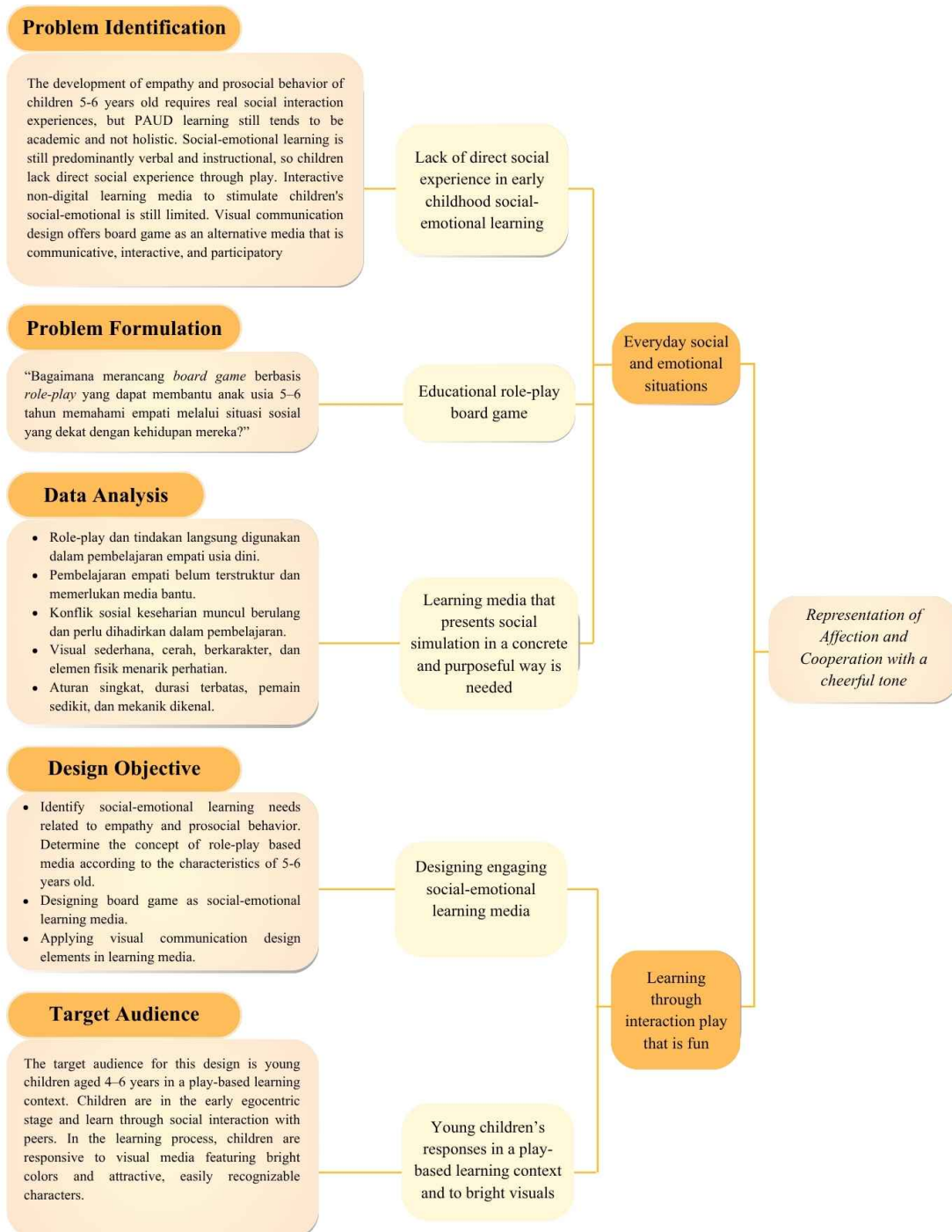


CHAPTER 4 DESIGN CONCEPT AND IMPLEMENTATION

4.1. Concept Formulation



*Table 4.1.1 Keyword Chart.
(Source: Personal document)*

A. Keyword Definitions

Based on the concept formulation chart above, the *keyword* “Representation of Affection and Cooperation with a Cheerful tone” was derived. “Representation of Affection and Cooperation” refers to a social relationship characterized by mutual care and respect, demonstrated through empathetic attitudes and prosocial behaviors in the daily interactions of young children. Meanwhile, “with Cheerfulness” refers to bright and enjoyable visuals as an effort to maintain children’s interest in learning empathetic attitudes and prosocial behavior.

Through this concept, children are invited to experience various simple social situations relevant to their daily lives, using indicators of prosocial behavior, and to understand others’ feelings within a fun play context featuring cheerful visuals appropriate for the developmental stage of 5–6-year-olds.

What to say

This design aims to foster the development of affection and cooperation through simple actions such as sharing, collaborating, helping, and understanding others’ feelings in children’s everyday situations. Children are encouraged to recognize that every social action has an impact on others and the surrounding social environment

How to say

The message is conveyed through a role-play-based board game that simulates social life within a simple community (village). Children take on the roles of characters with specific social tasks and responsibilities, then face social situations closely tied to their daily experiences. Interactions among players, simple gameplay rules, and bright visual elements combined with sensory play are used to encourage active engagement and shared play experiences.

A. Denotative Meaning

- **Representation**

Denotation (KBBI): “Representation” means the act of representing; the state of being represented; or something that represents.

In the context of design: Refers to the visual forms or media used to depict social situations, emotions, and interactions among children in the game.

- **Affection**

Denotation (KBBI): “Affection” means a sense of love or tender feelings and emotions. In the context of design: Refers to children’s expressions of feelings toward others, such as empathy, care, and attention in simulated social situations.

- **Cooperative**

Denotation (KBBI): “Cooperative” means working together or being willing to help. In the context of design: Refers to activities children engage in together with others to achieve specific goals in a game, such as helping, sharing, and interacting positively.

- **Cheerful**

Denotation (KBBI): “Cheerful” means radiant, glowing, or bright. In the context of design: Refers to a bright visual atmosphere and a fun, colorful play experience that evokes positive in children during the game is in progress.

B. Connotative Meaning

Connotatively, this keyword is interpreted as a depiction of the social life of young children within a small community, as presented through play activities. Play is understood as a safe space for children to experiment with social roles, learn to understand others’ feelings, and engage in simple actions such as sharing, working and helping. Harmony is understood not as the absence of conflict, but as a process of learning to live together with mutual respect in children’s everyday situations.

4.1.1. Creative Concept

The design of *the board game* “What Should I Do? AHA!” is a *role-play-based* social-emotional learning tool designed to help 5–6-year-old children understand and practice prosocial behavior through shared play experiences. The game presents simple social situations closely tied to children’s daily lives, where interaction, empathy, and cooperation are central to building harmonious relationships.

This board game uses problem cards containing social situations, such as minor conflicts, requests for help, or responses to a friend’s emotions. Children act out the roles in the story, identify the emotions that arise, and then determine the appropriate action. Action choices focus on five forms of prosocial behavior derived

from Nancy Eisenberg’s concept: helping, sharing, cooperating, comforting, and altruistic actions.

This approach encourages children to understand social contexts directly, rather than merely memorizing behaviors considered correct. The play process is enhanced through *sensory play*. Thus, this game functions as a directed, interactive social simulation that helps children learn through experience, reflection, and interaction with others.

4.1.2. Verbal Concept

Verbal concepts involve conveying the core design ideas through the use of words designed to be easily understood and tailored to the characteristics of the target audience. In the design of educational *board games*, the verbal concept plays a crucial role as a medium for conveying educational messages that are not only informative but also capable of fostering children’s emotional engagement through simple language that resonates with their experiences. The verbal concept focuses on representing empathy and prosocial behavior through stories, dialogues, and role-playing narratives. The language used is designed not preachy and does not directly impose moral judgments, but rather invites children to understand social situations, recognize emotions, and consider prosocial actions they can take. Thus, the verbal concept serves as a bridge between play activities and the social-emotional learning process, enabling children to learn through experience, reflection, and shared interaction.

1. Board Game Title

The title of *the board game* is “What Should I Do? AHA!”. This phrase represents *the game’s* content, which encourages children to identify emotions and appropriate actions aligned with empathy and prosocial behavior. The phrase “What Should I Do?” is derived from the acronym “AHA!”, which gives the title a questioning and answering/receiving-answers feel. This aligns with the goal of developing the affective aspect in early childhood education and the SEL approach. Overall, this title supports the concept of a cooperative role-playing-based board game by providing a contextual, interactive, and enjoyable learning experience without compromising its educational essence.

2. Language Style

The language style used is simple narrative in Indonesian, with a clear structure and comprehension appropriate for the language abilities of 5- to 6-year-old children. Narration is used to help children understand the situations, emotions, and choices of action they need to make during the game.

3. Challenge

The game presents everyday social situations through narrative cards determined by problem domains (Home, School, Playground) using a spinner. The main challenge for players is to understand the context of the situation, recognize the emotions the character is most likely feeling, and determine appropriate prosocial actions. This challenge emphasizes the ability to take perspectives and consider the impact of actions on the common good.

Game Type : Reflective cooperative social simulation based on *role-play*
Number of Players : 2–4 players Recommended
Age : 5–6 years
Playtime : 20–30 minutes

4. Game Components

- Game Board (Village Illustration)
- 30 Problem Narrative Cards (3 problem scenarios)
- 5 Prosocial Action Cards (sharing, helping, cooperating, comforting, and being generous) – Total of 25 cards in 4 different colors
- 6 Clay Emotion Miniatures (angry, happy, sad, disgusted, afraid, and surprised)
- 4 Pools of Play-Doh with containers
- 4 transparent fans
- Problem Setting Spinner
- 6 Magnetic Stars
- 6 "Hooray" *Puzzles*
- 4 *Role-play Character Pawns*
- *Clue Guide*
- *Rule Book*

All components are designed with simple shapes to ensure they are safe and easy for children to use.

A. Game Rules

- Players take turns in the order listed.
- Each player must follow the guide's instructions throughout the game.
- Players may only take cards corresponding to the background determined by *the spinner*.
- Each setting (home, school, playground) has a maximum of 2 problem cards that can be played. These are marked with a star.
- Players must participate in every stage, including *role-play*, choosing actions, and expressing emotions.
- There are no completely wrong answers, but the facilitator will provide guidance on the most appropriate choice. Solving each problem card earns *a reward* in the form of a star and a *puzzle* piece.
- The game ends when all problem settings have been played, stars have been collected, and the puzzle is fully assembled.

B. How to Play

- Determine the first player by rock-paper-scissors or drawing lots.
- The first player spins *the spinner* to choose a setting (home, school, playground).
- Take one problem card corresponding to the selected setting.
- Determine which player will act out *the role-play*.
- The facilitator reads the problem card, then the player acts out the situation.
- The facilitator asks questions about emotions.
- Each player identifies and expresses the emotion that fits the problem.
- The facilitator explains the appropriate emotion.
- Each player selects the appropriate action card, then is guided to perform:
 - Look : Observe the situation (what the problem is)
 - Speak : Say the appropriate response
 - Do : Demonstrate the action
- The facilitator explains which option is more appropriate.
- The player in the role responds by saying whether they feel helped or satisfied.

- The player receives a star and a *puzzle* piece.
- Repeat until all scenes are finished and the puzzle is complete.

C. Content Description

The content in the board game *Aku Harus Apa? AHA!* is designed to provide a concrete interactive experience through role-play activities. The game consists of several interconnected main components: problem cards, action cards, miniature clay figures representing emotions, modeling clay, as well as puzzles and stars to represent social development within the game.

a. Problem Cards

Problem narrative cards contain short stories depicting children’s everyday social situations, such as simple conflicts, the need for help, or responses to a friend’s feelings. The narratives are written in simple, contextual language to be easily understood by children aged 5–6. Each narrative requires children to play a specific character and understand the unfolding situation.

b. Action Cards

Action cards contain options for prosocial actions limited to the five indicators of prosocial behavior according to Nancy Eisenberg: helping, sharing, cooperating, comforting, and altruistic behavior. This limitation aims to ensure that children do not merely guess which actions are considered correct but learn to understand the appropriateness of actions within the social context they face.

c. Emotion Miniature *Clay*

Emotional characters are represented through the six basic emotions according to Paul Ekman: happy, sad, angry, afraid, disgusted, and surprised. Children are asked to select the emotion felt by the character in the story by using and shaping the clay into the chosen emotion, guided by examples of expressions on the emotion miniatures—concrete materials in the form of emotional clay. The entire gameplay process is guided by a teacher or adult who provides explanations.

d. Moral Message

In addition to serving as a play medium, the content in the board game “*Aku Harus Apa? AHA!*” contains a moral message related to the development of children’s social-emotional skills. This moral message emphasize the importance of understanding others’ feelings, responding to social situations with empathy, and choosing actions that maintain harmony in social

interactions. These values are not conveyed through direct instructions or advice, but are experienced by children through role-play, emotional recognition via sensory play, and brief discussions guided by a facilitator. With this approach, the moral messages become an integral part of a contextual and meaningful social-emotional learning experience for young children.

4.1.3. *Visual Concepts*

The visual concepts in the board game *Aku Harus Apa? AHA!* are designed to support children’s understanding of social situations, emotions, and positive behaviors in a fun way. Visuals serve as cognitive and emotional aids, and as a means of engagement to address children’s short attention spans.

A. Visual Style

The visual style used in the design of this board game features bright and cheerful visuals with cartoon-style illustrations. This style was chosen because it aligns with the characteristics of 5–6-year-olds, who are more drawn to simple, expressive, and colorful designs. The use of bright colors helps create a fun play atmosphere while making it easier for children to understand the situations and emotions within the game. Cartoon-style illustrations also help children recognize characters and follow the storyline more easily.



*Figure 4.1.1 Example of a board game’s visual style.
(Source: <https://pin.it/3Z3OTmT9q>)*



Figure 4.1.2 Example of a board game’s visual style 2

(Source: <https://pin.it/3Z3OTmT9q>)

B. Typography

The title typography uses decorative fonts that feel fun and child-friendly. The design focuses on visual appeal, such as the use of textures on the letters or the text background to make it look more attractive. However, readability is still well maintained, so the text remains clear and easy for children to read. This approach helps maintain a balance between an attractive appearance and the game's communicative function.



Figure 4.1.3 Example of a decorative font.
(Source: <https://dougkeeling.com>)

Meanwhile, the body text uses Poppins, a sans-serif font known for being clean, clear, and easy to read. The use of Poppins helps maintain the clarity of information on the cards, game guides, and other text elements. With its simple and proportional letter structure, Poppins ensures that instructions and narratives remain understandable without any barriers. The combination of decorative fonts as title markers and Poppins as supporting text creates a consistent, organized look that remains user-friendly for both young children and caregivers.



Figure 4.1.4 Poppins Font.
(Source: Personal document)

C. Color

The color palette uses bright colors that help create a positive atmosphere. Colors are applied consistently to the board, cards, clay miniatures, spinner, and star to help children recognize the function of each element. Colors also help distinguish areas or card types without making the layout appear too cluttered. Findings from interviews with teachers and psychologists also suggest using bright colors as a palette for visuals targeting young children. Therefore, the color palette used here is pop art.



Figure 4.1.5 Bright color palette.
(Source: <https://pin.it/1VW4Ws4GU>)



Figure 4.1.6 Color palette reference.
(Source: personal document)

D. Board

The board is designed as a fold-out measuring approximately 40 × 40 cm when opened. The design features a circular village map with clear, uncluttered game paths. The board includes several game components such as problem cards, emotion miniatures, stars, and puzzles. The visual board is kept simple so that children can immediately understand the direction of the game without difficulty.



Figure 4.1.7 Example of a board game board.
 (Source: <https://pin.it/37N97wwru>)



Figure 4.1.8 Example of a board game board 2
 (Source: <https://pin.it/7gPwGSqwV>)

E. Packaging

The packaging design is simple and user-friendly. The square-shaped packaging features a minimalist design, incorporating the game's main visual elements for easy recognition. It is designed to be easy to open, child-safe, and capable of neatly storing all game components. The simplicity of the design reinforces the visual identity while simplifying storage.



Figure 4.1.9 Example of board game packaging.
 (Source: <https://pin.it/1PNhB5pir>)



Figure 4.1.10 Example of board game packaging 2
(Source: <https://pin.it/5TNpCBCl6>)

F. Stars and Puzzles

The star and puzzle components are made from air-dry clay. In this game, they are obtained in each round when players complete the stages of each round. The star-shaped component serves as a marker for the problem stage that has been played, and the "Hore/Horaay" puzzle, shaped like a hand, represents the final goal of the game. All components have simple shapes and bright colors to make them easily recognizable and avoid confusion.



Figure 4.1.11 Example of a star component.
(Source: <https://pin.it/48NXuw018>)



Figure 4.1.12 Example of a goal puzzle.
(Source: <https://pin.it/7LPpbWAeu>)

G. Cards

Game cards follow standard sizes for a comfortable grip. Each card features bright colors and short, easy-to-read text. The card layout is clean, with illustrations on the back and short text on the front. The consistent design makes it easy for players to recognize card types and the information provided.



Figure 4.1.13 Example of a narrative card.
(Source: <https://i.pining.com>)

H. Rule Book

The Rule Book is designed as an A4 sheet that folds for easy storage. It contains the rules of the game, explanations of symbols, and concise game instructions. The visuals in the rule book are presented in separate frames but still support the text explanations so that caregivers and children can understand the game rules without difficulty.



Figure 4.1.14 Example of a rulebook.
(Source: <https://i.pining.com>)

4.1.4. Media Concepts

A. Primary Media

Primary media consists of all components used directly in the game process. These components include:

1. Board - A square village map with visual elements depicting the problem setting.
2. Problem Cards - contain narratives of social situations.
3. Action Cards - contain prosocial action options for players to choose from.
4. Star – a simple clay magnet
5. Pawn - a simple character representing the player.
6. Spinner - determines the player’s setting.
7. Clue Book - for the facilitator to see the expected correct answers.
8. Rule book - brief instructions on how to play.
9. Playdough and a transparent fan

10. Puzzle goals – assembled together once all pieces are collected

11. Timer

These primary materials serve as the core tools for learning empathy and prosocial behavior through play activities.

B. Supporting Materials

Supporting materials are used to introduce visual elements of the game into the daily activities of preschool children. Each item is selected to help children recognize the characters, moral messages, and the game's atmosphere in a lighthearted way.

- T-shirts: T-shirts featuring compelling board game visuals to spark children's interest in playing games.
- Pins: Pins with prosocial action designs that serve as reminders or rewards for positive behavior.
- Keyring: Keyring with emotional expression designs to help children recognize emotions visually.
- Wall Clock: Wall clock with illustrations of emotions that support repeated emotional learning through daily use.
- Pen Holder: A pen holder featuring a visual *board game* that serves as both a stationery storage solution and a persuasive tool.
- Sticker: Stickers with prosocial action designs used as rewards for children's positive behaviors.

4.2. Design Process

The design process involves selecting one alternative from a number of pre-prepared design options, with the aim of obtaining the most appropriate and relevant design in line with the research objectives and user needs.

4.2.1. Pawn Design

This game uses illustrations of a boy and a girl as pawns for each player; the pawns are used when it is a *player's* turn to and placed in the background area of the problem card as a marker and to visualize the location where the problem card *role-play* takes place.

a. Design Alternatives



Figure 4.2.1 Pawn design alternatives.
(Source: personal document)

In this design, the character designs use a cartoonish visual style with bright colors, and offer three different body proportion alternatives for each character. However, they remain within the scope of a cartoonish visual style with a touch of *chibi art* to keep them friendly and relatable to children.

b. Design validation

The character design for this study was determined based on questionnaire and interview data from young children, where respondents were asked various questions via a Google Form. Subsequently, the author analyzed the questionnaire data to determine the final design to be used.

iii

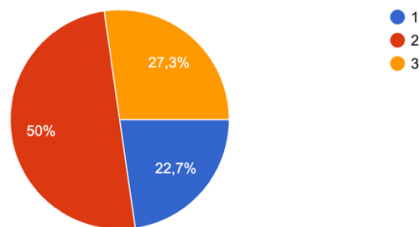


Figure 4.2.2 Results of the pawn design poll.
(Source: personal documentation)

c. Final Design



Figure 4.2.3 Final pawn design.
(Source: personal documentation)

4.2.2. Game Board

This game board is used to hold game components and display visual aids explaining the game conditions for each round. *The board* is 40cm x 40cm in size so that the visuals are clearly visible and the components can be placed on it without looking cramped.

a. Alternative design



Figure 4.2.4 Alternative board design
(Source: personal documents)

This design features a visual representation of a village comprising houses, a school, and a playground, coming together to form a village community with bright visuals that blend seamlessly with one another. The design alternatives were created with three different layouts: one featuring neat geometric shapes to separate each background, another with island-like shapes each having their own distinct settings, and a third depicting a village in the mountains with a unique background setting.

b. Final Design



Figure 4.2.5 Final Board Design
(Source: personal document)

4.2.3. Spinner Design

In this design, the spinner is used to determine which problem setting will be selected to play in that round. The player whose turn it is will spin the spinner and hand it to the facilitator. The alternative designs created differ in the position and layout of the spinner; the colors used are bright hues that align with the board game's pop art theme.

a. Alternative Design

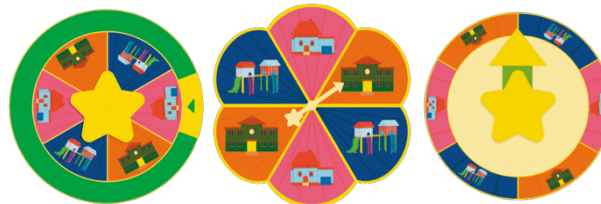


Figure 4.2.6 Alternative Design
(Source: personal document)

The alternative spinner design in this project differs in terms of shape and *layout*. While prioritizing practicality and clarity to support the smooth flow of the game, the alternative design remains neat with a geometric shape as its foundation. The colors used remain contrasting and bright to avoid confusion.

b. Final design



Figure 4.2.7 Final spinner design
(Source: personal documents)

4.2.4. Cards

This game uses cards as one of the main components supporting the flow of gameplay. Each player receives an action card, which contains social behavior indicators that the player selects as a solution to the problem card. The problem cards here will contain a narrative story that will be played.

4.2.4.1. Action Cards

Action cards are used during the prosocial behavior learning phase; these cards serve as a guide for the prosocial behavior choices children will make.

a. Alternative Design



Figure 4.2.8 Alternative design of action cards
(Source: personal document)

The card design features a geometric background that complements the miniature clay emotion figures, ensuring the design is cohesive and harmonious. The geometric shapes are familiar yet engaging, with added variations in combinations. The colors used remain bright and contrasting so that visual elements are clearly visible and the cards can capture children's attention.

b. Design Validation

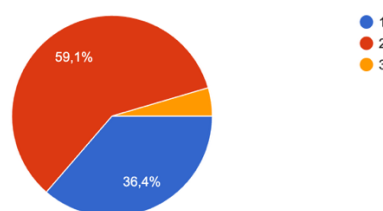


Figure 4.2.9 Results of the action card survey.
(Source: personal documentation)

The design for this study was determined based on questionnaire and interview data from young children, in which respondents were asked various questions via a Google Form. Subsequently, the author analyzed the questionnaire data to determine the final design to be used.

c. Final Design



Figure 4.2.10 Final action card design
(Source: personal documentation)

4.2.4.2. Problem Cards

This game uses problem cards containing narrative content that is read aloud during game rounds. The card content is kept brief and serves as a guide for children’s *role-play* based on their daily social situations.

a. Alternative Design



Figure 4.2.11 Alternative problem cards
(Source: personal documentation)

The problem card design is kept simple without adding too many visual elements so as not to distract from the narrative and to allow for a large number of words without looking too cluttered. The three alternatives differ in terms of layout. The colors used remain bright, in line with *the board game’s* theme.

b. Design Validation

*Table 4.2.1 Results of the Problem Card Interview Poll
(Source: personal documentation)*

Problem cards						
3	1	3	3	3	3	3

c. Final Design

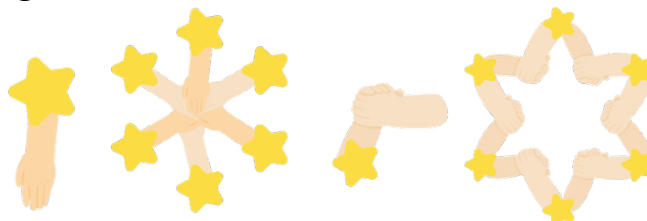


*Figure 4.2.12 Final Problem Card Design
(Source: personal documentation)*

4.2.5. Hore Puzzle

Puzzle Hore will be used as a reward token; after a child finishes playing through one problem scenario from the problem cards, they will collect these puzzle pieces as the game progresses. At the end of the game, Puzzle Hore will serve as the game’s finale, played by arranging the pieces on the board according to the provided visual guide.

a. Alternative designs



*Figure 4.2.13 Alternative Hore Puzzle
(Source: personal documentation)*

The alternative "Hooray" puzzle design was created with inspiration from social interactions that reflect cooperation; the illustrations depict various interactions such as holding hands or chanting team slogans. It was designed this way to make the sense of cooperation and its achievements more tangible and clear.

b. Design Validation

Table 4.2.2 Results of the Puzzle Interview Poll
(Source: personal documentation)

Puzzle						
1	2	2	1	1	1	1

This design was determined based on the results of questionnaires and interviews with young children, in which respondents were asked various questions via a Google Form. Subsequently, the author analyzed the questionnaire data to determine the final design to be used.

c. Final Design

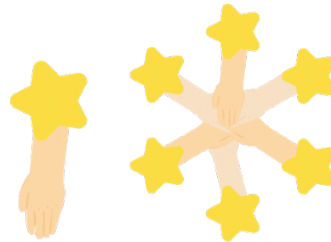


Figure 4.2.14 Final "Hore" Puzzle
(Source: personal documentation)

4.2.6. Emotion Miniatures

These emotion miniatures, made from *dry clay*, are used as a reference for children in creating emotional expressions when guessing emotions in future questions.

a. Alternative Design



Figure 4.2.15 Alternative emotion design 1
(Source: personal documentation)



Figure 4.2.16 Alternative emotion design 2
(Source: personal documentation)

The design alternatives are kept simple, featuring facial expressions that represent basic emotional indicators: sad, angry, surprised, afraid, disgusted, and happy. The designs are kept simple because they will be converted into miniature designs using dry clay. Additionally, these miniatures will serve as examples for children, so the designs are kept simple to make it easy for children to follow.

b. Final Design



Figure 4.2.17 Final emotion design
(Source: personal documentation)

4.2.7. Packaging Design

The design uses bright colors and incorporates visual elements from the board game. The packaging serves to store the game components, ensuring they do not get lost, damaged, or disorganized when ready for reuse.

a. Alternative Design



Figure 4.2.18 Packaging alternatif design
(Source: personal documentation)

The title on the packaging design is decorative yet legible; the font texture is textured or features gradients to appear varied and appealing. The board game dimensions are set at 20cm x 30cm to accommodate the components effectively.

b. Final Design



Figure 4.2.19 Final Packaging
(Source: personal documentation)

4.3. Design Implementation

The main media implementation is designed as a non-digital interactive board game that combines *role-play* and *sensory play*, social interaction, and sensory play activities for children aged 5–6 years. This media is supported by several visual and game components that help children understand emotions, social situations, and prosocial behavior through direct play experiences.

4.3.1. Main Medium

- Board

The board serves as the main play area for placing game components such as cards and puzzle tokens. It also functions as a visual guide for role-playing activities based on different social contexts.



Figure 4.3.1 Board
(Source: personal documentation)

- Packaging

The packaging serves as a storage container for all *board game* components to keep them organized, safe, and protected from damage or loss.



Figure 4.3.2 Packaging
(Source: personal documentation)

- Problem Cards

Problem cards contain stories of social situations with three different backgrounds. The cards are read by the facilitator and then acted out by the players through role-playing activities.



Figure 4.3.3 Problem cards
(Source: personal documentation)

- Action Cards

Action cards are used by players to choose prosocial actions in response to the problem situations presented in the game.



Figure 4.3.4 Action card
(Source: personal documentation)

- Hooray Puzzle

The Hore Puzzle serves as a collectible reward token and also as an indicator that the game has ended and as a reward for cooperate playing, which will get one after finishing a round.



*Figure 4.3.5 Hooray puzzle
(Source: personal documentation)*

- Star

The Star serves as an indicator for the background round being played, preventing the same background from repeating more than twice during the game.



*Figure 4.3.6 Star mark
(Source: personal documentation)*

- Emotion Miniatures

Emotion miniatures provide examples of emotional expressions that children can use as a reference when answering emotion-related questions in the game.



*Figure 4.3.7 Emotion miniature
(Source: personal documentation)*

- **Rulebook**

The rulebook contains game instructions, playing procedures, and an explanation of the game flow to help players and facilitators understand how to play.



Figure 4.3.8 Rulebook
(Source: personal documentation)

- **Guide Book**

The Guide Book serves as a reference for facilitators or teachers, containing answer keys, emotional references, and prosocial action guidelines for each problem card.



Figure 4.3.9 Guide book
(Source: personal documentation)

- **Fan & Plasticine**

Transparent fans and plasticine are used as interactive media for children to create emotional expressions by shaping facial features directly on the transparent surface.



*Figure 4.3.10 Fan and plasticine
(Source: personal documentation)*

3.5.2. Supporting Media

- T-shirts

T-shirts designed with persuasive visual elements and illustrations from board games to attract children's interest and encourage them to join and play.



*Figure 4.3.11 T-shirts media
(Source: personal documentation)*

- Pins/Badges

Small accessories featuring illustrations of prosocial actions from the board game. Pins can be used as reminders of prosocial behavior or given by teachers as rewards when children demonstrate positive social actions.



*Figure 4.3.12 Pins media
(Source: personal documentation)*

- Keychain

Keychains designed with various illustrations of emotional expressions to help children recognize and learn about emotions through visual expressions in daily activities.



*Figure 4.3.13 Keychain media
(Source: personal documentation)*

- Wall Clock

A wall clock featuring emotional expression designs from a board game. Since children often look at the clock, this medium also serves as a tool for passive emotional learning through repeated visual exposure.



*Figure 4.3.14 Wall clock media
(Source: personal documentation)*

- Pen Holder

A desk pen holder designed using visual elements from board games. In addition to serving as a storage space for writing utensils, this pen holder also functions as a persuasive visual medium that reminds children of the games and their social-emotional values.



Figure 4.3.15 Pen holder media
(Source: personal documentation)

- Sticker

Stickers designed with illustrations of prosocial actions from board games. These stickers serve as rewards for children when they demonstrate prosocial behavior during learning activities.



Figure 4.3.16 Sticker media
(Source: personal documentation, 2026)

3.6. Project Budget Plan

Table 3.6.1 Project Budget Plan
(Source: personal documentation, 2026)

No.	Description	Price/pc	Total
Board Game			
1.	Action Cards	Rp.1,280/20	Rp.25,600
2)	Problem Cards	Rp.1,280/30	Rp.38,400
3)	Acrylic Standee	\$12.00/4	Rp.48,000
4)	A2 Board & Packaging	\$35.00/3	Rp.105,000
5)	Jasmine Paper 79x109cm	Rp.9,000/ 1	Rp.9,000
6)	Duplex Cardstock 65x75cm	Rp. 16,000/ 1	Rp. 16,000
7)	A2 Cardboard Box	Rp. 6,500/2	Rp. 13,000
8)	Foam clay	Rp. 10,000/ 1	Rp. 10,000
9)	Dry clay 250g	\$19.50/ 1	\$19.50
10)	Porcelain clay	Rp.10,000/ 3	\$30
11)	Pudding Mold	\$17.80/ 1	\$17.80

12)	Magnet	Rp.13,330/ 1	Rp.13,330
13)	Magnetic Sheet	\$17.999/ 1	\$17.99
14)	Foam Heart	\$7.599/ 3	\$22.797
15)	Castol Glue	\$9.50/3	\$28.50
16)	Fox Glue	\$13.50/ 1	Rp.13,500
17)	Transparent Round Fan	\$3.00/4	\$12
18)	Umbrella Pins	\$6.00/ 1	Rp.6,000
19)	Rulebook	Rp.5,500/ 1	Rp.5,500
20)	Guide Book	Rp.11,000/ 1	Rp.11,000
21)	Timer	\$20.00/ 1	\$20
22)	25x25cm Flannel Fabric	Rp.3,000/ 1	\$3.00
23)	Playdough	\$26.90/ 1	\$26.90
Total			Rp.555,826
Supporting Media			
24)	Keychain	Rp.7,500/5	\$38.99
25)	32mm Metal Pin	\$5.90/5	\$3.34
26)	44mm Metal Pin	\$6.90/2	\$13.80
27)	Watch	Rp.50,000/ 1	Rp.50,000
28)	T-shirt	Rp. 18,865/ 2	Rp.37,730
29)	Pen Holder	Rp. 22,000/ 1	Rp. 22,000
30)	Sticker batch 1	Rp. 20,000/3	Rp. 60,000
31)	Sticker batch 2	Rp. 17,000 / 2	Rp. 35,000
Total			Rp. 291,016
Exhibition Supplies			
Exhibition Booth Supplies			Rp. 525,000