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Interactive Educational Media Concept Design for Buddhist Sunday School Children

Meiliana Tjiu¹ , Edy Chandra^{2*}
and Budi Darmo³

^{1, 2, 3} Universitas Tarumanagara, West Jakarta 11440, Indonesia
edyc@fsrd.untar.ac.id

Abstract. The essence of Buddhist education in Sunday Schools has experienced a shift in focus, from character building through the practice of the Five Buddhist Precepts in daily life to mere memorization and foreign language learning. This research designs a creative board game concept that uses the Five Buddhist Precepts-based approach to encourage active discussion and practice Social Emotional Learning (SEL) skills among children aged 10-12 years. Various daily life scenarios relevant to children will be presented in four categories: Family Relationship, Friendship, Situational, and School. The scenarios are packaged in the form of Question cards, with additional variations of Action and Fortune cards as a reward and punishment system to increase children's motivation. This interactive approach is expected to deepen children's understanding of moral rules and the application of the Five Buddhist Precepts in their lives. Thus, this research is expected to make a positive contribution to the quality of Buddhist learning and create creative innovation among Buddhists.

Keywords: Board Game, Concept Design, Education, Social Emotional Learning (SEL), the Five Buddhist Precepts.

1 Introduction

Buddhism is a religion and philosophical tradition based on the teachings of Siddhartha Gautama. One of its main teachings is that each person is responsible for his or her own good or bad fortune. This form of responsibility is realized through developing personal morality following the simple principle: “Do no evil, multiply virtue, purify the heart and mind.” (Dhammapada: 183).

The moral code for Buddhists to follow is known as the ‘Five Buddhist Precepts,’ which includes five Precepts: Abstain from killing living beings, stealing, sexual misconduct, false speech, and intoxicating drinks and drugs that lead to carelessness [1]. In this case, Buddhism plays an important role as a guideline in shaping one's character, nature, morals, and personality to create a harmonious social life [2].

Buddhist ideology has been introduced to children through the recitation of the Paritta, Buddhist studies in schools, and Buddhist Sunday schools. Many parents enroll their children in Sunday School as a form of support for the character-building process and the ability to socialize with their peers [3–7].

According to Mrs. Artafanti (Child Psychologist), the concept of Buddhism and the application of the Five Buddhist Precepts are related to Social Emotional Learning (SEL) education. SEL is the education of skills for people of all ages in understanding and managing emotions, empathizing, maintaining positive relationships, and making wise decisions. If children's SEL skills are trained early on, they will be able to distinguish right from wrong, making Buddhist ideals easier to apply in everyday life. It can be concluded that SEL and Buddhism play an important role in shaping moral character, thus providing a strong foundation and long-term investment for children's future.

Mr. Piyavadi Sadhamma (Dhammadhūta) said in an interview that Buddhism aims to educate children to have a Buddhist character and mindset. However, the results of field studies and interviews with five children who are active in Sunday School show that, according to them, learning Buddhism is difficult because of the use of Pali language, which even though it has been translated into Indonesian, the language is still stiff and difficult to understand. In addition, the teaching method in Sunday School is lecturing, which is considered less interactive with children, so it feels boring to them. Mrs. Kartika Swarnacitra (Ehipassiko Foundation Children's Media Manager) added that this teaching method makes children focus more on memorization and consider learning Buddhism as learning a foreign language, thus shifting the main essence of Buddhism which should focus on character building.

Research by [8] shows that primary school-aged children are better able to maintain focus when learning involves interactive elements, such as group discussions or varied activities. Lectures lasting more than 20 minutes tend to reduce attention, especially if children are not actively involved. In another study, [9–11] observed that games involving roles and simulations can increase children's absorption by up to 90%. Educational games also rank fourth in terms of popularity among children [10,11]. However, a survey conducted on 9 August 2024 revealed that interactive educational media based on Buddhist teachings are still rarely available.

One of the interactive educational media that has proven to be effective and suitable for the conditions of this problem is board games. Board games can encourage children to socialize while learning in a fun way [12]. In addition, board games can also strengthen the relationship between children and Sunday School administrators through direct interaction that is full of togetherness. Many legendary board games have been successful in educating, such as Scrabble that enriches English vocabulary and Monopoly that teaches financial concepts. With real-life simulations, board games can convey educational material in a deep and memorable way, making them an ideal medium for teaching skills and values such as the Five Buddhist Precepts.



Fig. 1. Jalan Dharma Board Game (Source: Internet)

One of the Buddhist board games produced by Ehipassiko Foundation is Jalan Dharma, which modifies the concept of the Snakes and Ladders game. However, this game only emphasizes the memorization of the theory of good karma and bad karma, thus making the board game more centered on the aspect of remembering these concepts.

Seeing the opportunity for innovation, an educational board game is needed that can train children's SEL skills while teaching the application of the Five Buddhist Precepts in everyday life in a fun way. The author will analyze and explore data to design a creative board game concept that is expected to suit and meet the learning needs of Buddhist children in Sunday School.

2 Research Methods

Literature Study. Collected journals from Google Scholar related to Social Emotional Learning (SEL), the Five Buddhist Precepts, pre-adolescent children, and board games.

Interviews with experts from various fields. Mrs. Artafanti (Child Psychologist), Mrs. Kartika Swarnacitra (Children Media Manager, Ehipassiko Foundation), and Mr. Piyavadi Saddhama (Dhammadhūta).

Field Observation. Market trends and interactive educational media available in the market. The target audience is 10–12-year-old children in Sunday School who enthusiastically participate in co-operative and problem-solving games, with active learning styles and creative visuals.

3 Results and Discussion

3.1 Learning Process Needs of 10-12 Year Old Children

Children aged 10-12 years are in the late phase of childhood and have unique learning needs. They require interactive and challenging activities to maintain attention. Research by [8] shows that children are better able to focus when learning involves interactive elements, such as group discussions. [13] also supports this, stating that active student participation can improve academic achievement.

Educational board games are very effective in enhancing the learning process of children of this age. Besides presenting challenges that stimulate critical thinking, board games help children understand abstract concepts and solve problems systematically. Research by [14] found that educational games can increase student motivation and engagement, making learning more interesting.

One of the approaches chosen to encourage discussion in this board game design concept is a case study. This concept is considered appropriate for children as it allows them to relate to real situations that are relevant to their daily lives. Case study-based learning helps children develop critical thinking skills and make better decisions, as they can consider different points of view in real-life situations. Children also really enjoy group discussions on a variety of themes, including hobbies, social issues, everyday experiences and school lessons. According to [15], co-operative learning through group discussion can improve social and academic skills, creating a positive learning environment.

Therefore, group discussion will be a major component of the board game. To encourage more in-depth discussions, the case studies will be designed according to children's daily lives and divided into four categories: Family Relationships (family interactions, conflicts, or decisions of parents and children), Friendships (friendship dynamics and friend group issues), Situational (neighborhood events or community activities), and School (experiences at school, group tasks, and interactions with teachers). This approach is expected to increase children's engagement, strengthen their relationships, and create a more meaningful and enjoyable learning experience.

3.2 Application of Discussion and Case Study Concepts to the Five Buddhist Precepts Learning

In the Five Buddhist Precepts, each precept has a set of conditions that serve as important references to determine whether an action can be considered an offence or not. These conditions will be used in the case study to encourage the children to analyze the situation and determine whether the action in the case violates the precepts. Here is an example of a case that can be used for discussion:

Table 1. One of the precepts and its requirements.

Precept	Example of Actions	Terms of Offence
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(1) Abstain from killing living beings.	Killing, torturing, and physically harming living beings.	1. The existence of living things. 2. We know that things are alive. 3. There is a will within us to harm/murder. 4. There is an attempt to harm/murder. 5. The creature dies because of what has been done.
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Table 2. Examples of the Five Buddhist Precepts-based case studies and solutions.

Precept	Case Study Example	Settlement Example
(1) Abstain from killing living beings.	Adit saw an aggressive stray dog approaching a small child who was playing. To protect the child, Adit threw a rock at the dog. Did Adit's action violate the first precept?	Here are the answers based on the requirements of the first precept: ✓ There are living things. We know that it is alive. ✓ There is an inner will to harm/murder. ✓ There is an effort to harm/murder. × The creature dies because of what has been done. So, Adit did not violate the first precept, because the dog did not die because he was thrown a stone.

Discussing the case study not only serves to understand the values of the Five Buddhist Precepts, but also as an exercise for children's Social Emotional Learning (SEL) skills. Through discussion and case analysis, children can develop the five pillars of SEL:

- 1. Self-Awareness: Recognizing one's own emotions and their impact on others.
- 2. Emotion Management: Managing emotions in challenging situations.
- 3. Social Awareness: Understanding others' perspectives and strengthening empathy.
- 4. Relationship Skills: Collaborate and communicate well in groups.
- 5. Responsible Decision Making: Considering the consequences of actions and making decisions accordingly.

Thus, learning the Five Buddhist Precepts through case studies helps children understand norms and values, while developing social and emotional skills that are important in everyday life. This approach is expected to enhance their understanding of the implications of actions in the context of the Five Buddhist Precepts values as well as their analytical and discussion skills.

3.3 Game System and Rules

This board game design modifies the concept of Monopoly, by adding a game system that combines reward and punishment elements in the mission of collecting the most points during the specified time. In this design, there are several main game components, including game board, sets of question, action, and fortune cards, meeples, dice, instruction manual for each player, and hourglass.

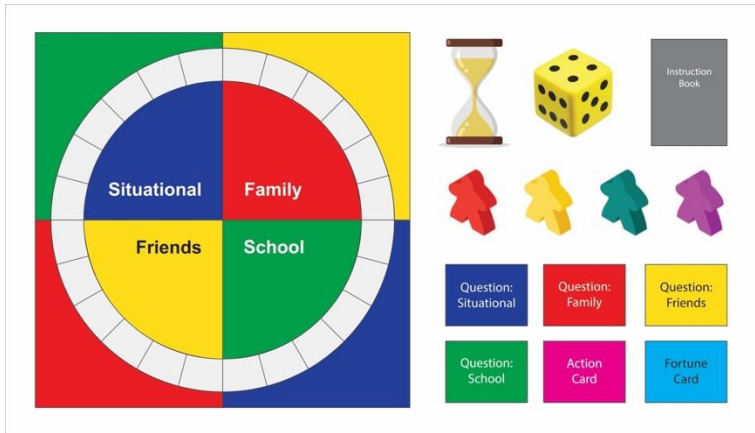


Fig. 2. Prototype of Board Game according to Concept Design (Source: Author, 2024)

Players will move clockwise based on the number rolled on the dice and pick up cards according to the box they land on. There are six different sets of cards, viz: four types of question cards (family relationship, friendship, school, and situational categories), action cards, and fortune cards.

Each action and fortune card has its own directive on how many points the player will get. Meanwhile, the question cards depend on the player's answers and require calculation assistance from the Sunday School caretaker by following the instruction manual. The addition of action and fortune cards is designed to motivate children and help them learn to think strategically about their actions and consequences, in line with SEL's fifth pillar of making wise decisions.

Players will continue to play and collect points through various challenges and questions until the time on the hourglass runs out. During the game, every decision made, and answer given will determine the number of points earned. At the end of the game, all points accumulated by each player or group will be totaled to determine the result. The player or group with the highest number of points after all points have been carefully counted will be declared the winner of this game.

4 Conclusion and Suggestions

The main problem faced in Buddhist education today is the shift in the essence of the teachings, which should focus on character building, to be more focused on memorization and foreign language learning. In addition, Buddhist-based interactive educational media is rare, reducing children's interest in learning about Buddhist values. On the other hand, children also often lack the understanding of what Buddhism means and how to practice the Five Buddhist Precepts in daily life, even though Buddhism adheres to the principle of morality and aims for character building. In this context, designing the Five Buddhist Precepts-themed board game is an innovative solution. Using the

concept of case studies relevant to everyday life, the board game encourages children to discuss and simultaneously practice their Social Emotional Learning (SEL) skills. SEL activities help children learn to manage their emotions and distinguish between right and wrong, so that they can act and make decisions wisely. The board game is designed to be played by a group of four children, with points scored by one Sunday school administrator. The main components of the board game include a game board, question, action and fortune card sets, character tokens, dice, instruction booklet and hourglass.

With an interactive and fun approach, this board game is expected to help children learn Buddhist moral rules through a case study approach that often occurs in daily life, so that they do not only learn it theoretically at school or verbally through the recitation of the Paritta. Through play experiences, children can better understand and reflect on the values taught in Buddhism, as well as apply them in daily life. To improve teaching methods in Sunday Schools that often still rely on the lecture method, new media is needed that can attract children's interest and encourage their active participation. The target audience of this board game is pre-teen girls and boys (10-12 years old) who already have more abstract thinking ability and more intense emotions.

As a suggestion, further development of this board game can be done by involving input from teachers and parents to ensure that the material delivered is in accordance with the needs and expectations of children. In addition, it is hoped that this concept can be implemented into an actual board game. In-depth research is still needed, including the selection of an art style that suits the target audience, the visual design of the game board and cards, as well as other elements that are relevant to their playing experience, so that this concept can be realized into a real game.

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INTERACTIVE EDUCATIONAL MEDIA CONCEPT DESIGN FOR BUDDHIST SUNDAY SCHOOL
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Interactive Educational Media Concept Design for Buddhist Sunday School Children

Authors

Meiliana Tjiu¹, Edy Chandra^{1, *}, Budi Darmo¹

¹ Universitas Tarumanagara, West Jakarta, 11440, Indonesia

* Corresponding author. Email: edyc@fsrd.untar.ac.id

Corresponding Author

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Abstract

The essence of Buddhist education in Sunday Schools has experienced a shift in focus, from character building through the practice of the Five Buddhist Precepts in daily life to mere memorization and foreign language learning. This research designs a creative board game concept that uses the Five Buddhist Precepts-based approach to encourage active discussion and practice Social Emotional Learning (SEL) skills among children aged 10–12 years. Various daily life scenarios relevant to children will be presented in four categories: Family Relationship, Friendship, Situational, and School. The scenarios are packaged in the form of Question cards, with additional variations of Action and Fortune cards as a reward and punishment system to increase children's motivation. This interactive approach is expected to deepen children's understanding of moral rules and the application of the Five Buddhist Precepts in their lives. Thus, this research is expected to make a positive contribution to the quality of Buddhist learning and create creative innovation among Buddhists.

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