

Effectiveness of Interactive Games Learning Using Board Picture Media (4 Magic Words) on The Development of Polite Character Education Phase B Grade 3 at Tambak Boyo 01 Elementary School, Ambarawa District, Semarang Regency

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Article Info	Abstract
Keywords: Character Education, Concrete Media, Politeness	Character education is a crucial component in the formation of students' personalities. The basic character education that must be known and taught by educators to students is 4 basic words, namely: please, sorry, excuse me, thank you which are often called the "4 magic words". However, its implementation is often ineffective due to conventional learning approaches. This study aims to evaluate the effectiveness of the use of interactive games based on picture media in instilling polite character, especially the four magic words (please, sorry, excuse me, and thank you) to phase B students at SDN Tambak Boyo 01. The methods used are literature studies, observations and interviews with teachers as the main subjects. The results show that picture media can increase students' interest in learning and understanding of polite values. In conclusion, visual media such as picture boards have proven to be an innovative and effective solution in character learning at the elementary school level.

INTRODUCTION

National education, which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, plays a vital role in enhancing individual capabilities and shaping a dignified national character and civilization to enlighten the nation's life. The function of this education is to develop the potential of learners so that they grow into individuals who are faithful and devoted to God Almighty, possess noble character, are physically and mentally healthy, knowledgeable, skilled, creative, independent, and become good citizens. To realize this role, the government organizes a national education system as regulated in Law Number 20 of 2003 concerning the National Education System. The process of instilling character education through Civic Education (Pendidikan Kewarganegaraan) serves as an essential vehicle to enhance and preserve the noble

and moral values derived from the ancestors of the Indonesian nation. These values are expected to be reflected in the daily activities of learners, whether as individuals, members of society, or creatures created by God Almighty. The primary objective is to equip students with basic knowledge and skills in managing relationships between citizens and the state, including fundamental learning about national defense, so that they will eventually become resilient and reliable citizens (Ahmad Susanto, 2013: 225).

Based on the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006, Civic Education as a core subject in character building aims to enable learners to: (1) think critically, rationally, and creatively in responding to citizenship issues; (2) participate actively, responsibly, and act wisely in community, national, and state life, as well as possess anti-corruption attitudes; and (3) develop democratically and positively by shaping an identity based on the character of Indonesian society in order to coexist with other nations. The reinforcement of character education is also a response to the need to prepare the younger generation to face the dynamics and challenges of social and moral changes in the 21st century (Report on Initial Findings From ICCS, 2009). According to the online version of the Great Dictionary of the Indonesian Language (KBBI) (2005, para. 1), the term *sopan* (polite) refers to a respectful, orderly attitude in accordance with applicable customary norms, and demonstrates civilized behavior in various aspects such as actions, speech, and appearance. Meanwhile, *santun* (courteous) is defined as a refined and good attitude in both speech and behavior, displaying a patient and calm nature. When these two terms are combined, *sopan santun* (politeness/courtesy) signifies a reflection of noble character, etiquette, and moral norms in community life. This perspective is reinforced by Timothy Wibowo, who states that politeness is a form of ethics that must be possessed in social interactions. Since politeness is not an innate trait from birth, but rather the result of an educational process within the family environment, its learning needs to be instilled from early childhood.

To ensure that character learning, particularly regarding the value of politeness, can be more easily understood and implemented by children, a structured and systematic learning approach is required. One vital element in the learning process is the use of media or instructional aids. Gagne (1970) states that media encompasses various elements within the learning environment that function to stimulate students so that they can absorb materials more easily. The selection of the right learning media will significantly influence the effectiveness and quality of the learning process. Dale also introduced the concept of the cone of experience, which classifies various types of media based on the learning experiences they generate as tools in the learning process.

For students at the lower grade levels, the learning media used should ideally consist of concrete teaching aids. According to Niam (2010), concrete aids or real objects are media that are not difficult to use because they do not require special preparation and can be directly applied in learning activities. Sauji (2008) adds that concrete media possesses several advantages, including: (1) providing highly valuable, direct real-world experiences; (2) forming strong and long-lasting memory retention; (3) creating enjoyable learning experiences that can foster positive mental and emotional attitudes toward life; (4) being easy to find and collect; and (5) being eligible for individual collections. Nevertheless, according to Linda (2011), concrete teaching aids also have several limitations, including: (1) requiring a relatively long time in their utilization; (2) demanding non-negligible costs; (3) not all learners being able to be actively involved in their usage; and (4) not all schools possessing the means or facilities to provide this type of teaching aid.

METHODS

This study employed a descriptive qualitative approach utilizing a case study design to evaluate the effectiveness of the interactive game “The 4 Magic Words Picture Board” in instilling polite character traits among Phase B (Grade 3) students at SDN Tambak Boyo 01. Data collection

was carried out directly within the natural school environment through three primary techniques: literature studies to establish the theoretical framework of visual media in character education, structured field observations to document students' interest and engagement during the gameplay flow, and semi-structured interviews with the classroom teacher as the key informant to gain deeper insights into the media's impact. The primary research instrument comprised the interactive educational board consisting of a styrofoam board, 12 situational picture cards illustrating polite scenarios (please, sorry, excuse me, thank you), 4 text cards, and colorful pushpins used alongside observation sheets and interview guides. The collected qualitative data were subsequently analyzed through thematic analysis, involving data reduction, data display, and conclusion drawing, while the validity of the findings was maintained through source and method triangulation by cross-referencing field documentation, interview transcripts, and literature reviews.

RESULT AND DISCUSSION

A. Game Title

THE 4 MAGIC WORDS PICTURE BOARD

This learning medium is a visual educational board featuring illustrations of daily activities related to the four magic words: Maaf (Sorry), Tolong (Please), Terima Kasih (Thank You), and Permissi (Excuse Me). It also includes images that will later be arranged systematically and attached to the board using colorful pins to attract students' attention. On the right side of the board, large and prominent text displays these four words, serving as a word-and-picture association to reinforce students' understanding. Each illustration depicts a scenario reflecting the usage of one of the four magic words, such as:

1. A child apologizing to a friend.
2. A student asking for a teacher's assistance using the word "please".
3. A child saying "thank you" after receiving something.
4. The use of the phrase "excuse me" when passing by or interrupting.

B. Game Components

1. A styrofoam board reinforced with a plywood base
2. 12 picture cards visualizing polite behaviors
3. 4 text cards containing the 4 Magic Words
4. 16 colorful pushpins

C. Gameplay Flow

1. The board is initially left blank, with only the 4 Magic Words attached to the right side.
2. The teacher selects one card and provides a storytelling narrative to explain the situation depicted on the card.
3. Students compete to answer which behavior the card represents in accordance with the 4 written words.
4. The teacher selects the student who raises their hand first.

5. A reward is given in the form of a “WOW clap” (tepuk WOW) and a prize if the student answers correctly; if the answer is incorrect, the same treatment is applied, but the correction is delivered directly after the reward is given.

The learning concept implemented in this activity utilizes the 4 Magic Words Board as the primary medium to convey messages regarding politeness to Grade 3 Phase B students. This game is designed to educate children on how to speak politely, particularly when interacting with others, while supporting the child's character formation. Furthermore, the game aims to help learners understand the implementation of general values of politeness that apply within society. In its execution, the material on politeness is delivered using cards played by attaching them to the provided board. Players are required to utter the appropriate magic words, and through these cards, children are engaged to comprehend the proper actions and polite words that must be spoken in situations requiring courtesy.



Figure 1. The 4 Magic Words Board



Figure 2. Implementation in School



Figure 3. Students attempting to play with media



Figure 4. Rewarding session

CONCLUSION

Politeness is one of the values or norms that has long been respected and upheld within the culture of Indonesian society. However, over time and with the onset of the modern era, these values have begun to be neglected. A modern lifestyle that tends to be individualistic has caused an increasing number of people to display less respect, particularly toward older individuals, and even to speak in a discourteous manner. Therefore, the weakening of this value of politeness serves as an important rationale to firmly reinstall these values more intensively, specifically to the younger generation and children. The “4 Magic Words Picture Board” learning medium has proven effective as an educational tool in instilling character values of politeness among Grade 3 Phase B students. Through an engaging visual approach, this game is capable of creating an interactive, enjoyable, and easily understood learning atmosphere for children. The concrete illustrations displayed on the cards assist students in connecting abstract concepts with real-world scenarios in their daily lives, thereby facilitating their understanding and implementation of magic words such as maaf (sorry), tolong (please), terima kasih (thank you), and permisi (excuse me). The gameplay flow which involves storytelling, active interaction, and the distribution of rewards has also successfully increased student participation and reinforced positive behavioral reinforcement. Through a learning system that prioritizes emotional and social engagement, this medium does not merely convey character materials theoretically but also cultivates habits and polite attitudes that students can carry over into their lives both inside and outside the school environment. Consequently, the 4 Magic Words Picture Board is highly suitable to be utilized as an innovative medium for character education learning at the elementary school level, particularly for lower-grade students.

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