



Interest of The Young Generation of Central Kalimantan Towards Educational Games

Misnawati Misnawati^{1*}, Triyani Triyani², Maryam Mustika³, Eli Karliani⁴, Dony Kurniawan⁵, Muh. Safwan⁶

¹⁻⁶ Universitas Palangka Raya, Indonesia

Unpar Tunjung Nyaho Campus Jalan H. Timang, Palangka Raya, Central Kalimantan

*Corresponding author: misnawati@pbsi.upr.ac.id

Abstract: This study aims to analyze the interest of the young generation in Central Kalimantan in educational games and how this potential can be maximized to create a positive impact on education. Using a qualitative descriptive method to explore the interest of the young generation in Central Kalimantan in educational games. Data was collected through a survey conducted on the young generation of Central Kalimantan aged 12 to 20 years old, totaling 437 respondents. The survey results show that educational games have a significant appeal among the younger generation of Central Kalimantan, mainly because of the fun challenges and relevant learning content. Although most respondents have tried educational games in the form of quizzes, the intensity of their use is still inferior to action/adventure games that are more popular. Elements such as graphics, engaging stories, and interactive gameplay are also important factors in enhancing the gaming experience. To increase its appeal and effectiveness, developers are advised to integrate entertainment elements such as interactive challenges, in-depth stories, and stunning visual designs to make it more competitive. By combining education and entertainment creatively, educational games have the potential to become an effective learning medium and the main choice of the younger generation.

Keywords: educational games, young generation, fun challenges, learning content, and Central Kalimantan.

1. INTRODUCTION

The development of the digital era has had a significant impact on various fields, including education, by presenting technology as an innovative means of learning. In the context of Central Kalimantan, this digital transformation can be used to introduce regional cultural richness through interactive learning media such as educational games. Digital technology is able to be a bridge between tradition and modernity, allowing the younger generation to learn about the local cultural values, arts, and history of Central Kalimantan in a more engaging and relevant way. Educational games that integrate elements of local culture, such as folklore, traditional dances, or local wisdom, have the potential to be an effective medium for preserving cultural heritage while increasing interest in learning in the modern era.

In Central Kalimantan Province, although the development of technology has not been completely evenly distributed, the young generation has a great opportunity to utilize educational games as an adaptive learning tool. The region has geographical and infrastructure challenges that often limit access to conventional education. However, with the presence of educational games, learning can reach more young people, even in remote areas. This gives new hope in improving the quality of education while maximizing the potential of technology.

More than that, Central Kalimantan is an area rich in local culture, ranging from folklore, traditions, languages, to unique art. Unfortunately, this cultural heritage faces the risk of being eroded by the currents of modernization and globalization. Educational games can be a strategic means to package these local cultural values in a format that is interesting and relevant to the younger generation. By integrating elements of Central Kalimantan culture into the game, young people not only get a formal education but also be exposed to cultural values that can foster a sense of pride and local identity.

The younger generation, as the successors of the future, have a great responsibility to preserve local culture. However, preserving culture is no longer enough with traditional approaches. In this all-digital era, there needs to be innovation to make local culture a part of their modern life. Central Kalimantan culture-based educational games can be a creative solution that bridges traditional values with technological sophistication, making local culture alive in the midst of globalization.

The importance of this research also lies in the potential of educational games to encourage the creativity of the younger generation. With the increasing interest in educational games, the younger generation can be inspired to become creators, not just consumers of technology. They can be invited to develop games that are not only educational but also elevate the cultural richness of Central Kalimantan, opening up new opportunities in the local technology-based creative economy.

This study aims to analyze the interest of the young generation in Central Kalimantan in *educational games* and how this potential can be maximized to create a positive impact on education.

2. THEORETICAL STUDIES

Educational games have an important role in delivering learning material through an engaging and interactive approach. Platforms such as Khan Academy Kids and Prodigy present learning concepts of math, science, language, and life skills tailored to the user's ability level, making the learning process more engaging and effective (Sampoerna Academy, n.d.; LensaDigital.id, n.d.). In addition, games like Kahoot! and Minecraft: Education Edition motivates users to actively participate through quizzes and collaborative challenges, which support the development of critical thinking and cooperative skills (Sampoerna Academy, n.d.; LensaDigital.id, n.d.). With goal-based missions, such as those offered by Prodigy and Duolingo, players can continue to learn while enjoying the gameplay process. Attractive graphic design, such as on ABCmouse, as well as the live feedback feature from platforms like

Khan Academy Kids, amplifies appeal while helping users monitor their learning progress (Sampoerna Academy, n.d.; LensaDigital.id, n.d.).

Educational games are designed to provide a fun and effective learning experience. The characteristics that educational games have ensure that learning objectives can be achieved without ruling out the entertainment aspect. Here are the main characteristics that distinguish *educational games* from other types of *games* :

1. Contains Learning Materials Educational

games are designed to insert learning materials, such as math, science, literacy, history, or life skills, into the game mechanism. With attractive packaging, players not only feel entertained but also gain new knowledge. For example, *Minecraft: Education Edition* teaches STEM (Science, Technology, Engineering, Math) concepts through creative exploration and simulation (UNESCO, 2023).

2. Interactive

One of the main attractions of educational games is their interactive nature. Players are required to be actively involved in the game, such as answering quizzes, solving puzzles, or completing missions. This encourages active player involvement, thereby improving the learning process compared to passive methods such as reading books (Anderson, 2023).

3. Goal-Based Educational

games have clear targets or objectives. For example, players must complete a certain level or answer a number of questions to achieve a certain achievement. These goals are often aligned with the expected learning outcomes, so that the player's motivation to continue playing can support the learning process (Johnson, 2022).

4. Interesting and Fun

Graphic design, storyline, and interesting game mechanics are the keys to the success of *educational games* in attracting players' attention. This element of fun is important for players to stay engaged, even for long periods of time. Thus, learning becomes more effective because it is carried out in a pleasant atmosphere (Ministry of Education and Culture Indonesia, 2023).

5. Providing Live Feedback Educational

games provide direct feedback to players, either in the form of points, evaluations, or motivational messages. This feedback helps players understand their mistakes, motivate them to try again, and learn the right concepts. This speeds up the learning process and provides a sense of accomplishment for players (Scholastic, Inc., 2021).

Based on the description that has been explained, the characteristics of *educational games* that involve learning elements, interactivity, clear goals, attractive design, and direct feedback make it an effective learning medium. By making the most of technology, educational games are not only entertainment but also a tool to encourage critical thinking skills, creativity, and better understanding of educational materials.

3. METHOD

This study uses a qualitative descriptive method to explore the interest of the young generation in Central Kalimantan in *educational games*. Data was collected through a survey conducted on the young generation of Central Kalimantan aged 12 to 20 years old, totaling 437 respondents.

4. RESULTS AND DISCUSSION

The results of the survey on the interest of the young generation of Central Kalimantan aged 12 to 20 years totaled 437 respondents.



The results of the survey on the interest of the young generation in Central Kalimantan in educational games show that most of the respondents have a considerable interest in the game. As many as 37.1% of respondents admitted to playing educational games every day, showing a fairly routine habit. As many as 33% of respondents play 4-6 times a week, which means they also have a high frequency of playing, although not every day. Meanwhile, 15.3% of respondents only play educational games 1-3 times a week, which indicates lower interest. Meanwhile, 14.6% of respondents chose the option "rarely or never," indicating that a small percentage of respondents were not very interested in or did not access educational games. Overall, the majority of young people in Central Kalimantan show a significant interest in educational games, with most playing them regularly, either daily or several times a week.

This data shows that educational games have a strong appeal among the younger generation in Central Kalimantan, with most respondents accessing the games regularly. This can be an opportunity to develop more educational content that can be used by the younger generation in learning while playing. Despite this, there was a small percentage of respondents who were less interested or did not play at all, indicating that there is room to increase their understanding and acceptance of educational games.



Based on the results of this survey, the data shows the type of game that is most often played by the younger generation in Central Kalimantan. As many as 48.1% of respondents chose action/adventure games (blue), which is the type of game most often played by most of the younger generation. This shows that games with action and adventure elements, which offer an exciting and dynamic experience, are in high demand. 25.4% of respondents chose educational games/quizzes (orange). While not as big as action/adventure games, educational games are still of interest to one-third of respondents, who may be interested in combining entertainment with learning. 14.4% of respondents chose strategy/puzzle games (red), which shows that a small percentage of the younger generation is more interested in games that rely on intelligence and strategic planning to solve challenges. 12.1% of respondents chose simulation/sports games (green), which indicates that games that mimic real situations, such as sports or life simulations, have few fans among the younger generation, although there is still a lot of interest.

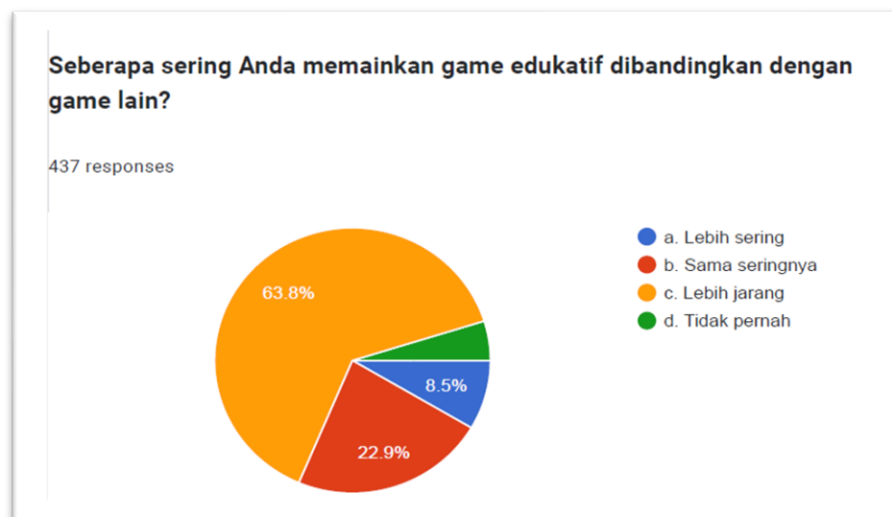
Based on the data, it can be seen that interest in action/adventure games dominates among the younger generation of Central Kalimantan, who are most likely more interested in games that provide sensations and physical challenges. Although educational games or quizzes have a smaller proportion, the figure of 25.4% shows that there is considerable interest in games that can provide educational as well as entertainment benefits. Meanwhile, strategy/puzzle and simulation/sports games have fewer enthusiasts, reflecting that these types of games may be

more niche or more appealing to certain groups. This data reflects a fairly diverse interest in different types of games, but action/adventure games remain the most popular among the younger generation.



The survey results showed that the majority of respondents (95%) had played educational games, with details of 10.1% frequently, 71.9% several times, and 13% only once. However, there are still 5% of respondents who have never played it. This data shows that educational games are quite well known, although the intensity of their use is mostly moderate.

This data indicates that educational games have a good penetration rate, but it needs to make efforts to increase user engagement. Strategies such as creating more engaging and relevant games can be a solution to encourage higher usage intensity.



The figure shows the results of a survey on the frequency of playing educational games compared to other games, based on 437 respondents. Most respondents (63.8%) stated that they played educational games less often than other games, while 22.9% stated that the frequency was the same. As many as 8.5% of respondents said they played educational games more often, and 4.8% said they never played educational games at all.

These results show that although educational games are quite well-known, their usage rate is still inferior to other games. This may be due to the appeal of educational games that are still less competitive or the needs of users that are more met by other types of games. To increase its popularity and intensity of use, educational game developers need to focus on improving the quality of content and more engaging entertainment elements.



This image shows the results of the survey on the aspects that attract the most attention of respondents from educational games. Of the 437 respondents, the majority (34.1%) chose interesting educational content as the main factor. The next choice is an interesting story or plot with 26.3%, followed by graphics and animation at 21.7%, and finally interactive gameplay at 17.8%.

These results show that the educational aspect conveyed in an engaging way is the main attraction of educational games, indicating the importance of the quality of relevant and informative content. However, entertainment elements such as story, graphics, and gameplay also play a significant role. To increase the appeal of educational games, developers can focus on incorporating strong educational content with more engaging visual and interactive entertainment elements.



This image shows the opinions of respondents about the importance of the educational aspect in the game. Of the 437 respondents, the majority (54.2%) considered the educational aspect of the game to be quite important, while 40.7% stated that this aspect was very important. Only a small percentage of respondents consider it less important (4.6%) or not important at all (0.5%).

This data shows that most respondents appreciate the existence of educational aspects in games, although the intensity can vary. This indicates that game developers can continue to prioritize educational elements without neglecting the entertainment aspect to maintain the game's appeal among various user circles.



This figure shows the opinions of respondents regarding the effectiveness of learning through educational games. Of the 437 respondents, the majority (60.2%) felt that learning through educational games was quite effective, while 27.5% considered it very effective. The remaining 10.8% stated that it was not very effective, and only 1.5% felt that it was not effective at all.

This data indicates that educational games are considered a fairly efficient learning medium by most respondents. However, there is still room to improve its effectiveness, especially for groups that feel dissatisfied. Developers can focus on improving game mechanics and integrating more relevant content to improve learning outcomes.



This image shows the results of a survey of 437 respondents about how they feel when playing educational games. The pie chart divides responses into four categories: Very happy and entertained (blue, 30.4%), moderately happy (red, 53.3%), average (yellow, 14.6%), and less pleasant (green, very small proportions). The majority of respondents, 53.3%, felt quite happy, indicating that educational games provide a positive experience but are not yet completely satisfying for all. Meanwhile, as many as 30.4% of respondents felt very happy and entertained, showing the strong potential of educational games to become more interesting.

However, 14.6% of respondents felt "mediocre," and a small percentage of them felt that educational games were "less fun." This indicates that there is room for improvement, both in terms of design, interactivity, and content. Overall, the majority of responses indicate that educational games are able to provide entertainment as well as learning, but the development needs to continue to be directed to create a more exciting and immersive experience for more users.



This figure shows the results of a survey on the main factors that attracted respondents to play educational games, with a total of 437 respondents. This pie chart divides responses into four categories: learning content (blue, 29.7%), fun challenges (red, 46.7%), social interactions with friends (yellow, 8.7%), and engaging visual design (green, 14.9%). The majority of respondents (46.7%) chose "fun challenge" as the main factor, indicating that challenging but still engaging gameplay elements are the biggest attraction of educational games.

In addition, as many as 29.7% of respondents were interested in learning content, highlighting the importance of educational value in games. Meanwhile, the categories of visual design that appeal (14.9%) and social interaction with friends (8.7%) get smaller portions. This indicates that while visual elements and social aspects have a role to play, they are not as strong

as the gameplay and learning challenges as the main motivators. To increase its appeal, educational game developers can focus more on designing fun challenges while still maintaining the quality of their educational content.



This figure shows the results of a survey on users' motivation to learn after using educational games, with 437 respondents. The pie chart shows four categories: Highly motivated (blue, 29.3%), moderately motivated (red, 56.3%), moderately motivated (yellow, 13%), and not motivated at all (green, very small proportion). The majority of respondents (56.3%) felt "quite motivated," indicating that educational games managed to increase learning motivation for most users even though they had not reached an optimal level.

As many as 29.3% of respondents felt very motivated, indicating that educational games have great potential to encourage learning motivation if designed well. Meanwhile, 13% of respondents felt only slightly motivated, and only a small percentage felt not motivated at all. This indicates that while educational games are already quite effective, there is an opportunity to increase engagement and engagement so that more users feel highly motivated in learning. The combination of interactive learning elements, engaging visual design, and fun challenges can be the key to success.

The survey results show that educational games have a significant attraction among the younger generation in Central Kalimantan. Most respondents have tried and played educational games, although the intensity of use is less frequent compared to other games. Fun challenges are the main attraction factor, followed by learning content. However, there are still obstacles in attracting user groups who are not too interested, both due to the lack of competitiveness in terms of entertainment and the limitations of interactive elements. Additionally, although the majority feel motivated after using educational games, this level of motivation is mostly moderate, which indicates room for improvement.

Popular types of games show a high interest in action and adventure games, while educational games come in second. This indicates that developers need to integrate action, challenge, and exciting story elements into educational games to be more competitive with other types of games. Other data also highlights the importance of quality educational content, engaging stories, graphics, and interactive gameplay as key supporting elements in improving the gaming experience. This shows that the younger generation not only wants learning but also quality entertainment.

5. CONCLUSIONS AND SUGGESTIONS

Educational games have great potential to become an effective learning medium among the younger generation in Central Kalimantan. Most of the respondents have already played it and feel motivated to learn through educational games. Fun challenges and learning content are the main attraction, while elements such as graphics, engaging stories, and interactive *gameplay* play a key role in enhancing the gaming experience. However, educational games are still less popular than action/adventure games, which provides opportunities for developers to continue to innovate and increase their appeal. Based on the survey results, it is recommended to expand its appeal and increase its effectiveness, developers are advised to improve the quality of learning content to make it more relevant and interesting. The integration of entertainment elements such as interactive challenges, in-depth stories, and stunning graphic design can make educational games even more competitive and fun. By combining education and entertainment creatively, educational games have the potential to become the main choice of the younger generation to learn while playing.

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