



## Teacher perceptions of educational board games based on Pancasila values to increase student learning interest in Civics learning

Elisa Seftriyana<sup>1</sup>, Intan Indah Megasari<sup>2</sup>

<sup>1</sup>Universitas Lampung, Bandar Lampung, Indonesia

<sup>2</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia

[elisaseftriyana@fkip.unila.ac.id](mailto:elisaseftriyana@fkip.unila.ac.id)<sup>1</sup>, [intanindah@upi.edu](mailto:intanindah@upi.edu)<sup>2</sup>

### ABSTRACT

This research aims to identify teachers' perceptions of using educational *board games* based on Pancasila values in increasing students' interest in learning about Pancasila. This research uses a qualitative approach with a purposive sampling technique to select respondents from Pancasila Education teachers at the upper secondary and tertiary education levels. Data was collected through in-depth interviews and analysed using thematic analysis techniques, which allowed researchers to identify key patterns from the data collected. The research results show that most teachers have a positive perception of this educational *board game*. This media is effective in creating more interactive learning, increasing student involvement, and making it easier to understand abstract concepts such as Pancasila values. In conclusion, educational *board games* based on Pancasila values have great potential as an innovative learning tool that can increase students' interest in learning while integrating national values.

### ARTICLE INFO

#### Article History:

Received: 17 Dec 2024

Revised: 4 Mar 2025

Accepted: 11 Mar 2025

Available online: 18 Mar 2025

Publish: 28 Feb 2025

#### Keywords:

board game; Pancasila values;  
PPKn

#### Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

### ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi persepsi guru terhadap penggunaan board game edukatif berbasis nilai-nilai Pancasila dalam meningkatkan minat belajar peserta didik pada pembelajaran PPKn. Penelitian ini menggunakan pendekatan kualitatif dengan teknik purposive sampling untuk memilih responden yang terdiri dari guru-guru PPKn di tingkat pendidikan menengah atas dan perguruan tinggi. Pengumpulan data melalui wawancara mendalam dan dianalisis menggunakan teknik analisis tematik, yang memungkinkan peneliti mengidentifikasi pola-pola kunci dari data yang terkumpul. Hasil penelitian menunjukkan bahwa mayoritas guru memiliki persepsi positif terhadap board game edukatif ini. Media tersebut dianggap efektif dalam menciptakan pembelajaran yang lebih interaktif, meningkatkan keterlibatan peserta didik, dan mempermudah pemahaman konsep abstrak seperti nilai-nilai Pancasila. Kesimpulannya, board game edukatif berbasis nilai-nilai Pancasila memiliki potensi besar sebagai alat pembelajaran inovatif yang dapat meningkatkan minat belajar peserta didik sekaligus mengintegrasikan nilai-nilai kebangsaan.

**Kata Kunci:** nilai Pancasila; permainan papan; PPKn

### How to cite (APA 7)

Seftriyana, E. & Megasari, I., I. (2025). Teacher perceptions of educational board games based on Pancasila values to increase student learning interest in Civics learning. *Inovasi Kurikulum*, 22(2), 723-736.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



### Copyright

2025, Elisa Seftriyana, Intan Indah Megasari. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. \*Corresponding author: [elisaseftriyana@fkip.unila.ac.id](mailto:elisaseftriyana@fkip.unila.ac.id)

## INTRODUCTION

Education has an essential role in shaping the character of the nation's future generations. Education is an excellent approach to developing good character in the next generation of students (Humaeroh & Dewi, 2021). Education in Indonesia serves as a means of instilling noble values based on Pancasila, which not only enhances knowledge and abilities but also promotes moral development. However, education is a never-ending process that aims to realize a sustainable human figure based on cultural values and Pancasila (Sujana, 2019). Pancasila, as the ideology and foundation of the state, serves as a guideline for the Indonesian people to live in peace and justice.

Pendidikan Pancasila dan Kewarganegaraan is a learning approach that emphasizes various aspects of self-development, ranging from religion, language, and ethnicity, to produce educated and well-characterized citizens (Novianti *et al.*, 2021). Pendidikan Pancasila dan Kewarganegaraan (PPKn) is part of the national curriculum and seeks to improve the nation's character. This education aims to teach students not only the theoretical ideas of Pancasila but also its practical application. Through civics, learners are expected to become responsible citizens, love their country, and uphold the spirit of unity. However, civic education faces considerable challenges today. One of the main obstacles is the low interest of students in this subject, which is often perceived as monotonous and uninteresting. Civic education, which once aimed to equip individuals with the information and skills needed to become reasonable, democratic, and civilized citizens, is currently deemed inadequate (Sakhi & Najicha, 2023).

Furthermore, the use of conventional learning techniques and the absence of interactive media exacerbate these problems. Well-organized and implemented learning will support the achievement of educational goals, including improving the quality of teaching itself (Mukarromah *et al.*, 2021). As a result of these challenges, students often struggle to understand and internalize the values of Pancasila fully. This risks the young generation's low awareness of the importance of living by the values of Pancasila. If this situation is not addressed immediately, the primary objective of PPKn, which is to foster a strong national character, may be compromised.

Civic education is one of the educational concepts that seeks to develop students or learners into citizens with character, aiming to produce superior citizens in elementary schools. During civic education, the younger generation is expected to develop a core personality that is intelligent, moral, and trustworthy, one that is concerned with the condition and mindset of society, and capable of bringing about positive changes. The caring attitude in question involves cultivating the capacity to care for not only the local environment but also the global environment, which is especially important in a global society. Therefore, education must be used to address various societal issues. One of the primary goals of education is to cultivate learners who are concerned about their social environment (Octaviani *et al.*, 2022).

Instilling the values of Pancasila education in Generation Z requires an approach that follows the times. Generation Z can address citizenship issues critically, rationally, creatively, and innovatively and participate actively, responsibly, and intelligently in society, nation, and state through information and communication technology (Paranita, 2022). Moral education is a crucial factor in shaping human existence towards a better civilization and a more developed personality (Abidin, 2021). Moral education also plays a crucial role in the development of a nation, as it enables a nation to thrive. Therefore, to address the challenges of instilling the values of Pancasila, innovation in learning is necessary, particularly in providing media that are more interactive and relevant to students' needs. By utilizing the right media, the teaching and learning process can be presented engagingly and dynamically, thereby enhancing students' knowledge and academic achievement (Putra & Pratama, 2023). One of the benefits of using learning media is that it can increase students' absorption and understanding of the

subject matter (Nurseto, 2011; Widianto, 2021; Zahwa & Syafi'i, 2022). Innovative learning media can create a pleasant learning atmosphere and motivate students to be more active in the learning process. Learning media increases learning motivation and drastically improves students' learning outcomes (Rahmila *et al.*, 2022). If the media utilized for learning is more entertaining, learners' learning motivation will increase. Learners will be more eager to participate in learning (Yusnidah, 2022). The learning process itself is a form of communication, and the media used is referred to as learning media. In essence, learning media is a tool that supports the achievement of more effective and efficient learning objectives (Nurfadhillah *et al.*, 2021). The presence of innovative media in the world of education, including in civics subjects, is a pressing need to enhance the quality of learning.

Based on previous research conducted by Nurfaizah, it has been demonstrated that the use of learning media that is engaging, concise, visually appealing, and suitable for group activities can increase students' interest in learning (Nurfaizah *et al.*, 2021). Media, such as board games, not only increase students' enthusiasm for participating in PPKn but also help them memorize complex material through active involvement in the game. As a form of creative educational media, board games have great potential to increase the effectiveness of PPKn. Educational board games are one example of creative media. Board games provide several advantages over other types of games, such as video games. The physical nature of board games promotes a series of motor motions that can help train the brain's cognitive abilities. Board games offer an engaging, collaborative, and enjoyable learning experience. With a creative design, board games can be used to present PPKn material in a more engaging way, allowing students not only to learn but also to participate actively in each step. This instructional board game, based on Pancasila ideals, is designed to educate pupils on the essence of these values. Students can learn about the ideals of mutual collaboration, tolerance, and justice by playing games based on real-world scenarios or simulations of daily life. This enables students to grasp complex concepts and apply them immediately in real-world situations.

Board games have the advantage of being a learning medium that does more than just increase learner engagement. It also improves collaboration skills, critical thinking skills, and a deep understanding of the material. With this approach, PPKn learning can become more interesting and meaningful for learners. However, the effectiveness of introducing new learning media is highly dependent on teachers' perceptions. Teachers, as the primary facilitators of learning, play a critical role in evaluating and incorporating learning media into the classroom, such as board games. Teachers' assessments of the utility and relevance of board games will determine how broadly this medium can be employed in PPKn education. Based on this background, this study examines instructors' attitudes toward educational board games that incorporate Pancasila ideals in PPKn learning. This study aims to examine the extent to which instructors' evaluations of this media are effective in raising students' interest in learning, as well as how this media can be used to fulfill national education goals.

## LITERATURE REVIEW

### **Board Game**

The use of learning media as a tool to convey knowledge to students continues to grow. One method is through game media, which increases students' interest in the learning process because it is engaging and not monotonous. Many game ideas are beneficial to those who play them. Games also help children develop language skills, communication skills, community awareness, and social behavior. Additionally, games conducted outside allow children to explore their surroundings and learn about the world

(Qomariah & Hamidah, 2022). One of them is a well-loved board game that is expected to be one of the ways to teach students about Pancasila and citizenship. Playing games has a positive impact on brain activity, stimulates retention, and engages players in a way that fosters more effective cognition than traditional instruction (Wouters *et al.*, 2013). The use of appropriate learning media has a significant impact on learning outcomes, including changes in learner behavior, which can encompass increased knowledge, skills, or attitudes. Therefore, it is crucial to select the appropriate media to deliver the material, ensuring learners achieve good results. Teachers must not only deliver lessons but also manage and organize information sources and learning media to facilitate the learning process (Farha & Rohani, 2019).

Board game media can help connect information. Game elements, discussions, and problem-solving with coordination among team members about the content are means of learning. Berlanda and Lee, in the book "*Collaborative Strategic Board Games as a Site for Distributed Computational Thinking*," claim that board games are recreational activities played in groups and can lead to competitive, cooperative, and collaborative gameplay. In line with this opinion, board games are a type of game that can encourage students always to collaborate (Zagal *et al.*, 2006).

### **Interest in learning**

Interest is a sense of interest, attention, and a strong desire for something that belongs to someone. In the learning process, interest refers to the level of students' engagement in classroom learning activities (Hanun *et al.*, 2023). This interest will persist and develop following the support of environmental experiences. Both through education and training, experience will be gained through interaction with the outside world. Individual internal drives, social motives, and emotional drives are sources of interest in learning. According to Slameto in a book entitled "*Belajar dan Faktor-faktor yang Mempengaruhinya*", the characteristics of students who are interested in learning are as follows: they have a consistent tendency to pay attention and remember what they learn; they have a sense of like and pleasure in what they learn; they gain pride and satisfaction in what they learn; and they show more significant interest in things they like than other things.

Indicators of interest in learning, according to Djamarah in the book "*Strategi Belajar Mengajar*", include a sense of liking or pleasure, a preferred statement, a sense of interest, awareness of learning without being told, participation in learning activities, and paying attention. According to Slameto in a book entitled "*Belajar dan Faktor-faktor yang Mempengaruhinya*", Feelings of pleasure, interest, acceptance, and involvement are five indicators of interest in learning; in this study, we used students' feelings of pleasure, interest, and acceptance. A person will be interested in learning a lesson if they are interested in it. He/she will continue to understand all the knowledge related to the field because he/she is diligent in learning. He or she will be carefree and eagerly follow the lessons. Focusing on something, such as seeing or understanding, while ignoring other things, is called attention. Therefore, learners will be engaged in learning if their minds and souls are focused on what they are learning.

## **METHODS**

The research was conducted using a qualitative research approach, with interviews as the medium of assessment, and employed purposive sampling techniques, specifically non-random sampling. According to Sugiyono in a book entitled "*Metode Penelitian Kuantitatif, Kualitatif dan R & D*", the purposive sampling technique is where the researcher selects a sample that meets specific criteria and is expected to answer research questions. In this study, there will be six respondents who work as teachers or teachers of Pancasila and Citizenship Education subjects. Interviews were conducted online

using Google Forms. With interview questions tailored to the needs of analysis of Pendidikan Pancasila dan Kewarganegaraan learning media in the form of board games that respondents have used as media to assist Pendidikan Pancasila dan Kewarganegaraan learning activities. The interview data is then analyzed using a thematic analysis approach (Braun & Clarke, 2006). The researcher will analyze the interview transcripts to identify the themes that appear most frequently. According to Braun and Clarke, theme analysis can be divided into six sequential stages with overlapping processes. As with any qualitative analysis, a back-and-forth process is necessary to enhance the quality of the research. The process is divided into six stages: data familiarization, initial coding, theme identification based on initial coding, theme review, theme definition and labeling, and report writing.

## RESULTS AND DISCUSSION

An effective learning process is the key to achieving educational goals, specifically forming individuals who possess knowledge, skills, and attitudes aligned with the nation's noble values. Effective learning serves as the foundation for intellectual growth and human progress (Pratama, 2024). In this case, the activeness of students is an important factor; that activeness includes physical and mental activities that cannot be separated in the process of thinking and doing.

Interactive learning is beneficial in increasing learner engagement and understanding of the content delivered (Bitu *et al.*, 2024). The use of interactive learning media can also increase the effectiveness of the learning process (Rosyiddin, 2023). In the context of PPKn education, the effectiveness of learning is measured by students' ability to understand and internalize the values of Pancasila in their everyday lives. The quality of learning can be measured in both process and results terms (Wiguna & Al Qadri, 2021). An effective learning process is characterized by active interaction between teachers and students, a conducive classroom atmosphere, and the delivery of material that is tailored to the needs and characteristics of students. When the learning process is effective, students not only understand the material conceptually but also apply it practically in their lives. A successful learning process is characterized by active engagement between teachers and learners, a positive classroom environment, and the delivery of information tailored to the needs and abilities of learners. An engaging learning environment can provide learning experiences and increase learners' interest. When the learning process is effective, learners not only understand the material intellectually but can also apply it in their daily lives.

According to Ali in the book "*Perencanaan Pembelajaran di SD*", the learning process can be considered effective and successful if one understands how to utilize facilities and infrastructure, as well as employ appropriate time management methods and tactics, such as utilizing learning materials. To ensure the success of learning, original, relevant, and fun methods are needed. Teachers must design learning tactics that can capture learners' attention while inspiring them to be actively involved. One effective strategy is active learning, where learners participate directly in the learning process through conversations, simulations, or educational games. Additionally, the use of interactive and contextual learning media can help learners absorb information more deeply. The use of appropriate and creative learning media can trigger students' interest in learning, foster a positive learning environment, and encourage active involvement in the learning process (Nurfadhillah *et al.*, 2021). Facility support, good time management, and teacher skills in using learning media are also important factors that influence learning effectiveness.



Figure 1. Board Game Dukasan & AmUUD  
Source: Research 2024

Figure 1 illustrates the board game developed by the researcher. Next, the results of interviews regarding perceptions of the board game media are presented in Table 1.

Table 1 Indicator Questions on General Perception of Board Game Media

Respondent	Data (Interview Results)	Keyword Element
Q <sup>1</sup>	“Sangat membantu karena memudahkan untuk anak-anak memahami pembelajaran PPKn”	Helping, Easing/Facilitating, Understanding PPKn material/learning, Interesting, Enthusiasm for learning, Interactive approach, Concrete/visual experience, Learning activities, The interest of the students.
Q <sup>2</sup>	“Media ini mempermudah saya dalam memahami materi pembelajaran”	
Q <sup>3</sup>	“Sangat menarik dan memancing semangat belajar peserta didik, rasa ingin tahu dan pengalaman dalam memahami materi sangat dirasakan”	
Q <sup>4</sup>	“Menurut saya media yang sudah disebutkan di atas sangat membantu menjadikan kegiatan pembelajaran menjadi lebih menarik”	
Q <sup>5</sup>	“Penggunaan media ajar seperti yang disebutkan di atas membantu untuk melakukan proses pembelajaran dengan pendekatan yang interaktif. Misalnya penggunaan media Miniatur Indonesia, yang diterapkan kepada peserta didik dapat membantu mereka memahami struktur pemerintahan dan peran lembaga-lembaga negara dengan cara penggambaran visual yang nyata dan konkret, sehingga materi yang diajarkan lebih mudah dipahami.”	
Q <sup>6</sup>	“Sangat membantu dalam pembelajaran, karena dapat meningkatkan rasa ketertarikan peserta didik dalam proses pembelajaran”	

Source: Research 2024

Based on the interview data in Table 1, which focuses on the topic of *General Perceptions of Board Game Media*, respondents were asked questions about their experience using board game learning media, such as *Dukasan*, *AmUUD*, or *Miniatur Indonesia*, in PPKn. One of the questions asked was, “How is your experience when using *Dukasan*, *AmUUD*, or *Miniatur Indonesia* media in PPKn?” The majority of respondents stated that this media is beneficial and helps students understand the material being taught. Not only does it serve as a learning tool, but the board game also creates a more interesting and dynamic learning environment.

The use of media, such as *Miniatur Indonesia*, provides learners with meaningful physical and visual experiences, helping them understand abstract concepts, such as the structure of government and the role of state institutions, more clearly and realistically. The use of board game media in integrated learning can help learners better understand the content and improve their learning outcomes. Meanwhile, board games can help learners develop creative thinking skills and improve their understanding of the lessons taught (Ningtyas, 2023). Additionally, interactive media, such as board games, have been shown to increase students' enthusiasm for learning, capture their attention, and make learning activities more engaging and interesting.

**Table 2** Indicator Questions on the Topic of Media Effectiveness in Increasing Learning Interest

Respondent	Data (Interview Results)	Keyword Element
Q <sup>1</sup>	"Ya sangat antusias peserta didik menjadi lebih aktif dalam pembelajaran dan tentunya pembelajaran menjadi menyenangkan"	Enthusiastic, Active in learning, Fun, New experience,
Q <sup>2</sup>	"Betul. Hal ini di karenakan peserta didik memdapatkan pengalaman baru dan membuat peserta didik lebih aktif dalam proses pembelajaran"	Interactive methods, Critical thinking,
Q <sup>3</sup>	"Iya lebih aktif, peserta didik lebih tertarik dengan media pembelajaran secara langsung"	Interested in direct learning media, Direct involvement of students,
Q <sup>4</sup>	"Ya , peserta didik menjadi lebih interaktif contohnya dapat membangun kemampuan berpikir kritis peserta didik dengan memberikan kesempatan untuk mengevaluasi dan memecahkan masalah"	Enthusiasm to participate.
Q <sup>5</sup>	"Ya, peserta didik terlihat lebih aktif dan antusias saat menggunakan media Dukasan, AmUUD, atau Miniatur Indonesia dalam pembelajaran PPKn. Berdasarkan pengamatan saya, media-media ini mendorong keterlibatan langsung peserta didik, yang membuat mereka lebih bersemangat untuk berpartisipasi dalam kegiatan pembelajaran."	
Q <sup>6</sup>	"Antusias, Aktif dalam pembelajaran, Menyenangkan, Pengalaman baru, Metode interaktif, Berpikir kritis, Tertarik pada media pembelajaran langsung, Keterlibatan langsung peserta didik, Semangat untuk berpartisipasi"	

Source: Research 2024

Based on the interview data in **Table 2**, the topic of this interview focuses on the *Effectiveness of Media in Increasing Learning Interest*, specifically examining how the use of learning media, such as *Dukasan*, *AmUUD*, and *Miniatur Indonesia*, affects learners' engagement in learning. One of the questions asked was, "Do learners look more active or enthusiastic when using *Dukasan*, *AmUUD*, or *Miniatur Indonesia* media? Explain your observations." From the interviews, it was found that these media are effective in creating a fun learning environment and encouraging learners to be more enthusiastic and engaged in learning.

Most respondents mentioned that this media provides an exciting new experience, which significantly increases learners' direct participation. With the interactive method approach, learners not only absorb the material but also actively participate in activities that foster critical thinking skills, such as analyzing and solving problems. The use of board games in the classroom can increase students' interest in learning and make the learning process more interesting and participatory (Nurfaizah et al., 2021). Accordingly, educational game-based learning media can increase learner engagement by making learning more fun and participatory. Additionally, direct interaction with learning media has been proven to increase learners' interest and enthusiasm in participating in class activities. The use of this media not only helps in understanding information better but also creates a more realistic and dynamic learning atmosphere, thus increasing the overall effectiveness of the learning experience. Positive responses

from learners further reinforce that this learning method has great potential in increasing their interest in learning.

**Table. 3** Indicator Questions on the Integration of Pancasila Values

Respondent	Data (Interview Results)	Keyword Element
Q <sup>1</sup>	“Peserta didik dapat belajar secara langsung dalam memahami pembelajaran PPKn lebih interaktif”	Learning in person, Interactive learning,
Q <sup>2</sup>	“Penerapan nilai nilai pancasila dalam media pembelajaran ini bagus sehingga mempermudah peserta didik.”	The application of Pancasila values, Effectiveness of media,
Q <sup>3</sup>	“Media ini dapat maksimal dalam penerapan nilai pancasila tidak terlepas dari guru yg mendampingi, karena kalau guru dikelas tidak menekankan praktik media ini pada nilai nilai pancasila itu sendiri peserta didik tidak akan sadar bahwa aktivitas yg dilakukan melalui media ini mencerminkan nilai nilai Pancasila”	Role of teachers, Integration of Pancasila values, Relevant and applicable media,
Q <sup>4</sup>	“Ketiga media ini secara efektif mengintegrasikan nilai-nilai Pancasila dalam pembelajaran yang relevan dan interaktif.”	Social, political, and governmental context, The harmony of media with PPKn.
Q <sup>5</sup>	“Penerapan nilai-nilai Pancasila dalam media Dukasan, AmUUD, dan Miniatur Indonesia sangat nyata dan aplikatif, karena setiap media ini dirancang untuk menyimulasikan situasi-situasi yang berkaitan dengan praktek nilai-nilai Pancasila dalam kehidupan sehari-hari dan dalam konteks pemerintahan. Masing-masing media ini memberikan kesempatan bagi peserta didik untuk mengalami atau melihat langsung bagaimana nilai-nilai tersebut diterapkan dalam kehidupan sosial, politik, dan pemerintahan”	
Q <sup>6</sup>	“Media ini sangat cocok dengan materi maupun karakteristik ppkn”	

Source: Research 2024

Based on the interview data in **Table 3**, this interview focuses on the *Integration of Pancasila Values* into learning media such as *Dukasan*, *AmUUD*, and *Miniatur Indonesia*. One of the questions asked was, “How do you see the application of Pancasila values in *Dukasan*, *AmUUD*, and *Miniatur Indonesia media*?” The interview results show that this media is quite effective in promoting PPKn learning, especially in integrating Pancasila values. The *Dukasan*, *AmUUD*, and *Miniatur Indonesia* media represent social, political, and governmental conditions that allow learners to apply Pancasila values in real-world simulations. With an interactive approach, learners can gain direct experience and make the Pancasila values more meaningful in their lives. The use of board games can increase learners' engagement in language acquisition; the same concept can also be applied in PPKn learning to strengthen learners' understanding of national values (Timothy et al., 2020). Additionally, educational game media have been proven to be effective in increasing learners' engagement and knowledge of the material being taught (Azizatunnisa et al., 2022). However, the successful integration of Pancasila values in learning is highly dependent on the teacher's involvement in connecting learning activities with the basic principles of Pancasila. With teacher guidance, this media is not only relevant to the PPKn curriculum but also plays a role in building learners' awareness of the importance of Pancasila values as a moral and national foundation.

**Table. 4** Indicator Questions on Challenges and Obstacles

Respondent	Data (Interview Results)	Keyword Element
Q <sup>1</sup>	“Tidak ada”	No obstacles, New experiences are liked

Respondent	Data (Interview Results)	Keyword Element
Q <sup>2</sup>	“Tidak banyak kendala karena peserta didik suka dengan pengalaman baru tetapi waktu pembelajaran yang kurang menjadi kendala”	by the students, Time constraints, Classroom conditions, Understanding of game rules, Group discussions, Media limitations, Cost requirements.
Q <sup>3</sup>	“Kendala dalam menggunakan media ini adalah mengkondisikan kelas agar peserta didik lebih mudah memahami konsep dari media ini.”	
Q <sup>4</sup>	“Tidak ada”	
Q <sup>5</sup>	“Ya, saya mengalami beberapa <b>kendala</b> saat menggunakan media <i>board game</i> ini dalam pembelajaran. Kendala yang paling sering terjadi adalah; Keterbatasan Waktu: Salah satu kendala utama adalah waktu yang terbatas untuk menyelesaikan permainan. Media <i>board game</i> seperti Dukasan atau AmUUD membutuhkan waktu yang cukup lama untuk dimainkan dengan baik, terutama jika peserta didik perlu memahami aturan permainan dan melakukan diskusi kelompok. Dalam waktu yang terbatas di kelas, sering kali sulit untuk menyelesaikan permainan secara menyeluruh dan memberikan kesempatan kepada semua peserta didik untuk berpartisipasi secara maksimal.”	
Q <sup>6</sup>	“Membutuhkan media yang lebih dan biaya”	

Source: Research 2024

Based on the interview data in **Table. 4** This interview focuses on the constraints and issues in the use of learning media, such as *Dukasan*, *AmUUD*, and *Miniatur Indonesia*, considering various factors that affect their success in the classroom. The interview results show that most respondents acknowledge the existence of obstacles in using this media, while others do not face significant challenges. The question asked, "Do you encounter obstacles when using this media in learning?" If so, what challenges occur most frequently?" Encouraging respondents to identify the challenges faced during learning.

One of the main constraints expressed was the limited learning time, which was often insufficient to complete the game in its entirety and provide a fair opportunity for all learners to participate fully. Additionally, there are challenges in conditioning the learning so that learners better understand the rules of the game and the provided material. Another challenging factor is the limited supporting resources and the need for additional costs to procure this media. In line with these findings, the utilization of board games as a learning medium still faces considerable challenges, including the lack of qualified teaching staff, limited teaching resources, and the scarcity of engaging learning materials for students (Nugraha & Mansoor, 2023). Nonetheless, respondents still stated that learners enjoy the new experience provided by this interactive media, which shows its potential in increasing learners' interest and engagement in learning. Board games can offer new experiences to learners and thus serve as a valuable learning medium (Hananto et al., 2024). With careful planning, better time allocation, and adequate resource support, these constraints can be minimized, allowing the benefits of interactive learning through such media to be optimized.

**Table. 5** Indicator Questions on the Impact of PPKn Learning

Respondent	Data (Interview Results)	Keyword Element
Q <sup>1</sup>	“Iya sangat berdampak peserta didik lebih mudah memahami materi PPKN”	Positive impact on students' understanding, Motivation and enthusiasm for learning, Interactive and game-based
Q <sup>2</sup>	“Menurut saya, media ini berdampak dalam pemahaman peserta didik terhadap materi”	
Q <sup>3</sup>	“Tentu, sangat berdampak karena memberikan motivasi dan semangat peserta didik dlm belajar.”	

Respondent	Data (Interview Results)	Keyword Element
Q <sup>4</sup>	"Yaaa sangat berdampak"	media, The application of PPKn values, Quite impactful.
Q <sup>5</sup>	"Ya, saya percaya bahwa penggunaan media <i>board game</i> seperti <i>Dukasan</i> , <i>AmUUD</i> , dan <i>Miniatur Indonesia</i> memiliki dampak yang sangat positif terhadap pemahaman peserta didik terhadap materi PPKn. Media ini membuat materi yang sering kali dianggap abstrak dan sulit dipahami menjadi lebih nyata dan praktis. Dengan menggunakan media yang interaktif dan berbasis permainan, peserta didik dapat lebih mudah memahami konsep-konsep PPKn karena mereka dapat mengalami dan mengaplikasikan nilai-nilai serta prinsip-prinsip yang diajarkan dalam konteks yang lebih konkret."	
Q <sup>6</sup>	"Iyaa, cukup berdampak"	

Source: Research 2024

Based on the interview data in **Table 4**. This interview topic discusses the impact of using learning media, such as *Dukasan*, *AmUUD*, and *Miniatur Indonesia*, on students' understanding in the PPKn subject. When asked, "*Do you think the use of these media impacts students' understanding of PPKn material?*" The majority of respondents stated that these media have a significantly positive impact. This learning media not only helps students understand complex topics but also increases their motivation and enthusiasm for learning.

The interactive and game-based approach makes learning more engaging and relevant, allowing students to easily connect theory with real-world applications. In addition, this media helps learners understand PPKn values through simulating real and practical situations, which ultimately creates more meaningful, effective, and applicable learning. Respondents noted that although the impact may vary depending on the learners' conditions and characteristics, overall, this method is still able to increase their engagement in the learning process. Board games in education can increase learners' active engagement, motivation, and interest in learning (Purwiantoro & Hadi, 2020). Thus, the interview results show that the use of this learning media is effective in supporting more participatory and in-depth PPKn learning objectives.

## Discussion

Board game media is one of the learning media innovations in education that has proven effective in increasing students' interest and involvement. When using board game media, some learners actively ask questions, and if they cannot solve a problem, they will try to ask for help from friends or teachers to resolve it. In other words, learners are asked to be able to conclude the material with the understanding they get during the learning process. In PPKn learning, board games can be used as a means of internalizing Pancasila values through an interactive and fun approach. This media enables students to learn while playing, allowing them not only to receive information passively but also to engage in understanding and practicing the values of Pancasila actively. In addition, board games also have the potential to develop social skills such as cooperation, communication, and decision-making, which are relevant to the formation of a national character. Communication in PPKn learning fosters interaction among students within the learning context (Hidajati et al., 2025). With attractive designs and materials tailored to the curriculum, board games can be an effective and innovative learning media. It engages learners in passive and active learning, promoting the principles of Pancasila. In addition, board games also have the advantage of developing social skills such as teamwork, communication, and decision-making, all of which are important in shaping the nation's character. Board games, with attractive designs and materials that align with the curriculum, can be an effective and creative learning

medium. This gamified learning concept can increase motivation to improve the learning process. (Shaliha & Fakhzikril, 2022).

In the research, the researcher has developed a systematic set of questions to ensure that the research findings are consistent with the intended objectives. These questions were organized in a Google Form format and divided into five stages depending on the various subjects to elicit detailed responses from the respondents. The first step focused on the general impression of the board game media to understand teachers' initial views towards its utilization. The second step investigated the effectiveness of board game media in increasing learners' interest in learning, which is a key indicator of learners' learning success. The third step investigates how board games can be integrated with Pancasila values, considering their relevance in PPKn learning. The fourth stage encompasses the obstacles and problems encountered by instructors when utilizing this media, both in terms of technical and classroom implementation. Finally, the fifth step examines the overall impact of board games on civic education, including their contribution to learners' understanding of civic education. This study utilized three types of board games: *Dukasan*, *AmUUD*, and *Miniatur Indonesia*, which are specifically designed to internalize Pancasila values interactively and engagingly.

## CONCLUSION

Based on the study's results, the use of board game learning media, such as *Dukasan*, *AmUUD*, and *Miniatur Indonesia*, makes a significant contribution to the PPKn learning process. This board game is considered helpful in creating an engaging, participatory, and meaningful learning experience for students, increasing their understanding of PPKn material, which is generally considered abstract. Additionally, this media effectively increases learners' interest and involvement through game-based strategies that stimulate and encourage active participation.

The board game learning media effectively integrates Pancasila values to enable learners to learn in relevant social, political, and governance situations. However, other challenges were also identified, including limited learning time, classroom management, and the need for additional support materials. Nonetheless, respondents acknowledged the positive impact of this media on learning effectiveness and the importance of the teacher's role in maximizing its benefits. With adequate resources, board games can be an effective tool to help learners understand PPKn material in a way that is more applicable, interactive, and relevant to everyday life.

To ensure that game-based learning activities operate smoothly without compromising students' understanding of the material, this study also recommends further research into more efficient time management. To ensure that student interactions are focused and productive, teachers may develop more effective classroom management techniques, such as clear group divisions and explicit rules for games. Furthermore, the development of a broader range of supplementary materials is necessary to enhance the educational process. By enabling students to consider the values they are learning while playing, modules, reflection guides, and digital technology can improve board game-based learning.

As a recommendation, coordination between learning media developers, schools, and the government should be strengthened to facilitate more equitable procurement and distribution of educational board games. In this case, board games are not only an interesting learning instrument but can also be part of a long-term PPKn learning plan that aims to strengthen the character of learners following the values of Pancasila.

## AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism.

## REFERENCES

- Abidin, A. M. (2021). Pendidikan moral dan relevansinya dengan pendidikan Islam. *Jurnal Paris Langkis*, 2(1), 57-67.
- Azizatunnisa, F., Sekaringtyas, T., & Hasanah, U. (2022). Pengembangan media pembelajaran interaktif game edukatif pada pembelajaran IPA kelas IV sekolah dasar. *Optika: Jurnal Pendidikan Fisika*, 6(1), 14-23.
- Bitu, Y. S., Setiawi, A. P., Bili, F. G., Iriyani, S. A., & Patty, E. N. S. (2024). Pembelajaran interaktif: meningkatkan keterlibatan dan pemahaman siswa. *J-KIP (Jurnal Keguruan dan Ilmu Pendidikan)*, 5(2), 193-198.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in Psychology*, 3(2), 77-101.
- Farha, N. A., & Rohani, R. (2019). Enhancing Students' Reading Comprehension of Report Text with the KWL Strategy. *In ELT Forum: Journal of English Language Teaching*, 8(1), 25-36.
- Hananto, B. A., Calista, H., & Suwandi, C. (2024). Pendekatan desain partisipatoris dalam perancangan board game sebagai media pembelajaran bahasa Indonesia. *Jurnal Strategi Desain dan Inovasi Sosial*, 5(2), 175-191.
- Hanun, S. F., Rahman, Y., & Husnita, H. (2023). Penerapan metode project based learning untuk meningkatkan minat belajar PAI siswa. *Educativo: Jurnal Pendidikan*, 2(1), 97-106.
- Hidajati, H., Rochmadi, N. W., & Awaliyah, S. (2025). The implementation of the socio-drama learning method at MTsN 2 Malang. *Inovasi Kurikulum*, 22(1), 435-448.
- Humaeroh, S., & Dewi, D. A. (2021). Peran pendidikan kewarganegaraan di era globalisasi dalam pembentukan karakter siswa. *Journal on Education*, 3(3), 216-222.
- Mukarromah, S., Rosyidah, A., & Musthofiyah, D. N. (2021). Manajemen pembelajaran dalam meningkatkan mutu pendidikan di madrasah. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(1), 54-62.
- Ningtyas, S. I. (2023). Penggunaan board game sebagai media pembelajaran untuk melatih berpikir kreatif siswa. *Research and Development Journal of Education*, 9(2), 871-880.
- Novianti, E., Firmansyah, Y., & Susanto, E. (2021). Peran guru pendidikan Pancasila dan Kewarganegaraan sebagai fasilitator dalam meningkatkan disiplin belajar siswa. *De Cive: Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan*, 1(1), 12-17.
- Nugraha, A. A., & Mansoor, A. Z. (2024). Iterative design method sebagai pendekatan dalam perancangan boardgame aksara lontara untuk sekolah alam di Kabupaten Gowa. *Judikatif: Jurnal Desain Komunikasi Kreatif*, 6(2), 216-223.
- Nurfadhillah, S., Ningsih, D. A., Ramadhania, P. R., & Sifa, U. N. (2021). Peranan media pembelajaran dalam meningkatkan minat belajar siswa SD Negeri Kohod III. *Pensa*, 3(2), 243-255.
- Nurfaizah, N., Maksun, A., & Wardhani, P. A. (2021). Pengembangan board game untuk meningkatkan minat belajar siswa kelas IV SD. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 14(2), 122-132.

- Nurseto, T. (2011). Membuat media pembelajaran yang menarik. *Jurnal Ekonomi & Pendidikan*, 8(1), 19-35.
- Octaviani, J. N., Utaminingsih, S., & Masfu'ah, S. (2022). Pembentukan sikap peduli sosial anak pada masa pandemi COVID-19 di Desa Pringtulis, Jepara. *Jurnal Inovasi Penelitian*, 2(10), 3453-3462.
- Paranita, S. (2022). Internalisasi nilai-nilai Pancasila bagi generasi Z dalam mewujudkan good citizenship di perguruan tinggi Islam. *Civics Education and Social Science Journal (Cessj)*, 4(1), 35-46.
- Pratama, I. G. (2024). Kunci sukses pembelajaran efektif: Tinjauan systematic literature review memahami hubungan gaya kognitif, regulasi diri, dan motivasi. *Psycho Aksara: Jurnal Psikologi*, 2(1), 73-79.
- Purwiantoro, M. H., & Hadi, W. (2020). Arsitektur boardgame edukasi sebagai unsur gamifikasi pembelajaran untuk membangun partisipasi aktif, motivasi, dan minat belajar siswa. *Joined Journal (Journal of Informatics Education)*, 3(2), 9-18.
- Putra, L. D., & Pratama, S. Z. A. (2023). Pemanfaatan media dan teknologi digital dalam mengatasi masalah pembelajaran. *Journal Transformation of Mandalika*, 4(8), 323-329.
- Qomariah, D. N., & Hamidah, S. (2022). Menggali manfaat permainan tradisional dalam meningkatkan keterampilan motorik kasar: Konteks anak usia dini. *Jendela PLS*, 7(1), 8-23.
- Rahmila, R., Iriani, R., Kusasi, M., & Leny, L. (2022). Pengembangan media poster melalui aplikasi Canva bermuatan etnosains pada materi koloid untuk meningkatkan motivasi dan hasil belajar. *Quantum: Jurnal Inovasi Pendidikan Sains*, 13(2), 188-201.
- Rosyiddin, A. A. Z., Fiqih, A., Hadiapurwa, A., Nugraha, H., & Komara, D. A. (2023). The effect of interactive PowerPoint media design on student learning interests. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 8(1), 12-24.
- Sakhi, R. G., & Najicha, F. U. (2023). Memperkuat integrasi nasional dengan memanfaatkan generasi muda dan teknologi pada pembelajaran pendidikan Kewarganegaraan. *Journal Pendidikan Ilmu Pengetahuan Sosial*, 15(1), 529-537.
- Shaliha, M. A., & Fakhzikril, M. R. (2022). Pengembangan konsep belajar dengan gamifikasi. *Inovasi Kurikulum*, 19(1), 79-86.
- Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29.
- Timothy, J. A., Prasida, T. A. S., & Prestilliano, J. (2020). Game design as learning media of English pronunciation using set collection mechanics. *International Journal of Language and Literature*, 4(1), 1-12.
- Widianto, E. (2021). Pemanfaatan media pembelajaran berbasis teknologi informasi. *Journal of Education and Teaching*, 2(2), 213-224.
- Wiguna, S., & Al Qadri, M. (2021). Pengaruh home visit method terhadap hasil belajar luring di masa pandemi COVID-19 pada mata pelajaran Al Qur'an Hadits (Studi kasus siswa kelas VIII MTS Jam'iyah Mahmudiyah Tanjung Pura Langkat). *Continuous Education: Journal of Science and Research*, 2(1), 61-71.
- Wouters, P., van Nimwegen, C., van Oostendorp, H., & van Der Spek, E. D. (2013). A meta-analysis of the cognitive and motivational effects of serious games. *Journal of Educational Psychology*, 105(2), 249.

- Yusnidah, Y. (2022). Pengembangan media animasi pada pembelajaran elektronika siswa SMK. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 5(3), 315-325.
- Zagal, J. P., Rick, J., & Hsi, I. (2006). Collaborative games: Lessons learned from board games. *Simulation & Gaming*, 37(1), 24-40.
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan pengembangan media pembelajaran berbasis teknologi informasi. *Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi*, 19(1), 61-78.