



Empowering Cultural and Civic Literacy through Anti-Bullying Traditional Game-Based Learning in Elementary School

Wuli Oktiningrum*
Lutfiatus Zuhroh
Adzimatnur Muslihasari
Dyah Ayu Pramoda Wardhani
Andi Wibowo

Elementary School Teacher Education, Faculty of Education, Universitas Islam Raden Rahmat Malang,
East Java, 65163, Indonesia

*Corresponding author, E-mail: wulie.okti@uniramalang.ac.id

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Abstract

This study develops and evaluates traditional game-based learning media—Ular Tangga and Engklek—integrated with anti-bullying elements and Indonesian cultural diversity content to enhance elementary students' cultural and civic literacy. Employing the ADDIE development model, the research involved 28 fifth-grade students for field testing and 10 sixth-grade students for small-group trials. Data were collected through expert validation, observations, interviews, tests, and questionnaires. The learning media demonstrated strong validity, with expert scores exceeding 85%. Students' learning outcomes improved substantially, as reflected in the increase from an average pre-test score of 56.0 to a post-test score of 81.4. The N-Gain value of 0.8183, categorized as high, confirms the effectiveness of the media in strengthening students' understanding of cultural diversity and bullying prevention. The findings indicate that embedding cultural, civic, and moral values into traditional games offers a formal, culturally responsive instructional approach that promotes cognitive development and positive social behavior in elementary education.

Keywords: anti-bullying; civic literacy; cultural literacy; elementary school; game-based learning

INTRODUCTION

Amid the rapid pace of globalization, education is increasingly required to strengthen students' awareness of cultural diversity, civic values, and global pluralism. For elementary school learners, establishing a strong foundation in cultural and civic literacy is essential for developing broader global perspectives and acting responsibly within an interconnected society (Kementerian Pendidikan dan Kebudayaan, 2017). Instilling these literacies from an early age is instrumental in cultivating an Indonesian society that genuinely upholds multicultural principles, grounded in a conscious commitment to recognizing, respecting, and valuing diversity (Suherman & Nugraha, 2020). Strengthening cultural and civic literacy across family, school, and community settings further ensures the preservation of national cultural heritage while reinforcing Indonesia's identity within the global community (Muniroh et al., 2020). In this regard, cultural and civic literacy encompasses the understanding of cultural identities and civic responsibilities that enable individuals to participate actively in a diverse democratic society and respond effectively to contemporary social challenges (Lestari & Ramadan, 2023).

However, although cultural and civic literacy are widely recognized as essential, many Indonesian elementary students still struggle to practice these values in their daily lives. UNESCO

(2017) reports that issues such as bullying, social exclusion, and intolerance continue to persist within school settings. Supporting this, PISA data reveal that approximately 41.1% of Indonesian students have experienced bullying (Siregar & Apdilah, 2022). Similarly, Arliman et al. (2019) revealed that Indonesia ranks fifth among 78 countries with the highest proportion of students facing bullying within their immediate surroundings and peer groups. These patterns indicate that students' comprehension of cultural diversity and civic responsibility remains limited, and that conventional instructional approaches are insufficient for fostering the expected cultural awareness and prosocial behaviors (Smith et al., 2022).

Consequently, schools need engaging, contextual, and culturally grounded learning strategies that enable students to actively experience, practice, and internalize cultural and civic values in meaningful and authentic ways (Putri & Rizqia, 2024)(Putri & Rizqia, 2024). Considering these challenges, traditional children's games function as a culturally meaningful medium for strengthening students' social and civic competencies (Syahrial et al., 2022). These games naturally incorporate elements of cooperation, rule-following, and mutual respect, making them effective tools for cultivating cultural understanding and prosocial behavior (Riar et al., 2024). When thoughtfully adapted and integrated with anti-bullying elements, traditional games create meaningful opportunities for students to engage in positive social interactions, develop empathy, and practice constructive conflict-resolution skills (Zuhroh et al., 2024). Such an experiential approach enables learners to internalize cultural and civic values more deeply than through conventional lecture-based instruction, aligning with the principles of culturally responsive and participatory learning (Anggita et al., 2024; Oktiningrum et al., 2025).

Previous studies on traditional games have predominantly focused on their roles in motor skill development, cultural preservation, or general character education (Lumbantobing et al., 2024; Nur et al., 2023). While these studies highlight the educational potential of traditional games, limited attention has been given to their integration with anti-bullying content and their impact on students' cultural and civic literacy. Furthermore, most prior works have emphasized theoretical discussions rather than the practical implementation of traditional games as structured learning media in classroom settings (Greipl et al., 2020). This gap highlights the necessity of developing a more holistic pedagogical framework that revitalizes traditional children's games as instruments for both character formation and the enhancement of students' cultural and civic literacy. Accordingly, this study aims to develop and implement traditional children's games integrated with anti-bullying elements to foster cultural and civic literacy among elementary school students.

The novelty of this study lies in the integration of anti-bullying elements into traditional children's games as a culturally grounded pedagogical approach to enhance cultural and civic literacy. Unlike previous research, which primarily emphasized the preservation of traditional games or their role in general character education, this study revitalizes traditional games as structured, value-oriented learning media that explicitly address social issues relevant to students' lived experiences. By embedding moral and civic content within culturally familiar play activities, the model developed in this study provides an innovative means of fostering empathy, tolerance, cooperation, and social awareness through experiential learning. Through this innovation, the study advances the development of culturally responsive educational practices while offering a sustainable approach to nurturing civic and cultural literacy in elementary education.

Accordingly, this study aims to develop and implement traditional children's games embedded with anti-bullying elements as culturally grounded learning media to enhance elementary students' cultural and civic literacy. Specifically, the study seeks to design and adapt traditional children's games that integrate anti-bullying, cultural, and civic components into a structured pedagogical model and to examine their effectiveness in improving students' cultural and civic competencies. Through this model, the study also explores how students experience and demonstrate cultural and civic values during the learning process.

In this context, two traditional games *Ular Tangga* (Snakes and Ladders) and *Engklek* were revitalized and redesigned with anti-bullying elements and cultural-civic content. These games were selected for their cultural familiarity, accessibility, and intrinsic potential to promote cooperation, fairness, and empathy. The integration of anti-bullying values within these traditional games is expected to provide students with meaningful, enjoyable, and culturally authentic experiences that enhance both civic understanding and cultural appreciation. Overall, this study contributes to the advancement of culturally responsive pedagogy by integrating anti-bullying elements into traditional children's games as a strategic and sustainable approach to strengthening students' cultural and civic literacy within elementary education.

METHOD

This study adopted a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model was employed to design, develop, and validate traditional game – based learning media integrated with anti-bullying elements. The ADDIE framework was selected because it provides a systematic and iterative process suitable for developing educational products that are both pedagogically sound and practically applicable (Aldoobie, 2015).

Based on Branch (2009), the research procedure followed the five sequential stages of the ADDIE model. During **the Analysis stage**, a needs assessment and field observation were conducted to identify issues related to bullying, as well as students' limited understanding of cultural and civic values. **The Design stage** involved planning the instructional objectives, developing learning indicators, and designing traditional children's games (*Ular Tangga* and *Engklek*) enriched with anti-bullying and civic elements.

The selection of *Ular Tangga* (Snakes and Ladders) and *Engklek* as learning media was based on their familiarity, easy access, and popularity among elementary students (Fitrizah et al., 2020; Nurhasanah & Sarifah, 2023; Purwati et al., 2024). Both games have simple rules that promote turn-taking, cooperation, fairness, and respect—values that support anti-bullying education and civic learning. *Ular Tangga* was used because it can easily include moral and civic lessons in its visual design, where good actions help players move forward and bad actions make them fall behind (Setiani & Handayani, 2022). *Engklek*, as a traditional physical game, encourages teamwork, inclusiveness, and empathy through active participation (Ajrina et al., 2024)(Ajrina et al., 2024). With these features, both games serve as enjoyable and meaningful tools to help students build cultural awareness and positive social behavior.

The **Development stage** focused on creating prototypes of both games and their accompanying learning materials, followed by expert validation on content accuracy, design feasibility, and cultural relevance. During **the implementation stage**, two phases were conducted, namely a small-group trial and a field trial. The small-group trial involved 10 sixth-grade students from SD Negeri 1 Manganrejo to evaluate the clarity, engagement, and usability of the developed media. The field trial was then carried out with 28 fifth-grade students, who served as the main research subjects, to examine the practicality and effectiveness of the traditional game-based learning model in real classroom conditions. Finally, **the Evaluation stage** consisted of analyzing data obtained from expert feedback, observations, and student responses to determine the media's validity, practicality, and potential impact on improving students' cultural and civic literacy.

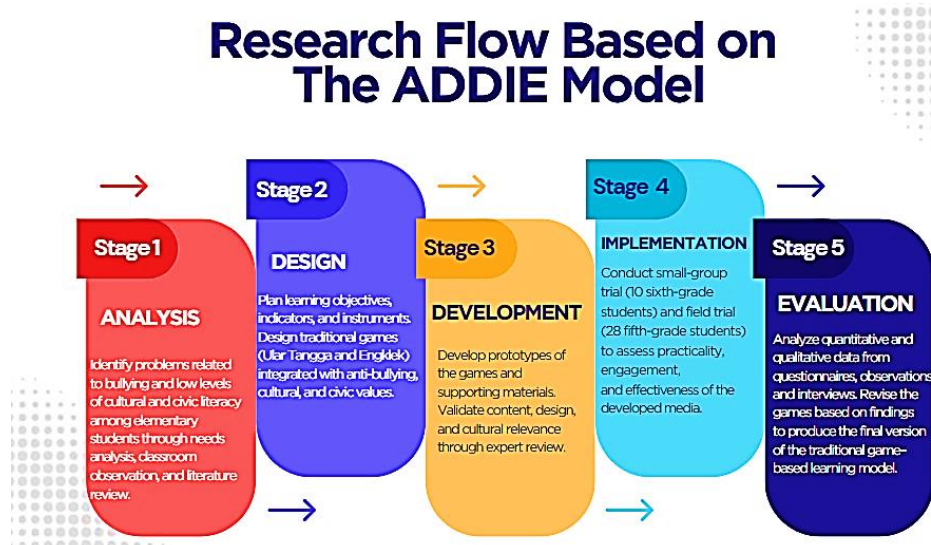


Figure 1. Research Flow Based on the ADDIE Model

The research instruments included observation sheets, questionnaires, interview guides, and expert validation forms. Data were collected through observations, questionnaires, and interviews conducted during the development and implementation of *Ular Tangga* and *Engklek* games integrated with anti-bullying elements. The observations focused on students' participation and interaction, while questionnaires measured improvements in cultural and civic literacy. Interviews with teachers and students provided qualitative insights into their experiences using the developed media. Quantitative data were analyzed descriptively to determine the increase in literacy scores, whereas qualitative data were analyzed thematically to identify patterns of empathy, cooperation, and civic awareness, providing a comprehensive understanding of the model's validity, practicality, and effectiveness.

RESULT & DISCUSSION

Result

The development of traditional game-based learning media integrated with anti-bullying elements was carried out following the ADDIE model stages. Each phase produced specific outputs that contributed to the refinement and validation of the final learning product while simultaneously aiming to enhance students' cultural and civic literacy.

Analysis Stage

The analysis stage consisted of two main components: interviews and content analysis. Interviews were conducted with the school principal, classroom teachers from grades 1 to 6, and ten representative students at SD Negeri 1 Manganrejo, Malang Regency. The interview with the school principal revealed that there were no clear or structured regulations addressing bullying or intolerance within the school. Similarly, interviews with classroom teachers indicated that classroom learning remained largely conventional, relying mainly on textbooks and online resources such as YouTube. Teachers also acknowledged the absence of instructional media specifically designed to enhance students' cultural and civic literacy.

Consequently, their efforts to cultivate empathy, tolerance, and cooperation among students were still limited and not yet systematically integrated into classroom instruction. Meanwhile, interviews with students revealed that acts of intolerance and verbal bullying continued to occur in daily interactions. Some students reported experiences of teasing and name-calling related to parents' names, skin color, or body shape, and a few admitted to engaging in physical aggression under the guise of play. These behaviors frequently caused emotional discomfort and conflicts among peers. The school's responses to such incidents generally involved reprimanding the involved students and providing counseling or guidance to their parents.

naila
Aku pernah di bully hitam dan aku gak suka
Putri juga bilang aku elek, aku sedih

Translate :

Naila

"I was bullied because of my dark skin, and it made me feel bad.

Putri also said that I was ugly, which made me sad."

teman yudi
disebutin aku sering ditawa sama teman-teman. alarceh
aku ditertawakan karena aku kecil, kadang aku ditertawakan karena politis
aku sering ditertawakan karena - karena aku. tapi tetap aja aku ditertawakan
politik. terus aku juga sering di panggil pake nama orang tua aku
aku sedih tapi aku diam aja karena aku takut nanti gak punya teman.

Translate :

My name is Yudi. At school, I am often insulted by my friends, and it makes me sad. They call me ugly and small. Sometimes they call me stingy, even though I often treat them, but they still say it. Also, they frequently call me by my parents' names. I'm sad, but I just stay quiet because I'm afraid that if I speak up, I won't have any friends

Figure 2. A Student's Statement Reflecting Their Experience of Bullying

The student's statement at Figure 2, shows that bullying based on physical appearance can cause emotional distress and lower self-confidence. It also indicates that discriminatory comments still occur among peers, emphasizing the need for learning activities that foster empathy and respect in the classroom.

In addition to interviews, a content analysis of the Pancasila Education curriculum was conducted to ensure the alignment between the developed learning media and the learning materials used in schools. The results of this analysis showed that the fifth-grade curriculum includes key themes such as Pancasila in everyday life, norms and regulations, and cultural diversity in Indonesia. These topics are directly relevant to the development of cultural and civic literacy and closely align with the principles of anti-bullying education, which emphasize respect, tolerance, and social responsibility. Therefore, fifth-grade students were selected as the main subjects in this study because the content of their learning materials naturally supports the integration of cultural and civic values through meaningful, game-based learning experiences.

The results of the analysis phase provided a strong foundation for the next stage, in which the researcher designed learning media that not only address bullying issues but also promote cultural appreciation and civic awareness through traditional games adapted to the elementary school context.

Design Stage

At the design stage, research instruments such as observation sheets, interview guides, and validation forms were developed to evaluate students' behavioral changes, engagement, and understanding of civic and cultural values, particularly those related to the theme of Indonesian diversity. Two traditional games, *Ular Tangga* (Snakes and Ladders) and *Engklek*, were selected as the basis for the learning media because of their cultural familiarity, simplicity, and potential to foster cooperation and empathy among students.

Psychologically, both games are well-suited for elementary learners in the concrete operational stage, where learning through rules, play, and direct experience promotes moral reasoning and social awareness. *Ular Tangga* emphasizes decision-making and moral reflection, while *Engklek* encourages teamwork and inclusivity through movement-based interaction. These games embody Indonesian cultural values of togetherness, fairness, and respect, aligning strongly with the goals of anti-bullying education and civic literacy development.

Development Stage

During the development stage, prototypes of the *Ular Tangga* and *Engklek* learning media were created based on the designs produced in the previous phase. This process included preparing visual layouts, question cards, rules of play, and instructions that integrated anti-bullying messages as well as cultural and civic values, including learning materials related to Indonesian cultural diversity. Both games were designed to embed scenarios and statements that encourage respectful behavior, discourage bullying actions, and introduce examples of Indonesia's diverse ethnic, cultural, and regional identities.

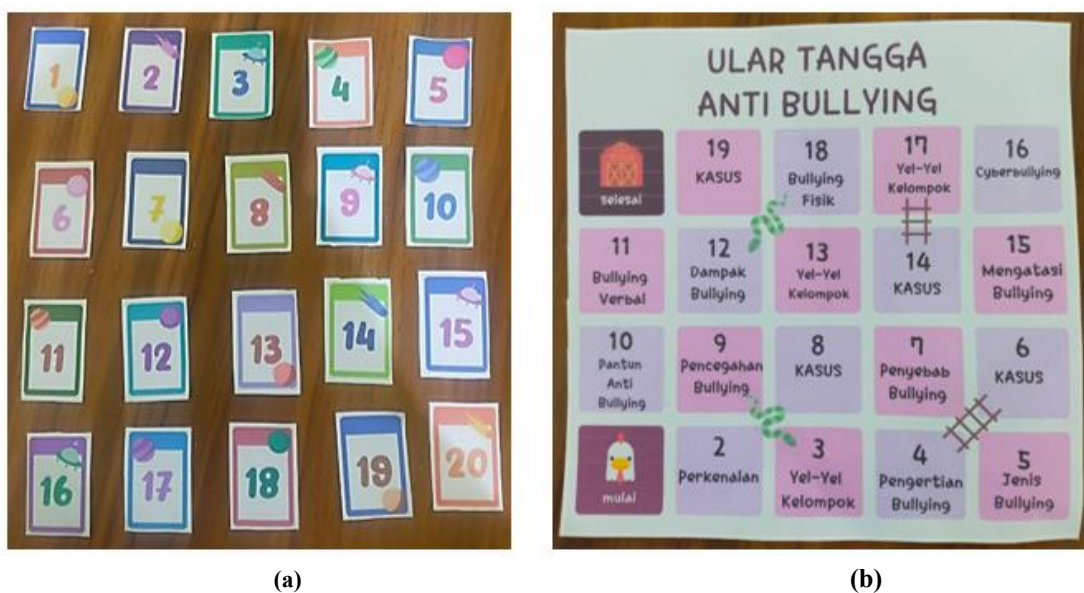


Figure 3. (a) Question Card for *Ular Tangga* Anti Bullying; (b) *Ular Tangga* Anti Bullying

Figure 3 presents the question cards and the *Ular Tangga anti-bullying* (Snakes and Ladders) game board. The gameplay procedure is straightforward: students first spin the provided spinner, and once it stops, they advance their token according to the number shown. They then access the question card associated with the numbered space on the board and respond to the prompt as part of the learning activity. The question cards consist of inquiries related to bullying, such as how to prevent bullying, what causes bullying, the various types of bullying known to students, and specific cases related to bullying.

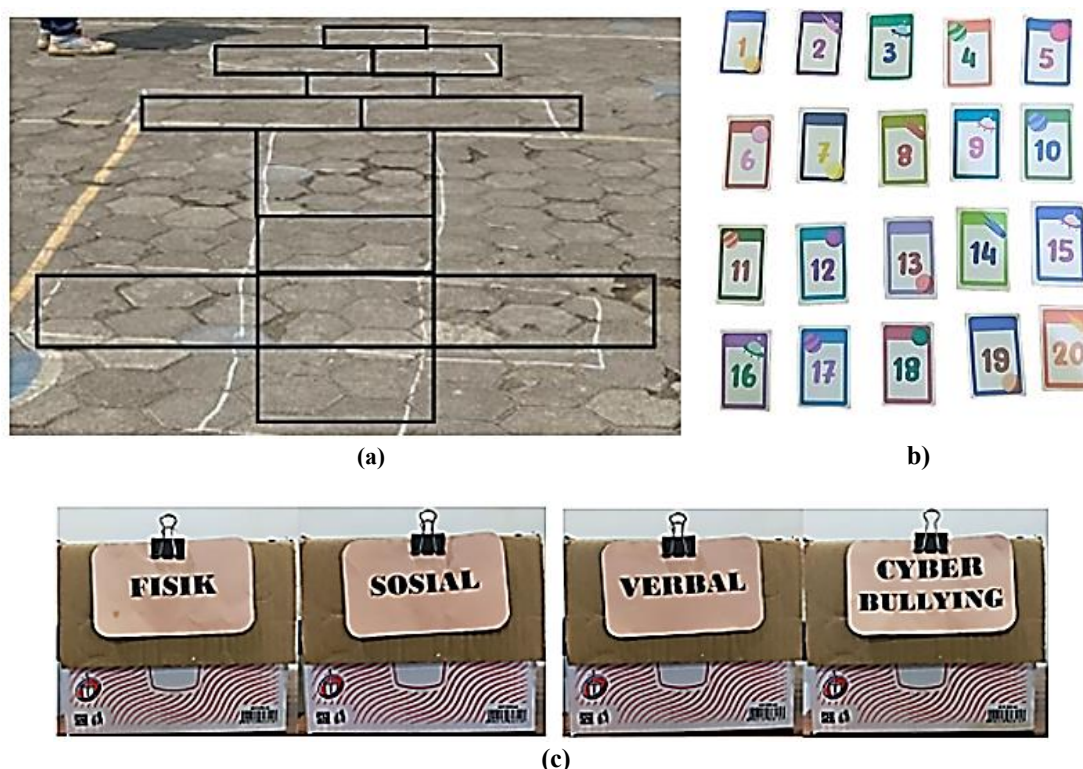


Figure 4. (a) *Engklek* Anti Bullying; (b) Question card for *Engklek*; (c) Box for students answers

Figure 4 illustrates the *Engklek* game implemented in the school yard, accompanied by question cards containing images related to various forms of bullying, including physical, social, verbal, and cyberbullying. The *Engklek* activity is played in groups, where students compete in speed and agility while following the traditional hopping pattern. At the start of the game, each group selects a question card, observes the image provided, and then proceeds to complete the *Engklek* course until they reach the finish line. Upon finishing, students place their answers in the designated answer box as part of the learning task.

The prototypes were then validated by education, psychology, and media design to evaluate their content accuracy, pedagogical relevance, psychological suitability, and practicality. The education experts assessed the alignment of the games with the elementary school curriculum, including the integration of Indonesian diversity content and anti-bullying values, ensuring that the materials supported both cognitive learning and character development. The psychology expert reviewed the socio-emotional appropriateness of the anti-bullying scenarios, confirming that the messages and behavioral prompts embedded in the games were suitable for the developmental characteristics of fifth-grade students. Meanwhile, the media design expert

examined the clarity of visual elements, readability, layout consistency, and overall usability of the game components.

Table 1. The Validation Result

No.	Assessment	Percentage	Criteria
1	Education expert	95	Very High
2	Psychology expert	94,5	Very High
3	Media expert	93,5	Very High

Table 1 shows the validation results from three experts—education, psychology, and media design—who evaluated the feasibility of the developed Ular Tangga and Engklek learning media. The education expert provided a score of 95%, indicating a very high level of alignment between the media content and the curriculum, including the integration of anti-bullying elements and Indonesian diversity themes. The psychology expert awarded a score of 94.5%, confirming that the socio-emotional components and behavioral prompts embedded in the games were developmentally appropriate for elementary students. The media expert gave a score of 93.5%, demonstrating that the visual design, readability, and usability of the media met very high standards. Overall, the validation percentages fall within the Very High category, indicating that the developed media are valid and appropriate for use in classroom learning.

Implementation Stage

The implementation stage was carried out in two steps: small-group testing and field testing. The small-group test involved ten sixth-grade students with heterogeneous abilities to examine the practicality, clarity of instructions, and initial student responses to the learning media. This stage allowed the researcher to identify potential difficulties in gameplay, question comprehension, and media usability before broader application.

Table 2. Students Comment about The Media

No	Student Initials	Student Comments	Required Revisions
1	AN	“I like the game, but the instructions are a bit difficult to understand.”	<ul style="list-style-type: none"> • Instructions and question wording need to be simplified for easier understanding. • Visual aspects such as color contrast, font size, and some illustrations require improvement. • The Engklek grid and spinner need adjustments for better usability. • Students need clearer guidance on where to place their answers. • Certain bullying images should be replaced with more age-appropriate visuals. • Game duration and group interaction rules need refinement to support smoother play.
2	BR	“Some colors on the board are too bright and hard to read.”	
3	CL	“The pictures are good, but some questions are too long.”	
4	DS	“Engklek is fun, but the boxes are too small.”	
5	EF	“The anti-bullying text is small.”	
6	GA	“The spinner doesn’t spin smoothly.”	
7	HY	“I’m confused about where to put the answer card.”	
8	IZ	“Some bullying pictures are scary.”	
9	KT	“The game takes too long.”	
10	LR	“Group members sometimes argue.”	

The results presented in Table 2 show that students responded positively to the media, although several revisions were required to improve clarity of instructions, visual readability, technical components, and the appropriateness of certain illustrations. These findings were used to refine the learning media before proceeding to the next stage. After implementing the necessary revisions, the improved media were deemed ready for field testing with a larger group of fifth-

grade students to evaluate their effectiveness in enhancing cultural and civic literacy in a real classroom context.

The field test was conducted with 28 fifth-grade students at SD Negeri 1 Mangunrejo, consisting of 15 girls and 13 boys. At the beginning of the session, students completed a pre-test measuring their understanding of Indonesian diversity and anti-bullying concepts, which included case-based questions and items related to types of bullying. Afterward, students were divided into five groups to participate in the *Ular Tangga Anti-Bullying* game in the classroom. Following the indoor activity, students continued with the *Engklek* game outdoors, where they were divided into four groups and competed in completing the Engklek course accurately and quickly. Rewards were provided to all students at the end of the games to encourage motivation and maintain a positive learning atmosphere. After participating in both activities, students completed a post-test and filled out a media effectiveness questionnaire to assess their learning gains and perceptions of the developed learning media.



Figure 5. (a) Classroom documentation during the *Ular Tangga Anti-Bullying* Activity; (b) Outdoor documentation during the *Engklek* activity

Figure 5 illustrates the implementation of interactive anti-bullying programs within the school environment. In Figure 4(a), students are engaged in a classroom-based activity using the *Ular Tangga* (Snakes and Ladders) Anti-Bullying game. This method utilizes "question cards" to encourage students to discuss prevention strategies and identify different types of bullying in a safe space. In Figure 4(b), the program shifts to an outdoor setting through a modified *Engklek* activity. By integrating moral education into traditional games, the school aims to foster a sense of camaraderie and physical cooperation among students, reinforcing the message that respect and teamwork are vital in preventing peer harassment.

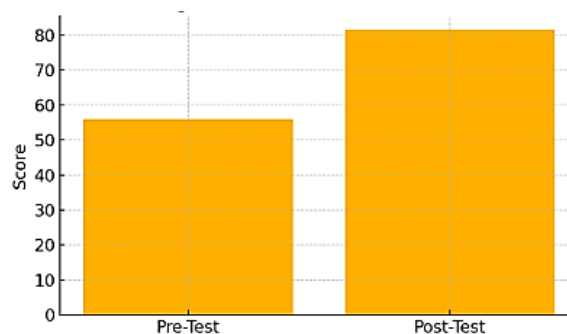


Figure 5. Diagram of Average Pre-test and Post-test

Figure 5 shows the diagram comparing the average pre-test and post-test scores clearly illustrates a significant increase in students' performance following the implementation of the traditional game-based learning media. The average pre-test score of 56.0 indicates that students initially had limited understanding of Indonesian diversity and anti-bullying concepts. After participating in the *Ular Tangga* and *Engklek* activities, the average post-test score rose to 81.4, demonstrating substantial learning gains. This upward shift in the diagram reflects the effectiveness of the interactive, culturally grounded media in improving students' conceptual understanding, engagement, and ability to identify bullying behaviors.

Based on the N-Gain calculation, the average score obtained is 0.8183, which is categorized as high. This corresponds to an effectiveness level of 81.83%, indicating that the developed learning media fall within the effective category. These results show that the *Ular Tangga* and *Engklek* anti-bullying learning media led to a substantial improvement in students' understanding of Indonesian diversity and bullying prevention concepts. With an overall increase exceeding 81%, it can be concluded that the traditional game-based media significantly enhanced students' learning outcomes and effectively strengthened their cultural and civic literacy.

Evaluation Stage

The evaluation stage confirmed that the final version of the learning media met the criteria of validity, practicality, and effectiveness. Improvements in student outcomes and positive feedback indicated that the media functioned well and were suitable for broader classroom application. This stage also ensured that the learning media aligned with instructional goals and provided meaningful support for students' cultural and civic literacy development.

Discussion

The results of this study demonstrate that the traditional game-based learning media *Ular Tangga* and *Engklek* integrated with anti-bullying and Indonesian diversity content—were effective in improving elementary students' cultural and civic literacy. The significant increase in post-test scores and the high N-Gain value (0.8183) indicate that the media successfully enhanced students' conceptual understanding of cultural diversity and bullying prevention. These findings highlight the potential of culturally grounded games as meaningful instructional tools that support both cognitive and character development (Ashar et al., 2024).

Students' positive responses during the field test further strengthened these outcomes. Observation data indicated that students were consistently engaged, enthusiastic, and motivated throughout both game sessions. Their high level of participation suggests that the activities stimulated motivation by providing meaningful choices, appropriate challenges, and opportunities for constructive peer interaction (Adipat & Engaging, 2021; Alotaibi, 2024). The games encouraged decision-making, collaboration, and a sense of achievement while offering a culturally familiar and enjoyable medium for exploring civic and cultural values (Wagiono et al., 2021).

In the context of *Ular Tangga*, the effectiveness of the learning process can be linked to its structured and rule-based mechanics. Students are required to wait for their turn, follow predetermined rules, and accept outcomes such as moving up ladders or down due to snakes. The process fosters discipline, fairness, and mutual respect, as students learn to appreciate others'

turns and outcomes without negative reactions. Such structured interaction supports the development of civic values, particularly in understanding equality, rule compliance, and respectful behavior, which are essential in preventing bullying.

Meanwhile, *Engklek* emphasizes more dynamic and interactive social processes. The game involves physical movement, shared space, and flexible rule negotiation, requiring students to communicate, take turns, and resolve minor conflicts during play. These interactions encourage empathy, tolerance, and cooperation, as students must respect others' presence and perspectives in a more immediate and embodied way. Through the process, anti-bullying values are not only understood cognitively but also experienced directly, strengthening students' social awareness and promoting positive interpersonal behaviour.

Prior studies similarly highlight the role of traditional games in fostering cooperation, empathy, and cultural appreciation among students (Ayu & Sari, 2025; Mianawati & Mariyana, 2023; Wildiani et al., 2025). Building on these insights, the present study contributes a unique innovation by embedding explicit anti-bullying messages and civic learning components into the game structure. This integrated approach transforms traditional games into comprehensive pedagogical tools that strengthen conceptual understanding, moral reasoning, and positive social behavior. These results also hold important educational implications, offering teachers culturally relevant, engaging, and developmentally appropriate media aligned with the principles of the Kurikulum Merdeka and the internalization of Pancasila values (Madona et al., 2023).

Moreover, the embedded learning scenarios enabled students to deepen their awareness of Indonesia's cultural diversity and the forms of bullying commonly occurring in school settings. By engaging with representations of different ethnic groups, languages, norms, and bullying situations, students developed greater sensitivity toward respecting diversity and identifying inappropriate behavior. This strengthened their ability to respond constructively to bullying and supported the development of respectful, empathetic, and responsible attitudes within the school environment, thereby helping students avoid becoming either victims or perpetrators of bullying.

This study has several limitations. The research was conducted in a single school with a relatively small sample, which may limit the generalizability of the findings. The short intervention period also makes it difficult to determine whether the improvements in cultural and civic literacy, as well as bullying awareness, can be maintained over time. Furthermore, only two traditional games were used, restricting the exploration of other potentially valuable culturally based media. Future research should involve larger and more diverse samples, apply longitudinal designs to examine long-term effects, and explore additional traditional or digital games while considering teacher perspectives and contextual factors that may influence implementation.

In summary, the findings of this study illustrate the meaningful potential of revitalizing traditional games as culturally responsive learning media that integrate anti-bullying education with the values of Indonesian diversity. By embedding moral, cultural, and civic themes within familiar play experiences, the developed media not only strengthened students' conceptual understanding but also nurtured empathy, respect, and responsible social behavior. These insights reaffirm the importance of innovative, contextually grounded approaches in elementary education and highlight how traditional games can serve as powerful tools for shaping students who are more aware, inclusive, and capable of contributing to a harmonious school environment students

who understand diversity, uphold respect, and are empowered to prevent bullying in all its forms (Nadira et al., 2025).

CONCLUSION

Conclusion

This study concludes that the traditional game-based learning media *Ular Tangga* and *Engklek*, integrated with anti-bullying content and themes of Indonesian diversity, are effective in enhancing elementary students' cultural and civic literacy. The significant improvement in students' post-test scores and the high N-Gain value demonstrate that the media successfully supported both conceptual understanding and positive social behavior. The learning activities also fostered empathy, cooperation, and respectful interaction, reflecting the value of contextual and culturally relevant pedagogy in addressing bullying issues in schools. These findings affirm the potential of revitalized traditional games as meaningful instructional tools that can strengthen character education and empower students to create a more inclusive and respectful school environment.

Recommendation

Future research is recommended to involve a larger and more diverse sample across different regions to enhance the generalizability of the findings. In addition, longitudinal studies could be conducted to examine the long-term impact of traditional game-based learning media on students' cultural and civic literacy, as well as their social behavior. Further development may also integrate digital or hybrid formats of traditional games to align with current technological advancements while maintaining their cultural essence. For educational practice, teachers are encouraged to incorporate culturally responsive and context-based learning media, such as traditional games, into classroom instruction to foster both cognitive and character development. Schools should also support the integration of anti-bullying values within learning activities to create a safe, inclusive, and respectful learning environment. Such efforts can contribute to strengthening students' awareness of diversity and promoting positive social interactions in everyday school life.

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