



## Strengthening Students' Understanding of Religious Symbols and Tolerance through the Jelajah Simbol Harmoni Educational Board Game

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**Abstract:** This community service program aims to implement the Jelajah Simbol Harmoni educational board game as an innovative learning medium to enhance students' understanding of religious symbols and foster tolerance in secondary schools. Grounded in the perspectives of Religious Studies and interfaith relations, the program responds to the limited availability of contextual learning media for promoting religious moderation. The program was implemented in three secondary schools in Pontianak City, involving 20 students and three religious education teachers. A participatory-educative approach was employed through three stages: preparation, implementation, and evaluation. Data were collected using pre-test and post-test instruments, observation sheets, and semi-structured interviews, and were analyzed descriptively using a mixed-methods design. The findings indicate a significant improvement in students' understanding of religious symbols, as reflected in the increase in average scores from 55 to 80. Observational data also revealed high levels of student engagement, with 85% of participants successfully completing game challenges and demonstrating cooperative and tolerant attitudes. These results confirm that Jelajah Simbol Harmoni is effective as an alternative pedagogical strategy for strengthening students' understanding of religious symbols and promoting tolerance in secondary school contexts.

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## Introduction

Increasingly intensive cross-cultural and interreligious interactions in the era of globalization present both opportunities and serious challenges for education. Schools hold a strategic position as spaces for cultivating multicultural awareness; however, various studies indicate that students' understanding of religious diversity remains suboptimal. Soares and Sudarsana (2018) found that approximately 65% of secondary school students feel less confident when interacting with peers from different religious and cultural backgrounds. This condition is reinforced by the findings of Ainna et al. (2019), which demonstrates that students' tolerance levels are strongly influenced by the quality of multicultural education implemented in schools. This issue becomes increasingly significant because it aligns with Indonesia's national agenda on strengthening religious moderation (Syamsul Arifin, Rosidin, Djubaidah, Farida Ishak, Nur Kafid et al., 2025). In addition, the limited availability of contextual learning materials on religious symbols, combined with the dominance of monotonous lecture-based teaching methods, further weakens the internalization of tolerance values among students (Handayani & Indartono, 2016).

Initial observations conducted in three partner schools in Pontianak City revealed several concrete challenges in the teaching of religious symbols. Religious education teachers



reported that most students were able to recognize the names of religions and their main symbols; however, they often lacked understanding of the philosophical, historical, and ethical meanings embedded in those symbols, particularly symbols belonging to other religious traditions. During preliminary discussions, teachers also explained that instruction on religious symbols was still dominated by lecture-based approaches and written assignments, causing students to rely on memorization rather than developing contextual and cross-religious understanding. Furthermore, students rarely had opportunities to engage in open discussions regarding religious symbols from different traditions. These conditions indicate a clear need for more interactive and contextual learning media to support religious diversity education within school settings.

The selection of Pontianak City as the location for this community service program was based on its distinctive multicultural and multireligious social context. Pontianak is widely recognized as a city inhabited by diverse ethnic groups, including Malay, Chinese, Dayak, and Madurese communities, with adherents of Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism living side by side within the same social space. In daily life, students frequently encounter religious symbols from various traditions through places of worship, religious celebrations, and public symbols distributed across the city. However, such diversity also requires systematic educational approaches to prevent misunderstanding, stereotyping, and misinterpretation of religious symbols. Therefore, the context of Pontianak presents a particular urgency for strengthening tolerance-based education through comprehensive understanding of religious symbols.

The literature reveals at least three major trends in the development of tolerance-based education. First, there is an increasing emphasis on religious moderation and multicultural education as strategies for fostering inclusive attitudes among students (Hikmah & Suharno, 2022; Rohmah et al., 2023; Syafi'i & Supriadi, 2020). Second, experiential learning approaches, such as Service Learning and Experiential Learning Theory, have been increasingly developed to emphasize students' active involvement in the learning process (Boyle-Baise & Sleeter, 2000; Luo & Park, 2020; O'Grady, 2014). Third, the use of game-based learning has grown significantly as a collaborative medium capable of enhancing student motivation and participation (Hafiza & Pratolo, 2024; Othman et al., 2025). Nevertheless, most existing studies remain conceptual in nature or focus on general tolerance education without specifically addressing the real challenges faced by teachers in explaining religious symbols through engaging and contextual methods. Teachers in the partner schools highlighted that one of their major difficulties lies in transforming abstract symbolic concepts into concrete and dialogical learning experiences. This gap between theoretical recommendations and classroom realities constitutes the primary focus of this community service program.

This community service program possesses characteristics that distinguish it from conventional religious moderation socialization initiatives, which are generally conducted through lecture-based or one-directional dissemination methods. In conventional activities, students typically act as passive recipients of information, resulting in tolerance values being understood mainly at the cognitive level. In contrast, this program employs the *Jelajah Simbol Harmoni* educational board game as an experiential learning medium that allows students to interact directly with religious symbols through group discussions, problem-solving activities, and collective reflection. This approach creates a dialogical, participatory, and collaborative learning environment, enabling students not only to understand the concept of tolerance but also to experience learning processes that promote empathy and respect



toward religious symbols from different traditions. Thus, this program does not merely transmit tolerance values but provides meaningful learning experiences that support deeper internalization of those values.

Based on the above background, this community service program aims to implement the *Jelajah Simbol Harmoni* educational board game as an interactive learning medium to enhance students' understanding of religious symbols and to strengthen tolerance attitudes in secondary school environments. This program is grounded in the view that religious symbols serve as strategic entry points for cultivating interfaith awareness, as these symbols embody theological, historical, and cultural meanings embedded within religious traditions.

## Method

This community service program was designed using a research-based evaluation approach and employed a participatory–educative strategy by utilizing a board game as a learning medium to enhance students' understanding of religious symbols and to strengthen attitudes of religious moderation among secondary school students. This approach was selected because recent studies indicate that game-based learning and educational board games are effective in improving collaborative engagement, the quality of discussion, and learning outcomes when they are designed with clear instructional objectives (Othman et al., 2025).

This community service program was conducted in three secondary schools in Pontianak City, namely Sekolah Minggu Khonghucu Pontianak, SMA Abdi Wacana Pontianak, and SMA Muhammadiyah 1 Pontianak. The selection of these three schools was based on the consideration of representing different religious educational backgrounds, thereby reflecting the actual context of religious diversity in Pontianak City. These schools represent educational communities rooted in Confucian, Christian, and Islamic traditions, enabling the implementation of the learning media within a multireligious environment. The activities involved 20 students and three religious education teachers and were carried out over a one-month period. The implementation followed three main stages—preparation, implementation, and evaluation—as commonly applied in school-based community service practices that emphasize structured and sustainable interventions (Sri Ananda Pertiwi et al., 2025)(Syarifudin Hidayatullah et al., 2025).

In the implementation of the program, the Community Service Team acted as the main facilitators responsible for designing the instructional modules, developing the *Jelajah Simbol Harmoni* board game, and guiding the learning activities throughout the program. Religious education teachers in the partner schools served as activity assistants during the sessions and were positioned as prospective users and future developers of the learning media. Prior to the implementation stage, the Community Service Team conducted a structured briefing session for the teachers to introduce the objectives of the program, explain the mechanics of the board game, and provide strategies for facilitating student group discussions. This briefing session also included guided simulation activities to ensure teacher readiness and shared understanding before engaging students in the classroom learning process.

### Preparation Stage

The preparation stage included coordination with partner schools to map learning needs related to religious symbols and religious moderation. Subsequently, the team developed an educational module based on the board game *Jelajah Simbol Harmoni*, which contains learning objectives, concise explanations of symbols from six religions (Islam,



Christianity, Catholicism, Hinduism, Buddhism, and Confucianism), game instructions, and assessment rubrics. The module was then validated by lecturers in Religious Studies and religious education teachers.

In addition, evaluation instruments were developed, including pre-test and post-test measures of students' understanding, observation sheets on student participation, and interview guidelines for teachers. The use of a combination of quantitative and qualitative instruments is consistent with recommendations for mixed-methods-based program evaluation in order to obtain a more comprehensive picture of program impact (González-Rabanal & Acevedo-Blanco, 2025).

### **Implementation Stage**

The implementation stage began with a brief introduction to the meanings of religious symbols and the principles of religious moderation. Students were then divided into small groups (2–4 students) and played the board game according to the game mechanics. Each student who landed on a particular square drew a challenge or scenario card, discussed the answer with group members, and presented the results of the discussion briefly.

Teachers and the service team acted as facilitators by providing conceptual clarification and reinforcing values of tolerance, empathy, and non-violence as part of Indonesia's national agenda for inclusive religious character development (Badan Litbang dan Diklat Kementerian Agama RI, 2019). This practice aligns with findings that game-based learning significantly enhances student motivation and engagement (Hafiza & Pratolo, 2024). Furthermore, strengthening religious moderation through school-based learning has been shown to contribute to the formation of more inclusive religious attitudes (Sa'idah et al., 2024).

### **Evaluation Stage**

Program evaluation was conducted using a mixed-methods approach with descriptive analysis (Gläser-Zikuda et al., 2024; Kemp et al., 2017). Quantitative data were obtained by comparing pre-test and post-test scores to measure improvements in students' understanding of religious symbols, while qualitative data were collected through observations of student engagement during gameplay and brief interviews with teachers regarding the usefulness of the board game as a learning medium.

The success criteria were established prior to implementation using quantitative and qualitative indicators. Quantitatively, the program targeted a minimum increase of 15–20 points between pre-test and post-test scores. Qualitatively, success was indicated by the emergence of tolerance-related behaviors, such as students' willingness to listen to peers from different religious backgrounds, respect differing opinions during discussions, and cooperate in group activities. In addition, a minimum of 80% active student participation during gameplay sessions was set as an indicator of effective program implementation (González-Rabanal & Acevedo-Blanco, 2025).

## **Result and Discussion**

### **Implementation and Design of the Board Game–Based Educational Module**

The educational module on religious symbols based on the *Jelajah Simbol Harmoni* board game was developed through a series of structured stages, including design trials and validation of symbolic content. The development of this module was initiated in response to students' expressed need for more interactive learning approaches in understanding religious diversity. Preliminary interviews conducted with 20 students from ten secondary schools indicated that conventional lecture-based instruction was often perceived as less engaging

and less effective in supporting meaningful understanding of tolerance. One student explained that learning about religious symbols through lectures tended to feel abstract and difficult to relate to daily experience, emphasizing the need for learning activities that allow interaction and discussion with peers. Quantitative interview results further indicated that approximately 80% of students expressed the need for interactive learning media that could support their understanding of tolerance and religious diversity. These findings provided the empirical foundation for designing a learning medium that emphasizes interaction, reflection, and collaborative exploration of religious symbols.



**Figure 1. Student interactions during pilot gameplay sessions at partner schools**

The board game design incorporates the major symbols of six religions—Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism—into an integrated learning system consisting of a game board, challenge cards, scenario cards, tokens, and a guidebook. The board adopts a circular format with a central area labeled *Symbol of Harmony*, representing shared ethical values across religious traditions. Surrounding this central area are segments corresponding to each religious symbol, enabling students to explore symbolic meanings in a structured yet flexible learning environment. The circular layout encourages movement across symbolic domains, reinforcing the idea that understanding religious diversity requires openness to multiple perspectives.



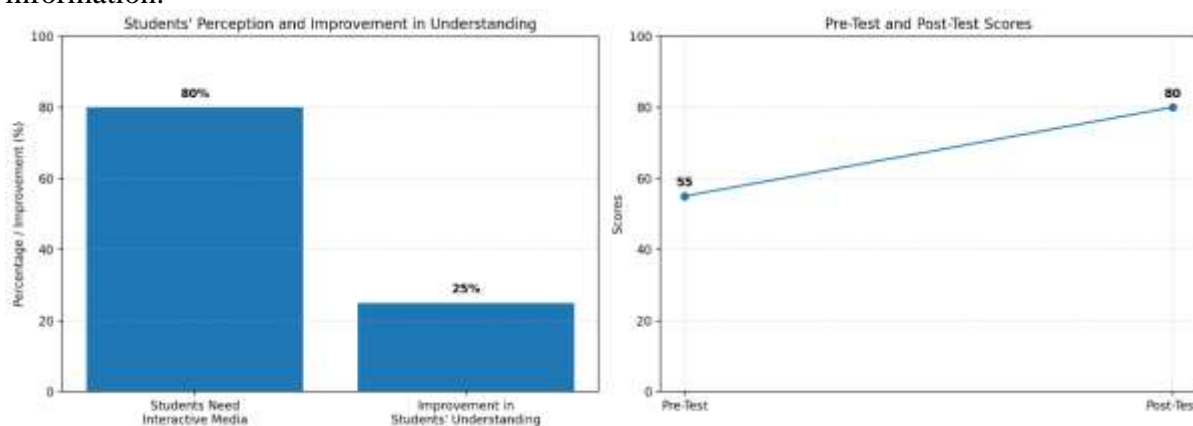
**Figure 2. Design of the Jelajah Simbol Harmoni Boardgame**

The learning effectiveness of the module is closely associated with the design of the challenge and scenario cards. These cards contain reflective and application-oriented tasks that guide students to identify the meaning of religious symbols, demonstrate respectful attitudes toward symbols of other religions, initiate dialogue with peers, and propose



tolerance-based actions within school contexts. Scenario-based challenges also introduce everyday situations involving religious diversity, prompting students to respond using moderate and empathetic reasoning. Through these structured tasks, the board game functions not only as a cognitive learning tool but also as a medium for internalizing empathy, cooperation, and respectful interaction within multicultural learning settings.

The initial evaluation results demonstrate measurable improvement in students' understanding of religious symbols following the implementation of the board game. The average score increased from 55 in the pre-test to 80 in the post-test, indicating a substantial enhancement in conceptual comprehension. This improvement suggests that the interactive nature of the gameplay enabled students to engage actively with symbolic content and to construct understanding through collaborative reasoning rather than passive reception of information.



**Figure 3. Pre-test and Post-test Score Comparison**

Teacher interview results provide further explanation regarding the effectiveness of the board game as an instructional medium. Teachers reported that the gameplay created a more engaging and meaningful learning atmosphere compared to conventional lecture-based methods. As expressed by Ida Carolina (50 years old), the introduction of interactive learning media was considered increasingly necessary to support meaningful classroom learning, particularly when teaching topics related to religious diversity. The teacher noted that the board game was not only enjoyable for students but also highly educational, as it encouraged students to participate actively and to discuss symbolic meanings collaboratively. These observations indicate that the effectiveness of the module was supported not only by its design but also by its relevance to the pedagogical needs of teachers.

Observations of student interactions during gameplay also reveal patterns that help explain the improvement in learning outcomes. Students demonstrated active participation when responding to challenge cards, discussing symbolic meanings, and negotiating answers within groups. This interaction created a dialogical learning environment in which students were encouraged to express ideas, listen to alternative viewpoints, and build shared understanding. Such collaborative engagement strengthens the connection between conceptual knowledge and social learning, allowing students to internalize values of respect and empathy while simultaneously improving their understanding of religious symbols.

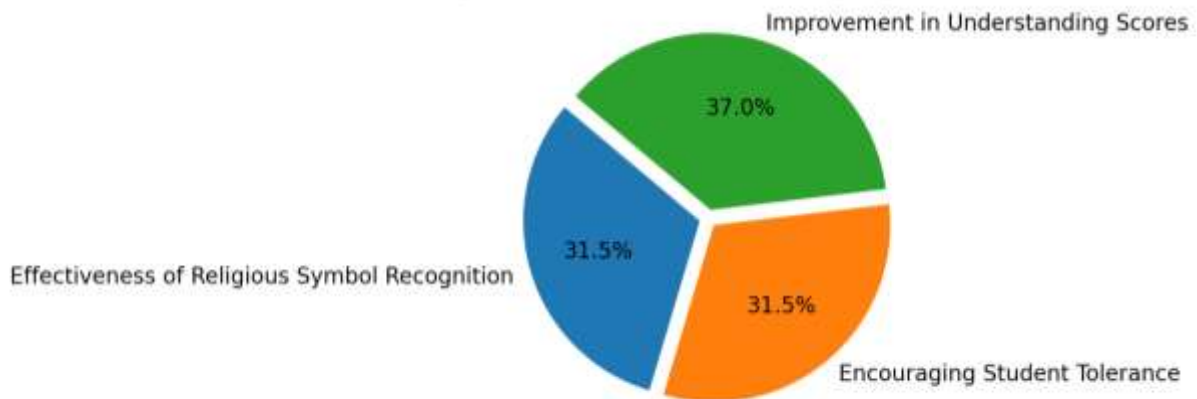
Overall, the implementation of the *Jelajah Simbol Harmoni* module demonstrates that integrating symbolic learning with interactive gameplay provides an effective response to the challenge of low levels of understanding of religious symbols among secondary school students. The module enables experiential learning processes in which students learn through



participation, reflection, and dialogue. This finding supports previous studies indicating that educational games contribute to the development of social-emotional competencies and prosocial attitudes within multicultural educational contexts (Roffey, 2009; Salerno, 2013).

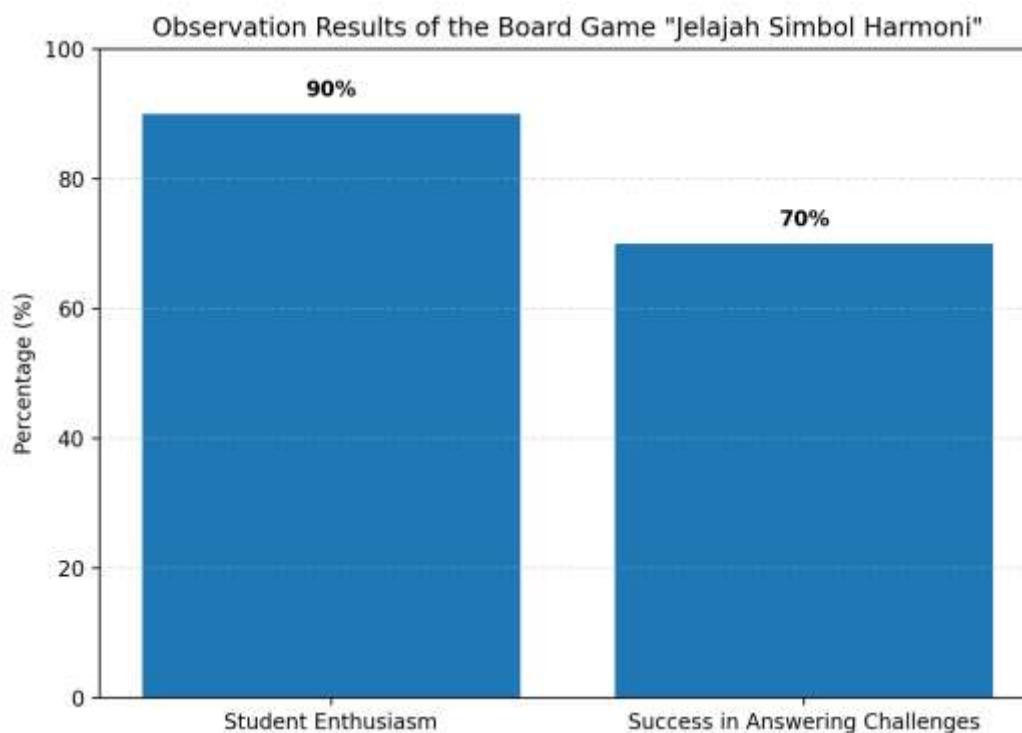
#### **Clearly Defined and Structured Educational Objectives**

The pie chart below illustrates the main educational objectives of the *Jelajah Simbol Harmoni* board game, showing a relatively balanced distribution across three core outcomes. The largest proportion (37.0%) represents improvement in students' understanding scores, indicating that the board game primarily contributes to strengthening cognitive comprehension of religious symbols. The two other objectives—effectiveness of religious symbol recognition and encouraging student tolerance—each account for 31.5%, demonstrating that the game not only supports knowledge acquisition but also equally promotes the affective and social dimensions of learning. This distribution suggests that *Jelajah Simbol Harmoni* operates as an integrative learning medium that simultaneously enhances conceptual understanding, fosters tolerance, and strengthens students' capacity to interpret religious symbols within multicultural contexts.



**Figure 4. Educational Objectives of the Board Game Jelajah Simbol Harmoni**

The bar chart shows that the implementation of the *Jelajah Simbol Harmoni* board game generates a high level of student engagement and meaningful learning outcomes. Student enthusiasm reaches 90%, indicating that the game-based approach successfully creates an enjoyable and motivating learning environment. Meanwhile, 70% of students are able to answer the challenge cards correctly, demonstrating a substantial level of comprehension and problem-solving ability related to religious symbols and tolerance values. These findings suggest that the board game not only attracts students' interest but also effectively supports their understanding of learning content. Overall, the results confirm that *Jelajah Simbol Harmoni* functions as an interactive and impactful learning medium that promotes active participation while strengthening students' cognitive and social learning outcomes..



**Figure 5. Observation results of student enthusiasm and success in answering challenges**

The data confirm that the educational objectives of the religious symbol-based module using *Jelajah Simbol Harmoni* have been achieved effectively. Teachers' interviews indicate that the game enables comprehensive and effective introduction of religious symbols. One teacher from Sekolah Khonghucu, Vivian (20 years old), stated:

*“At first I thought this was just an ordinary game, but after playing it, students became more familiar with the names and meanings of religious symbols in Indonesia. This idea is very creative and important to be widely disseminated”* (Interview, 10 November 2025).

Figure 2 illustrates students' enthusiasm when completing scenario cards that encourage discussions of tolerance and empathy across groups. Screenshots of Likert-scale evaluation instruments indicate that students feel more comfortable understanding differences in religious symbols compared to conventional lecture-based methods. Overall, the objectives of improving students' understanding, tolerance, and critical thinking skills were achieved through this game.



**Figure 6. Students' enthusiasm while playing the board game**

Three key conclusions can be drawn. First, the religious symbol-based module using the *Jelajah Simbol Harmoni* board game successfully improves students' understanding of religious symbols, as evidenced by increased pre-test and post-test scores and positive responses from teachers and students. Second, the game creates active and dynamic



interactions among students, as shown by photo documentation of discussions and cooperation in responding to challenges, demonstrating that the objective of promoting tolerance and empathy has been achieved. Third, the board game trains students' critical thinking skills in multicultural contexts, consistent with studies on the contribution of game-based learning to the development of higher-order thinking skills (Qian & Clark, 2016). The observation data (see Table 2) indicate students' success in solving challenge cards that require problem-solving related to religious moderation.

These educational objectives were designed as an innovative response to the challenge of low student understanding of religious diversity. Through an interactive and game-based approach, *Jelajah Simbol Harmoni* not only educates but also shapes students' tolerant attitudes and critical thinking skills within Indonesia's multicultural context.

### **Implementation of the Board Game in the Learning Process**

*Jelajah Simbol Harmoni* was implemented in classroom activities as part of religious moderation education. The game was conducted using the following mechanisms: (a) students were divided into small groups (2–4 players); (b) each player rolled the dice and moved along the game board displaying religious symbols from various traditions; (c) players drew challenge or scenario cards containing reflective questions and tasks related to tolerance values and religious symbols; (d) players who answered correctly or provided creative solutions received appreciation points; and (e) the game ended when players reached the final square or when all challenges had been completed, after which points were calculated to determine the winner.

The implementation of *Jelajah Simbol Harmoni* was carried out in three secondary schools, involving 20 students and three religious education teachers. Interviews with teachers indicated that students demonstrated higher enthusiasm compared to traditional lecture-based methods. This was also expressed by Mupahir, Vice Principal of SMA Muhammadiyah 1 Pontianak, who directly observed the activity and conveyed his admiration for the students' enthusiasm and enjoyment while playing the board game.

In this multireligious classroom setting, students encountered religious symbols that were not always part of their own faith traditions. During gameplay discussions, students were observed asking questions about unfamiliar symbols and listening to explanations from peers who had prior knowledge of those symbols. These exchanges encouraged respectful dialogue and mutual learning, enabling students to recognize religious differences while maintaining positive attitudes toward other traditions. This interaction dynamic demonstrates how the board game functioned as a practical medium for reducing barriers in interfaith understanding within real classroom situations.

Behavioral observation tables recorded that 85% of students were able to complete challenge cards and scenarios correctly. In addition, the learning scheme shows that the board game was integrated into the curriculum, where gameplay sessions were used as reinforcement after theoretical instruction. Student reflection results indicate that 70% of students found it easier to understand religious symbols and tolerance values through this game-based approach.

Implementation data demonstrate that the use of *Jelajah Simbol Harmoni* in the learning process is effective and engaging. Photo documentation shows an active classroom atmosphere, with students discussing strategies to solve game challenges. Teacher interviews further strengthen this finding, as most students were more enthusiastic in participating than



when using conventional methods. Evaluation graphs record a significant increase from an average pre-test score of 58 to a post-test score of 82, indicating improved understanding of religious symbols. Observation tables emphasize successful implementation, with most students (85%) able to answer challenges correctly while also demonstrating tolerant attitudes through group interactions. Student reflections measured through Likert scales indicate that the majority felt the board game helped them understand religious symbols in a more accessible and enjoyable way.

Three important points emerge from these data. First, the implementation of *Jelajah Simbol Harmoni* successfully improves students' understanding of religious symbols, as indicated by the increase in evaluation scores from 58 to 82, confirming the effectiveness of the board game as an innovative learning method. Second, students demonstrate active and enthusiastic engagement in the learning process, as shown by photo documentation and observation tables indicating that 85% of students successfully completed challenges, proving that game-based approaches encourage active participation and collaboration. Third, the board game facilitates inclusive interfaith interaction by creating opportunities for students to discuss and interpret religious symbols together, thereby strengthening mutual respect and understanding among learners from different religious backgrounds. Student reflections indicate that this medium helps overcome difficulties in understanding the diversity of religious symbols.

In context, the implementation of *Jelajah Simbol Harmoni* serves as a solution to the challenge of low levels of religious moderation understanding in secondary schools. Through an interactive approach, the board game successfully combines educational content with effective gameplay, fostering understanding, tolerance, and students' thinking skills in multicultural contexts.

The application of the *Jelajah Simbol Harmoni* board game-based educational module has significant implications for religious moderation learning. Its primary function is to provide an innovative and interactive alternative to conventional teaching methods. By integrating religious symbols into an educational game format, students can more easily grasp meanings that are often abstract when taught through lectures alone. This positively contributes to creating an inclusive and dynamic learning environment in which students are more enthusiastic, actively engaged in discussions, and able to collaborate in groups. Furthermore, this medium promotes students' critical thinking skills when solving challenges related to tolerance and diversity. Thus, the program contributes to developing deeper understanding of religious moderation and building inclusive character amid diversity.

Low student understanding of religious diversity and the lack of effective teaching methods constitute the main reasons for the need for innovative educational modules. Conventional approaches such as lectures often fail to foster active student engagement, causing religious symbol material to appear monotonous and difficult to comprehend. *Jelajah Simbol Harmoni* offers a structural solution by utilizing Service Learning and Experiential Learning Theory (Luo & Park, 2020). These approaches allow students to learn directly through gameplay while understanding religious symbols. The causal relationship is evident: the implementation of the board game increases active student engagement (Aramburuzabala & Cerrillo, 2023), as reflected in the increase of average scores from 55 (pre-test) to 80 (post-test). This demonstrates that game-based approaches can overcome student boredom, enhance understanding, and instill tolerance and religious moderation values more effectively than traditional methods.



Clearly defined and structured educational objectives in the application of the *Jelajah Simbol Harmoni* module have important implications for the effectiveness of religious moderation learning. The module is designed not merely as a teaching aid, but as an innovative learning medium that facilitates students' understanding of religious symbols and tolerance values (Putri et al., 2023). These objectives provide specific and measurable direction, ensuring focused learning. For example, objectives such as improving understanding of religious symbols, encouraging tolerance, and training critical thinking ensure that students not only understand theory but also practice diversity values in real life. With structured objectives, teachers can more easily evaluate student learning through targeted measurements such as pre-tests and post-tests, making the learning process more measurable and impactful.

The presence of clear and structured educational objectives in this program arises from common challenges in religious moderation learning. Many students struggle to understand abstract material such as religious symbols due to traditional teaching methods that are less engaging and participatory. Unstructured objectives also lead to suboptimal learning processes, where moderation values are conveyed only at a theoretical level. To address this, the objectives of *Jelajah Simbol Harmoni* are grounded in Experiential Learning Theory (Yoon & Coble, 2024), which emphasizes experience-based learning through direct involvement in gameplay and reflection. Consequently, learning becomes more contextual, and students demonstrate improved understanding and positive attitudes. With clear objectives, evaluation becomes more systematic, as reflected in the increase of student scores from 55 (pre-test) to 80 (post-test). This structure demonstrates the effectiveness of the board game as a purposeful and impactful medium for religious moderation learning.

The implementation of the *Jelajah Simbol Harmoni* board game in the learning process has significant implications for improving educational quality, particularly in the context of religious moderation. Its primary function is to create a more interactive, participatory, and engaging learning method compared to conventional approaches. Game-based learning enables students to actively engage in understanding religious symbol material and tolerance values through direct experience (Al Qolbi & Sajidin, 2025). Through the concept of learning while playing, students gain not only cognitive understanding but also social skills such as cooperation, effective communication, and empathy toward differences (Garaigordobil et al., 2022). Moreover, this implementation addresses student boredom associated with lecture-based methods, increasing their enthusiasm for learning. In an inclusive and enjoyable learning environment, students have greater opportunities to internalize religious moderation values in effective and practical ways.

The implementation of board games in learning processes stems from challenges inherent in conventional methods, such as low student engagement and limited understanding of religious symbols. Monotonous learning processes make it difficult for students to grasp abstract material, including religious symbols and moderation values. As a solution, *Jelajah Simbol Harmoni* is designed with a game structure that integrates educational and entertainment elements. Consequently, students learn through gameplay experiences that require problem-solving, discussion, and reflection (De Grove et al., 2013; Parker et al., 2022). As a result, student engagement increases significantly, as indicated by 90% of students showing high enthusiasm and 70% successfully answering challenges correctly. Pre-test and post-test evaluations also demonstrate an increase in average scores from 55 to 80, confirming that this board game is effective in improving students' understanding and instilling religious moderation values within a structured and meaningful learning framework.



## Conclusion

This community service demonstrates that the board game *Jelajah Simbol Harmoni* is an innovative and effective solution for improving students' understanding of religious symbols and instilling values of religious moderation. The main findings show a significant increase in students' understanding, reflected in the rise of average pre-test scores from 55 to 80 on the post-test. In addition, the implementation of the board game promotes active student engagement, with 90% of students demonstrating high enthusiasm and 70% successfully completing game challenges. These findings indicate that experience-based approaches through educational games can create inclusive, interactive, and contextual learning environments that help students internalize tolerance and empathy toward diversity.

The application of Experiential Learning Theory (ELT) and game-based learning methods in this study effectively addresses the research questions regarding the effectiveness of innovative learning media in contexts of religious diversity. By integrating educational and entertainment elements, this board game functions not only as a teaching aid but also as a reflective medium that stimulates critical thinking. Both qualitative and quantitative measurements through pre-tests, post-tests, observations, and Likert scales yield consistent results, strengthening the validity of the approach. This model overcomes the limitations of conventional lecture-based methods, making it a relevant and adaptable learning model across diverse educational settings.

## Recommendation

Based on the findings of this community service, it is recommended that the *Jelajah Simbol Harmoni* board game-based educational module be more widely integrated into religious moderation education in secondary schools, either as a primary learning medium or as reinforcement following theoretical instruction. Schools and teachers should receive brief training on the use and development of educational board games to ensure optimal and sustainable implementation. Furthermore, future development should include refinement of module design, addition of varied challenge cards, and exploration of digital versions to expand usage reach.

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