

**FINAL PROJECT**

**FAUNA INTRODUCTION BOARD GAME DESIGN TO IMPROVE  
COGNITIVE AND SOCIAL ABILITIES FOR SLOW LEARNER  
CHILDREN**

To Fulfill Partial Requirements for Obtaining a Bachelor's Degree (S-1)



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**FACULTY OF ARCHITECTURE AND DESIGN**

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FAUNA INTRODUCTION BOARD GAME DESIGN TO IMPROVE COGNITIVE  
AND SOCIAL ABILITIES FOR SLOW LEARNER CHILDREN

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**AGREEMENT PAGE**

**FAUNA INTRODUCTION BOARD GAME DESIGN TO IMPROVE COGNITIVE  
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I, the undersigned:

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I declare that in this scientific document of Final Project, there is no parts of other scientific works that has been submitted to obtain an academic degree at a Higher Education Institution, and there is also no work or opinion that has been written or published by another person/Institutions, except those that are writtenly cited in this document and stated in full in the Bibliography.

And I declare that this scientific document is free from elements plagiarism. If in the future there is an indication of plagiarism in this Final Project, I am willing to accept sanctions in accordance with applicable laws and regulations.

Thus, I make this statement letter truthfully without any coercion from anyone and to be used as it should be.

Surabaya, May 20, 2026

Who Made the Statement



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## ABSTRACT

This study is motivated by the limited availability of educational materials capable of addressing the needs of children with special needs, particularly those with learning disabilities (slow learners), in understanding material about wildlife while developing social skills. Children with learning disabilities typically have difficulties with long-term memory retention and experience relatively high levels of social anxiety, thus requiring learning materials that are visual, interactive, and non-stressful.

The objective of this study is to design an educational board game titled “ZooQuest” that can serve as a tool to stimulate children’s cognitive and social abilities. The design process follows the ADDIE model, integrated with a qualitative approach through direct observation and literature reviews on child developmental psychology.

Results from a pilot study indicate that the use of this board game can gradually help improve children’s cognitive abilities, particularly in recognizing animal names and physical characteristics through the reinforcement of visual associations. Additionally, positive developments were observed in social aspects, such as the ability to follow rules and communicate with fellow players, although these improvements were not yet significant in the short term.

Thus, it can be concluded that the board game “ZooQuest” has the potential to serve as an effective inclusive learning tool, capable of encouraging active student participation and creating a more enjoyable learning experience for children with learning difficulties.

**Keywords:** Board game, Cognitive skills, Social skills, Slow learner.

## FORWARD

Praise and thanks be to Allah SWT, the One and Only God, for the blessings and grace He has bestowed upon the author, enabling the author to successfully complete this final report titled “Fauna Introduction Board Game Design to Improve Cognitive and Social Abilities for Slow Learner Children.” This report was written as a requirement and responsibility for the completion of the author’s studies.

Thank you to all those who have provided the author with both material and non-material support throughout the process of compiling this final report until its completion. Therefore, the author sincerely expresses his deepest gratitude to:

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