

Fostering Diversity Awareness of Early Childhood through Multicultural Board Game *Ethnic Enclave* Kota Lama, Semarang, Indonesia

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Abstract. Early childhood is the emergence of awareness about diversity, so it is a window of opportunity for children to learn and respond to diversity positively, which is the basic attitude of tolerance. Fostering diversity awareness in early childhood can be done through the multicultural Board Game of Ethnic Enclave Kota Lama. Descriptive research methods are used to describe how multicultural board games are used to foster diversity awareness in early childhood. The multicultural board game ethnic enclave of Kota Lama can foster awareness about ethnicity and cultural diversity in Kota Lama. Children identify the diversity of tribal/ethnic names and traits through tribal/ethnic cards and tribal/ethnic images on board game boards. Children can also identify the diversity of names and forms of cultural buildings and objects through cultural building cards, images, and object pins on a board game.

Keywords: Board Game Multicultural, Diversity Awareness, *Ethnic Enclave* Kota Lama.

1. Introduction

Today's millennial children are more familiar with modern games that are dominated by global culture, compared to local culture and national culture. This can reduce love for local and national culture and threaten a sense of nationalism [1]. Problems will increase because children use modern games such as gadgets excessively, therefore an alternative is needed to replace the child's preoccupation with playing gadgets with board games. A board game can be used as an alternative to divert the excessive use of gadgets. Board games can improve children's communication and interaction because they are carried out in groups [2].

The limitations of children's board games, especially multicultural board games, encourage researchers to develop the ethnic enclave *Kota Lama* multicultural board game through iterative design [3]. This board game is also used to foster diversity awareness in early childhood. Diversity Awareness is the embryo of a tolerance attitude [4]. Diversity awareness is the initial key to instilling nationalism in early childhood because Indonesian nationalism is born from ethnic diversity so Indonesian nationalism can be taught through multicultural education [5].

This study aims to find out whether the multicultural board game ethnic enclave Kota Lama can foster diversity awareness of children aged 5 to 6 years, how the board game can foster diversity awareness of children aged 5 to 6 years, and what are the obstacles to using multicultural board games to foster diversity awareness of children aged 5 to 6 years. At the stage of diversity awareness, children see the similarities and differences around them and respond to these diversities. The diversity that exists in the child's environment begins to be realized by children when they begin to see, pay attention, and realize differences or diversity, for example, differences in skin color, hair color, and texture, as well as other physical differences as tribal or ethnic characteristics. The child will express it in the form of speech and attitude when the child plays in a diverse environment, his expression can be negative or positive. This does not necessarily appear when it exists in a homogeneous environment.

Biased attitudes in children are not inherited because all biased attitudes, prejudices, and attitudes of discrimination are something that the child learns. Early childhood does not develop negative attitudes from interactions with a particular minority group, but rather because they observe the negative attitudes of others towards that minority group. Diversity values are focused on habituation that will help early childhood develop empathy, build friendships and understand each other. Social skills to respond to diversity with understanding, skills, and positive attitudes to prevent bias will develop into social competencies that will affect interaction with others [6].

The child's knowledge of his culture and others' cultures is obtained through social interactions and cultural activities that involve the whole senses of the child. The child sees, hears, and feels how his family environment guides him to get to know, and explore socio-cultural habits at home and then in the environment of his family and neighbors. Furthermore, the child begins to understand that the people around him represent various cultures or differences. People who seem to be the same turn out to have cultural differences as well or there are similarities there are differences. The child begins to understand, connect and identify and finally apply similarities and differences. When children proceed in diverse socio-cultural interactions children learn that people look disliked by people from a different culture so the child forms a bias awareness and injustice. On the contrary, positive communication about the social and cultural practices of people in the child's environment will develop an anti-bias awareness or diversity awareness [7]. So children can grow diversity awareness through an environment that showcases cultural, and ethnic diversity.

Diversity can be introduced through multicultural education to foster diversity awareness. According to the Bank there are two objectives of multicultural education: (1) improving the equality of the field of education for children from different ethnicities and cultures, (2) helping to build the knowledge, attitudes, and skills necessary to succeed in a diverse society. Banks outlined four basic approaches, namely: (1) The Contributions Approach, (2) The Additional Approach, (3) The Transformation Approach, and (4) The Social Action Approach [8]. Some of the multicultural education characteristics are that the material teaches the values of the nation, and ethnic groups, as well as respects aspects of differences in the cultural diversity of the nation and ethnic groups [9]. So multicultural education can build children's knowledge, attitudes, and skills in appreciating a diverse society.

Multicultural educational learning media can use board games. Board games can provide a collaborative experience because they are played in groups where the game uses a number of objects on the board and exchanges with each other based on certain rules [10]. In addition, Board Games can help achieve educational goals, because it is one of the forms of learning media, board games can be a medium to introduce something new and invisible to be real [11]. So board games can provide a collaborative experience and help achieve educational goals. The multicultural Board Game is aimed at establishing cultural identity as a process of forming a national identity. When playing board games that have a storyline, there will be interactions through the rules of the game that have been set by the board game designer so that players will capture the meaning and values contained in it [9]. Multicultural board games are also useful for learning or reinvigorating children's knowledge through an interactive approach to the exploration of the territory of a country [12].

The concept of multicultural board games in this descriptive research is lifted from the ethnic enclave of Kota Lama Semarang which is the center of cultural civilization. The place is divided into 4 (four) namely: Kauman Village, Chinatown, Dutch Village (Little Netherland), and Malay Village. Kauman village is inhabited by Javanese tribes and ethnic Arabs, Chinatown is a gathering place for ethnic Chinese, Dutch village is the area of the Dutch nation and Kampung Melayu gathered many tribes including Javanese tribes, ethnic Chinese, ethnic Arabs, Malays tribes, and Banjar tribes. The central point of Kota Lama is the Kali Mberok bridge, Kampung Melayu is to the north, Little Netherland is to the east, to the west of Kauman village and the Chinese community is south of Kali Mberok which is now a Chinatown village [13].

2. Methods

2.1 Research Design

This research uses qualitative research with descriptive methods. Qualitative research produces and processes descriptive data [14] in the form of written or spoken words of the subject and observed behavior. The descriptive method is a research method used in researching the condition of the research subject naturally [15] to collect and analyze data in the form of words and actions of the subject [16]. This study uses qualitative data types collected in the form of words or pictures [17]. The type of data includes 2 things, namely the type of primary data and the type of secondary data. The type of primary data is the source of data obtained directly from the research subjects, such as observing directly the behavior of children while playing the old town enclave ethnic board game. While secondary data is the opposite, namely data sources that are not obtained directly from the subject being observed, such as analyzing photo and video documentation of children's activities.

2.2 Analyzing of Data

The data analysis technique follows the stages of the interactive model from Miles and Huberman. Data analysis starts from data collection and after completion of data collection within a certain time. Furthermore, the researchers conducted an analysis of the results of the interviews with the informants. If the results of the interview answers do not get sufficient and satisfactory data, then another interview will be conducted to obtain accurate data. The stages in this data analysis can be arranged as follows: (1) data collection is carried out by direct observation and conducting interviews (questions and answers) with children and class teachers, (2) data reduction is carried out by a data selection process and focusing on research results that are in accordance by the data. research, (3) data presentation, researchers present research findings data in the form of grouping or categories. and (4) conclusion or verification, the researcher draws conclusions from the findings of the existing data [18]. All these stages continue to be carried out until the research data is complete and the research ends. The following are the stages of data analysis in this study which can be shown in the form of a schema:

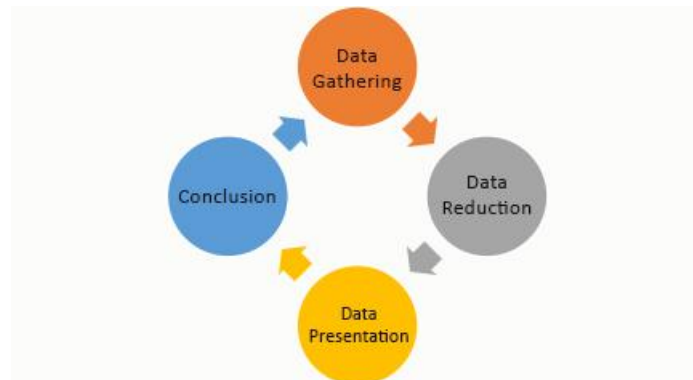


Figure 1. Stages of Data Analysis with the Miles and Huberman Interactive Model

Furthermore, to obtain data that can be accounted for, the data that has been collected needs to be checked for validity of the data. The technique to check the validity of the data is called the triangulation technique. The triangulation technique is done by comparing data from interviews with data obtained from observations and data from the documentation. This is to show that the data obtained or obtained can be trusted and recognized as true. Data can be said to be valid if the data obtained are in accordance with the results of interviews and observations (direct observations).

3. Results and Discussions

The location of research was carried out in the city of Semarang, which has four very diverse ethnic villages (multicultural) as the ethnic enclave Kota lama. The research in 2022 with 24 Kindergarten B children (aged 5-6 years) which consisted of 24 people. The implementation of the research children was divided into 2 large groups with 12 people in each group. This is done to obtain more accurate and valid research data. Each group is accompanied by 3 people, 2 teachers, and 1 observer. The research implementation process always involves the teacher as a facilitator, which means the teacher facilitates the needs of the child and the teacher as a motivator where the teacher provides the same support to every child.

The process of implementing this research starts with the teacher introducing children to the cultural diversity that exists in the city of Semarang, especially Kota Lama. Explanation of cultural diversity begins with the introduction of the tribes/ethnicities living in Kampung-Kampung Etnik. Kota Lama has 4 Kampung, namely: Kampung Kauman, Kampung Belanda, Kampung Pecinan and Kampung Melayu. This ethnic diversity can be seen in the various ethnic groups living in Kota Lama. The villages in Kota Lama are depicted in a board game using different background colors to distinguish the location of the villages. Blue background for Kampung Melayu, red for Kampung Belanda, yellow for Kampung Pecinan, and green for Kampung Kauman. The teacher explains to the children using the board game directly so that the children understand more easily. The board game design can be seen in the image below:



Figure 2. Old Town Multicultural Ethnic Enclave Boardgame

Each village in the old city is inhabited by different ethnic groups, such as Jawa ethnic, Banjar, Arab, Melayu, Tionghoa, Belanda, and others. This diversity is introduced through tribal cards which show the diversity of traditional clothing, skin color, and hair color of each tribe as shown in the image below.



Figure 3. Kota Lama Tribal/Ethnic Card

In the ethnic card, the child can recognize the ethnicity of each village. Like the Jawa ethnics and Arab ethnics who inhabit Kampung Kauman and Indo-Dutch ethnics who inhabit Kampung Belanda. Not only that, but the children can also recognize the color of their skin and the traditional clothes they wear, for example, the Jawa ethnics with brown skin wearing Beskap and Blangkon. Indirectly, children learn ethnic/ethnic diversity with this card through ethnic/ethnic characteristics.

Children are also introduced to cultural diversity through buildings and cultural objects in Kota Lama. Cultural buildings are introduced in the form of building cards. This cultural building is in the form of buildings, roofs, doors, and windows. To make it easier for children to recognize cultural buildings, researchers used geometric shapes to represent the shape of the roof of the building and the background color of the cultural building card according to the color of the village. The part that is introduced is in the form of the roof of a cultural building, such as a cultural building. The Banjar stilt house has the roof of the Limasan roof and the Layur Mosque, the roof of which is the Tumpang Tiga roof. Children arrange the shape of the roof of a cultural building with pieces of geometric shapes, namely a triangle, a square, and a quarter circle. An example of a cultural building card can be seen in the image below:



Figure 4. Semarang Old Town Cultural Building Card

Furthermore, the introduction of cultural objects in the form of objects from each ethnicity, for example, Blangkon from the Jawa ethnic, lanterns from the Chinese ethnics, turbans from the Arab ethnic, and so on. In this board game, cultural objects are made in the

form of pins. This pin will be used by children in identifying cultural diversity by looking for pins of cultural objects that are behind cultural buildings. Like the picture below:



Figure 5. Semarang Old Town Cultural Object Pin

The results showed that the awareness of ethnic and cultural diversity in children emerged when playing the Kota Lama multicultural board game ethnic enclave. This is shown when asking questions with the teacher and children before starting the game, children are able to identify ethnic diversity and cultural diversity through ethnics cards and cultural building cards. The teacher shows the cards of the ethnicity one by one and the child can name some of the names of the ethnicities correctly.

Children can also identify the characteristics of the ethics appointed by the teacher. The teacher takes a Chinese ethnic card and asks the child, "Do any of the children know what ethnic this is?" said the teacher. The child answered "Chinese ethnic, ma'am". The teacher asked again, "Does anyone know what the characteristics are?". The child replied, "His eyes are slanted and his skin is white". The teacher takes another ethnic card, namely Indo-Dutch ethnic. The teacher asked again, "Can anyone mention the characteristics of this Indo-Dutch ethnic card?". Then the child answered, "her skin is white, her eyes are blue and her hair is blonde". Next, the teacher takes a Jawa ethnic card.

The teacher asked the child, "anyone knows what is used on his head?". The child again answered, "wear blangkon, ma'am". The teacher again took a card of different ethnicity, namely Arab ethnicities, and asked the child again. "If this comes from what tribe/ethnicity, huh?". Then the child answered "Arab ethics ma'am". "What are the characteristics of Arab ethics?" asked the teacher. The children answered, "His skin is black, he has a beard and he wears a turban". These activities can be seen below:



Figure 6. Identification of ethnic groups in Kota Lama

The activity of playing the Kota Lama ethnic enclave board game can encourage children to identify cultural diversity by knowing cultural buildings based on the shape of the roof of the building and its location in the ethnic village. In playing activities, children are able to identify the shape of the cultural building by compiling the shape of the roof of the cultural building using pieces of geometric shapes. In this activity, children get a cultural building card "Masjid Menara Layur" from Arabic culture which has a triple roof from Javanese culture.

The child mentions the name of the cultural building "Masjid Menara Layur" and arranges pieces of geometric shapes according to the roof of the cultural building, namely the triple overlapping roof. Next, the children look for the cultural building "Masjid Menara Layur" on the board game board which is the same color as the background color on the cultural building card. After that, the child can step according to the number of "square" geometric shapes that can be arranged according to the geometric shape pattern on the cultural building card. If the child can arrange 5 "square" geometric shapes from the overlapping roof, then the child can take 5 steps. As can be seen in the following image:



Figure 7. The activity of compiling the form of cultural buildings using geometric shapes and placing cultural buildings based on the color background of the village in Kota Lama

The next activity is to identify cultural diversity by finding pins of cultural objects under cultural buildings. Pins of cultural objects related to tribes/ethnicities in Kota Lama such as Blangkon from Javanese tribes, turbans from Arab ethnicities, lanterns from ethnic Chinese, and so on. After the child finds the cultural building "Masjid Menara Layur", the child can look for the cultural object pinned under the cultural building on the board game. The results showed that the child was able to name the cultural objects on the pin and find the location of the cultural object pins around the "Tugu Muda". This can be seen in the activities below:



Figure 8. The activity of finding pins of cultural objects in the cultural building of the Old City of Semarang

Children can also identify ethnic diversity when they get an ethnic card, for example, on the "Banjar ethnic" card, the child mentions the name of the tribe/ethnic "Banjar ethnics". Next, the child looks for "Suku Banjar" on the board game, the child looks for a picture with the same skin color and clothes. The picture of the "Banjar ethnic" found was buttoned on top to mark it. After the time is up, the children count the number of buttons on the picture of the "Banjar t ethnic". If there are 5 found, the child can take 5 steps.

Based on the results of observations, each child gets a turn to play 5 to d. 6 times to get to the finish, so that children get the opportunity to know 5 to 5 times. 6 ethics or cultural building and cultural objects every time you play. When playing, children can find out the name of the tribe/ethnicity from the tribal/ethnic card and identify the characteristics of the ethnicity when looking for 3 to 3rd. 7 pictures of the same ethnicity as the obtained ethics card. In addition, the child knows the name of the cultural building and the shape of the roof of the cultural building from the cultural building card and identifies the shape of the roof of the cultural building when compiling the roof pattern of the cultural building with geometric pieces. In addition, children can recognize the names and shapes of cultural objects from the pins of cultural objects under the image of cultural buildings, then children can also identify the shape of cultural objects when placing the pin according to the shadow of the image of cultural objects.

4. Conclusions

Based on the results of the research above, it can be concluded that awareness of diversity in children appears when playing the Old City Ethnic Enclave multicultural board game, this is indicated by the following: (1) children can identify cultural diversity by mentioning the name of the tribe/ethnic and the characteristics of the tribe. ethnic groups in Kota Lama, (2) children can identify cultural buildings by mentioning the names of cultural buildings, showing the location of the buildings according to their village, and arranging geometric shapes according to the geometric shapes of the roofs of cultural buildings, (3) children can name and shape objects culture by finding pins of cultural objects and placing them according to the shape of the shadow of cultural objects.

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