

Development of Cultural Picture Guessing Game through the QuickAppNinja Website to Strengthen the Love for the Homeland in the Young Generation in the Society 5.0 Era

Pandu Rudy Widyatama¹, Ricky Widia Pratama², Suhartono³, M. Syaifudin⁴,
Maya Mustika Kartika Sari⁵

^{1,2}Teacher Professional Education, Universitas Negeri Surabaya, Indonesia

³Pancasila and Citizenship Education, Universitas PGRI Adi Buana Surabaya, Indonesia

⁴Pancasila Education, SMP Negeri 16 Surabaya, Indonesia

⁵Pancasila and Citizenship Education, Universitas Negeri Surabaya, Indonesia

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ABSTRACT

This researcher developed a cultural guessing game application based on the QuickAppNinja platform to strengthen the love for the homeland in the younger generation in the era of society 5.0. Through research and development (R&D) research, this research involves the stages of analysis of needs, design, development, limited trials, field trials and there are evaluations and improvements. This limited trial involves teachers, lecturers, and students as assessors, and temporarily for field trials involving students as end users. The results of this study show that this application is easy to use, interesting, and effective in adding insight into local culture. Application users who show interest in the cultural elements presented and feel that they have become more familiar with Indonesian culture. This application has the potential to be an educational medium to introduce local culture to the younger generation. Further development of the development of this application includes the addition of game levels and a variety of cultural content.

Corresponding Author:

Pandu Rudy Widyatama,

Teacher Professional Education, Universitas Negeri Surabaya, Indonesia

Email: pandu.ruw@gmail.com

1. INTRODUCTION

In the era of society 5.0 like today, the development of information technology and digitalization has become an inseparable part of people's lives, especially for the younger generation [1], [2]. Society 5.0 is a concept of society that integrates physical space with virtual space through technology intermediaries, such as the Internet of Things (IoT), artificial intelligence, and big data [3], [4]. The purpose of this concept is to create a more humanist society by utilizing technology to solve problems in their lives. But behind the progress given, there are several challenges to maintain cultural identity and love for the homeland among the younger generation, which in the current era is increasingly affected by the influence of globalization and digital culture. Without an innovative approach, aspects of local culture have the potential to be eroded by foreign or universal cultural influences [5].

Character education and nationalism among the younger generation today are faced with new challenges, especially in maintaining a form of love for the homeland during the rampant use of technology [6]. In fact, the use of technology itself can be used as an interesting learning medium if managed properly and correctly. An approach that combines elements of education and technology in the form of digital-based games, such as culture-based guessing games, which is one of the alternatives to strengthen one's love for the homeland. This game is not only entertaining but can also provide education about the rich and diverse local culture, so that later it can encourage the younger generation to get to know better, love, and preserve Indonesian culture [7], [8].

The use of a website-based online platform such as QuickAppNinja allows for flexibility in developing interactive and engaging game applications [9]. QuickAppNinja is a platform that provides features that allow the creation of quiz games quickly and easily and can be accessed through computer devices and handphones that are very familiar among the younger generation. The platform offers features that support the integration of local content in the game with a drag and drop system to insert image and text components that are questions or cultural facts. In the realm of education, this digital-based game is expected to have a positive impact on the cultural knowledge of the younger generation [10], [11]. Educational games today can be an effective tool in the learning process because they are able to increase one's motivation and engagement.

Digital games can also be used as a means or tool to increase cultural insight among young people [12]. This is because culture-based games have a positive impact on building cultural identity in the younger generation. This statement is in line with the theory of constructivist learning which emphasizes the importance of interaction and experience in shaping knowledge [13]. Through interaction with game content that contains elements of Indonesian culture, the younger generation can build a deeper understanding of local culture contextually. However, the conditions in Indonesia itself show that the interest of the younger generation in local culture is declining due to the rapid flow of global culture [14], [15]. Several studies show that some young Indonesians have a low interest in local cultures.

The importance of innovation in the approach to cultural education to adapt to the digital lifestyle of the current generation [16]. A cultural image guessing game that is easily accessible through computer devices or mobile phones can be one way to solve this challenge. The approach through the cultural guessing game is also supported by gamification theory where integrating game elements in the context of learning can increase student motivation and engagement [17]. Gamification itself allows the existence of elements of challenges, prizes, awards, and competitions both directly and indirectly can attract the attention of the younger generation [18], [19]. This game is not only intended as a means of entertainment, but also as a fun and educational learning medium [20], [21]. Through the guessing feature, the younger generation can be invited to get to know more about the elements of Indonesian culture, ranging from traditional clothing, dances, traditional weapons, and so on.

Games that involve elements of local culture can create a sense of pride and strengthen national identity among players [22]. In the realm of Indonesia, a game involving local cultural elements can be one of the effective media to introduce local cultural symbols through guessing pictures, the younger generation will find it easier to recognize and identify their native culture [23], [24], [25]. However, the success of the game also depends on the quality and appeal of the content. The need to develop a systematic and structured cultural guessing game by paying attention to aspects of design, material and effects and relevance to local culture so that later in its use find meaningful experiences for the younger generation.

This research aims to develop a cultural guessing game through the QuickAppNinja platform as a medium to strengthen the love for the homeland among the young generation of Indonesia. Through this game, it is hoped that the younger generation can get to know and love culture better so that national identity can be maintained during globalization.

2. METHOD

This research uses a research and development (R&D) research approach which was chosen because of the focus of its research which aims to develop and describe an application of the archipelago cultural picture guessing game to strengthen the love of the homeland in the younger generation. Research and development (R&D) research which allows researchers or developers to gain a deep understanding of the process, context, and results of game development and user perceptions related to providing a comprehensive picture of the development, implementation, and user response to the game being played [26].

The design of this research involves the product development stage which focuses on culture-based digital games using the QuickAppNinja platform. The steps in this development refer to one of the research and development (R&D) models which include the identification of needs, design, development, testing, and evaluation of the product [27], [28]. These stages are carried out systematically to produce game products that are in accordance with the purpose of the research, namely as an educational medium to be able to strengthen the love of the homeland. In the early stages,

the need was identified, and a literature review was carried out to understand the concept of culture-based educational games and theories related to game-based learning.

In the development process, the archipelago cultural picture guessing game was designed by paying attention to elements of Indonesian culture, such as traditional clothing, traditional weapons, traditional ceremonies, dances, and so on. Data collection is carried out through observation, interviews, and documentation. This observation was made on the features available in QuickAppNinja as well as the platform's ability to accommodate the development of educational games with cultural content. In-depth interviews are conducted with game users to get feedback related to relevant cultural elements as well as technical aspects of game design. Documentation is also done to collect references related to culture that will be inserted into the game.

The application product testing is carried out into the old stages including limited trials and field trials. The limited trial involved a small number of respondents to evaluate the clarity of the content and the appeal of the game. The results of this trial were then used to refine the game application before the field trial. This field trial involves several young generations as users, who are asked to play and give their responses to this cultural guessing game. The field trial aims to collect data on effectiveness in increasing cultural knowledge and love for the homeland.

Data analysis is carried out through the content analysis method to understand user perception of the game [29], [30]. Interview and observation data were categorized and interpreted to identify patterns of user responses to cultural elements in the game. This analysis will help to understand the extent to which these games can foster a sense of nationalism and interest in local culture. In addition, observation data is used to evaluate and construct the success of the game in terms of functionality and visual appeal [31].

The validity of the data in this study is maintained through triangulation of sources and methods. Source triangulation is carried out by comparing data from interviews with experts, observations, and documentation of supporting documents [32]. Triangulation methods are carried out using more than one data collection technique, namely by observation, interviews, and documentation which are to ensure the consistency of the information that has been obtained. Through this triangulation, researchers or developers can ensure that the data obtained has high validity and accuracy so that later it can support scientific research results [33], [34].

Overall, this research is systematically compiled starting from game concept development to product trials and data analysis. With an approach based on research and development (R&D) methodology and structured development steps, this research is expected to be able to make a significant contribution to providing cultural-based educational media that is in accordance with the characteristics and needs of the young generation in the Society 5.0 era [35].

3. RESULT AND DISCUSSION

This research resulted in a guessing game application that was developed through several stages with research methods, one of which was the Research and Development (R&D) method. The stages of this research include initial needs analysis, application or device design, application or device development, limited trials, field trials as well as evaluation and improvement. Each stage involves various parties who play an important role, such as students, lecturers, teachers, and students as trial subjects, as well as books and internet facilities that are useful to provide support for reference sources in creating game content.

1. Needs Analysis Stage

The first stage in this development process is in the needs analysis process where the researcher or developer himself conducts observations and interviews with teachers as educators and students as potential users of the archipelago cultural guessing game application. These observations are made by researchers or developers to understand the extent of the young generation's interest in local culture and how digital approaches can attract their attention. Based on interviews with teachers, it was also identified that the younger generation is now more likely to be interested in interactive and informative

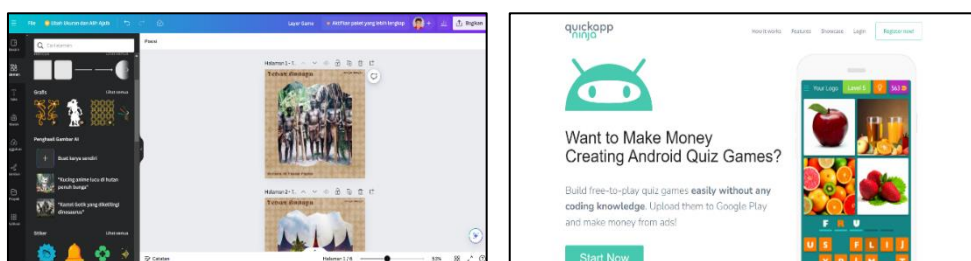
digital media. In line with Digital Natives, this generation is more familiar with technology and tends to be more involved in the learning process that uses digital media.



Figure 1. Initial Interview with Students (Potential Users)

In addition, the teacher also stated the importance of using educational but still fun media, especially in increasing students' cultural knowledge. Some students also stated that they were more interested in an application that combines games with elements of knowledge. From this, it was found that the archipelago cultural picture guessing game based on the local wisdom of the Indonesian nation itself is the right and innovative choice to attract the attention of users while still introducing elements of local culture to the younger generation today.

2. Design and Development Stage



Figures 2 and 3. The developer does the design; Content uploaded on the QuickAppNinja website

Based on the results of the needs analysis that have been obtained, the next stage is the design and development of the archipelago cultural picture guessing game using the QuickAppNinja platform. This application is designed with the concept of an archipelago cultural picture guessing game that combines elements of Indonesian culture, such as traditional clothes, dances, traditional houses, traditional weapons, and so on. In this design, lecturers or experts in their fields are involved to ensure that the cultural content presented is accurate and relevant. In addition, the interface design is carried out so that the application developed is easy to use by various age groups.

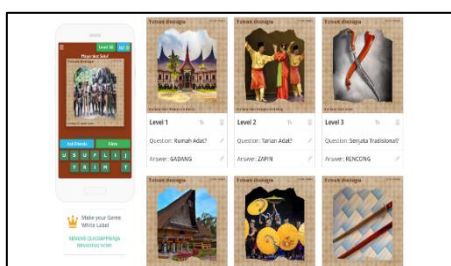


Figure 4. Content Setup and Customization Process

The process of developing the archipelago cultural guessing game application follows the R&D procedure, where the researcher or developer builds an initial prototype which is then evaluated and evaluated and refined based on input from teachers and lecturers. The use of the QuickAppNinja platform allows for quick integration of images, text, and answer choices and is compatible with mobile devices or mobile phones that are familiar to users. According to gamification theory, game elements such as part of challenges and rewards in the app can increase user motivation to be more actively involved in activities that contain educational content and provide a broad insight picture.

3. Limited Trial Phase

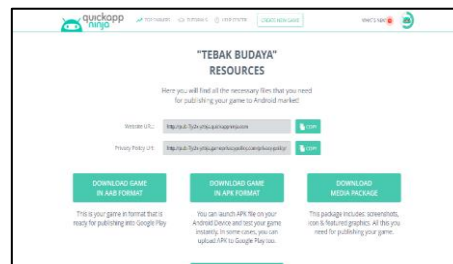


Figure 5. Prototype Link of the Culture Image Guessing App

The trial was limited, which was carried out by involving several students and lecturers from the education sector as well as several teachers as content assessors. At this stage, the app is tested to ensure that each feature is working properly, and that cultural content is delivered accurately. Students and lecturers and teachers provide feedback regarding navigation, design, and completeness of the application content. The results of the limited trial show that some users or users of this application are easy to use and attractive. Some of the inputs provided include the addition of hints to each level of the game and a wider variety of images or cultural content.

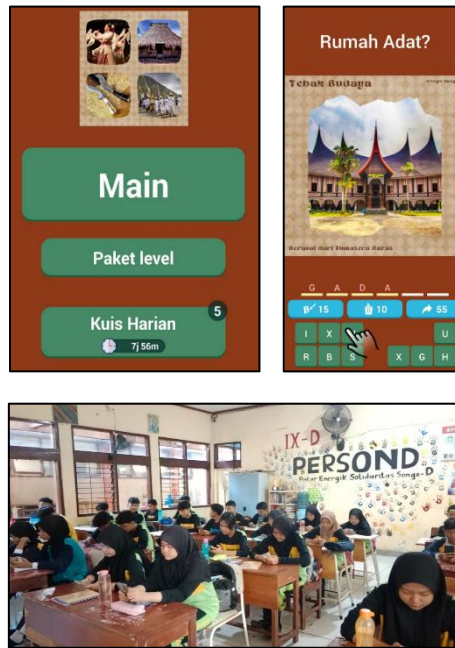
Teachers and lecturers also gave an assessment that this application has the potential to increase students' cultural knowledge. However, they recommend that the game content be arranged according to the difficulty level so that users can learn gradually. This is in line with the scaffolding principle where the gift must be given and based on a gradual level of difficulty to help the user in developing understanding gradually which aims to help the user develop understanding gradually. Based on this input, the researcher made improvements with the picture designs and contents of the application.



Figure 6. Limited Trial Process of Guessing the Cultural Image Application

4. Field Trial Stage

After improvements from the limited trial, the app was retested in a field trial involving students as end users. In this trial, researchers and developers observed how students used and played the application and collected data that went through an interview process related to their experiences while playing or operating mobile phones. The results of observations show that students are interested in the images and cultural facts displayed in the game. They also show great enthusiasm in answering questions and reaching higher levels of play. Students who like something will later become accustomed and indirectly remember what they play.



Figures 7, 8, and 9. Screenshot of the Cultural Image Guessing Application; Questions related to Cultural Elements; Students Conduct Application Trials in Classroom Learning

Interviews with students revealed that they felt that this game was not only entertaining, but also able to increase their knowledge about Indonesian culture. According to them, this game provides easy-to-understand information about various aspects of culture that they did not know before. In addition, students also stated that this game triggered their curiosity to learn more about local cultures. This shows that the application functions effectively as an educational tool which can increase students' interest in Indonesian culture.

5. Evaluation and Improvement

Based on the results of this field trial, the final evaluation process is carried out while maintaining feedback from users, both limited users and the field such as teachers, students, lecturers, and students. The researcher made final improvements to the application program, especially on some images that are still unclear or blurry and the addition of short activity descriptions to each cultural image to be able to provide additional context. This evaluation also includes an analysis of whether any application can run smoothly on various types of mobile devices or android-based mobile phones. Based on the theory of User Experience (UX), this application designed with a simple and intuitive interface can significantly increase user engagement.



Figure 10. Content Setup and Customization Process

The results of the evaluation stage show that the application is ready for widespread use with adequate quality in supporting the purpose of the study, which is to increase the love of the homeland through the introduction of local cultures. This development is in accordance with the theory of gamification and context-based learning where game applications can provide an immersive learning experience through direct interaction with local cultural content.

Jambi	Gambus	Tari Sekapur Sirih	Baju Kurung	Rumah Panggung	Keris Jambi
Sumatera Selatan	Gending Sriwijaya	Tari Tanggai	Aesan Gede	Rumah Limas	Tombak Trisula
Bengkulu	Dol	Tari Andun	Rejang Lekat	Rumah Bubungan	Keris
Lampung	Talo Balak	Tari Cangget	Tulang Bawang	Nuwo Sesat	Badik
DKI Jakarta	Gambang Kromong	Tari Topeng Betawi	Baju Sadariah	Rumah Kebaya	Golok
Jawa Barat	Angklung	Tari Jaipong	Kebaya Sunda	Rumah Kasepuhan	Kujang
Jawa Tengah	Gamelan	Tari Gambyong	Kebaya Jawa	Rumah Joglo	Keris
DI Yogyakarta	Gamelan	Tari Bedhaya	Surjan	Rumah Joglo	Keris
Jawa Timur	Bonang	Tari Reog Ponorogo	Pesa'an	Rumah Joglo	Clurit
Bali	Rindik	Tari Kecak	Kebaya Bali	Rumah Gapura Candi Bentar	Keris

Figure 11. Evaluation of Content Materials for the Guess the Cultural Image Application

Based on the results of the research, this cultural guessing game has been successfully developed in accordance with R&D methods and meets the needs of the younger generation as users or users of educational games. This research shows that culture-based game applications can attract students' interest in learning about culture in Indonesia through interactive media. This statement is in line with one of the theories where educational games not only increase knowledge, but also motivate and engage students to want to learn in the learning process.

In the realm of increasing the love for the homeland in him, that application provides a form of positive contribution. The students involved in the trial showed an effort to increase their interest in learning about the local culture after playing, which shows that this application can serve as a medium to introduce cultural values effectively. Gamification can increase user interest in the content displayed, and this study also supports the theory with results showing that these apps can successfully increase cultural awareness among students.

This research shows that the archipelago cultural picture guessing game application developed through QuickAppNinja has great potential to become an educational media that supports the preservation of Indonesian culture among the younger generation. Through several approaches that have been used and the support of strong and relevant theories, it shows that this research makes a real contribution to the field of cultural education in the digital era which is useful for cultural efforts in the future. Education in its journey will follow the times, because the times continue to change following human thinking that is increasingly advanced and undergoing renewal, this is what makes education run dynamically instead of static. A dynamic process makes the educational journey must be based on the process of progress, one of which in this day is by utilizing technology as a support for education. From here, technology is not a form of regression from education, but how education can be maximized together with technology so that later its implementation can run in balance according to the demands of an increasingly modern era.

4. CONCLUSION

The research that has been carried out shows success in developing an archipelago cultural picture guessing game application for mobile devices, especially android smartphones, which in the development process through the QuickAppNinja website which can be said to be effective in strengthening the love for the homeland in the younger generation, as previously formulated. Based on the results obtained, it shows that this application can attract students' interest in learning about Indonesian culture in an interactive and fun way and expand their horizons to the diversity of national culture. Further development can include adding levels and variations of cultural content as well as improving more interactive features to enrich the learning experience of the younger generation, especially students. Follow-up research was conducted to evaluate the impact of this archipelago cultural guessing game application in the long term on increasing cultural knowledge and a sense of nationalism among the younger generation in today's digital era.

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