

Board Game Teaching the Fruit of the Spirit in Daily Life for Children

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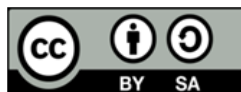
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ABSTRAK

Perilaku anak-anak Kristiani seiring perkembangan zaman tidak mencerminkan perilaku anak yang menjadikan nilai agama sebagai pedoman dalam kehidupan sehari-hari. Selain itu, buah Roh sebagai salah satu solusi permasalahan perilaku anak Kristiani tidak selalu diajarkan di lingkungan sekitar anak. Penelitian ini bertujuan untuk mengembangkan board game mengenai buah Roh sebagai pedoman berperilaku dalam kehidupan sehari-hari untuk anak usia 10-12 tahun. Penelitian ini menggunakan metode Research and Development dan model ADDIE. Subjek penelitian yang terlibat adalah guru SD, pendeta, orang tua, kakak sekolah minggu, anak kelas V SD, dan anak panti asuhan. Penelitian ini menggunakan metode pengumpulan data kuantitatif dan kualitatif. Instrumen penelitian yang digunakan berupa observasi, wawancara, studi pustaka, dan kuesioner. Metode analisis yang digunakan adalah metode deskriptif kualitatif. Hasil dari penelitian ini adalah penggunaan board game sebagai media pembelajaran buah Roh dalam kehidupan sehari-hari dapat membuat 89,7% anak menjadi lebih memahami buah Roh setelah bermain board game. Anak menjadi sadar akan perilaku yang selama ini dilakukan tidak mencerminkan perilaku yang baik dan benar. Oleh sebab itu, board game dapat menjadi media pembelajaran yang efektif dan menarik bagi anak usia 10-12 tahun untuk mengajarkan buah Roh dalam kehidupan sehari-hari dan menjadikan buah Roh sebagai pedoman perilaku dalam kehidupan sehari-hari.

ABSTRACT

The behaviour of Christian children, along with the times, does not reflect the behaviour of children who make religious values a guide in everyday life. In addition, the fruit of the Spirit as a solution to the problem of Christian children's behaviour is not always taught in the environment around children. This study aims to develop a board game about the fruit of the Spirit as a guide for behaviour in daily life for children aged 10-12 years. This study uses the Research and Development with ADDIE model. The research subjects involved were elementary school teachers, pastors, parents, Sunday school seniors, fifth-grade elementary school children, and orphans. This study uses quantitative and qualitative data collection methods. The research instruments used were observations, interviews, literature studies, and questionnaires. The analytical method used is the descriptive qualitative method. The result of this research is that using board games as a medium for learning the fruit of the Spirit in daily life can make 89.7% of children understand the fruit of the Spirit better after playing the board game. Children become aware that the behaviour done so far does not reflect good and proper behaviour. Therefore, board games can be an effective and interesting learning medium for children aged 10-12 years to teach the fruit of the Spirit in daily life and make the fruit of the Spirit a behavioural guide in everyday life.

1. INTRODUCTION

Children aged 10-12 years are of elementary school age who, in their development period, can carry out learning and activities that use logic with the help of real objects (Juwantara, 2019; Khaulani et al., 2020). Various attitudes and behaviours to adapt to the environment have been studied by children, such as being responsible, polite, honest, and respectful (Indrayati & PH, 2019; Khasanah et al., 2019; Nauli et al., 2019). Children also understand the values, norms and rules that apply in society (Aini, 2018; Dewi et al., 2020). Distinguishing which behaviour is good and bad, right and wrong, can be done by children

(Bashori, 2017; Hasanah, 2020). However, the development of children's behaviour over time is not following existing values and norms. Some children find it challenging to share, often lie, and even abuse their own friends (Anggita et al., 2021; Nabilah et al., 2019; Syifa et al., 2019). Based on observations made at GKI Salatiga for senior class children, some children tend to be individualists who do not want to mingle with other friends and sometimes do not care about what their Sunday school seniors say. Children are willing to share if they are rewarded and are easy to talk rudely with friends. Children are also easily rebellious if given a warning not to hold a smartphone. The behaviour shown by the children in the observation does not reflect the behaviour of Christian children. Christian children should use religious values as a guide in their behaviour so that children can avoid deviant behaviour (Legi, 2022; Nabilah et al., 2019). Therefore, teaching using the fruit of the Spirit can be one solution to the problem of children's behaviour.

The fruit of the Spirit in Galatians 5:22-23 is love, joy, peace, patience, generosity, kindness, faithfulness, gentleness, and self-control (Nuhamara, 2018; Rice, 2021). Love teaches children to be willing to sacrifice to help others in need selflessly, even to the enemy (Tafonao, 2018; Triastanti et al., 2021). Joy teaches children to feel joy and gratitude amid trouble and suffering (Emilia, 2020; Johnson, 2020). Peace teaches children to prevent fights and disputes to create harmony and prosperity (Gulo, 2020; Supratikno, 2019). Patience teaches children to be able to endure suffering from lousy treatment and difficult situations without holding a grudge (Harefa, 2019; Rantesalu, 2020). Generosity teaches children to be kind and willing to forgive anyone, even those reluctant to accept it (Patandean, 2018; Setiawan & Ishariyono, 2020). Kindness teaches children to dare to discipline and speak the truth so that others can change for the better (Harefa, 2019; Supriyadi, 2020). Faithfulness teaches children to be committed to carrying out their duties and responsibilities so that others can trust children (Ng et al., 2020; Setiawan & Ishariyono, 2020). Gentleness teaches children to remain gentle and humble in word and deed even when faced with impossible circumstances (Gulo, 2020; Sahartian, 2019). Self-control teaches children to refrain from worldly desires and temptations so that thoughts, feelings and speech are not easily influenced by negative things (Kurniadi, 2017; Rantesalu, 2020).

The teachings of the fruit of the Spirit will give the strength to let go of the flesh with the guidance of the Holy Spirit and can be a guide in applying religious values in everyday life (Pantan et al., 2021; Sumiwi, 2018). In previous research, the fruit of the Spirit can bring about changes in the lives of every student who has studied Christian Religious Education with Bible philosophy as its basis (Belo, 2020). In another study, the fruit of the Spirit enabled the Bethel Religious Institute to face the COVID-19 pandemic and obey government regulations (Pantan et al., 2021). Therefore, the fruit of the Spirit can be used as teaching material about behaviour in everyday life, especially for children. However, some children do not know and understand the fruit of the Spirit, and they are not even material for learning in the surrounding environment. Based on a questionnaire conducted on 43 fifth-grade students at SD Marsudirini 77 Salatiga, only 14% of children understood the meaning of each fruit of the Spirit, 42% of children knew the number of the fruit of the Spirit, and 51% of children knew the various kinds fruits of the Spirit. Therefore, it can be concluded that children only know the amount and kinds of the fruit of the Spirit, not the meaning of the fruit of the Spirit itself. Based on interviews with teachers from SD Marsudirini 77 Salatiga, SD Bethany Salatiga, and SD Kristen Satya Wacana Salatiga, it can be concluded that the teaching of the fruit of the Spirit cannot be ascertained whether it is always given in class or not. All teaching materials in class depend on the curriculum provided by the government. Likewise, in Sunday school, it is uncertain whether the teaching of the fruit of the Spirit is taught or not. Every Sunday school teacher, especially at GKI, has been provided with a manual containing teaching materials and activities for all grade levels for one year. From the family side, parents who do not instil the fruit of the Spirit in their children give reasons that there is already trust among family members. Parents also feel they have had enough of the spiritual provisions given in school and church. Therefore, children need learning media about the fruit of the Spirit in their environment so that the fruit of the Spirit can be known and understood by children and then applied in everyday life.

Most children still rely on books and teacher explanations in learning activities (Permananda & Wahyudi, 2020; Rahayu & Fujiati, 2018). Learning that only sitting still listening to explanations without any challenges will make children bored quickly (Murti, 2018; Ratminingsih, 2018). The selection of the right learning media can increase children's interest, attention, and motivation in the teaching and learning process so that children's experiences and skills will increase (Dziob, 2020; Shalikhah, 2017; Taka, 2019). Therefore, the use of learning media that can bring a pleasant atmosphere, stimulate children's activity, and are not hindered by space and time can be the solution, and one of them is board games (Karo-Karo & Rohani, 2018; Putri & Yunianta, 2018; Taurusia et al., 2020).

The board game is a type of game that consists of components, such as coins, dice, pawns, cards or other components that are placed on a game board with several rules in it (Sanggra et al., 2019; Widiyanto & Yunianta, 2021). The game itself is an activity that can be done anytime and anywhere with the aim of

releasing all fatigue (Aula et al., 2020; Feriatna, 2017). Board games were chosen as learning media because they can be played from children to the elderly. Examples of board games that are known to the public are a monopoly, snakes and ladders, ludo, and others (Dash et al., 2020; Prihandoko & Yunianta, 2021; Taka, 2019). Board games are also interactive media because there is interaction and interpersonal communication between fellow players and can train communication between players (Noda et al., 2019; Putri & Yunianta, 2018). In addition, the use of board games for a long time will not reduce visual acuity nor harm vision due to screen radiation (Christian & Prasida, 2018; Pertiwi et al., 2018). Based on a questionnaire conducted on 43 fifth-grade students at SD Marsudirini 77 Salatiga, 50% of children know about board games, and 72% of children are interested in playing board games as learning media. Therefore, it can be concluded that some children are familiar with board games and interested in playing them as learning media. In previous research, board games can be used as an educational medium for elementary school children to properly distribute information about handling snakes (Oktaviane et al., 2021). In another study, board games can be an effective and interesting learning medium for junior high school teenagers to introduce various mobile phones at school or home. (Hartono et al., 2021).

Based on previous research, board games can be used as learning media for children and make learning more effective and exciting. Therefore, a board game about teaching the fruit of the Spirit in daily life for children aged 10-12 years will be designed to address children's behavioural problems. The board game is designed to use interesting and fun mechanics, how-to-play, and illustrations so that children can enjoy and understand learning the application of the fruit of the Spirit in everyday life. The board game mechanism used is drafting, and the illustrations used are 3D vector images. Board games that are arranged with easy-to-understand rules accompanied by suitable shapes and colours will make it easier for children to absorb learning material (Andini & Yunianta, 2018; Dziob, 2020). In addition, this study aims to develop a board game for children aged 10-12 years to direct children to behave appropriately and correctly by applying the fruit of the Spirit in daily life so that children do not have disruptive and even deviant behaviour. The design board game is expected to be a guide for parents, Sunday school seniors, and teachers in teaching the fruit of the Spirit to children in an interactive and fun way.

2. METHOD

The research method used is Research and Development (R&D). The Research and Development method is a research method that aims to develop, produce and test the effectiveness of a product (Fakhri et al., 2021; Rumetna et al., 2020). The product produced in this research is a board game about teaching the fruit of the Spirit in daily life for children aged 10-12 years. The research subjects involved in this study were 1) the teachers at SD Marsudirini 77 Salatiga, SD Bethany Salatiga, and SD Kristen Satya Wacana Salatiga, 2) Pastor Martgaretha Santyanta as Pastor of GKI Raya Defense and Security, 3) parents with children aged 10- 12 years old, 4) Sunday school seniors at GKI Salatiga, 5) fifth-graders at SD Marsudirini 77, and 6) children at the Kasih Bhakti Mandiri Orphanage and Pa Van Der Steur Orphanage.

The development model used in making the board game is the ADDIE model. The ADDIE development model is divided into five stages: Analysis, Design, Development, Implementation, and Evaluation (Maryanti et al., 2021; Ranuharja et al., 2021). The analysis stage aims to analyse children's behaviour in the surrounding environment, the development of the teaching of the fruit of the Spirit, and children's desires in the board game through observation, interviews, and questionnaires. The design stage aims to determine the theme, game rules, content, and game mechanics on the board game. The development stage aims to determine the development of assets, visual concepts, and product designs or levels on the board game, then perform validation tests on experts to determine the feasibility of board games as learning media. Validation is done by interviewing pastors, lecturers, and board games to get input from the board games that have been made. The implementation stage aims to test the board game to children at the Kasih Bhakti Mandiri Orphanage and Pa Van Der Steur Orphanage to find out how effective the use of board games is in teaching the fruit of the Spirit in everyday life for children aged 10-12 years. The evaluation stage aims to evaluate the results of the board game by analysing the questionnaires distributed to each child to find out how practical and effective the fruit of the Spirit teaching board game is in everyday life for children. The research instruments can be seen in Table 1 and Table 2.

Table 1. Research Instruments on Children, Teachers, Parents, and Sunday School Seniors

Indicators	Sub Indicators	Observation	Interview
Child interaction with friends	a. Children prefer to be alone rather than mingle with their friends	✓	
	b. Children only want to share with their close friends	✓	

Indicators	Sub Indicators	Observation	Interview
Child interaction with Sunday school seniors	c. Children make harsh words when talking to friends	✓	
	a. Children find it difficult to listen to reprimands from Sunday school seniors	✓	
	b. Children like to open their cellphones to play when they are not interested in Sunday school seniors teaching	✓	
The teachings of the fruit of the Spirit in the environment around children	c. Children will sulk and get angry when told not to hold their smartphones	✓	
	a. The teaching of the fruit of the Spirit in schools cannot be ascertained because it depends on the curriculum provided by the government		✓
	b. The teaching of the fruit of the Spirit in schools cannot be ascertained because it depends on the annual manual		✓
	c. The teaching of the fruit of the Spirit in the family cannot be ensured because it feels enough to learn at school and church		✓

Table 2. Expert Validation Grid

Aspects	Indicators
Fruit of the Spirit material	a. The material provided is in accordance with the child's ability level
	b. The material for the example of the fruit of the Spirit is correct and follows the teachings of Christianity
	c. The explanation of the example of the fruit of the Spirit is clear and easy to understand
	d. The number of examples of the fruit of the Spirit is appropriate
Board game content	a. The language used is according to the child's ability level
	b. The gameplay is easy to understand and fun
	c. There is an interaction between players
	d. The pictures and information want to convey to children are appropriate
Design appearance	a. The card size is appropriate and easy to hold
	b. Game time is fast enough
	c. Layouts, illustrations, and colours are clear and attractive
	d. The font used is clear and easy to read

The data collection method in this study used qualitative and quantitative methods. The instruments used in qualitative data collection techniques are interviews, observations, and literature studies. Meanwhile, the instrument used in the quantitative data collection technique is a questionnaire. The data analysis method used in this study is a qualitative descriptive analysis method. This analysis method will be carried out by collecting and analysing data related to the research, summarising the data that has been analysed, describing the research results, and drawing conclusions.

3. RESULT AND DISCUSSION

Result

Board games designed based on the results of data collection and analysis will take a farming theme using drafting as a game mechanic. Farming can be an interesting game because players can experience a simulation of growing fruits from planting to harvesting. The fruits in question are natural fruits, such as apples, bananas, grapes, blueberries, strawberries, oranges, watermelons, kiwis, and pears, which represent the nine fruits of the Spirit in the game without losing the essence of the fruit of the Spirit itself. Drafting in this game makes players challenged because players can choose cards randomly from a limited number of cards that other players may want. In addition, this board game aims to teach various examples of the actions from each fruit of the Spirit in children's daily lives.

This board game has attractive illustrations, different pastel colours, and a minimalist card layout design. The illustrations used to grab the player's attention are detailed and colourful vector graphics. Meanwhile, in terms of colouring, pastel colours are the dominant colour because they bring a soft, calm and positive impression. In addition, the colours used are the basic colours of the fruit used in the game, namely the colours of grapes, apples, bananas, oranges, pears, kiwis, blueberries, strawberries, and watermelons. In card layout design, simplicity and curvature take precedence. The back view of the board game component is designed with a leaf vector image of several fruits used in the game, along with a description of the components. The components in this board game are cards and tokens. Some of the back views of the board game component can be seen in [Figure 1](#).



Figure 1. Back View of Board Game Components

The planting card is a card that contains the steps for growing fruit in general, namely planting, watering, fertilising, and harvesting. Planting cards are divided into four types, namely hoe, seed, flush fertiliser, and harvest cards. In addition, on this card, the player has two choices of fruit that can be distinguished by the colour of the box above the vector image that the player can choose. Players can also find out what fruit is collected through the vector image and description under the image. This planting card depicts the fruit of the Spirit that must be planted in oneself, watered with the teachings of the fruit of the Spirit that has been given, and finally harvested by applying it in daily life. Some of the planting cards can be seen in [Figure 2](#). Event cards are a card that contains an event or occurrence that affect the interaction and flow of the game. Event cards can make the cards held by players not always the same. The cards held can move to other players and can increase or decrease. The use of vector images, arrows, and descriptions of events experienced by all players under the vector images make the card contents easy to understand. Some of the event cards can be seen in [Figure 3](#).



Figure 2. Planting Cards



Figure 3. Event Cards

The time card is a card indicating when the event card can be opened. The time card contains the numbers one to three as a count, an explanation that the event card can be opened, and the fruit of the Spirit above the number one to three so that players can recall the nine fruits of the Spirit in sequence. Some time cards can be seen in [Figure 4](#). Token 1 is a token in the form of a number one that can find out the player who played first in each turn or round. The use of various colours in token 1 is the colour of the fruit used in the game accompanied by a description indicating the first turn of one of the players. Token 1 can be seen in [Figure 5](#).



Figure 4. Time Cards



Figure 5. Token 1

Fruit tokens are circular tokens used as markers of fruit that has been successfully harvested and can also be exchanged to add points. In the fruit token, there is a fruit and star vector image. Stars in fruit tokens serve as points to determine the winner in the game. Some of the fruit tokens can be seen in Figure 6. Action cards are a card that contains examples of actions of the fruit of the Spirit that can be applied in daily life. This action card uses a vector image of the fruit used in the game, various fruits of the Spirit on top of the vector image, stars, and descriptions of action examples from the fruit of the Spirit. Vector image of fruit as a sign of fruit that can be exchanged for action cards, while stars as points that can determine the winner in the game. Each example of an action of the fruit of the Spirit has a different number of stars, from two stars to four stars. The number of stars depends on the difficulty of applying the fruit of the Spirit in daily life. In addition, each of the nine fruits of the Spirit has three examples of actions that can be applied in daily life. Some of the action cards can be seen in Figure 7.



Figure 6. Fruit Tokens



Figure 7. Action Cards

The field card is a place to put planting cards, action cards, and fruit tokens. Planting cards can be placed in the order written on the field cards. Action cards can be placed according to the star on the action card above the fruit vector image. In contrast, fruit tokens can be placed freely. This field card has the nuances of a field in a meadow with areas to place cards and tokens accompanied by a description of the components that must be placed. The field card can be seen in Figure 8. The design board game takes the title FRIT, which stands for the fruit of the Spirit, with components consisting of 72 planting cards, 10 event cards, 12 time cards, 1 token 1, 27 fruit tokens, 27 action cards and 4 field cards. The components of FRIT can be seen in Figure 9.

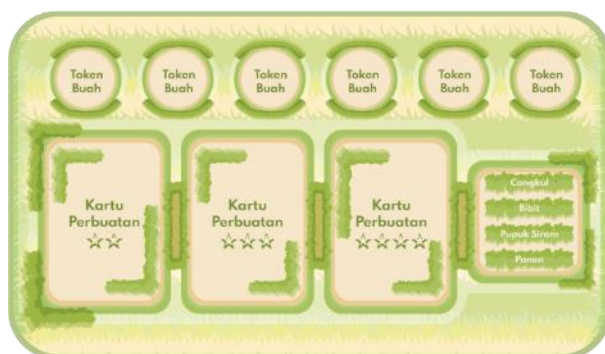


Figure 1. Field Cards



Figure 2. FRIT Components

The first FRIT board game test was conducted on Pastor Martgaretha, a Pastor of GKI Raya Hankam, regarding the FRIT board game material. Based on the results of the interviews conducted, the examples of actions in the action cards are correct. The fruits of the Spirit are interrelated so that the examples of actions between one another can be similar. In terms of material feasibility, examples of actions are suitable for children. The explanation of actions that the child must carry out is explained in a simple and easy-to-understand manner. In terms of the number of examples of actions, it is appropriate, not too many or too few. The second test was conducted on a board game design expert, Hery Prasetya, a game designer of Hompimpa Games. Based on the interviews conducted, the board game is quite interesting and suitable for children aged 10-12 years. The board game also has an interactive nature with the event cards in the game. In terms of cards, the images and information to be conveyed are pretty clear and easy to understand. The card size is easy to grip and fits in hand. In terms of time, the game's duration is faster with the addition of card capital held by players at the beginning of the game. The third test was conducted on Peni Pratiwi, a graphic design lecturer at the Satya Wacana Christian University, regarding the board game overall design of the FRIT. Based on the interviews conducted, the board game's colours and illustrations are appropriate for children. In terms of font, it is clear and easy to read because some fonts are lighter in colour. While in terms of layout, it is interesting and not boring for children.

After the FRIT board game was deemed feasible to be tested on research targets, further testing was carried out at the Pelayanan Kasih Bhakti Mandiri Orphanage and Pa Van Der Steur Orphanage. In this test, there were 31 children from the number of children in the two orphanages with an age range of 10-12 years who took part in the FRIT board game playtest. After playing the FRIT board game, a questionnaire will be given to the child to find out what the child thinks about the board game that has just been played. The questionnaire results from the respondents will be processed using a Likert scale calculation in the form of a percentage. Documentation of the FRIT board game testing at the orphanage can be seen in [Figure 10](#).



Figure 10. Documentation of the FRIT Board Game Testing at the Orphanage

Based on the data obtained from the distributed questionnaires, 86.5% of respondents said the explanation of the board game rules was easy to understand. As many as 82.6% of respondents said that card preparation was easy to prepare at the beginning of the game. As many as 94.2% of respondents said how to play a board game is easy to understand and fun. In terms of size, 90.3% of respondents said the size of the card and token was appropriate and easy to hold. In the designs and illustrations of the cards, tokens, packaging, and game rules, 86.5% of respondents said the layout design was attractive, and 84.5% of respondents said the illustrations were attractive. In the font of the cards, tokens, packaging, and game rules, 88.4% of respondents said the writing was clear and easy to read. In terms of colour, 85.2% said the colours on the packaging, cards, tokens, and game rules were appropriate and attractive. In delivering content, 86.5% of respondents said the difference between one fruit of the Spirit and another was clear, and 84.5% of respondents said that the material on the action card regarding examples of the fruit of the Spirit was appropriate and well conveyed. Then, as many as 89.7% of respondents agreed that there was an interaction between players while playing. As many as 65.2% agreed that the game time was pretty fast. Nearly 35% of respondents consider the game's duration reasonably fast if the game can immediately end when respondents have completed their turn, or the game only lasts one round. In addition, in terms of understanding the fruit of the Spirit, 89.7% of respondents said that after playing FRIT, respondents became more understanding of the various fruits of the Spirit and examples of their actions. In the use of board game media, 89% of respondents said FRIT made respondents more interested in learning the various fruits of the Spirit and examples of their actions. In terms of replayability, 90.3% of respondents said respondents

wanted to play FRIT again to learn the various fruits of the Spirit and examples of actions from the fruit of the Spirit, and 92.3% of respondents said respondents wanted to invite their friends to play FRIT again.

Several teachers and nuns from the two orphanages interviewed also expressed the opinion that the FRIT board game is an interesting medium for teaching the fruit of the Spirit because it is rarely found in the community. The teachers and nuns saw that the respondents' enthusiasm was very high when playing it. In terms of material, the teachers and nuns said that it was appropriate and easy to understand so that respondents could more quickly understand examples of the actions of the fruit of the Spirit in everyday life. In addition, some respondents will immediately be silent or feel embarrassed if one of the examples of the actions of the fruit of the Spirit is rarely done by the respondent. Based on the results of the questionnaires and interviews conducted, it can be concluded that the FRIT board game can help respondents better understand various examples of the actions of the fruit of the Spirit in everyday life. Then, examples of these actions can be applied by respondents in daily life so that the respondent's behaviour can change for the better.

Discussion

The use of board games as a medium for learning the fruit of the Spirit can make it easier for children to understand examples of the actions of the fruit of the Spirit in everyday life, as evidenced by 89.7% of children becoming more aware of the fruit of the Spirit after playing FRIT. Board games also made some children aware that their actions so far did not reflect good and right behaviour. Children will immediately respond whenever they find examples of the fruit of the Spirit that children rarely do. In previous research, the fruit of the Spirit was used as a reference in evaluating Christian character education programs at Toddler-KB-TK Kristen 03 Eben Haezer Salatiga using the CIPP model (Purnama & Dwikurnaningsih, 2021). The fruit of the Spirit is only used as a reference for evaluation without interactivity, while the fruit of the Spirit used in FRIT board games has interaction between fellow players. In another study, board games can be used as an educational medium to provide information about the prevention of dengue fever in children aged 10-12 years and improve children's attitudes towards dengue prevention in a fun way (Amelia et al., 2019). The board game aimed to provide knowledge of DHF to children with 4-8 players, while the FRIT board game aimed to implement the fruit of the Spirit in children's daily lives with 2-4 players.

Children can accept board games as a medium for learning the fruit of the Spirit, as evidenced by 89% of children being more interested in using FRIT to learn about the fruit of the Spirit. The board game itself is one of the learning media that has game elements (Maryanti et al., 2021; Putri & Yunianta, 2018). Children will be more interested and like learning by using games rather than boring passive learning (Maqsood & Chiasson, 2021; Vrancken et al., 2021). Board games also have an easy-to-play way of playing and an attractive appearance, as evidenced by 94.2% of children saying how to play FRIT is easy to understand and 84.5% of children saying FRIT illustrations are engaging. Using board games in learning will make it easier for children to understand the material provided in a comfortable and fun atmosphere (Tauresia et al., 2020; Wahyuningsih & Setyadi, 2020). In addition, the board game has an interactive nature and a high level of replayability, as evidenced by 89.7% of children agreeing there is an interaction between players while playing and 90.3% of children wanting to play FRIT again. The interactive and addictive nature of board games makes board games an effective medium for conveying educational information to children and training children's communication (Maryanti et al., 2021; Widiyanto & Yunianta, 2021).

Implication of this study, the design of a board game about teaching the fruit of the Spirit in daily life for children aged 10-12 years can be used as a guide for children's behaviour by providing examples of the actions of each fruit of the Spirit that children in daily life can apply. In addition, board games can be a medium for learning the fruit of the Spirit for children in the family, school, or Sunday school environment. However, this study only conducted a limited trial of the board game due to the COVID-19 pandemic. Therefore, it is hoped that future research can develop more interesting fruit of the Spirit learning media and conduct trials with a wider range.

4. CONCLUSION

The FRIT board game as a medium for teaching the fruit of the Spirit in daily life can be accepted by children, especially children 10-12 years old and has a positive impact on children. As many as 89.7% of children said that after playing FRIT, children became more understanding of the various fruits of the Spirit and examples of their actions. Children become more acquainted with and understand the fruit of the Spirit and examples of the fruit of the Spirit in everyday life through fun and exciting board games. With this board game, it is hoped that children can apply the fruit of the Spirit in their daily lives, not just knowing the fruit

of the Spirit. The fruit of the Spirit that can be applied in everyday life will change children's behaviour for the better.

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