

FINAL PROJECT

DESIGNING A ROLE-PLAY-BASED BOARD GAME AS A MEDIUM FOR SOCIAL-EMOTIONAL LEARNING IN EARLY CHILDHOOD

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



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APPROVAL PAGE

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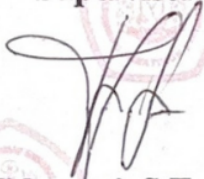
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AGREEMENT PAGE

**DESIGNING A ROLE-PLAY BASED BOARD GAME AS A MEDIUM SOCIAL-
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ABSTRACT

Empathy is a crucial aspect of early childhood social-emotional development, yet it has not been optimally addressed in early childhood education (PAUD), which still tends to focus on academic and verbal aspects. A lack of direct social experiences and excessive use of electronic devices also contribute to low levels of empathy in children. Therefore, there is a need for interactive learning media that can help teachers stimulate empathy in a concrete way.

This study employs a design method using Robin Landa's 5-phase design process approach. Data were collected through observation, interviews, and Focus Group Discussions (FGDs), and analyzed using the 5W+1H method, fishbone analysis, and Consumer Insight to develop the concept and design direction.

The design outcome is an educational board game based on role-play, designed as a social-emotional learning medium for children aged 5–6 years. This game integrates everyday life scenarios and sensory play activities to help children recognize emotions, understand others' perspectives, and practice prosocial behavior through direct experience.

The designed medium is expected to assist teachers in delivering social-emotional learning in a more interactive manner, so that children not only understand the concept of empathy theoretically but are also able to apply it in their daily lives.

Keywords: Social-Emotional Learning, Early Childhood Education, Learning Media, Board Game, Role-play

FOREWORD

The author offers heartfelt thanks to God Almighty, for through His grace and blessings, this final project report titled *“Designing A Role-Play-Based Board Game As A Medium For Social-Emotional Learning In Early Childhood”* has been successfully completed. This report was prepared as one of the requirements for completing the Bachelor of Design.

This design is motivated by the importance of developing empathy and prosocial behavior in early childhood through interactive and enjoyable learning experiences. Through a role-play-based board game and some sensory play, the author aims to create a non-digital learning medium that helps children understand emotions, social interactions, and prosocial actions in daily life.

The author acknowledges that this report still has shortcomings, both in terms of writing and design. Therefore, the author is open to constructive criticism and suggestions for better development in the future.

The author also extends gratitude to the academic supervisor lecturer Ms. Widyasari and Mr. Aris, all of the lecturer in visual communication design program that have been teach me and guiding me, supporting family, best friends, “rich aunties” group chat, D110’s roommate, fellow friends ‘22 and all parties who have assisted and supported the process of designing this report until its completion.

In closing, the author hopes that this report and design can be beneficial and serve as an alternative social-emotional learning medium for early childhood.

Surabaya, 20 May 2026

Chatarina Wihelmina

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