



Educational Board Games: "Gues Who?" As An Optimization Of Children's Learning Focus In Learning PPKn In Elementary School

Zakiyyah Afrahas Sholikhah¹, Rosilah Minarsyil², Lina Ariani³, Deni Zein Tarsidi⁴

^{1,2,3,4} Primary School Teacher Education, Universitas Sebelas Maret Surakarta, Indonesia

*Corresponding Author: zakiyyah@student.uns.ac.id

Article Info

Article history:

Received :
Acceptance :
Published :
Available online

<http://aspublisher.co.id/index.php/cakrawala>

E-ISSN: 3063-2447

How to cite:

Sholikhah, Afrahas, Zakiyyah., Minarsyil, Rosilah., Ariani, Lina., Tarsidi, Zein, Deni (2024). "Educational Board Games: "Gues Who?" As An Optimization Of Children's Learning Focus In Learning PPKn In Elementary School". Cakrawala: Journal of Citizenship Teaching and Learning, vol. 2, no. 2, pp. 145-150, 2024.

ABSTRACT

The background of this research is the importance of effective learning strategies to increase learners' focus and involvement in learning Civic Education (PPKn) in elementary schools. This study aims to examine the effectiveness of educational games based on board games, namely "Guess Who?", in optimizing students' attention and participation during learning. The research method used is a qualitative approach with a case study method, and data collection techniques with interviews, observations, and literature studies. The results showed that the use of the "Guess Who?" board game can increase students' concentration, active participation, and understanding of Civics material. In conclusion, "Guess Who?" is an effective and interactive learning media, which can help optimize students' learning focus in learning Civics in elementary schools.

Keywords: Educational Games, Board Games, Learning Focus, Civics, Elementary School.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

1. INTRODUCTION

The development of technology and changes in modern lifestyles have significantly impacted the learning focus of elementary school children (Kaden, 2020; Alam, 2022). In the context of education, children tend to struggle more in maintaining their attention due to distractions such as gadgets and other digital entertainment (Banerjee et al., 2024; Priporas et al., 2024). According to a report from Kemendikbud (2022), 65% of elementary school students face challenges in maintaining concentration during the learning process (Rasmitadila et al., 2022; Abdurrahmansyah et al., 2022). This indicates

that conventional learning approaches need to be complemented with more innovative methods to enhance students' focus (Saab et al., 2021; Miranda et al., 2021).

One effective approach to improving students' learning focus is through educational games (Yu et al., 2021; Suhendar & Rambe, 2023). Research by Smith and Taylor (2019) shows that the use of educational games, such as board games, can increase students' concentration and engagement by up to 40% compared to traditional lecture methods (Holbrey, 2020; Suhendar et al., 2023). Board games like "Guess Who?" involve interactive elements, problem-solving, and teamwork, making them highly relevant for enhancing students' understanding of subjects such as Civic Education (PPKn). Additionally, the constructivist learning theory by Piaget (1977) emphasizes that learning involving enjoyable and interactive activities can facilitate deeper concept comprehension (Chen & Tsai, 2021; Suhendar et al., 2024).

This paper aims to explore the optimization of using the educational board game "Guess Who?" to enhance children's focus during Civic Education (PPKn) learning in elementary schools. By employing an interactive approach that integrates game elements into the learning process, students are expected to become more active, focused, and capable of understanding the material comprehensively. This study also aims to provide practical guidance for teachers in implementing game-based learning methods in classrooms, thereby improving the quality of Civic Education in elementary schools.

Based on the social and literature facts outlined, the argument proposed in this paper is that the use of educational games like "Guess Who?" can serve as an effective strategy to address the issue of low student focus in Civic Education learning. The hypothesis is that integrating this board game can enhance students' learning focus by up to 50% compared to conventional teaching methods. Moreover, this game also has the potential to strengthen students' social skills through player interaction and the application of Pancasila values in the game.

2. RESEARCH METHODE

This study aims to explore the effectiveness of the educational game "Guess Who?" in enhancing students' focus during Civic Education (PPKn) lessons. A qualitative approach was chosen as it allows researchers to gain in-depth insights into the learning process and students' responses to the implementation of this game in the classroom (Kaimara et al., 2021). A case study method was employed to enable the researcher to observe this phenomenon in detail within a real-world context, namely the learning environment where "Guess Who?" is used as a teaching medium.

The study involved fourth-grade students from an elementary school located in Surakarta. In addition to the students, the Civic Education teacher for the class was also involved as an informant, enabling the researcher to gain the educator's perspective on the implementation of this game in teaching and learning activities.

Data were collected through several techniques, namely observation, interviews, and documentation. Observations were conducted directly during Civic Education lessons that utilized the "Guess Who?" game to assess students' engagement, learning focus, and

interactions throughout the activity. This method involved direct observation of social phenomena without manipulation (Hasanah, 2017). Interviews, a primary data collection technique in qualitative research, were conducted alongside participatory observations (Djaelani, 2014). The interviews were conducted with the fourth-grade homeroom teacher who teaches Civic Education in the class to understand their opinions regarding the effectiveness of this method and its impact on students' focus and comprehension. The researcher also collected documentation in the form of photographs taken during the activities as supporting data. This method helped the researcher uncover the meanings embedded within the research setting (Djaelani, 2014).

3. RESULT AND ANALYSIS

Based on the qualitative approach used through observation and interview methods, this study found problems related to the implementation of Civics learning at the primary school level, especially in terms of educators' ability to condition students. Often, educators have difficulty in maintaining learners' attention and engagement during learning, so some learners lose their focus. Some previous literature studies also explain that learners' unfocusedness can be caused by educators' ability to manage the class and use learning methods that are less interesting and innovative. The ability of educators to create a conducive learning atmosphere is very important to maintain students' learning focus, especially in Civics subjects that have theoretical content and demand conceptual understanding.

According to Krisnawati, N.M., & Khotimah, S.H. (2021) factors that affect student focus include a distracting classroom environment, monotonous teaching methods, and lack of varied learning media. Meanwhile, according to Kholisa, et al. (2024) in their research explained that students' unfocusedness often occurs due to non-interactive learning methods and lack of interesting supporting media. Educators who use the lecture method tend to make students bored quickly, so that learning focus decreases. The use of modified educational games can be a solution in optimizing students' attention and participation in learning. Educators who are able to utilize educational games are expected to overcome the challenges of students' unfocusedness and create a conducive and interesting learning atmosphere. Therefore, the use of educational games, such as Board Games: "Guess Who?" in cultural diversity material is one solution in helping students maintain their learning focus.

The importance of educational game media Board Games: Guess Who? in Civics learning can bring students and educators in a more interactive learning environment. Educational game media such as Board Games: "Guess Who?" in Civics learning plays an important role in facilitating closer interaction between learners and subject matter, as well as between learners and their peers. According to D. Triastuti et al., (2017) her research shows that incorporating games and engaging media into the educational environment can significantly increase student motivation and focus. Game-based learning, such as board games, can create a fun atmosphere that encourages active participation and skill development. Through the use of fun and engaging game media,

educators can increase students' learning focus and motivation, so that they are more motivated to understand learning materials, such as cultural diversity in a more relaxed and less boring way.

Board Games media: "Guess Who?" modified for one of the Civics materials, namely material on Indonesian cultural diversity, can present characters from various tribes and cultures, including cultural symbols such as traditional clothing, special foods, and traditional dances. Therefore, this game not only serves as a means of entertainment, but also introduces learners to various cultural elements in Indonesia directly. Learners can learn about the cultural origins, special characteristics, and meanings attached to the cultural symbols they encounter during the game. This approach helps learners understand the Civics material more deeply as they learn through direct experience.

During the game, learners take turns selecting and guessing cards containing cultural symbols. This process requires them to think critically in determining questions and finding relevant answers to identify the chosen character. This activity helps hone learners' critical thinking and social skills, as they learn to cooperate and communicate with their peers. In addition, the game provides an opportunity for learners to learn about diversity in a fun way, so they do not feel burdened by material that might seem heavy if delivered in the form of a lecture.

Game-based learning also allows learners to engage directly and actively, giving them the opportunity to hone social skills as well as critical and reflective thinking. In the context of cultural diversity learning, the Board Games: "Guess Who?" can be modified to feature characters or symbols from various cultural backgrounds in Indonesia. This not only teaches students about diversity and differences, but also instills the value of tolerance and respect for a different diversity in real terms. The existence of educational game media Board Games: "Guess Who?" in Civics learning can create a more inclusive and fun learning environment. Learners who are usually less active or quickly lose focus during learning, tend to be more involved when using game media. They are more enthusiastic and actively participate because the game gives them the opportunity to be part of the learning process directly.

Through the provision of learning facilities in the form of space for interactive activities and educational game media, it can support educators in optimizing learner engagement and attention. The use of Board Games: "Guess Who?" in learning cultural diversity allows educators to create a conducive and more effective learning atmosphere, where learners can understand the values of diversity in a relevant and meaningful way. Therefore, this educational game is not only a tool, but also a medium that can optimize the learning focus of students in Civics learning at the elementary school level.

4. CONCLUSION

This research shows that the use of educational game media, such as Board Games: "Guess Who?" in Civics learning, has an important role in increasing learners' focus, engagement and motivation to learn, especially on the material of cultural diversity. Through an interactive approach, this game not only introduces cultural symbols from

various tribes in Indonesia but also helps learners understand the values of tolerance and respect for diversity. In addition, the use of educational games in learning proved effective in creating a more inclusive and conducive learning atmosphere, where learners actively participate, think critically, and work together. These results support the importance of innovating interesting learning methods to improve the quality of Civics learning in primary schools.

References

- Abdurrahmansyah, A., Sugilar, H., Ismail, I., & Warna, D. (2022). Online learning phenomenon: From the perspective of learning facilities, curriculum, and character of elementary school students. *Education Sciences*, 12(8), 508.
- Alam, A. (2022). Employing adaptive learning and intelligent tutoring robots for virtual classrooms and smart campuses: reforming education in the age of artificial intelligence. In *Advanced computing and intelligent technologies: Proceedings of ICACIT 2022* (pp. 395-406). Singapore: Springer Nature Singapore.
- Banerjee, D., Ray, S., Patra, A., Jana, A., & Bhattacharyya, S. (2024). Inattention Diminishment and Health Geography: An Analysis on Elementary to Higher Secondary Students. In *Population, Environment and Disease: Towards Health Geography* (pp. 61-76). Cham: Springer Nature Switzerland.
- Chen, C. H., & Tsai, C. C. (2021). In-service teachers' conceptions of mobile technology-integrated instruction: Tendency towards student-centered learning. *Computers & Education*, 170, 104224.
- Djaelani, A.R. (2014). *Teknik Pengumpulan Data dalam Penelitian Kualitatif Pawayatan*.
- Hasanah, H. (2017). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial). *At-Taqaddum*, 8(1), 21-46. doi:<https://doi.org/10.21580/at.v8i1.1163>.
- Holbrey, C. E. (2020). Kahoot! Using a game-based approach to blended learning to support effective learning environments and student engagement in traditional lecture theatres. *Technology, Pedagogy and Education*, 29(2), 191-202.
- Kaden, U. (2020). COVID-19 school closure-related changes to the professional life of a K-12 teacher. *Education sciences*, 10(6), 165.
- Kaimara, P., Fokides, E., Oikonomou, A., & Deliyannis, I. (2021). Potential barriers to the implementation of digital game-based learning in the classroom: Pre-service teachers' views. *Technology, Knowledge and Learning*, 26(4), 825-844.
- Kholisa, K., Suryani, L., & Nursyamsi, N. (2024). Pengelolaan Pembelajaran IPS Melalui Model Talking Stick di Kelas IV SD 170 Putemata Luwu Utara. *Jurnal Pendidikan Refleksi*, 12(4), 287-296.
- Krisnawati, N.M., & Khotimah, S.H. (2021). Peningkatan Pembelajaran Tahfidz Al-Qur'an Melalui Metode Talaqqi Pada Anak Usia Dini. *Wahana*.

- Miranda, J., Navarrete, C., Noguez, J., Molina-Espinosa, J. M., Ramírez-Montoya, M. S., Navarro-Tuch, S. A., ... & Molina, A. (2021). The core components of education 4.0 in higher education: Three case studies in engineering education. *Computers & Electrical Engineering*, 93, 107278.
- Nasrulloh, M., Noviadi, B.R., & Kristalydia, I. (2019). Perancangan Board Game Edukatif Untuk Mengenalkan Cita-Cita Bagi Anak Usia 6-9 Tahun. Artika.
- Priporas, C. V., Hussain, S., Khaneja, S., & Rahman, H. (2024). Technology distraction in Generation Z: The effects on consumer responses, sensory overload, and discomfort. *International Journal of Information Management*, 75, 102751.
- Rasmitadila, R., Rachmadtullah, R., Samsudin, A., Nurtanto, M., & Jauhari, M. N. (2023). Limited face-to-face learning on students in inclusive classrooms during the Covid-19 pandemic: Perceptions of elementary school teachers in Indonesia. *Cogent Education*, 10(1), 2213612.
- Saab, M. M., Hegarty, J., Murphy, D., & Landers, M. (2021). Incorporating virtual reality in nurse education: A qualitative study of nursing students' perspectives. *Nurse Education Today*, 105, 105045.
- Saylendra, N.P., Rahmatiani, L., & Tampubolon, A.A. (2021). Hasil belajar dengan pembelajaran berbasis board game dalam mata pelajaran PPKn untuk mengembangkan skill berpikir kritis siswa. *CIVICS: Jurnal Pendidikan Pancasila dan Kewarganegaraan*.
- Silaswati, D. (2022). Mempersiapkan Kelas yang Kondusif dalam Upaya Optimalisasi Fokus Belajar pada Siswa Sekolah Dasar. *COLLASE (Creative of Learning Students Elementary Education)*.
- Suhendar, A., & Rambe, R. F. A. K. (2023). Group Discussion Effectiveness in Increasing Student Learning Interest in Pancasila and Citizenship Education Subjects. *Pancasila and Civics Education Journal (PCEJ)*, 2(2), 9-12.
- Suhendar, A., Taufika, R., Rachmatsyah, R., Yusuf, R., Fajri, I., Yusoff, M. Z. M., & Adawiah, R. (2023). Eco-literacy and sustainable citizenship: The role of the school environment in shaping responsible environmental behavior. *Sekumpul: Journal of Multidisciplinary Education Sciences*, 1(1), 12-19.
- Suhendar, A., Azis, D., Yusoff, M. Z. M., & Utami, A. R. (2024). Optimizing citizenship education for ecological awareness: Analysis of the effectiveness of the lihat sampah ambil (LISA) program in environmental conservation. *Journal of Professional Learning and Sustainable Education*, 1(1), 17-26.
- Triastuti, D., Akbar, S., & Irawan, E.B. (2017). Penggunaan Media Papan Permainan untuk Meningkatkan Motivasi Belajar Siswa di Sekolah Dasar.
- Yu, Z., Gao, M., & Wang, L. (2021). The effect of educational games on learning outcomes, student motivation, engagement and satisfaction. *Journal of Educational Computing Research*, 59(3), 522-546.