



# The Board Game Peace Education Model as an Educational Media Towards 2024 Election for the Young Generation

Leni Anggraeni<sup>(✉)</sup>, Idrus Affandi, Dinn Wahyudin, and Abdul Azis

Universitas Pendidikan Indonesia, Bandung, Indonesia

[l\\_anggraeni@upi.edu](mailto:l_anggraeni@upi.edu)

**Abstract.** In the last decade, political polarization among the people is unavoidable before and during the general election. The impact of political polarization during the general election caused conflicts in the community because of the supporting fanaticism factor that often included SARA (ethnic, race, religion, and inter-group) issues in it. Political education that should be carried out by political agents (political parties being one of them) to the community, has not been running effectively. Meanwhile, the role of academics in carrying out political education can be done in various ways, one of which is through the development of a political education model. This study aims to describe to the public the development of the Peace Village Board Game model as an educational model with the theme of pre- and post-election conflict resolution through the internalization of philosophical values and nationalism. The provisional result of this research is that there are several philosophical values that need to be socialized to the public ahead of the 2024 election through a model that is adaptive to people's daily lives, namely the Board Game model.

**Keywords:** Political Education · Peace Village · Board Game · General Election

## 1 Introduction

So far, the discourse of political education is still understood explicitly as the task of political parties or political elites. On the other hand, public confidence in political parties has fluctuated from time to time, along with the dynamics in the administration of government. This encourages the need for intervention in the form of political education from other parties, one of which is academics.

Looking at the dynamics of national politics recently, intervention from academics through political education is very much needed to restore public confidence in the quality of democracy implementation in Indonesia, especially ahead of the upcoming presidential and vice presidential elections in 2024.

Political education that needs to be given does not only provide education related to political behavior that must be shown by the community. More than that, the political education provided is a preventive measure to address political polarization in the community which often causes horizontal conflicts.

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R. Harold Elby Sendouw et al. (Eds.): UNICSSH 2022, ASSEHR 698, pp. 982–989, 2023.

[https://doi.org/10.2991/978-2-494069-35-0\\_119](https://doi.org/10.2991/978-2-494069-35-0_119)

Horizontal conflicts caused by weak deterrence against political polarization resulted in the disintegration of the nation. For example, the dynamics of election developments that caused conflicts in the community, among others, occurred during the Election of the Governor and Deputy Governor of North Maluku Province in 2007. The impact caused conflicts between the political elites that occurred because of the common interests of both parties to become the patrons of the candidates. Supporters so that conflicts occur until the resolution of this elite conflict is handled by the Constitutional Court (MK) (Holistik, 2016).

Conflicts in general elections do not only occur in the sphere of the political elite but also in the realm of the media and participants, as happened in the 2019 legislative elections in Banda Aceh and Meulaboh cities which were heavily influenced by the media which directed the formation of identity politics that presented religious and social topics race that has implications for people's decisions in making choices (Juliani et al., 2020).

The 2019 presidential election contestation was also marked by the spread of hoaxes and hate speech through social media, causing a black campaign (Bestari, 2019). In other cases, the most controversial black campaign and SARA (ethnic, religion, race, and inter-group) issues have also occurred in the 2017 DKI Jakarta Regional Head Election contestation which caused the belief in voter behavior to decline in candidate number 2 because he was ensnared in blasphemy against religion. The percentage of 37.48% to 25.45% (Mardiana, 2017).

The general election conflict that occurred was not only found in the wider environment but also found in the village scope as happened in the 2016 village head election in Halmahera district followed by 60 villages in the second stage causing conflicts caused by the emergence and involvement of actors. Politics in intervening in the process of implementing the general election which of course triggers a conflict between candidates (Ibrahim, 2019).

Based on the facts that occurred regarding the emergence of political polarization that has an impact on horizontal conflicts, it is necessary to carry out a reflection that is followed up through an intervention from academia.

Therefore, in this study, a reflection of preventive measures for the general election in 2024 can be described. This is because the main purpose of holding a general election is to at least be able to carry out an orderly and peaceful change of government, to realize people's sovereignty, and to realize the human rights of citizens (Kartiko, 2009). One of the solutions for anticipating conflict during the general election is by providing political education and peace education through board games as a novelty in the research conducted by the research team.

## 2 Literature Review

### 2.1 Peace Education

In everyday life, living in peace is a condition that is highly coveted by every level of society in various life activities. The term peace is not only defined as a condition that indicates the absence of conflict (Kathleen and McGinnis, Kathleen & James McGinnis 1982). Because conflict can be described through various facts that occur, ranging from internal relations, namely within oneself, between individuals, and between groups at

the local level to international ones. In addition, peace itself is a unique encounter with conflict because peace is a process to resolve conflict in harmony (Galtung, 2015).

Based on the above opinion, Galtung interprets the word “peace” in relation to social and cultural structures as positive peace and negative peace. There are certain situations or conditions that cause peace to be called positive or negative. According to Baljit (in Galtung, 2017), negative peace is a peace that is forced as long as there is no violence, such as a ceasefire, living separately, and establishing a relationship that is not indifferent to one another, while positive peace means the presence of harmony or harmony, structural justice, as the true meaning of peace.

Galtung’s statement basically becomes quite important because it provides a basic picture, that peace is not always interpreted as it really means. Based on this, it can be understood that peace education aims to create positive peace, namely as an effort to provide skills to prevent conflict and violence through efforts to change or create more just social order, resolve the root of the problem not only the skin, and create a really peaceful life.

In the event of a conflict, peace will become a transformer for conflict to create a new, better order for all. On the other hand, peace can also be said as an effort to foster principles and commitment, as well as an effort to equip students with knowledge, values, and attitudes, which can create peace, so that they deserve to be called peace agents (Page, 2008). There are two important points that Page emphasized, namely efforts to foster a commitment to always live in peace and the provision of information about various knowledge that can be a provision for peace agents.

In order to foster commitment, peace education can be understood as an effort to instill, grow, and socialize a sense of love for peace, because commitment can occur if it has gone through an internalization process first. Meanwhile, providing complete information on matters related to peace is also important to prevent various acts of violence. The information is not only related to things that support the creation of peace but also to things that cause conditions to become unpeaceful and their impacts.

Another opinion regarding peace education (Olowo, in the Global Campaign for Peace Education, 1999) the nature of peace education should result in the following:

- a. Enables it to embrace children’s physical, emotional, intellectual, and social growth within a framework rooted in traditional human values.
- b. A culture of peace will be achieved when the citizens of the world understand global problems; have the skills to resolve conflict constructively.
- c. Know and live by international standards of gender, human rights, and racial equality; respect cultural diversity and respect the integrity of the earth.

## 2.2 Board Game-Based Peace Education Model

The board games-based peace education model is an implementation of the peace education model that integrates peace education through digital board games. This is because games are one of the learning media that can help and facilitate teachers in delivering subject matter so that the subject matter is easily digested by students (Rao, 2014). In line with Rao’s opinion, (Syandri, Syandri 2015) added that the use of media aims to

make the implementation of learning more effective and efficient which can improve the quality results of the learning that has been carried out.

Furthermore, Benzies (2015) explains that the selection of learning strategies and media should be able to attract the attention of students to be involved in learning in a fun context. Willing (in Chitravelu, Sithamparam, and Choon, 2005) emphasizes that children who are concrete learners enjoy learning strategies that utilize games, pictures, films, cassettes, videos, and others.

From some of the expert opinions above, it can be concluded that games are one of the learning media that can encourage a more optimal learning process by participating in individual activities, in pairs or in groups so that it can create a fun learning situation and learning objectives run effectively and efficiently.

The types of games commonly used in learning media according to Brewster (2007) are as follows:

- a. Accuracy-Focused Games. In this type of game, students do not need to say something, they are enough to hear or read sentence patterns repeatedly.
- b. Fluency-Focused Games. This type of game is done by focusing on learning fluency and collaboration with other friends which are usually done in pairs or groups.

According to Berland and Lee (2012) board game is a game that provides recreational activities, is played in groups, and can lead to competitive, cooperative, and collaborative play. In line with this opinion, Zagal (Zagal et al. 2006), added that board games are one type of game that can make students always collaborate. Furthermore, Lee (2012) suggests that board games have advantages in language learning, as long as the teacher clearly determines the aspects of the discussion that will be studied by students. In this research, According to Sapulette and Pakniany (2019), a peace education model based on digital board games can function as a peace education medium for each individual to collectively build and strengthen a peaceful narrative in the midst of an increasingly complex and diverse environmental life. Acts of extreme violence, radicalism, spreading hoaxes, and various other acts of violence in the name of ethnicity, religion, race, and inter-group (SARA) really need to be fought with peace education. In line with the above view, according to Saidiharjo (2004) adds that intellectual maturity and intelligence as social capital in building a peaceful life between identities. According to Sapulette and Pakniany (2019) the values of a culture of peace in board games are as follows:

- a. Leadership Culture. When playing, individuals are faced with various choices, such as helping a friend who has a virus or choosing to attack. In this context, the spirit of leadership is needed. A good leader, of course, can wisely make decisions that have an impact on the welfare of the region and also other people.
- b. Culture of Tolerance and Empathy. In the board game, individuals are taught to carry out acts of tolerance toward each other. This tolerance value occurs when individuals respect the decisions made by others. In addition, tolerance also occurs when there is an act of empathy given by individuals to each other by sacrificing their points to help friends who are affected by the virus.
- c. Culture of Mutual Respect. This culture is obtained when one individual can respect the decisions of his friends. The decision to take steps and decisions to help those

affected by the virus or not to help. Whatever decision is taken, each individual is obliged to respect it.

- d. Cooperation Culture. This culture of cooperation is created, when all participants who play board games agree to develop a playing strategy, so as to avoid viruses.

### 3 Research Methods

The method used in this study is a Design and Development (D&D) model with a qualitative approach (J. Ellis & Levy, Ellis and T., Levy, Y. 2010). Participants in the research were students from the Indonesian Education University as users of model trials, content experts, design experts, and board game mechanics. Data collection techniques using observation, interviews, and documentation studies. Data analysis uses data reduction, data presentation, and conclusion drawing (Miles et al., Miles et al. xxxx).

Based on the use of the Design & Development model, several steps of model development were obtained including.

- a. Identify the Problem, which is to identify the problem broadly.
- b. Describe the Objectives, which is to set the goals of developing the board game model
- c. Design and Develop the Artifact, which is the step in determining the design of the peace education board game model
- d. Test the Artifacts. In this stage, the researcher conducted a trial of the board game model using two stages. In the first stage, researchers conducted a trial by internal researchers with the aim of researchers being able to feel how the analysis of the board game model has been produced. Then in the second stage, the researcher used a trial of the peace education board game model directly on experts and student representatives at the Indonesian Education University with observation and interview instruments. The expert team from this board game model trial consisted of content experts, design experts, and board game mechanics experts.
- e. Evaluate the Testing Results. In this stage, an evaluation of the results of trials conducted with internal researchers as well as content, design, and board game mechanics experts is carried out.
- f. Communicating the Results. At this stage, the researcher analyzes and evaluates the criticisms and suggestions in the development of the peace education board game model so that conclusions can be drawn on the final board game model design.

### 4 Results and Discussion

This Peace Village board game was created not only for the development of board games in the field of peace education but also has philosophical values that can build the character of a peaceful society in accordance with the peace values of the Indonesian nation. Some of these philosophical values include:

a. Indonesian National Value

The national value contained in this board game is illustrated in the design used, where the design on the board game card uses the symbol of a fluttering red and white flag and an eagle on a special card. Apart from that, the symbol of Indonesian nationality is also seen on the village board game where on the board there is a traditional house of the Indonesian people and the feel of a village community. Apart from that, judging by the naming of this board game, it really illustrates that this board game originated in Indonesia with the name Desa Peace Board Game.

b. Democratic Value

The democratic values contained in this board game are illustrated during the second session of the deliberation section where when the players cannot complete the 12 elements of the peace card completely, then at that time the players hold a deliberation led by the player who has the highest score and provides opportunities for the players who has a low score to be able to collect back the 12 elements of peace cards that are lacking.

c. Accuracy Value

The value of accuracy contained in this Peace Village board game is when players have to collect peace cards between the cards issued by the players and also the cards on the village board carefully, quickly, and precisely because they have to fight each other with other players and also adjusts to the cards needed on the village board game board.

d. Value of Responsibility

The value of responsibility contained in this game is when the player takes the wrong card, the player will not get a score. Furthermore, in the second part of the game, when the player gets the highest score, the consequence is that he must be responsible for being able to mobilize the other players to be able to finish the game together by collecting the appropriate cards, but if they do not match then the consequence is that the player scores. Will decrease.

e. Value of Legal Education

The value of legal education contained in this game is the provision of scores and also the reduction of scores for the players. For players who take actions according to playing techniques, then he will get an additional score, but if the opposite happens the player collects a special card that has a negative value, then the player will be subject to a score reduction. This indicates that for every mistake that violates the rules of the game, the player will be subject to a score reduction sanction.

#### f. Disclosure Value

The value of openness contained in this Peace Village board game is when the moderator records the players' scores, both subtraction scores, and additional scores, here players can see the score information that has been collected by the players.

#### g. The Value of Mutual Cooperation

The value of gotong royong reflected in the Peace Village board game is that in the second part when the 12 elements of the peace card are not completely fulfilled, the players must help each other to be able to collect the 12 elements of the peace card regardless of who has the highest score and who has the lowest score.

Based on the results of the analysis of the values contained in the board game above, in essence, this game tries to apply the values of peace education. Peace education has a goal so that people avoid conflict, violence, prejudice, and tolerance and a culture of peace according to the view of UNESCO "peace education is about how you can help build the future and make your world a more peaceful place to live" which is in accordance with the Indonesian nation. (Kester, 2013).

## 5 Conclusion

The Peace Village Board Game model developed in this study has a political education design for the younger generation in welcoming the 2024 General Election. 2024, including the value of Indonesian nationality, the value of accuracy, the value of democracy, the value of responsibility, the value of legal education, the value of openness, and the value of mutual cooperation. These seven values can effectively be introduced to the younger generation through the board game model.

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