

Development of Wayang Sukuraga Board Game Media to Enhance Global Diversity in Elementary Schools

Khalista Bunga Mawarni^{1✉}, Iis Nurasih² & Rifky Aditya Ramadhan³

^{1✉}Universitas Muhammadiyah Sukabumi, khalista061@ummi.ac.id, Orcid ID: [0009-0003-8402-9635](https://orcid.org/0009-0003-8402-9635)

² Universitas Muhammadiyah Sukabumi, iisnurasih@ummi.ac.id, Orcid ID: [0009-0006-1740-0029](https://orcid.org/0009-0006-1740-0029)

³ Universitas Muhammadiyah Sukabumi, rifkyaramadhan@ummi.ac.id, Orcid ID: [0009-0005-5203-5939](https://orcid.org/0009-0005-5203-5939)

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Abstract

The concept of global diversity is often presented in abstract terms, making it difficult for students to understand. This study aims to develop the “Wayang Sukuraga” board game as an educational tool to promote global diversity among elementary school students. The research method used in this study is Research and Development (R&D), applying the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The study’s participants included subject matter experts, media experts, practicing teachers, and 35 students from Class IV A at SDN 1 Pasirhalang. The data collection instruments used included observation sheets, interview guidelines, questionnaires, and written tests in the form of multiple-choice questions for the pretest and posttest. The results of the study indicate that the “Wayang Sukuraga” board game meets the feasibility criteria, having received an average validation score of 91% from experts (classified as “highly feasible”) and a student response rate of 93.30% (classified as “highly positive”). The test results showed a significant improvement in students’ attitudes, with the average score rising from 67.43 on the pretest to 93.43 on the posttest. These results were supported by an average N-Gain Score of 0.8252, which falls into the “high” (very effective) category. Based on these results, it was concluded that the Wayang Sukuraga board game is an effective and appropriate tool for fostering a sense of global diversity among elementary school students. The implications of this study suggest that game-based media rooted in local culture can serve as an innovative learning alternative for strengthening a sense of global diversity in elementary schools.

Keywords:

Board Game Media, Elementary School, Global Diversity, Wayang Sukuraga

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Abstrak

Konsep nilai keberagaman global sering kali disampaikan secara abstrak sehingga sulit dipahami oleh siswa. Penelitian ini bertujuan untuk mengembangkan media Permainan Papan Wayang Sukuraga guna meningkatkan pemahaman siswa sekolah dasar tentang keberagaman global. Metode penelitian yang digunakan dalam studi ini adalah Penelitian dan Pengembangan (R&D) dengan menerapkan model ADDIE (Analisis, Desain, Pengembangan, Implementasi, Evaluasi). Subjek penelitian ini melibatkan ahli materi pelajaran, ahli media, guru pelaksana, dan 35 siswa kelas IV A SDN 1 Pasirhalang. Instrumen pengumpulan data yang digunakan meliputi lembar observasi, panduan wawancara, kuesioner, serta instrumen tes tertulis berupa soal pilihan ganda untuk pretest dan posttest. Hasil penelitian menunjukkan bahwa media Permainan Papan Wayang Sukuraga memenuhi kriteria kelayakan dengan memperoleh skor validasi rata-rata dari para ahli sebesar 91% (kategori sangat layak) dan mendapatkan tanggapan siswa sebesar 93,30% (kategori sangat positif). Hasil tes menunjukkan peningkatan yang signifikan pada sikap siswa dengan skor rata-rata dari pretest sebesar 67,43 menjadi 93,43 pada posttest. Hasil ini diperkuat dengan perolehan skor N-Gain rata-rata sebesar 0,8252 yang termasuk dalam kategori tinggi (sangat efektif). Berdasarkan hasil tersebut, disimpulkan bahwa media Permainan Papan Wayang Sukuraga efektif dan layak digunakan untuk meningkatkan karakter keragaman global siswa sekolah dasar. Implikasinya bahwa media berbasis permainan dan budaya lokal dapat menjadi alternatif pembelajaran yang inovatif dalam memperkuat karakter keberagaman global di sekolah dasar.

Kata Kunci:

Media Permainan Papan, Sekolah Dasar, Keberagaman Global, Wayang Sukuraga

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INTRODUCTION

Global diversity is an important characteristic that needs to be cultivated in the younger generation, especially at the elementary school level. This character is part of the dimension of the Pancasila Student Profile, which plays a strategic role in developing students' social and cultural competencies in elementary schools (Rohmah et al., 2023). Through this dimension, students are shaped to appreciate diversity, interact positively with diverse environments, and demonstrate tolerance in community life. In the midst of the increasingly rapid flow of globalization, students are able to preserve the nation's culture, identity, and locality and are open when interacting with other cultures so that they have a sense of tolerance between cultures (Rusnaini et al., 2021). Therefore, strengthening the character of global diversity is one of the important aspects that need to be developed through the education process from an early age.

Education has a strategic role in instilling the values of global diversity in students. One of the subjects that can support the formation of this character is Natural and Social Sciences (IPAS). Through natural and social studies learning, students are invited to understand the lives of diverse communities, get to know various cultures, and learn to appreciate the differences that exist in the surrounding environment (Wang & Hadjar, 2026). Especially in instilling an attitude of tolerance, one's ability to respect and treat others with full understanding of all differences is important. Thus, learning does not only focus on mastering knowledge, but also on the formation of students' character and social attitudes. However, efforts to instill the value of global diversity are not enough if they are only delivered through learning materials. Learning media that can provide a concrete, interesting, and meaningful learning experience are needed because they help instill important values in daily life, such as tolerance (Mardatillah et al., 2025).

In reality, learning in elementary schools still faces various challenges in instilling the character of global diversity. Based on the results of the initial interview with the teacher of Class IV A SDN 1 Pasirhalang, this challenge is evident in the learning of Natural and Social Sciences (IPAS), especially in the material "Cultural Diversity and Local Wisdom" and the subtopic "My Attitude to Cultural Diversity". The teacher revealed that the material on the heritage of tradition and the value of local wisdom in textbooks tends to be presented theoretically and memorized, so the ideal concept of how to behave towards differences is too abstract for students. As a result, students have difficulty connecting the essence of the material with the reality of daily interactions, which has an impact on the emergence of behaviors that do not reflect the value of global diversity, such as mocking each other among friends, lack of respect for differences of opinion, and low ability to work together in groups. Such aggressive social behaviors and lack of empathy reflect persistent bullying issues in elementary schools that urgently require preventive character education rooted in tolerance (Nilza et al., 2025). Students who gain awareness of differences between people in terms of race, religion, and society through education are more confident in accepting them. Therefore, tolerance education in schools from an early age is needed (Sakallı et al., 2021).

The use of limited and conventional learning media exacerbates this condition, so that students are less active and have difficulty understanding the real application of diversity values. Although the character of global diversity is traditionally more attached to the subject of Pancasila and Civic Education (PPKn), in the implementation of the Independent Curriculum in grade IV, science subjects contribute equally through learning outcomes with the theme of cultural diversity, which requires students to respect diversity. This is similar to what Komalasari & Rahmat (2019) and Arrizkiah et al. (2025) expressed that conventional learning approaches cause students to have difficulty understanding the relationship between diversity values and daily

experiences and lives. Because elementary school students are at the concrete operational stage, abstract diversity concepts cannot be effectively absorbed through textual memorization alone; rather, they require concrete media that facilitate direct manipulation and experiential learning. This condition highlights the necessity of innovative learning media to help students comprehend global diversity in IPAS learning in a concrete and contextual manner (Imani et al., 2025).

Various previous studies have shown that game-based learning media have the potential to increase student learning motivation, activeness, and learning outcomes. As expressed by Ratih & Ningsih (Ningtyas, 2023), board games are tools or media used in teaching and learning activities to help students think more concentratedly, be more proactive, and be more interactive because they require students to interact with other students. Research shows that the use of Wayang Sukuraga has the potential to improve students' character, storytelling skills, and cooperative attitudes in study groups (Sugiri, 2023). Meanwhile, Nurasiah et al. (2022) showed that the use of the Sukuraga Wayang application can develop students' character, especially tolerance and responsibility. This is in line with what Kusniawati & Asari (2024) expressed, that global diversity is the foundation of character, not just cognitive material.

However, research that integrates Board Game media, local wisdom of Wayang Sukuraga, and global diversity in one learning medium is still limited. Wayang Sukuraga is a typical Sukabumi cultural art created by Effendi that represents human body parts, such as *Bi Iwir* (mouth), *Pa Anon* (eyes), *Ceu Eli* (ears), *Pa Ngambung* (nose), and *Pa Nangan* (hands), each of which contains moral values and responsibilities. These values teach the importance of knowing oneself and respecting others; as Effendi said (in Ilina et al., 2020), this sukuraga puppet contains a strong philosophical foundation from the Qur'an, especially Surat Yasin verse 65. The verse affirms the testimony of human limbs in the hereafter, where the mouth is locked while the hands bear witness to all deeds in the world. The link to global diversity lies in changing student behavior. Macrologically, the diversity of organ functions is analogous to the sociocultural diversity of the world community that must move in harmony.

Based on these gaps, the novelty of this research lies in the development of Sukuraga Wayang Board Game media that integrates elements of educational games, local wisdom, and the dimension of global diversity in one learning medium. The selection of physical-based board games in this study is based on the fundamental need for real social interaction spaces for elementary school students. In the midst of the rampant trend of media digitalization in the era of the Independent Curriculum, the selection of this physical board game was deliberately chosen because it creates a real space for face-to-face social interaction, interpersonal communication, negotiation, and teamwork among students (Bayeck, 2020), elements that are often reduced by one-way digital media. Physical board games serve as effective non-digital learning environments that simplify complex social values into tangible practices. Wayang Sukuraga is used as the main character who represents moral and social values so that it can help students understand the concept of global diversity in a more concrete, contextual, and close to daily life (Nurasiah et al., 2019). Thus, the media developed not only serves as a means of learning, but also as a medium for strengthening local culture-based character that is relevant to the needs of current students.

METHODS

This research uses the Research and Development (R&D) method. The goal is to produce a Wayang Sukuraga Board Game learning media product and test its feasibility and effectiveness in increasing the global diversity of students. The development model used is ADDIE, which

consists of 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation. The research was carried out from January to June 2026. The research location is SDN 1 Pasirhalang, Sukaraja - Sukabumi District. The research subjects include teacher practitioners and 35 students in grade IV A for the 2025/2026 Academic Year.

The research procedure is carried out based on the stages of the ADDIE model, which include Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, needs and problems related to the low character of global diversity of students are identified. The Design stage focuses on designing concepts, materials, game rules, and media displays for Wayang Sukuraga Board Games. Furthermore, at the Development stage, the media that has been designed is developed into a product that is ready to be used and validated by material experts, media experts, and practitioners to determine the level of feasibility. The Implementation stage is carried out by applying the Wayang Sukuraga Board Game media in learning in grade IV A, which begins with the pretest and ends with the posttest. The Evaluation stage is carried out to assess the effectiveness of the media based on the test results and students' responses to the use of the developed media.

Research data was obtained through several data collection techniques, namely observation, interviews, documentation, questionnaires, and tests. Observations, interviews, and documentation were carried out to obtain information about learning conditions, student characteristics, and needs in developing learning media. The questionnaire was used to obtain assessments from material experts, media experts, and practitioners regarding the level of feasibility of the developed media, as well as to find out the students' responses after using the Wayang Sukuraga Board Game media. Meanwhile, the test, consisting of a pretest and a posttest in the form of a multiple-choice question writing test, was used to measure the increase in global diversity attitudes in respecting cultural diversity, reflecting on themselves, and maintaining cultural harmony in students after participating in learning using the media.

Data from expert validation results and student responses were analyzed using percentage descriptive analysis, while media effectiveness analysis was measured from students' pretest and posttest. To determine the effectiveness of the media, the N-Gain test was used using the formula:

$$N\text{-gain (g)} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

RESULTS AND DISCUSSION

The development of the Wayang Sukuraga Board Game media aims to produce decent and effective learning media to increase the global diversity of students. The media development process uses the ADDIE model, which is carried out systematically through five stages. Each stage of development is explained as follows:

Analyze Stage

At the analysis stage, the researcher identified the learning needs in grade IV A SDN 1 Pasirhalang through the analysis of curriculum, materials, student characteristics, and learning conditions. The results of the field data analysis show that the understanding and application of global diversity values is still low, characterized by a lack of respect for differences, cooperation, and tolerance between students. In addition, the use of learning media that supports strengthening the character of global diversity is still limited, so learning tends to be centered on textbooks and lecture methods. This real condition emphasizes the need for interactive and contextual learning

media based on local wisdom to help students understand and apply global diversity values in their daily lives, such as functional characters in Wayang Sukuraga.

The low understanding of the character of global diversity in Class IV A SDN 1 Pasirhalang proves that monotonous and textual learning fails to provide concrete meaning for students. For elementary school-age children who are at the concrete operational stage, abstract concepts such as “tolerance” and “respect for differences” require visual stimulation media to be easily digested. The behavior of mocking each other due to different backgrounds shows the urgency of an educational medium that not only focuses on memorizing theories, but is also able to create healthy and enjoyable social interactions. Therefore, integrating the local wisdom of Wayang Sukuraga into the form of board games is considered a relevant solution to concretize the values of diversity through human body figures (such as eyes, mouths, ears) that are close to students’ daily lives.

Design Stage

Based on the results of the needs analysis, the researcher designed the concept of the Wayang Sukuraga Board Game media to be developed. The design stage includes several activities, namely: (1) content design by compiling materials that contain global diversity values and integrating the character of Wayang Sukuraga as a figure of local wisdom. (2) visual design by determining the layout of the game board, game cards, illustrations, colors, and other supporting elements to be attractive, easy to understand, and in accordance with the characteristics of elementary school students, and (3) determination of eligibility criteria that include aspects of materials, media display, language, and ease of use as the basis for the validation process by expert validators.

Development Stage

The development process began with creating a Wayang Sukuraga Board Game design using Go Paint, Canva, and AI applications. This was then printed for the design of packaging, game boards, playing cards, pawns, dice, and other supporting components in accordance with global diversity materials. After all components are designed, the media is produced in physical form so that it can be used in learning activities. The products presented are as follows:

- a. Wayang Sukuraga Board Game package was designed using Canva and physically realized using wood-based materials.

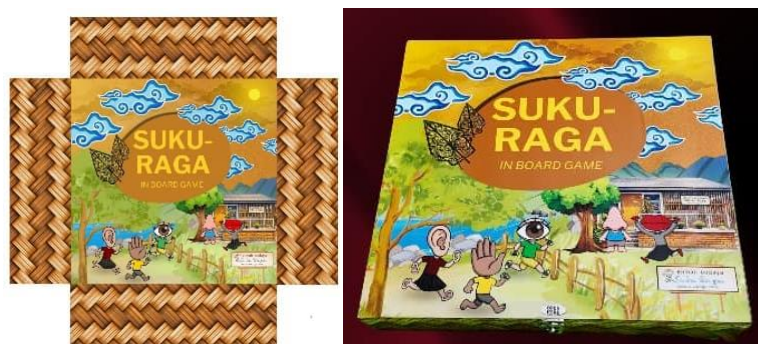


Figure 1. Wayang Sukuraga Board Game Package

- b. The game board in design uses the Go Paint and Canva apps to add supporting elements. The game board uses a size of 60 x 60 cm, uses 2 mm Card Board Material, and is coated with Jasmine Paper.



Figure 2. Board Games

- c. Puppet pawns Sukuraga, *Pa Ngambung* (nose-shaped, white skin, blue shirt), *Bi Iwir* (mouth-shaped head, gray shirt, black skirt), *Pa Anon* (eye-shaped head, green shirt), *Ceu Eli* (ear-shaped head, red shirt), and *Pa Nangan* (hand-shaped head, yellow shirt). The stark differences in each character illustrate the heterogeneity of culture, race, and identity in the world, where although each character has a different function and appearance, they must interact in harmony without dominating each other.



Figure 3. Pawn of the Wayang Sukuraga

- d. The card component has 5 types of cards according to the characteristics of the Sukuraga puppet, including questions and situation demonstrations that they must answer and practice. This card is designed to be 6 x 10 cm, using 210-gram art paper.



Figure 4. Sukuraga Puppet Card

- e. The guidebook developed serves as a supporting instrument that contains material on the introduction of the character of Wayang Sukuraga, learning objectives, and theoretical

articulation regarding the relationship between the philosophy of Wayang Sukuraga and the dimension of global diversity. In addition, this book integrates historical background in the form of a profile of the creator of the art of Wayang Sukuraga, a profile of the author, as well as the answer key and discussion of questions from game cards that are specially designed as an operational guide for learning facilitators.



Figure 5. The Wayang Sukuraga Guidebook

- f. The dice component in this game is modified so that it only contains the numbers 1 and 2. This change aligns with the board design, which has a separate path for each character pawn with a limited number of tiles, i.e., only 11 tiles. By limiting the number of dice, the movement of pawns becomes slower so that the game does not finish quickly. It is deliberately designed so that students have more time to play, interact, and understand the value of characters in each tile they pass.



Figure 6. Dice

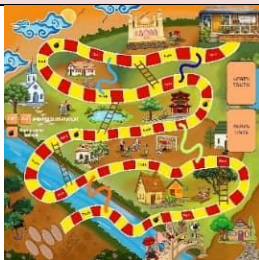
- g. The rules of the game in this board game are presented using interesting illustrated explanations. This visual explanation is deliberately designed to suit the developmental characteristics of elementary school students, so they can understand how to play independently more easily and quickly, without being constrained by too long texts.



Figure 7. Game Rules

Furthermore, the packaged products undergo validation by material experts, media, and practitioners to obtain assessments, input, and suggestions for improvement. The results of the validation are used as a basis for revising to ensure that the media developed meets the feasibility aspects of material content, appearance, and use before entering the implementation stage. The product produced in this study is a learning media for Wayang Sukuraga Board Game in the learning of IPAS global diversity material for grade IV A SDN 1 Pasirhalang students for the 2025/2026 Academic Year. The feasibility of the developed media is evaluated through a validation process by subject matter experts, media experts, and practitioners. The results of the validation are the basis for determining the feasibility of the media before it is applied in learning. The media feasibility assessment was carried out using a questionnaire with a 4-point Likert scale, namely a score of 1 (not feasible), a score of 2 (moderately feasible), a score of 3 (feasible), and a score of 4 (very feasible). The score obtained is then analyzed in the form of a percentage to determine the feasibility level of the developed media. Before obtaining a decent result, the media underwent revisions from experts as follows in Table 1.

Table 1. Product Results Before and After Revision

Media Expert Validator, Material Expert and Practitioner		
Before Revision	Suggestions	After Revision
	The Sukuraga Wayang Board Game line is made according to the characteristic colors of each puppet	
	Create game hints that are engaging, not full text, and easy for students to understand	



The results of the validation carried out by the experts showed that the Wayang Sukuraga Board Game media obtained a feasibility percentage of 89% from material experts, 92% from media experts, and 92% from learning practitioners. All of these percentages are included in the “Very Feasible” category. These findings show that the developed media meets the aspects of material feasibility, appearance, and use, so it is feasible to apply in the learning process. Overall, the average media validation results of the Wayang Sukuraga Board Game are presented in Table 2.

Table 2. Results of Expert Validation Assessment

Validator	Percentage	Categories
Media Expert	92%	Highly Feasible
Material Expert	89%	Highly Feasible
Practitioner	92%	Highly Feasible
Average	91%	Highly Feasible

Implementation Stage

After being declared feasible based on the validation results, the Wayang Sukuraga Board Game media was implemented in learning activities in class IV A using the Deep Learning approach. The activity began with the provision of a pretest to find out the initial condition of students related to the understanding and character of global diversity. Furthermore, students were divided into groups of five people. Before the game started, the researcher explained the learning

objectives as well as the rules of the game. During the activity, students interact, discuss, and complete answers to questions and challenges contained in the game cards so that the values of global diversity can be understood and applied directly. After the entire series of learning using media is completed, students are given a posttest to find out the change in understanding of global diversity values after using the developed media.

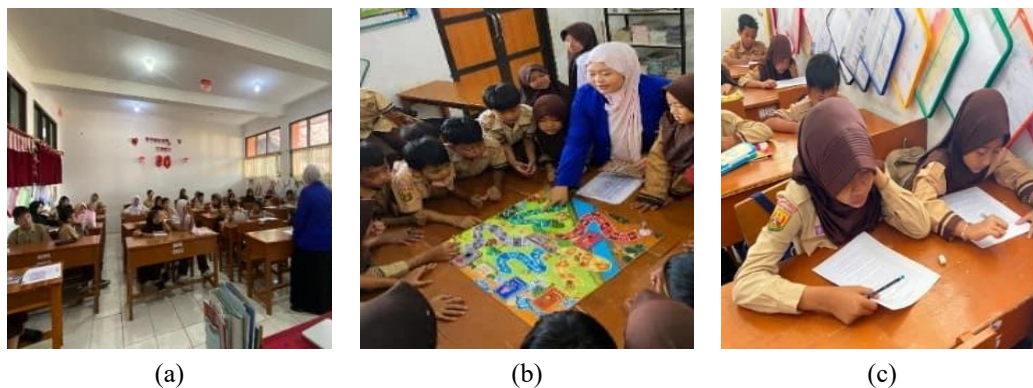


Figure 8. Process of (a) Pretest, (b) the Media Implementation, and (c) Posttest



Figure 9. Documentation After Learning

Evaluation Stage

The evaluation stage is carried out to conclude all the results obtained at each stage of development. The evaluation included data analysis related to the implementation of learning, the level of media eligibility, the effectiveness of media use, and student responses to the Wayang Sukuraga Board Game. The results of the analysis are used as a basis for assessing the success of the media developed and presented in more detail in the research results section.

The effectiveness of the Wayang Sukuraga Board Game media in improving students' global diversity character can be known through the results of the Pretest and Posttest that have been given before and after learning. The posttest was carried out without the help of media or learning materials to obtain an overview of students' abilities after participating in the learning process. The results of the pretest and posttest were then analyzed using the N-Gain formula to determine the level of improvement in students' global diversity character. The recapitulation of the results of the N-Gain calculation is presented in the following Table 3.

Table 3. Pretest and Posttest Assessment Results for Students

Measured Value	Average Score
Pretest	67,43
Posttest	93,43
N-Gain Score	0,8252
N-Gain Score (%)	82,52%
Categories	High (Effective)

Student Response to Wayang Sukuraga Board Game media

Students' responses to the use of Wayang Sukuraga Board Game media were measured through a questionnaire that included several aspects, such as the appearance of the media, the presentation of the material, the ease of language, and the benefits of the media in learning. Data collection was carried out after the learning activities were completed by involving all students of grade IV A. The results of the questionnaire analysis (see Table 4) showed that the Wayang Sukuraga Board Game media obtained a response percentage of 93.30%. This percentage is included in the "Very Positive" category, which indicates that students give positive responses to the media used. These results indicate that the Wayang Sukuraga Board Game media can create an interesting, fun learning atmosphere and help students understand the values of global diversity.

Table 4. Student Response Survey Results

No.	Aspects	Percentage	Average
1	Media display	94%	93,30%
2	Presentation of the material	93%	
3	Ease of use	92%	
4	Media benefits	94%	
Criteria			Very Positive

Discussion

The results of this study show that the learning media of the Wayang Sukuraga Board Game is stated to be highly feasible (91%) and significantly effective in increasing global diversity in elementary schools. This increase was seen as a surge from the results of the Pretest 67.43 and Posttest 93.43 as well as the very positive student response. These findings reinforce previous research showing that game-based learning media and Wayang Sukuraga are effective in developing character and increasing student involvement in the learning process. Research by Syafaah (2023) found that the use of Wayang Sukuraga was able to improve students' character, storytelling skills, and cooperative attitudes in study groups. Similar results were also shown by Nurashia et al. (2022), who concluded that the use of the Wayang Sukuraga application can develop students' character, especially in the aspects of tolerance and responsibility. In addition, this finding is in line with the opinion of Kusniawati and Asari (2024), who emphasized that global diversity is a foundation of character that needs to be instilled in students, not just understood as cognitive material. The effectiveness of the Wayang Sukuraga Board Game is supported by the characteristics of each character, who has different cards and gameplay

according to the moral values they represent. This variety provides a more meaningful learning experience and allows students to understand the diversity of roles and the importance of mutual respect in community life.

Integrating Wayang Sukuraga into a board game provides a contextual approach to character building. Wayang Sukuraga transforms abstract values into daily narratives using body-part characters (Sugiri, 2023). By understanding how each body part must act responsibly and harmoniously, students develop self-awareness and mutual respect, paving the way for global diversity and tolerance (Sugiri, 2023). Additionally, game mechanics combining team collaboration with playful competition through challenge cards shape behavioral outcomes. This supports Sailer and Homner's (2020) meta-analysis, proving that integrating collaborative and competitive modes effectively enhances behavioral and motivational outcomes.

The main difference in this study lies in the use of integrated media and content. If previous research used Wayang Sukuraga more as a medium for general character development, this study developed a Board Game Wayang Sukuraga that is specifically designed to instill the values of global diversity in elementary school students. In addition, the values of global diversity are not only presented as learning materials, but integrated into the gameplay so that students can learn through hands-on experience (Bayeck, 2020). This is in line with the opinion of Kusniawati and Asari (2024), who stated that global diversity is a foundation of character that needs to be instilled through meaningful learning experiences. The use of Wayang Sukuraga not only serves as a story setting, but its characters can also be a means to develop an attitude of tolerance, responsibility, cooperation, and appreciation for diversity in daily life (Nilza et al., 2025; Rohmah et al., 2023).

The novelty of this research lies in the integration of the three components at once, namely: board game media (Board Game), local wisdom of Wayang Sukuraga, and global diversity. In this study, Wayang Sukuraga is used as a figure who represents the value of global diversity in games. By using characters that are close to local wisdom, the value of global diversity that used to feel heavy and abstract is now easier to understand because it is directly linked to behavior in daily life. Make these grades closer to students' daily habits. This research not only produces innovative products as a strategy to increase global diversity. This is in line with the conclusion of Anjelinda et al. (2022) that the use of learning media board games in learning activities makes students more enthusiastic and supports students' executive function and daily learning (Cravet & Usai, 2026).

The researchers are aware of some limitations in this study. First, the research subjects were limited to one class in one elementary school, so the generalizability of the research results still needs to be tested in a wider population. Second, this study only measures the effectiveness of media in the short term and has not examined its influence on the formation of globally diverse characters in a sustainable manner. Based on these limitations, further research is recommended to involve a more diverse sample from various levels and school backgrounds to test the consistency of media effectiveness. In addition, the development of the Wayang Sukuraga Board Game can be done by adding more varied characters, materials, or game features, including adapting them into digital formats to suit the learning needs of the technological era and preparing students for an increasingly dynamic and unpredictable environment (Sugiri, 2023). Further research also needs to measure the long-term impact of media use to determine the extent to which the values of tolerance, cooperation, responsibility, and appreciation for diversity can be sustainably embedded in students. Thus, the effectiveness of the Wayang Sukuraga Board Game can be seen not only from the results of momentary learning, but also from its contribution to the formation of students' characters in daily life.

CONCLUSION

The final results of the study concluded that the development of Wayang Sukuraga Board Game media with the ADDIE model succeeded in overcoming the abstraction of the concept of global diversity for grade IV A SDN 1 Pasirhalang students through the integration of educational games based on local wisdom. In terms of feasibility, the physical product equipped with a guidebook and challenge card is considered very feasible to use based on comprehensive validation from media experts, material experts, and teacher practitioners. Meanwhile, in terms of effectiveness, this game board media has proven to be very effective in increasing students' global diversity attitudes, especially in indicators of tolerance, self-reflection, and response to diversity, which are strengthened by the results of statistical testing and very positive user responses. Thus, this media successfully provides a concrete, interactive, and fun learning experience in elementary school.

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