teachers in class. The problem that arises that must be taken as an educative solution in schools is how can Civics teachers creatively design board games to make it easier for students to learn Civics materials. This research activity is community service with the target of PPKn Junior High School (SMP) teachers in the Bandung City area.

Keywords: board game · creative · design · learning outcomes

1 Introduction

Learning relates to changes in one's behavior towards certain situations caused by repeated experiences in that situation. So after each learning activity, the expected types of changes will occur, namely: changes in behavior, changes in knowledge, changes in skills. In this regard, learning is a process in which an organization changes its behavior as a result of experience [1]. Changes in behavior in the learning process are the result of interactions with the environment that take place on purpose. So someone is said to learn when there is a change, from not knowing to knowing. In order to create an interesting, fun, dynamic and directed learning atmosphere in achieving learning objectives, appropriate strategies, methods and media are needed to support the effectiveness of the learning process and the success of achieving goals [2]. The main principle of the learning process is the process of involving all or most of the physical and non-physical potential of students and their meaning for themselves and their present and future lives (life skills) [3]. Games may be based on pure strategy, chance, or a mixture of the two and usually have a goal to be achieved [4]. One of the solutions offered in learning is to use board games as an effective learning medium. Associated with learning conditions that boost competence according to the teachers, the academic aspects of students at school are the existence of a pleasant learning atmosphere, providing learning motivation and freedom think, so as to improve learning outcomes. Good citizens as "citizens who have

intelligence (civic intelligence) both intellectual, emotional, social, and spiritual; have a sense of pride and responsibility (civic responsibility); and able to participate in the life of the nation and state (civic participation) so that a sense of nationality and love for the motherland” [5]. Because the role of the teacher is very important in supporting students so that the quality of education is getting better.

2 Research Method

This study used a quantitative approach, while the method used was experimental. This training is an approach to Civics/PPKn (SMP) teachers in the city of Bandung in improving the quality of learning. Research requires at least four elements, namely the scientific method, data, objectives, and usability. This is necessary so that the results of the research can be accurate and reliable [6]. The experimental group will receive treatment, namely learning using Board Games, while the control group learning activities using conventional methods. In this case you will see the difference presentation between the experimental group and the control group.

3 Definition of Learning

According to the Gagne “learning as a process of changing behavior which includes changes in human tendencies such as attitudes, interests, or values and changes in their abilities, namely increasing the ability to do various types of activities performance (performance)” [7]. Changes in behavior that exist in him in knowledge, attitudes, and skills. This explanation is more directed to the behavior of individuals who carry out learning activities. Learning can bring changes to the perpetrators which include changes in behavior which include changes in terms of knowledge, attitudes, and skills. Changes in individual behavior result from meaningful learning activities. Learning activities can bring changes to the perpetrators, both changes in attitudes, knowledge, and skills. These changes are obtained from experience or training. With this change in learning outcomes, it is hoped that it will be able to help a person to solve problems that exist in his life and can help to adapt to his environment.

4 Learning Media

Learning media, according to Gerlach & Ely, has a very broad scope, which includes humans, materials or studies that build conditions that enable students to acquire knowledge, skills or attitudes. Kuo [8] board games can improve students’ attitudes towards and trigger interest in learning and reduce learning anxiety. Based on this understanding, learning media can be understood as anything that can convey or channel messages from a source. That one of the main functions of the media is as a teaching aid which also influences the climate, conditions and learning environment that is arranged and created by the teacher. According to Kemp & Dayton in his book *Planning and producing instructional media*, the functions of learning media are: motivating interest or action, presenting information, giving instructions. Shen et al. [9] shows that the learning model is able to develop cognitive abilities, as well as encourage learning motivation.

5 Board Game

According to Sya'ban Jamil, the author of the book 99 Muslim Children's & Youth Games, he revealed. There are 7 Million advantages of games, including: Easy to use, games are technically easy to do. It only takes a short time to explain how to play and use the tools. Cheap, mostly games only cost a little, just to provide game aids. Although there is also games that require a lot of equipment and are expensive, are interesting, have their own form, characteristics and techniques which are generally different from other activities. It's fun to be cheerful, happy and so much fun when playing with peers. Bulk can be done with many people at once. Dunleavy et al. [10] argues that learning must involve students in the real world and the social environment in order to produce a participatory and active learning process. Games which related to teamwork or team building. Simplifying, through games, many complexities in human life can be simplified. Board games can stimulate knowledge skills, as well as facilitate interaction between students [11]. Metaphor, giving meaning is not actually, but rather paintings based on similarities or comparisons. Metaphors can also be symbols of a situation.

6 Step of Activity Implementation

The first step in the implementation stage of the research is to determine two sample groups, namely the experimental group and the experimental group control, then a pre-test was held for the two research groups using questions from the results of the analysis of research instrument trial data. After the initial test is given, teaching and learning activities can be carried out. The experimental group was given treatment in the form of board games containing math material. While the control group was not given treatment with conventional learning. After the treatment, the two research groups were given a final test using the same questions when the initial test was carried out (Fig. 1).

In the preparatory stage the researchers invited experts and civic education teachers to play a card board game with the theme of Indonesian independence history, and to play a card board game with the theme of mother's words. After playing the two board game cards, lecturers, experts, and teachers analyze the flow of the game and plan appropriate material to be applied at school at the next meeting held focus Group discussion (FGD) formulates preparations for making a Pancasila-themed board game in accordance with civic education material in junior high schools.



Fig. 1. The teacher explaining the steps of the board game



Fig. 2. Students playing board game in a groups

7 Results Achieved

As for the results of the focus group discussion (FGD) team, experts and teachers have formulated a number of things including game goals, “Come on, help us to match the Pancasila symbol with examples of daily behavior quickly and accurately until the end of the game”. Game components 5 Pancasila symbol cards, 30 good behavior cards, 20 bad behavior cards, 5 special cards. Make rules for how to play, card tapping rules, special card rules, special card explanations, and other rules. At the end of the game, the player who gets the behavior card with the most points when the behavior card held by the player runs out, will be deemed the winner and the game ends (Fig. 2).

8 Stages of Design Activities

After the preparations, the next step is to carry out the implementation process to implement the board game steps at school, the application of the board game is carried out at SMP N 3 Bandung. The institutional approach contacted civic education teacher deliberation/MGMP PPKn, regional Bandung West Java for cooperation to carry out activities and gather civic education teachers to attend workshops and training. Submission of information, concepts, theories, examples of board game media for Civics learning in schools, (10%), training for secondary level teachers (SMP) board game media for Civics learning in schools. (20%). Trying to display a board game that has been made based on Civics learning materials (70%) (Figs. 3 and 4).

Board games provide benefits for students, namely training abilities that are cognitive, affective and skills in civics subjects. In board games, problems are made in determining decisions, courage, honesty, discipline, not quite enough answers with consequences for established game rules. After testing the game, it still needed some improvements, so for that the research team, experts and teachers tried to evaluate the board game steps that had been formulated. From the results of the evaluation, it is necessary to follow up on repairs or improvements to the Pancasila-themed board game in civics subjects, including illustrations to make the board game more attractive, sanctions to avoid cheating and rewards as a form of appreciation for students who get points.



Fig. 3. Pancasila board game prototype



Fig. 4. Pancasila values board game prototype

As for in this study the results that have been achieved are: Improved student learning outcomes after use board games, board games and game instructions based on Civics subjects.

9 Program Plan

Prototype the board game of Pancasila values is still necessary repair, therefore the follow-up that needs to be corrected from the subject matter of civic education sentence patterns will be simplified again, connecting with real life, include points for giving rewards and setting up rules if there are players who commit fraud, the illustrations need to be made by experts to make them more original, special cards will be added to make

the game more interesting. According to the input of one of the teachers who teach at school International documents need to be made in English.

10 Conclusion

In creating easy and fun Pancasila learning, researchers use board games as a tool or media. With board games, it is hoped to transform information and action on implementing Pancasila values through images that can activate affective, compensatory and cognitive functions. According to the respondents answers to the questionnaires distributed, using a board game for civic education material, it will be easier to remember and get students attention because it is delivered interactively. During design process, researchers and teachers made various observations on various board game titles and created questionnaires which were distributed to more than 114 respondents. Through suggestions gathered from respondents or observations, the author produces a design still in prototype form. Players not only feel they are gaining knowledge but practice honesty, discipline, courage and more. Next stages researcher's suggestion is that the illustration of the image must be made more attractive, there is a point or score on each card to make the game more exciting. Civic education material recommendations are packaged in the form of innovative media, one of which can be making board games, it is better if board games are introduced in class by teachers so that they have innovative forms of learning media that can be developed by teachers or researchers by making titles from civic education material.

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Authors' Contributions. Rahmat, generating ideas and developing concepts regarding board game learning, Dede Iswandi compiled articles, was involved in collecting data and conducting analysis. Akhmad Fauzi conducting research and translating documents, Sarah Fadilah Zein collecting reference and documentation.

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