

Developing Islamic Board Games Based on Local Wisdom to Teach Daily Manners in Early Childhood

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ABSTRACT

Early childhood education plays a vital role in character development, particularly in instilling moral and Islamic values such as daily manners. However, current teaching methods often rely on verbal instruction, which lacks engagement and contextual relevance. This study addresses the need for innovative, culturally grounded, and enjoyable learning media. This research employed a Research and Development (R&D) approach based on a modified Borg & Gall model. The study involved 30 Group B children from Ihsaniah Bangun Galih Kindergarten in Central Java, Indonesia. The development process included six stages: identifying needs, data collection, product design, expert validation, limited trials, and product revision. Data were collected through observation, interviews, and expert validation questionnaires, and analyzed using both quantitative and qualitative methods. The resulting product was an Islamic board game that integrated daily manners content with local wisdom. Expert validation yielded a high feasibility score (88.8%), and limited trials showed positive outcomes: 80% of children could recall relevant prayers, and 73% demonstrated improved manners. Teachers noted increased student engagement and ease of integration into thematic lessons. The findings suggest that Islamic board games based on local culture are effective tools for teaching manners in early childhood. The combination of play-based learning and cultural relevance enhances children's moral development and engagement.

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1. INTRODUCTION

Early childhood education is the main foundation in the formation of children's character, morals, and personality (Idhayani & Salma, 2023). At the golden age, children have extraordinary abilities in absorbing life values, including the values of adab (ethics) in Islam (Ratnawati et al., 2023). One important aspect that must be instilled from an early age is daily manners, such as manners in eating, dressing, speaking, and interacting with others (Elvia et al., 2023). However, in practice, learning

manners in early childhood education institutions is still often delivered verbally, and monotonously, and does not touch on the realm of children's concrete experiences (Yang, 2025).

Early childhood etiquette learning can be reviewed through the constructivist theory proposed by Piaget, which emphasises that children learn actively through interaction with the environment and direct experience (Piaget, Jean, 2010). The play-based learning approach is very effective in internalizing moral and social values, including Islamic etiquette, because children can understand concepts in a concrete and enjoyable way (Vygotsky, 1978). In addition, Lickona's character learning theory emphasizes that character education must begin at an early age through strengthening values such as politeness, respect, and responsibility that are in line with Islamic etiquette (Lickona, 2012). The integration of local wisdom in learning media is also supported by Banks' view of the importance of cultural context in education to strengthen the identity and relevance of learning for students (Banks, 2006). By combining Islamic board games as interactive media that contain local etiquette and wisdom values, this innovation adopts a holistic and contextual approach to educating early childhood effectively.

In the digital era and visual culture of today, early childhood tends to be more responsive to interactive and fun learning media (Chu et al., 2024). Therefore, an innovative approach is needed in delivering adab material, so that these values are not only known but also internalized through fun activities (Kathrine et al., 2025). One alternative innovative media that can be used is an Islamic board game, which combines elements of play, character education, and social interaction in one complete learning experience.

Moreover, the values of manners in Islam have a meeting point with local wisdom that lives in the culture of society (M. Furqon Wahyudi, 2023). The traditions of Islamic boarding schools, local manners, and social customs that are passed down from generation to generation contain a wealth of moral values that are relevant to children's education (Diky Ananta Sembiring, 2024). Unfortunately, this local wisdom has not been widely integrated into the design of early childhood learning media, so it has the potential to be lost or replaced by popular culture that is not necessarily in line with Islamic values (Ripamonti, 2023).

Therefore, the urgency of this research lies in the importance of presenting contextual, fun, and effective learning innovations in instilling Islamic moral values in early childhood. One form of this innovation is through the development of Islamic board games integrated with local wisdom. Board games were chosen because they can be interactive learning media, encourage collaboration, and contain messages of value in the form of visuals and games (March-Ilanes & Sotoca-orgaz, 2024). Meanwhile, the integration of local wisdom aims to strengthen children's identity towards their Islamic culture, such as Islamic boarding school values, politeness in local traditions, and folk tales that contain Islamic moral messages.

In this context, the development of Islamic board games based on local wisdom is a strategic and relevant step. This media not only brings children closer to Islamic teachings in a fun way but also fosters a love for local Islamic culture. Educational games that highlight local stories, characters, and values will form children's emotional connections with their cultural identity while strengthening the learning of manners as a foundation for character.

The novelty of the study entitled "Innovation of Daily Manners Learning for Early Childhood through Islamic Board Games Based on Local Wisdom" lies in the integration of three main elements that have not been widely studied simultaneously in previous studies, conducted by (Irmawati, 2025), (Sabrina, 2024), (Annisa Wahyuni, 2024), (Aulia, 2024) and (Suryana & Hijriani, 2022) board game media as an active learning tool, daily manners material for early childhood based on Islamic teachings, and local wisdom content that reflects local Islamic culture and values. Most previous studies only developed manners learning media with conventional approaches such as picture stories, songs, or videos without combining them with interactive and contextual educational game models. This study presents a new approach that combines Islamic moral values with local culture through play media

that is by the characteristics of early childhood so that it is not only fun but also strengthens children's understanding of manners and cultural identity at the same time.

Based on the background mentioned above, this study not only contributes to the development of learning media, but also answers the current challenges in the world of Islamic early childhood education: how to instil manners in a way that children like, by current developments, and still based on the values of the nation's culture.

2. METHODS

This study employed a Research and Development (R&D) approach to develop an Islamic board game learning media based on local wisdom, aimed at instilling daily manners in early childhood. The research subjects consisted of 30 Group B children at Ihsaniah Bangun Galih Kindergarten, located in Kramat District, Tegal Regency — an institution grounded in Islamic values and local culture in Central Java. The research procedure followed the Borg & Gall development model, which was modified into six stages: identifying potentials and problems, data collection, product design, expert validation, limited trials, and product revision (Borg & Gall, 2003). Data analysis integrated quantitative results in the form of expert validation questionnaire percentages with qualitative descriptive findings from observations and interviews, to assess both the feasibility and effectiveness of the Islamic board game media based on local wisdom.

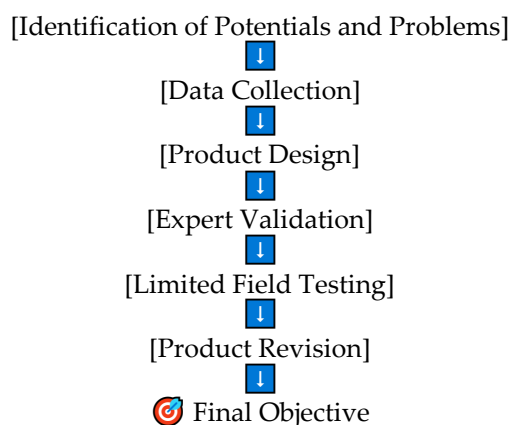


Figure 1. Borg & Gall Model Flow Diagram

The modified Borg and Gall research stages, condensed into six steps for the development of a local wisdom-based Islamic board game learning medium, begin with the identification of potentials and problems. This stage involves analyzing early childhood needs for Islamic character (adab) learning media and examining the contextual conditions of TK Ihsaniah Bangun Galih, an institution grounded in Islamic and local cultural values. The next stage is data collection through participatory observation, interviews with teachers and parents, and documentation of children's activities. Based on these data, the product design stage involves developing an Islamic board game incorporating themes such as table manners, speaking etiquette, and respect for parents and teachers, while integrating pesantren values and local traditions. The designed product is subsequently validated by experts, including subject-matter and media specialists, using feasibility assessment questionnaires. A limited field trial is then conducted with 30 Group B students at TK Ihsaniah Bangun Galih, Kramat District, Tegal Regency, to observe children's engagement during gameplay. The final stage involves product revision, refining and improving the board game based on expert feedback and trial results to ensure that the resulting media is feasible, engaging, contextual, and effective in instilling Islamic character values in early childhood learners.

The developed material takes the form of a board game containing Islamic etiquette content, such as dining manners, speaking manners, and respect toward parents and teachers, adapted from pesantren traditions and local cultural values. Research instruments include an observation checklist of children's activities, interview guidelines, expert validation questionnaires (for both content and media), and documentation records. Data collection techniques involve participatory observation, interviews with teachers and parents, and expert validation. Quantitative data obtained from questionnaires are analysed using percentage formulas to determine the feasibility level of the media, while qualitative data are analysed descriptively to interpret responses and evaluate the effectiveness of the media implementation. This approach facilitates the creation of contextual, enjoyable, and value-rich learning experiences aligned with early childhood developmental stages and grounded in local wisdom.

3. FINDINGS AND DISCUSSION

3.1 Findings

This research was conducted at Ihsaniah Bangun Galih Kindergarten, Kramat District, Tegal Regency, an early childhood education institution based on Islam and upholding the local cultural values of the Central Java community. This kindergarten is committed to instilling moral and spiritual values from an early age, in line with the vision of character education based on Islamic values. In its learning practices, this school not only teaches cognitive aspects but also emphasizes the importance of forming morals and manners as part of a complete and comprehensive education. However, in its implementation, the approach to learning manners still seems conventional and is less able to reach the imaginative world and developmental needs of early childhood, who like playing activities.

This board game is designed to convey daily etiquette messages that are relevant to children's lives, such as etiquette when eating, talking, dressing, and socializing, which are wrapped in a fun and interactive educational game. In addition, the game content is adapted to the local culture of Tegal and its surroundings, starting from character illustrations, and village life situations, to social values such as cooperation and manners, so that children can learn in a context that is close to their daily lives. Thus, this board game is expected to not only be a learning tool but also a medium for internalizing Islamic etiquette values that are rooted in local culture.

The development model used in this study refers to the Borg & Gall model which has been modified to suit the context of early childhood education. The stages in this model include:

a. Preliminary Study and Data Collection

At this stage, a literature review and initial observation were conducted to understand the daily etiquette learning needs of early childhood, especially those relevant to Islamic values and local wisdom. Data collection was also conducted through interviews with PAUD teachers and parents to determine the characteristics of children and current learning challenges.

b. Product Planning and Design

Based on the data obtained, an initial design of an Islamic board game was made that integrates etiquette and local wisdom values. The design includes the concept of the game, rules, media components (board, cards, pawns), and a learning flow that is by the development of early childhood.

c. Prototype Development

This stage is the creation of an initial example of a board game according to the planned design. This prototype is still simple and functions as material to be tested and validated. At this stage, the product is not final and is still very possible to change. Game Components consist of:



Figure 2. Boardgame Design

The board game is designed in the form of a circular or snake-ladder-like grid, where each grid contains a picture or symbol that represents various daily manners for children, such as a picture of a bed (manners for waking up), a bathroom (manners for entering and leaving the bathroom), plates and spoons (manners for eating), a mirror (manners for looking in the mirror), and others. These symbols are designed with bright colors and simple illustrations so that they are easily recognized and understood by young children. This board is not only a moving medium for pawns but also a visual medium to introduce children to the values of manners in everyday life in a fun and educational way.

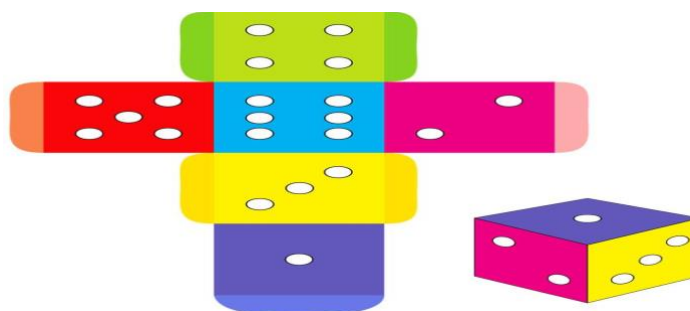


Figure 3. Dice Design

Dice made with bright and contrasting colors such as red, blue, green, yellow, orange, and purple, to attract children's attention and stimulate their vision. Each side of the dice displays the numbers 1 to 6 printed in large and clear sizes, making it easy for young children to read. In addition to numbers, dice can also be equipped with simple symbols or cute emoticons to add to the fun of playing. This design aims to support children's cognitive and fine motor development, as well as make it easier to count and understand the sequence of numbers during the game.

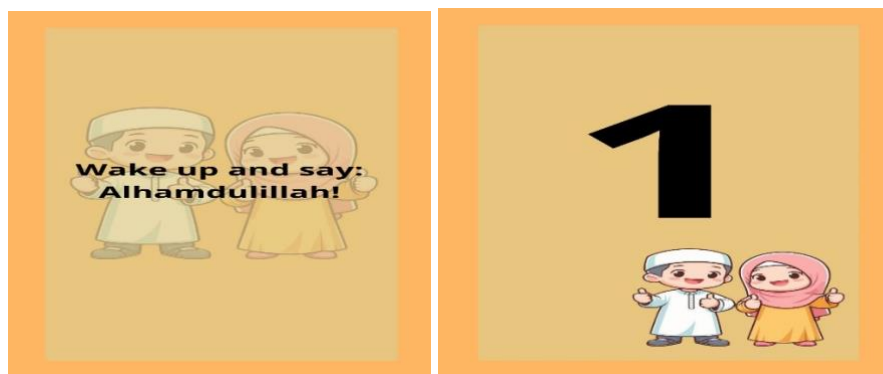


Figure 4. Daily Manners Card Design

Daily manners card designs are attractively designed with simple illustrations and short sentences that are easy for young children to understand. Consisting of 25 cards, each card contains one moral value packaged in a positive sentence, such as: When you wake up, say: Alhamdulillah!, When you wake up, say: Alhamdulillah!, Pray when you wake up with enthusiasm, Enter the bathroom, read a prayer first, When you leave the bathroom, read a prayer first, Dress neatly and politely, Don't forget to pray when looking in the mirror, Say hello to your parents, Queue when washing your hands, Pray before eating, Eat using your right hand, Don't stand up when drinking, Pray before going to school, Say "Excuse me" and bow when passing in front of someone, Say please when you need help from a friend, Apologize if you are wrong, Say thank you when given by someone else, Don't mock or hit friends, Greet each other using greetings, Shake hands with older people, answer your parents' calls gently, Say "excuse me" and bow when passing in front of your parents, Say "thank you" when given something, Pray when it rains, Take enough food and Eat with your right hand while sitting nicely, complete with supporting images that represent these activities. Bright colors and cute characters are added to attract children's attention and help them remember the messages of etiquette visually. These cards serve as both play aids and effective educational media in instilling Islamic values and good habits in everyday life.

This board game is designed to be played by 2 to 6 children, either individually or in small groups, allowing for positive social interactions such as cooperation, taking turns, and mutual respect. This format provides flexibility in implementation, both in the classroom and at home, and can be adjusted to the number of participants available. Through group play, children learn to build good communication and understand the importance of manners in everyday life in a fun and non-patronizing way.

How to play this board game begins by preparing a game board in the middle, shuffling the adab cards, and placing them face down on the side, then each player chooses a pawn and places it at the "START" point. The game takes turns, starting with the first player who rolls the dice and moves the pawn according to the number of points obtained. If the pawn stops at a box marked "Card", the player takes one adab card and reads or listens to its contents, then answers the question or carries out the command on the card. If successful, the player gets one point or a star sticker. Some boxes have special functions: the Smile Box gives a bonus of advancing two steps, the Test Box makes the player move back one step, and the Gift Box gives an additional card without having to roll the dice. The game ends when a player reaches the "FINISH" line, and the player with the most points will be crowned as "Today's Sholeh/Sholehah Child".

3.1.1 Expert Validation

The product prototype underwent expert evaluation involving specialists in Islamic education, local wisdom, and early childhood learning media to ensure the overall quality and pedagogical value of the board game. Islamic education experts assessed the accuracy and appropriateness of the daily

adab content to ensure alignment with Islamic principles and its relevance to children's everyday experiences. Experts in local wisdom examined the extent to which the content reflected and integrated local cultural values, particularly those rooted in Central Javanese traditions. Meanwhile, early childhood learning media experts evaluated visual and technical aspects, including illustrations, color composition, font size, layout, and game mechanics, to ensure the design was engaging, comprehensible, and developmentally appropriate for young learners' cognitive and motor abilities. Feedback from these three groups of experts served as a critical foundation for revising and refining the product, ensuring that the board game is not only visually appealing but also pedagogically effective in fostering children's character development in an Islamic and culturally contextualized manner.

Based on the validation test involving three experts (Islamic Religious Education, local wisdom, and Early Childhood Education learning media), the following feasibility scores were obtained:

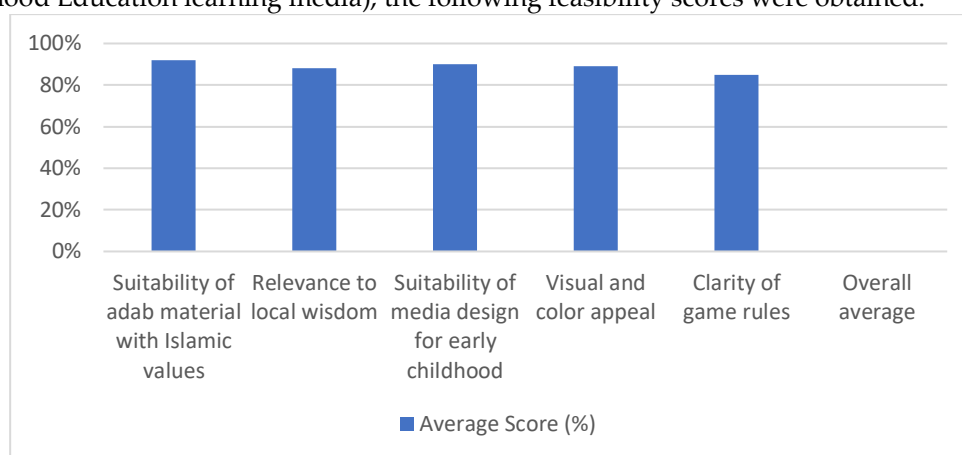


Figure 5. Expert Validation Results

The expert validation results show that the Islamic board game learning media based on local wisdom received a very decent assessment with an overall average of 88.8%. The aspect of the suitability of the material in terms of Islamic values received the highest score, namely 92%, indicating that the content presented is relevant and in accordance with Islamic teachings. The relevance to local wisdom (88%) and the suitability of the media design with the characteristics of early childhood (90%) were also considered very good, so this media is considered contextual and appropriate for child development. In addition, the visual and color appeal obtained a score of 89%, indicating the media's appeal is strong enough to attract children's attention, although in the aspect of clarity of game rules the score was slightly lower (85%) with a decent category, indicating the need for simplification of the rules to make them easier for children to understand. Overall, these results prove that Islamic board games are suitable for use as a medium for learning manners for early childhood while still paying attention to improvements to the game rules.

3.1.2 Product Revision

Input from expert validation results was used as the main basis for improving the board game prototype into a more mature, quality version that meets early childhood learning standards based on Islamic values and local wisdom. The revision was carried out comprehensively, including adjusting the content of the daily manners material to be more contextual to the lives of children in the Central Javanese cultural environment, such as adding local polite expressions in everyday speech. The graphic design was also improved by using softer but contrasting colors, enlarged font sizes, and more expressive and child-friendly character illustrations. The rules of the game were simplified to be easily understood by early childhood, by clarifying the function of special boxes and more systematic playing

stages. In addition, game components such as dice and cards were reinforced using materials that were more durable and safe for children. This revision made the board game not only visually appealing and fun to play but also effective in instilling daily manners and values consistently and meaningfully.

3.1.3 Limited Trial

The revised board game was subsequently implemented in a small-group trial involving early childhood students at TK Ihsaniah Bangun Galih, Kramat District, Tegal Regency. This stage was essential to examine children's responses and to evaluate the effectiveness of the media in teaching daily adab. The trial was conducted in a structured yet enjoyable learning environment, where children were first introduced to the game rules, board components, and procedures for playing. Throughout the activity, teachers and researchers systematically observed children's behavior, level of engagement, interaction patterns, and comprehension of the moral values embedded in the game. In addition, interviews were carried out with classroom teachers and several students to gather feedback on the visual design, clarity of instructions, and overall attractiveness of the game. The data obtained from observations and interviews served as evaluative input to determine the extent to which the board game functioned as an effective and enjoyable learning medium capable of fostering positive daily habits among early childhood learners.

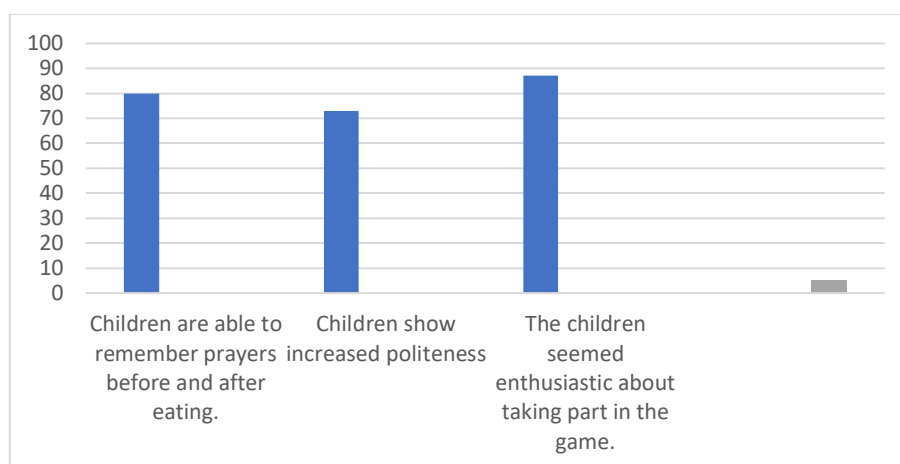


Figure 6. Result of limited trials

The results of a limited trial on 30 children in Group B at Ihsaniah Bangun Galih Kindergarten showed that Islamic board games based on local wisdom were effective in instilling good manners in early childhood. Eighty percent of children were able to remember prayers before and after meals after three games, 73% of children showed an increase in polite behavior such as greeting, asking permission, and saying thank you, and 87% of children appeared enthusiastic about participating in the game from start to finish. Teachers also assessed that this board game is practical for use in thematic learning and can be integrated with classroom activities, thus supporting the goals of character education in a fun, contextual, and developmentally appropriate way for early childhood.

3.1.4 Further Revision

Based on the results of limited trials at Ihsaniah Bangun Galih Kindergarten, further revisions were carried out as the final stage to ensure that the board game media truly meets the needs of early childhood and is effectively used more widely. Improvements were made both in terms of technical aspects and game content, including improving the quality of materials to make them more durable

and safe for children, strengthening colors and visuals to make them more aesthetically appealing, and rearranging several sentences on the manners cards to make them more communicative and by children's everyday language. The rules of the game were also simplified again to make it easier for teachers to guide and maintain children's concentration while playing. In addition, supporting symbols were added to the game board to make it more intuitive for children who are not yet fluent in reading. This further revision was carried out comprehensively so that the board game was not only visually appealing and fun but also had strong educational value and was relevant to the cultural context and development of early childhood.

3.1.5 Wide Trial or Implementation

The final stage of the development process is a wide trial or implementation of board games in various early childhood education institutions as an innovative learning medium in instilling children's daily manners. This board game is used routinely in thematic learning activities, especially those related to the development of character values and the habituation of Islamic behavior. Implementation is carried out by teachers with initial guidance, then integrated independently into class activities. Evaluation of implementation is carried out through periodic observations, child development records, and interviews with teachers and parents to assess the long-term impact on changes in children's behavior and habituation of manners, such as increased politeness, independence, and the ability to interact positively with the surrounding environment. The results of this implementation are expected to strengthen the role of board games as an educational medium that is not only effective but also fun and contextual in shaping the character of early childhood in various educational environments.

These findings indicate that Islamic board games based on local wisdom can be an effective learning innovation for early childhood character education. This approach is in line with the theory of child development that emphasizes the importance of learning through playing and real experiences. When the values of manners are conveyed through an interesting medium that is close to children's lives, they are easier to understand, remember, and practice. This board game not only functions as a learning medium but also as a tool for transforming values that connect Islamic teachings with the reality of children's lives in the context of local culture. This innovation is in line with the spirit of the Deep Learning Curriculum, which emphasizes student-centered learning, is relevant to the socio-cultural environment, and supports the formation of a profile of Pancasila students who are faithful, pious, and have noble morals..

3.2 Discussion

Strengthening character education from an early age is the main foundation in forming a child's personality that is not only intellectually intelligent but also has strong moral and spiritual integrity. In the context of Islamic education, manners or morals have a central position as the main goal of education. Early childhood is in the golden phase of development, where they are very responsive to the habituation of good values. Therefore, an approach is needed that not only educates formally but is also able to touch the emotional and social aspects of children. Learning that is fun, interactive, and close to everyday experiences is very important to internalize these values naturally. (Williams et al., 2025).

In this study, innovation is realized through the development of Islamic board game media based on local wisdom that not only presents daily etiquette materials such as praying, greeting, apologizing, and respecting parents but is also contextualized with the local culture of the Central Java community. The selection of the location at Ihsaniah Bangun Galih Kindergarten, Kramat District, Tegal Regency, is based on the characteristics of the community that still upholds Islamic values and local traditions that are rich in social ethics. This provides a great opportunity to synergize religious values and local wisdom in one learning media. By using board games as a medium, the process of learning etiquette becomes more concrete, fun, and easy for children to understand, while strengthening their cultural

identity from an early age.

This board game is designed with early childhood development aspects in mind, both in terms of cognitive, social, and affective aspects. Each component of the game such as the track board, manners cards, and colorful dice is designed not only to attract children's attention but also to stimulate the development of various aspects of their learning. The game board is equipped with symbols that represent daily manners and activities that are familiar to children's daily lives, such as pictures of beds, mirrors, or shaking hands. This provides a strong visual experience to strengthen the concepts of manners in children's minds.

The manners cards inserted in the game contain short sentences, prayers, and simple commands that are easy for children to remember and do. Children are asked to answer questions or carry out commands when they take a card, which encourages them to remember, understand, and practice the values of manners directly. For example, when getting a card that says "What do you say when you wake up?", the child answers "Alhamdulillah" enthusiastically. In addition to improving cognition, this activity also instills positive social habits such as taking turns and respecting friends in the game.

Observation results during the implementation process showed that children at Ihsaniah Bangun Galih Kindergarten were very enthusiastic about participating in the game. They showed active involvement and were able to absorb the values conveyed indirectly through play activities. The classroom situation became more lively, and the children seemed to enjoy the learning process while playing. The children's enthusiasm is an important indicator that the learning media is effective in reaching their emotions and learning motivation.

Teachers also observed an increase in children's positive attitudes in everyday life, for example, starting to get used to saying hello, apologizing, and not fighting when playing with friends. This change in behavior shows that the material on manners learned through board game media can be embedded in children's daily lives through a non-doctrinal approach. This strengthens the argument that fun learning methods are more effective in shaping the character of early childhood children (Lukosch et al., 2025).

The findings of this study confirm and extend previous research that emphasizes the effectiveness of play-based and culturally contextualized learning in instilling moral values in early childhood. In line with theories of contextual education, the results show that children learn values more effectively when materials are embedded in familiar cultural settings. This study contributes further by demonstrating how the integration of Islamic manners with local wisdom can strengthen both religious and cultural identity, providing a more holistic model of character education. At the same time, the findings challenge conventional approaches that rely heavily on formal instruction, showing that enjoyable and interactive methods can yield stronger engagement and more observable behavioral change.

Despite these promising outcomes, the study has limitations that must be acknowledged. The trial was conducted with a relatively small sample of 15 children in a single kindergarten, which may limit the generalizability of the results. In addition, the implementation period was short, making it difficult to assess the long-term sustainability of behavioral changes. Broader studies involving larger samples, diverse cultural contexts, and longitudinal designs would strengthen the evidence base.

The implications of this study are significant for teachers, parents, and curriculum developers. For teachers, Islamic board games based on local wisdom can serve as an alternative learning medium that enriches thematic learning and promotes active participation. For parents, the flexibility of the game allows its use at home, creating opportunities for family involvement in moral education. For curriculum developers, the integration of religious and cultural content into playful media highlights a pathway for designing learning experiences that are both contextually relevant and developmentally appropriate. Taken together, these implications underline the potential of localized, play-based learning media to support character education that is meaningful, sustainable, and aligned with the values of Indonesian society.

In addition, the local wisdom values integrated into the game make this board game more down-

to-earth and relevant to the lives of children in the area. The symbols used in the game are taken from local customs, such as "shalim" to parents, or saying "permisi" by bowing when passing older people. This context helps children recognize the values of manners in a form that is familiar and close to their lives.

This culture-based approach is in line with the theory of contextual education which emphasizes the importance of linking learning to children's experiences and living environment (Jokimies et al., 2025). When children recognize that the moral values taught are part of their own culture, the internalization of these values becomes stronger and more sustainable (Zhong et al., 2025).

Another advantage of this board game is its flexibility. The game can be played individually or in groups, in class or at home, with or without teacher supervision. This provides parents with an opportunity to strengthen children's moral values through simple yet meaningful educational games. Thus, this board game not only functions as a teacher's aid but also as a bridge of collaboration between schools and families in forming Islamic characters in children. The synergy between educational institutions and families in using this media expands the reach of consistent and sustainable character education.

Based on the results of trials and observations at Ihsaniah Bangun Galih Kindergarten, it can be concluded that the innovation of daily adab learning through Islamic board games based on local wisdom has a positive impact on the habituation of moral and social values in early childhood. This learning model is also able to create a pleasant learning atmosphere, reduce boredom, and increase children's active participation during the learning process. With the integration of local religious and cultural values, this media becomes a representation of holistic character education and is in the local context of Indonesian society.

4. CONCLUSION

This study conducted at TK Ihsaniah Bangun Galih, Kramat District, demonstrates that a local wisdom-based Islamic board game constitutes an effective and innovative medium for instilling daily *adab* in early childhood education. The main findings indicate that the board game successfully integrates Islamic values and local cultural elements into engaging, contextual, and developmentally appropriate activities, fostering children's cognitive, social, and affective involvement. Children's active participation and observable improvements in positive behaviors—such as greeting others, apologizing, sharing, and showing respect—underscore the pedagogical effectiveness of this approach. Moreover, the media not only functions as an alternative instructional tool but also supports early character formation and promotes collaboration between teachers and parents, thereby strengthening the consistency of moral education across school and home environments. Nevertheless, this study was limited by its small sample size, single-institution setting, and relatively short implementation period, which may restrict the generalizability and long-term implications of the findings. Therefore, future research is recommended to involve larger and more diverse samples, extend the duration of implementation to assess sustainability, and explore adaptations of the board game across different thematic units and cultural contexts to enhance its scalability and broader applicability.

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