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ETHNOPEDAGOGY-BASED GAME LEARNING MEDIA FOR STRENGTHENING SOCIAL TOLERANCE IN ELEMENTARY PANCASILA EDUCATION

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Abstract

The limited integration of local cultural knowledge into elementary Pancasila Education highlights the need for culturally responsive learning media that can foster students' social tolerance through meaningful interactions. This study aims to develop and evaluate "Papan Garudaku," an ethnopedagogy-based educational board game that integrates local cultural values, Pancasila principles, and experiential game-based learning. A Research and Development (R&D) approach was used by adapting the models of Borg and Gall, Dick and Carey, and Rowntree. The study involved 98 fifth-grade students from two elementary schools in Bekasi Regency, with effectiveness testing conducted during field trials. Data were collected through observations, interviews, questionnaires, tests, and documentation and analyzed using descriptive statistics, paired-sample t-tests, and N-Gain analysis. Expert validation demonstrated very high feasibility, with scores of 95.0% for learning design, 86.5% for learning materials, and 97.5% for media design. The effectiveness test showed a significant increase in students' social tolerance after the media implementation ($t = 17.163$, $p < 0.05$), with a high N-Gain score of 0.81. The main contribution of this study is the operationalization of ethnopedagogy into a structured, curriculum-aligned, and measurable board game that translates local cultural values into participatory social learning experiences in Pancasila Education. These findings indicate that "Papan Garudaku" provides a viable and effective alternative to strengthen social tolerance through culturally responsive and experiential learning in elementary schools.

Keywords: *Ethnopedagogy; Game-based learning; Pancasila Education; Social tolerance; elementary school*

Abstrak

Keterbatasan integrasi pengetahuan budaya lokal ke dalam Pendidikan Pancasila tingkat dasar menyoroti kebutuhan akan media pembelajaran yang responsif secara budaya yang dapat menumbuhkan toleransi sosial siswa melalui interaksi yang bermakna. Studi ini bertujuan untuk mengembangkan dan mengevaluasi “Papan Garudaku,” sebuah permainan papan edukatif berbasis etnopedagogi yang mengintegrasikan nilai-nilai budaya lokal, prinsip-prinsip Pancasila, dan pembelajaran berbasis permainan yang bersifat pengalaman. Pendekatan Riset dan Pengembangan (R&D) digunakan dengan mengadaptasi model Borg dan Gall, Dick dan Carey, serta Rowntree. Studi ini melibatkan 98 siswa kelas lima dari dua sekolah dasar di Kabupaten Bekasi, dengan pengujian efektivitas dilakukan selama uji lapangan. Data dikumpulkan melalui observasi, wawancara, kuesioner, tes, dan dokumentasi serta dianalisis menggunakan statistik deskriptif, uji t sampel berpasangan, dan analisis N-Gain. Validasi ahli menunjukkan kelayakan yang sangat tinggi, dengan skor 95,0% untuk desain pembelajaran, 86,5% untuk materi pembelajaran, dan 97,5% untuk desain media. Uji efektivitas menunjukkan peningkatan signifikan dalam toleransi sosial siswa setelah implementasi media ($t = 17,163$, $p < 0,05$), dengan skor N-Gain yang tinggi sebesar 0,81. Kontribusi utama penelitian ini adalah

operasionalisasi etnopedagogi ke dalam permainan papan yang terstruktur, selaras dengan kurikulum, dan terukur yang menerjemahkan nilai-nilai budaya lokal ke dalam pengalaman pembelajaran sosial partisipatif dalam Pendidikan Pancasila. Temuan ini menunjukkan bahwa "Papan Garudaku" memberikan alternatif yang layak dan efektif untuk memperkuat toleransi sosial melalui pembelajaran responsif budaya dan pengalaman di sekolah dasar.

Kata Kunci: Etnopedagogi; Pembelajaran berbasis permainan; Pendidikan Pancasila; Toleransi sosial; Sekolah dasar

INTRODUCTION

Social tolerance is an essential component of character development in elementary education, particularly in culturally and socially diverse contexts such as Indonesia. At the elementary school level, tolerance is not only related to students' knowledge of differences but also to their ability to accept diversity, cooperate with peers, respect different perspectives, and interact positively with others. However, these competencies cannot be effectively developed through conceptual instruction alone. In Pancasila Education, learning that remains predominantly textual and teacher-centered may encourage students to understand values at the cognitive level without providing sufficient opportunities to practice them through meaningful social interaction. Therefore, instructional approaches that connect Pancasila values with students' cultural experiences and collaborative activities are increasingly important.

Recent literature highlights the potential of culturally responsive and local wisdom-based learning to make elementary education more meaningful and socially relevant. A recent systematic literature review of ethnopedagogical research in elementary education indicates that local and indigenous knowledge can enrich learning, strengthen cultural identity, and support more socially responsive educational practices (Syafiulia et al., 2025). Similarly, research on local wisdom integration in Indonesian elementary curricula emphasizes the importance of connecting cultural knowledge with formal curriculum objectives while noting that systematic implementation models remain underdeveloped (Fathurrochman et al., 2025). In the context of Pancasila Education, recent research has also demonstrated that local cultural wisdom can be used to facilitate the development of tolerance values among elementary students. These findings suggest that ethnopedagogy has considerable potential for supporting character education and culturally responsive learning.

Ethnopedagogy provides a relevant framework because it positions local knowledge, cultural practices, and community values as meaningful resources for learning. Rather than treating culture as supplementary content, ethnopedagogy enables students to construct understanding through cultural contexts that are familiar and relevant to their everyday lives. Previous studies have associated ethnopedagogical approaches with character development, cultural awareness, student engagement, and contextual learning (Dirgantari & Cahyani, 2023; Supriatna, 2016). Recent reviews further indicate that ethnopedagogy is increasingly being explored in elementary education, but its implementation in concrete instructional media remains an important area for further development (Syafiulia et al., 2025; Umah et al., 2026).

Despite these developments, an important research gap remains. Existing ethnopedagogical studies have predominantly examined local wisdom as a pedagogical perspective, learning approach, or source of cultural content. Comparatively less attention has been given to transforming ethnopedagogical principles into structured instructional media that teachers can directly implement, particularly media that simultaneously supports curriculum objectives and measurable social-character outcomes. This gap is important because culturally responsive learning requires not only the inclusion of cultural content but also learning experiences that enable students to actively interact, collaborate, communicate, and reflect on social values.

Game-based learning offers a promising mechanism for addressing this gap. Games can create interactive learning environments in which students learn through participation, exploration, problem solving, communication, and social interaction. Evidence from recent systematic research indicates that game-based learning can support cognitive, social, emotional, motivational, and engagement outcomes among young learners (Nina et al., 2024). However, much of the existing game-based learning literature focuses on academic achievement, motivation, or engagement, while fewer studies have specifically examined culturally grounded game-based media designed to strengthen social tolerance within elementary Pancasila Education. Thus, the combination of ethnopedagogy and game-based experiential learning represents a potentially productive but insufficiently explored research direction.

The present study addresses this gap by developing "Papan Garudaku," an ethnopedagogy-based educational board game specifically designed for elementary Pancasila Education. The media integrates local cultural values, Pancasila principles, curriculum-aligned learning content, and game-based experiential activities that encourage students to collaborate, communicate, appreciate differences, and practice social tolerance. Rather than positioning ethnopedagogy only as a conceptual foundation, this study operationalizes it into a structured and measurable instructional medium that can be implemented in classroom learning. This integration constitutes the principal contribution of the study: connecting ethnopedagogical values with participatory game-based learning and explicit social-tolerance outcomes within the Pancasila Education curriculum.

Accordingly, this study aimed to develop and evaluate the feasibility and effectiveness of the ethnopedagogy-based "Papan Garudaku" instructional media for strengthening social tolerance among elementary school students. Specifically, the study examined the feasibility of the developed media through expert validation and evaluated its effectiveness in improving students' social tolerance following implementation in elementary Pancasila Education learning.

Social tolerance has become one of the essential competencies that should be developed in elementary education, particularly within multicultural societies such as Indonesia. The increasing cases of intolerance, bullying, discrimination, and social conflict among students indicate that character education has not been fully internalized in everyday learning practices. In many elementary Pancasila Education classrooms, the learning process is still dominated by textual and teacher-centered approaches, causing students to understand Pancasila values only at the conceptual level rather than applying them in real social interactions. Consequently, learning activities have not been able to provide meaningful learning experiences in fostering students' empathy, cooperation, and social tolerance.

Recent studies emphasize that social tolerance should be instilled from the elementary school level because students are in a crucial stage of character formation and social development. United Nations Educational, Scientific and Cultural Organization (Citaristi, 2022a) states that inclusive and culturally responsive learning environments play an important role in promoting peaceful and respectful social interaction among students. found that integrating local wisdom into elementary learning can strengthen students' social tolerance and multicultural awareness through contextual learning experiences. (Madya & Ishartiwi, 2018).

In response to these challenges, ethnopedagogy has emerged as an educational approach that integrates local cultural values into the learning process. Ethnopedagogy positions local wisdom as a meaningful learning resource closely related to students' daily lives. Several recent studies have shown that ethnopedagogical learning contributes to character strengthening, cultural awareness, student engagement, and contextual understanding in elementary education. Furthermore, ethnopedagogy-based multicultural learning has been

proven to strengthen students' tolerance, cooperation, and respect for diversity within the framework of Pancasila values. In the Indonesian context, ethnopedagogy has been developed as a local wisdom-based educational approach that strengthens students' cultural identity and character (Supriatna, 2016). Research of Supriatna (Supriatna, 2016) demonstrated that integrating local cultural values into classroom learning can improve students' social awareness and nationalism, while Mulyana (Mulyan & Kurniawati, 2024) emphasized that ethnopedagogy plays an important role in developing culture-based character education in schools. Recent studies also reveal that local culture-based approaches effectively improve students' engagement and contextual understanding in learning activities.

However, most previous studies still position ethnopedagogy merely as a conceptual approach or instructional strategy and have not widely developed it into operational and concrete instructional media that can be directly implemented by teachers in classrooms (Gay, 2023). In other words, there remains a gap between theoretical ethnopedagogical studies and their practical implementation in applicable instructional products.

Studies that transform ethnopedagogy into operational and measurable game-based instructional media specifically designed to strengthen social tolerance in elementary Pancasila Education are still very limited. Previous studies have mainly focused on cultural understanding and student engagement rather than developing concrete instructional media integrating ethnopedagogical values into participatory and experiential learning activities. On the other hand, innovative instructional media play a crucial role in improving the quality of elementary education. Interactive and contextual media have been proven to improve conceptual understanding and student participation (Plass et al., 2020). One rapidly growing approach is game-based learning, which enables students to learn through experience, exploration, and social interaction. Previous studies indicate that game-based learning significantly improves students' learning motivation and engagement and has strong potential to support 21st-century learning.

Therefore, this study develops an ethnopedagogy-based instructional media in the form of an educational board game called "Papan Garudaku" to strengthen elementary students' social tolerance. In elementary education, Pancasila Education functions not only as knowledge transfer but also as a medium for internalizing fundamental national values such as tolerance, justice, and unity. However, learning practices in elementary schools still strongly emphasize textual and cognitive approaches, providing limited meaningful learning experiences for students. As a result, Pancasila values are often understood only conceptually without being implemented in everyday social life (Banks, 2021).

The developed media integrates local cultural values, Pancasila principles, and game-based experiential learning into interactive learning activities that encourage collaboration, empathy, and students' social interaction (Erika et al., 2023).

Based on this review, a research gap can be identified, namely the limited integration of ethnopedagogy into structured game-based instructional media aligned with the learning outcomes of the Pancasila curriculum. Therefore, this study focuses on developing an ethnopedagogy-based educational board game called "Papan Garudaku," inspired by traditional and conventional games and adapted to Pancasila Education instructional materials (F. Fitriyani et al., n.d.)

The "Papan Garudaku" media was designed by integrating curriculum-aligned learning content, game activities promoting social interaction, and experiential learning approaches (Passarelli & Kolb, 2023). The learning materials include the relationship among Pancasila principles, social tolerance concepts, and the implementation of these values in everyday life. Thus, the media functions not only as an instructional tool but also as a means of contextual value internalization through enjoyable learning experiences. The learning materials include

the relationship among Pancasila principles, social tolerance concepts, and the implementation of these values in everyday life. Thus, the media functions not only as an instructional tool but also as a means of contextual value internalization through enjoyable learning experiences.

The novelty of this study lies in transforming ethnopedagogy from a conceptual approach into a structured, operational, and curriculum-aligned game-based instructional media design. Unlike previous studies, this research positions ethnopedagogy as the foundation of instructional media design that can be directly implemented in classrooms. Furthermore, the use of local culture-based board games provides a new contribution to contextual game-based learning development (Erika et al., 2023).

Theoretically, this study contributes to strengthening culturally responsive pedagogy in elementary education (Gay, 2023). Practically, this study produces a learning media prototype that can be used by teachers to improve students' social tolerance. Therefore, this study is expected to address the challenges of creating more contextual, meaningful, and relevant Pancasila Education learning for students in multicultural educational settings (Citaristi, 2022b).

The novelty of this study lies in transforming ethnopedagogy from merely a discourse or conceptual approach into a concrete, operational, measurable, and curriculum-aligned game-based instructional medium within Pancasila Education. Unlike previous studies that predominantly discussed ethnopedagogy from a theoretical perspective, this study introduces an innovative instructional media model that integrates ethnopedagogical values with game-based and experiential learning to strengthen social tolerance in multicultural elementary education. (Dirgantari & Cahyani, 2023)

This study aimed to examine the feasibility and effectiveness of ethnopedagogy-based instructional media in strengthening students' social tolerance in elementary Pancasila Education learning. The findings of this study (Gay, 2023). The findings of this study are expected to contribute to the development of culturally responsive pedagogy, strengthen the implementation of character education in elementary schools, and provide an alternative innovative instructional medium capable of integrating local wisdom into more meaningful and socially oriented learning experiences.

METHODS

This study employed a Research and Development (R&D) approach to develop and evaluate an ethnopedagogy-based instructional media called "Papan Garudaku" in strengthening social tolerance in elementary Pancasila Education. The R&D approach was selected because this study focused not only on examining the effectiveness of instructional media but also on the systematic process of designing, developing, validating, and implementing innovative instructional products in real classroom settings (Gall et al., 2003).

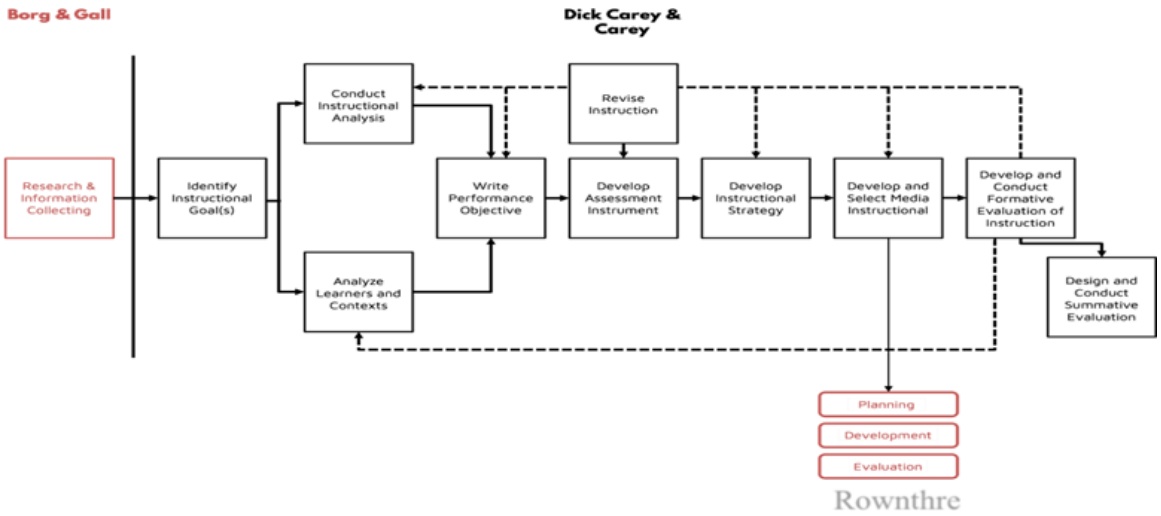


Figure 1. Stages of the Development Research Model

The development procedure in this study adapted and integrated the development models proposed by Borg and Gall (Gall et al., 2003)(Dick et al., 2005), as well as Rowntree (Goodyear, 2023) to ensure that the developed instructional media was pedagogically feasible, contextually relevant, and operationally applicable in elementary schools.

The study was conducted in two elementary schools in Bekasi Regency, Indonesia, involving 98 fifth-grade students selected through purposive sampling based on the implementation of Pancasila Education learning. The participants consisted of students from multicultural classroom backgrounds to support the implementation of social tolerance learning activities. In addition, the study involved material experts, instructional design experts, media experts, and elementary school teachers in the product validation process.

The development procedure consisted of several stages: (1) preliminary study and needs analysis, (2) instructional media design, (3) product development, (4) expert validation, (5) limited trials, (6) product revision, (7) field implementation, and (8) effectiveness evaluation. During the preliminary stage, observations and interviews were conducted to identify problems related to students' social tolerance and the limitations of culturally responsive instructional media in Pancasila Education learning. The findings at this stage became the basis for designing the "Papan Garudaku" media by integrating ethnopedagogical values, local cultural contexts, and game-based experiential learning principles (Erika et al., 2023).

Research data were collected through observations, interviews, questionnaires, tests, and documentation. Observation sheets were used to identify students' social interaction and participation during the learning process. Interviews with teachers and students were conducted to obtain contextual information regarding classroom learning practices and students' responses toward the developed media. Questionnaires were administered to assess the feasibility and practicality of the media based on expert and student evaluations. Meanwhile, pretest and posttest instruments were used to measure students' social tolerance improvement before and after the implementation of the instructional media.

Instrument validity was examined through expert judgment involving instructional design experts, educational media experts, and Pancasila Education experts. Instrument validation is important in educational development research to ensure content appropriateness, clarity, and construct validity of the research instruments (Creswell & Creswell, 2017). The reliability and consistency of the instruments were adjusted according to the indicators of social tolerance and instructional media evaluation.

Data Analysis Technique

This study conducted a gradual evaluation of the moral cognitive-based Pancasila Education learning model developed to improve elementary students' social tolerance attitudes. The evaluation was carried out after the expert validation and product revision processes to ensure that the developed learning model was feasible, effective, and appropriate to students' characteristics. The product evaluation process was conducted through three main stages: one-to-one evaluation, small group try-out, and field try-out.

The first stage was the one-to-one evaluation, which was conducted after revising the product based on expert suggestions. At this stage, the study involved three fifth-grade students with concentration difficulties who represented different cognitive ability levels, namely low, moderate, and high. This trial aimed to determine the accuracy, readability, ease of use, usefulness, and initial effectiveness of the developed learning model. In addition, this stage was also intended to identify difficulties experienced by students while using the moral cognitive-based Pancasila Education learning model and the "Papan Garudaku" media. The results of the individual trial became the basis for conducting the initial revision before proceeding to the next stage.

The second stage was the small group try-out, which involved nine fifth-grade students. At this stage, the revised learning model was re-tested to examine the effectiveness of product revisions and identify any remaining problems after the individual evaluation stage. Furthermore, the small group trial aimed to determine the extent to which students could understand and use the learning instructions independently without intensive interaction with the teacher. During the process, the researcher observed students' activities, learning engagement, collaboration skills, and responses toward the instructional media. The findings from this stage were used as the basis for further revisions before conducting the field trial.

The third stage was the field try-out, which represented the final stage of product development and effectiveness testing. The field trial involved 30 students divided into two groups: the experimental group and the control group. The experimental group received treatment using the moral cognitive-based Pancasila Education learning model assisted by the "Papan Garudaku" media, while the control group participated in conventional learning according to the regular classroom learning conditions. This stage aimed to determine the effectiveness of the learning model in improving students' social tolerance attitudes on a broader scale.

After obtaining the results of expert validation (expert review) and trials involving students and teachers (development testing), the next step was to analyze the quality of the developed product. Media feasibility assessment was conducted using a Likert scale with the following formula:

$$\frac{\text{Total Obtained Score} \times \text{X}}{\text{Maximum Score}}$$

The assessment results were then adjusted to the media feasibility criteria proposed by (Sugiyono, 2013), namely: percentages of 76–100% were categorized as "Very Good" and considered valid without revision; 51–75% were categorized as "Good" and sufficiently valid; 26–50% were categorized as "Fair" and required revision; and 0–25% were categorized as "Poor" or invalid and required comprehensive revision.

The assessment of social tolerance attitudes in this study was designed holistically by combining quantitative and qualitative approaches to measure four main dimensions: cognitive, affective, social, and moral-ethical aspects. The cognitive aspect measured students' understanding of religious and ethnic diversity, the affective aspect measured acceptance of differences, the social aspect measured interpersonal interaction among students, while the

moral-ethical aspect measured appreciation of other cultural values. The primary instrument used was a five-point Likert scale questionnaire to measure students' perceptions, attitudes, and willingness to engage in social interaction.

Data collection involved 30 students as respondents to identify the level of change in students' social tolerance attitudes after participating in learning activities using the moral cognitive model and the "Papan Garudaku" media. The instrument blueprint consisted of 10 statement items covering four main aspects: (1) the cognitive aspect regarding understanding of religious and ethnic diversity in items 1–3, (2) the affective aspect regarding acceptance of differences in items 4–5, (3) the social aspect regarding interpersonal interaction in items 6–7, and (4) the moral-ethical aspect regarding appreciation of other cultural values in items 8–10. Through this instrument, the researcher was able to identify changes in students' social tolerance attitudes more comprehensively after the implementation of the developed learning model.

Quantitative data were analyzed using descriptive statistics, paired sample t-test, and N-Gain analysis to determine the effectiveness of the developed media in improving students' social tolerance. The paired sample t-test was used to identify significant differences between pretest and posttest results, while N-Gain analysis was applied to measure the effectiveness level of learning improvement. The analysis results showed that the implementation of the "Papan Garudaku" media had a significant effect on improving students' social tolerance.

Qualitative data obtained through observations, interviews, and documentation were analyzed through data reduction, data display, and conclusion drawing based on the interactive analysis model proposed by Miles and Huberman (Miles & Huberman, n.d.) to support the interpretation of quantitative findings. The qualitative analysis results indicated that students became more actively involved in learning activities, were able to collaborate within groups, respected their peers' opinions, and demonstrated better empathy and tolerance during the learning process using the "Papan Garudaku" media. In addition, teachers provided positive responses toward the use of the media because it was considered capable of creating more interactive, contextual, and meaningful Pancasila Education learning experiences for students.

RESULT AND DISCUSSION

Development Results of the "Papan Garudaku" Media

This study produced an ethnopedagogy-based instructional media in the form of an educational game called "Papan Garudaku," which was designed to strengthen students' social tolerance in elementary Pancasila Education learning. The media was developed by integrating local cultural values, Pancasila principles, and game-based experiential learning (Gocheva et al., 2022). In its implementation, students were actively involved in game activities emphasizing collaboration, communication, empathy, and respect for diversity.

The "Papan Garudaku" media was developed through several stages, including needs analysis, media design, expert validation, product revision, limited trials, and field implementation. During the needs analysis stage, it was found that Pancasila Education (Jannah & Fahlevi, 2018) learning in elementary schools still tended to focus on conceptual memorization and lacked contextual learning experiences related to social tolerance values. This condition is consistent with recent studies showing that local culture-based learning and contextual experiential learning have not yet been optimally implemented in elementary education in Indonesia.



Figure 2. Physical Design of the "Papan Garudaku" Board

Expert Validation Results

The feasibility of the media was evaluated through validation by instructional design experts, material experts, and media experts. The validation results showed that the "Papan Garudaku" media achieved a very high level of feasibility. The instructional design expert validation obtained a score of 95%, the material expert validation reached 86.5%, and the media expert validation achieved 97.5%. These results indicate that the developed media is highly appropriate for use in elementary Pancasila Education learning.

The high validation results demonstrate that integrating ethnopedagogy into game-based instructional media can create more contextual, interactive, and developmentally appropriate learning activities for elementary school students. These findings support previous studies stating that ethnopedagogy-based learning (Dirgantari & Cahyani, 2023) can enhance student engagement, character strengthening, and contextual understanding through the integration of local culture into classroom learning. Furthermore, the developed media was also considered supportive of student-centered learning and culturally responsive pedagogy (Gay, 2023). This approach is important in multicultural education because it enables students to understand social values through learning experiences closely related to their cultural backgrounds and everyday lives (Tilaar & Hapsari, 2004)

Results of Learning Media Implementation

The implementation of the media was conducted with fifth-grade students in two elementary schools in Bekasi Regency. During the learning process, students demonstrated high enthusiasm and active participation in the game activities. The game-based learning activities encouraged students to collaborate, discuss, solve problems together, and learn to appreciate the opinions of their peers within group activities.

The pretest and posttest results showed an improvement in students' social tolerance after using the "Papan Garudaku" media. Based on the paired sample t-test analysis, the calculated t-value was 17.163, which was higher than the t-table value of 1.701, with a significance value of $p < 0.05$. These findings indicate that the use of ethnopedagogy-based instructional media had a significant effect on improving students' social tolerance.

	Mean	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pair 1 Eksperimen - Kontrol	15.900	5.074	.926	14.005	17.795	17.163	29	.000

Table 1. Paired Samples Test

In addition, the N-Gain analysis obtained a score of 0.81, which falls into the high category. This finding indicates that the "Papan Garudaku" media was effective in improving students' social tolerance in elementary Pancasila Education learning.

The findings of this study reinforce previous research (Zakiah & Marini, 2023) which demonstrated that integrating local wisdom into elementary school learning can strengthen students' social tolerance (H. D. R. Fitriyani & Lestari, 2025) through contextual and multicultural learning experiences. Other studies also indicate that local culture-based ethnopedagogical approaches can improve students' social engagement, cultural awareness, and character formation in elementary education.

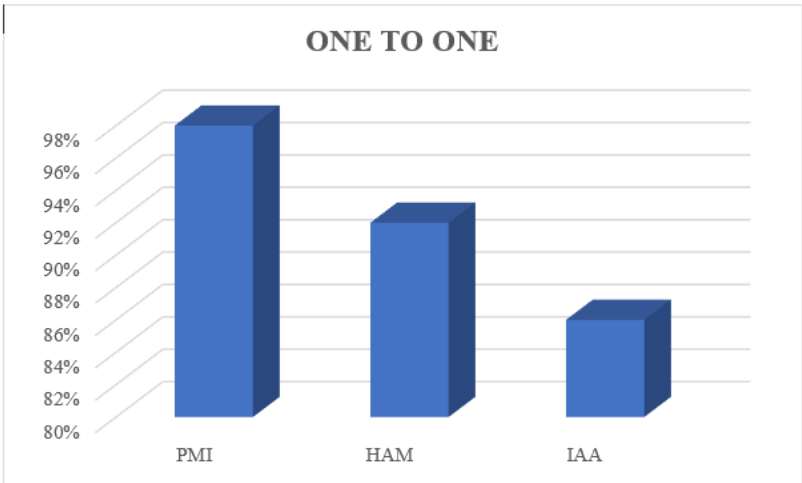


Figure 3. One To One Test

At this stage, the learning model was tested individually on three students. The purpose of the one-to-one tryout was to identify the extent to which students understood the material, instructions, and the use of learning media directly.

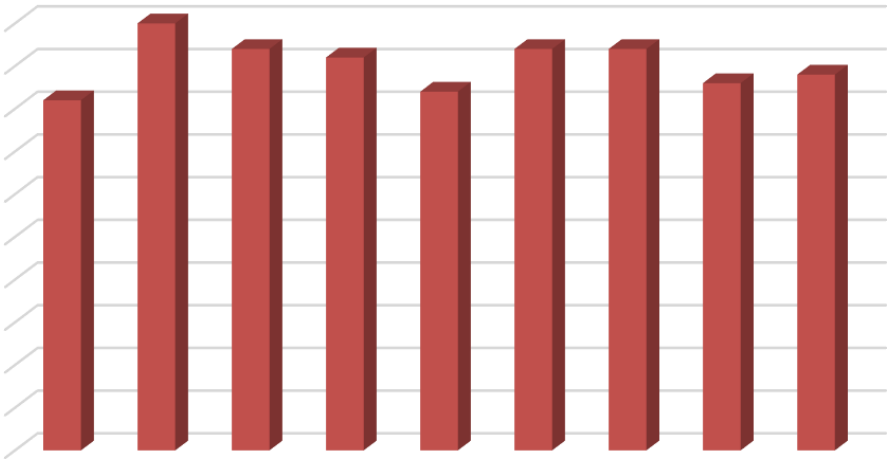


Figure 4. Small Group Test

Overall, the results of this small group evaluation prove that "Garudaku" has met the criteria as a suitable learning media with excellent quality. The high level of acceptance from evaluators (average 90%) provides a strong basis for continuing media development

Discussion

The findings of this study indicate that ethnopedagogy-based instructional media (Supriatna, 2016) can create more meaningful and contextual learning experiences for elementary school students. Integrating local cultural values into game activities helps students understand social tolerance values not only conceptually but also through direct social experiences during the learning process.

These findings are in line with the perspective of United Nations Educational, Scientific and Cultural Organization (Citaristi, 2022a) which emphasizes the importance of inclusive and culturally responsive learning environments in building positive social relationships among students. In addition, recent studies indicate that local culture-based pedagogy contributes to the development of students' social identity, cultural sensitivity, and ethical awareness through learning experiences relevant to their daily lives.

From a pedagogical perspective, the "Papan Garudaku" media demonstrates that game-based learning (Erika et al., 2023; Gocheva et al., 2022; Plass et al., 2020) can enhance students' engagement in the learning process. Game activities create a more active, enjoyable, and participatory learning atmosphere, enabling students to understand tolerance values more effectively through real social interaction. These findings support previous research showing that experiential learning and participatory activities can improve social interaction, empathy, and collaboration among students in multicultural learning environments.

The novelty of this study lies in transforming ethnopedagogy from merely a conceptual approach into a concrete, operational, measurable, and curriculum-aligned game-based instructional media for Pancasila Education (Wijaya, n.d.). Unlike previous studies that mostly discussed ethnopedagogy within theoretical perspectives or cultural integration into learning materials, this study presents an innovative instructional media model that can be directly implemented in elementary classroom learning.

This study also contributes to the development of culturally responsive pedagogy (Warren, 2018) and innovation in Pancasila Education instructional media at the elementary school level. The "Papan Garudaku" media can serve as an alternative instructional approach that supports character education, multicultural learning, and the strengthening of the Pancasila Student Profile within the context of Indonesian elementary education.

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CONCLUSION

This study concludes that the ethnopedagogy-based game learning media "Papan Garudaku" is feasible, effective, and relevant for strengthening students' social tolerance in elementary Pancasila Education. The integration of local cultural values, Pancasila principles, and game-based experiential learning successfully created a more meaningful, interactive, and culturally responsive learning environment for elementary school students.

The findings revealed that the developed media obtained very high validation results from instructional design experts, material experts, and media experts, indicating that the product is pedagogically appropriate and operationally applicable in elementary classroom learning. Furthermore, the implementation results demonstrated a significant improvement in students' social tolerance, as evidenced by the paired sample t-test and N-Gain analysis results. These findings indicate that integrating ethnopedagogical values into participatory game-based learning activities can effectively foster collaboration, empathy, respect for diversity, and positive social interaction among students.

This study also highlights that ethnopedagogy should not only be positioned as a conceptual pedagogical discourse but can be transformed into concrete and measurable instructional media aligned with the characteristics of elementary learners and the goals of Pancasila Education. The novelty of this research lies in operationalizing ethnopedagogical values into a game-based instructional media model that integrates culturally responsive pedagogy and experiential learning within elementary multicultural education contexts.

Theoretically, this study contributes to the development of culturally responsive pedagogy, ethnopedagogical learning, and character education research in elementary education. Practically, the "Papan Garudaku" media can serve as an innovative instructional alternative for teachers in implementing multicultural learning, strengthening the Pancasila Student Profile, and creating more inclusive and socially oriented classroom environments.

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