

# Game-Based Learning: Board Games as a Series of Entrepreneurship Learning Processes

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The development of entrepreneurship in Indonesia is currently advancing. Of course, all of this is supported by the number of training programs provided, so that the ability to build a business can be more developed and the business grows. However, many training programs such as seminars, workshops and mentoring do not have a positive effect. As only an ordinary training and learning process, participants will forget the theory given. At present, the learning process can include game-based learning as an alternative given in the training process. The purpose of game-based learning is so that the trainees can experience anything directly by using the game board as a training tool. This study, was based on the results of observations, literature reviews, and interviews with trainees – both standard trainees, and trainees who used game boards.

**Key words:** *Game-Based Learning, Board Game, Entrepreneur, Training Process, Workshop.*

## Introduction

Indonesian people should prepare themselves to create young entrepreneurs since the number of young entrepreneurs in Indonesia is still far from ideal. The recent ratio of Indonesian entrepreneurs is only 1.6% of the population. According to the Minister of Cooperative and Small Business, Anak Agung Gede Ngurah Puspayoga, “Entrepreneurship in Indonesia is only 1.65% from the total population of 250 million people, which is different from Singapore having as much as 7%, Malaysia as much as 5%, while the small population of Thailand is also 4% (www.okezone.com, 2015). The business environment itself has more competitive prospect/opportunities due to the existence of a free market (AFTA). In Indonesia, small

medium enterprise will become more developed since the small business entrepreneur is the one who can survive in the middle of business competition. The reason is because they do business honestly and healthily. Therefore, the investors or banking party and the government should consider supporting this sector.

Entrepreneurship science is a science discipline about value, ability and the attitude of someone in facing and obtaining opportunity with various possible risks. “Entrepreneurship is a process of creating something new and taking the possible risks and the feedback given, while the entrepreneur is an innovator who develops something unique and different (Hisrich & Peters, 1998). Meanwhile, according to Hendro, (2011) every successful entrepreneur has four main elements including ability (related to IQ and skills), bravery (related to EQ and mental attitude), determination (related to self-motivation), and creativity (related to experience) in which the entrepreneur’s education is not only about the theory learned in college, but also interesting experiences so that the students can directly be involved in the field. According to Geoffrey G, becoming an entrepreneur means to integrate these self-characteristics with financial resources in your environment (Chasan, 2006).

Building the community’s entrepreneurial spirit is believed to be an alternative way to decrease the unemployment rate, since the graduates are expected to become young educated entrepreneurs who are able to start their own business (Suharti & Sirine, 2011). The most frequent problem is that of how do you attract the community interest to become an entrepreneur. This needs to be paid attention since many people think that being an entrepreneur is difficult and needs large capital.

There are many ways that can be used to attract people to become an entrepreneur: some of them are good learning processes by using seminars, workshops, various training techniques and the use of coaching and monitoring systems. All of those things can attract the people’s interest to becoming entrepreneurs. However, the process involved in those programs is a one-way process where the learning process focusses on the one person and not participation. Whereas, in order to build the motivation to become an entrepreneur, balance between theory and practice is required.

Thus, to realise an effective method to support the entrepreneurship learning process for the community, an interesting instrument formula is needed. In addition to the face-to-face learning process, this process can also use games. This game can involve the participants experiencing a life-like situation. Thus, the participants can take what can be obtained from the method and they can have fun from the interesting learning process. In addition, the risk of the failure and success process can be experienced repeatedly, which allows the participants to learn those constantly (Romero, 2012). Games also have several strengths including interactivity aspect,

feedback, virtual representation of what going on is and the presence of the setting of what is happening (Schrader & McCreery, 2012).

## **Literature Review**

### ***Entrepreneurship***

According to Kusumaningtyas (2015), entrepreneurship is basically spirit, attitude, behaviour and the ability of someone to handle a business and/or activities related to the effort of finding, creating, explaining how to do the work, new technology and product by providing a better service and/or to obtain profit. There are some factors required from an entrepreneur, those are: (1) having a strong willingness to create brilliant ideas, (2) always being optimistic in trying and developing new idea, (3) dare to take risks and decisions, (4) having creative and innovative thought, (5) having willingness to try and work hard, (6) having a good business ethic. According to Panji & Djoko (2002), real entrepreneurial ability is considered through: (1) seeing opportunity, always trying to utilise a good opportunity, (2) seeing the future and having an accurate plan, (3) obtaining information and using it for the development of the company, (4) being able to lead many people.

The role of entrepreneurship attitude is the most important part to increasing entrepreneurship take-up (Potter, 2008). Meanwhile, according to Kolvereid (1996), attitude theory stated that intentionality is encouraged by three actions which affect each others: the ways to do the entrepreneurship, the general attitude on entrepreneurship, and how someone can evaluate the beneficial entrepreneurship activities as a social norm, in which the entrepreneurship eventually becomes the last acceptable choice (Linan & Chen, 2009). With such conditions, then the role of education can increase the numbers entering entrepreneurship significantly, as well as create new entrepreneurs to finally start their own business (Sukavejworakit, Promsiri, & Virasa, 2018).

### **Game-Based Learning**

Nowadays there are many kinds of learning processes, including direct instruction, cooperative learning, contextual teaching and learning, discovery learning, problem based learning and project based learning (Kustiana, 2013). Recently, learning methods using games – usually known as game-based learning – has been introduced. Game-based learning is a learning model which utilises or uses games designed specifically to assist the learning process in which such models will be adjusted with the purpose of facilitating the learning process. However, this learning process model should distinguish between game and play, in which “game” aims for education, while “play” aims to give enjoyment for the players (Ifenthaler, Eseryel, & Ge, 2012). Meanwhile, based on McGonigal (2011), there are four elements of a game; those are the existence of the game goal, the game rule which limits the game, feedback system and

voluntary participation in which each player must accept all goals, rules and feedback determined in the game.

There are three types of technology which need direct and whole involvement starting from the process of learning that can be used in the education sector, which are (1). Game-based, problem-based and inquiry-based active learning tools, where various abilities, scenarios, and adjusted complexity levels are required in the learning process (Blessinger & Wankel, 2012). The learning process should be packed in order to become creative, innovative, and interesting so it becomes attractive, where the common media used is game-based learning (Sarbin & Fatmawati, 2017).

In addition to game-based learning, there are also game and gamification, where those three have differences. The difference can be seen in the following table 1.

**Table 1:** Game-base learning and Gamification

Game	Game-Based Learning	Gamification
Games are just for fun, and may or may not have defined rules & objectives	Games have defined learning objectives	May just be a collection of tasks with points or some form of reward
Winning and losing is a part of the game	Losing may or may not be possible because the point is to motivate people to take some action and learn as an end result	Losing may or may not be possible because the point is to motivate people to take some action and do something
Game play comes first, rewards are secondary	Sometimes just playing the game is intrinsically rewarding	Being intrinsically rewarding is optional
Games are usually hard and expensive to build	Are usually hard and expensive to build	Gamification is usually easier and cheaper
Story and scenes are part of the game	Content is usually morphed to fit the story and scenes of the game	Usually game-like features are added to the LMS or any other system rather than the content

So it can be summed up that a game usually uses interesting electronic media in order to be played and eventually obtain a victory. Game-based learning is a game type which combines a learning process and playing as well as balancing those two elements so that the player can implement the learning materials into the real life. Meanwhile, gamification is a game design technique which combines a thinking game and mechanical game in order to increase the context instead of the game.

Game-based learning can increase the participants' understanding through involvement, encouragement, collaboration and writing (Groff, Howells, & Cranmers, 2010). In addition, the characteristics of game-based learning are solving problems interactively, having a specific goal, having adaptive challenges, having feedback which is in accordance with the target expected, there is a learning process and the existence of indirect results obtained which can encourage the participants/students to understand more what is implied by the game (Shute & Ke, 2012). Certainly, various repetition happens during game-based learning which will make the learning process becomes creative (Wilson, et al., 2017).

### ***Board Game***

A board game is a game played by two or more people in which the game forms using the media of board, coin, dice, and any other related items played according to certain rules that have been determined. Modern board games are significantly different from the common board game, where the traditional board game was introduced more in a co-operative game model, decreasing the player elimination model as well as focussing on the strategy more than the luck factor (Nicholson, 2008). In board games, success in a game is based on the game rule which is visually clear and interesting, and where after finishing a game, the players will understand the facts happening in the board game (Istianto, Tanudjaja, & Suryo, 2013). Board games have more strengths than other media such as film or video which have one way communication, while the board game has two-way communication as well as making it easier to understand the meaning given in the game (Christian & Prasida, 2018).

In all games using boards, the players are invited to think, solve problems, think creatively, and the process also affects decision making (Leonardo & Sutanto, 2018). The interaction happens where the output gives opportunity to the participants to reflect a discussion and a target they made themselves (York & deHaan, 2018). The making process of the board game occurs empirically through various tryouts, experiencing various failures, and is done several times by exploring more the experiences that occurred during the making of the game (Chiarello & Castellano, 2016).

The board game can develop various skills and direct knowledge. In addition, the board game also creates interesting situations, as well as a competitive yet comfortable environment to focus on the content while having the ability to encourage and apply existing learning. In addition, the board game also explores some social aspects related to strategic games where an amount of board game competitors have attraction for the generation so that it can increase the participation in all activities (Berland & Lee, 2011).

## **Methodology of Research**

This research used qualitative approach method where this approach is based on the research focusing on social phenomenon and human problems. According to Bogdan and Taylor. The research procedure used was to produce descriptive data in the form of written or spoken words from the people and behaviour that become the observation objects (Moleong, 2007). This qualitative method gives an opportunity to see more sides of the benefits of Game-Based Learning for the learning process in entrepreneurship, where game-based learning used in board game. All this time, there are many assumptions that in order to become an entrepreneur, we should learn through participating in a training or workshop. The result is not really significant and change the perspective of an entrepreneur. Therefore, with the existence of game-based learning, the learning pattern can be changed.

## **Data Analysis**

This data analysis process was performed after interview was done towards the entrepreneurship training participants who participated the training through workshop or seminar and the training participants who participated in board game. The participants were interviewed randomly. The result of the interview was analyzed. If the analysis needs additional clarification, then additional interview is needed to explore what the participant felt during their participation in the training both the workshop and board game. The additional interview is useful to increase the data validity. There are four strategies that can be used to analyze the data, which are rely on the theoretical proposition, then develops the case description, using quantitative and qualitative data by combining these two methods (Yin, 2009).

## **Result and Discussion**

Becoming an entrepreneur is not an easy thing to do since there are so many things that should be learned to become an entrepreneur. There are several things that should be done by an entrepreneur, including (1) changing perspective, (2) having strong intention to become an entrepreneur, (3) asking those who already have experience, and (4) learning. Learning can be defined as that they should learn to become entrepreneur, both the soft skill and hard skill. This learning process has some steps which are participating in seminar, training, and workshop, mentoring or coaching both for hard skill and soft skill. In addition, most of the participation to become an entrepreneur was involved in seminar, training and workshop.

Entrepreneurship development is a settlement process since humans begin the trading process, where an entrepreneur is a person who converts an idea into a product or service that fits the needs of prospective customers (Khera, 2019). Making and maintaining the ecosystem can encourage, support, develops and promote the new technology (Kuratko, 2005). The ecosystem

meant can assist the change of perspective and culture so that it can produce higher competitive ability than global market's (Cory, et al., 2017). Understanding various learning level and knowledge regarding entrepreneurship is important to support the continuity of business life and development newly created (Aldrich & Yang, 2014). An entrepreneur should be open to various existing knowledge and should find a new way to develop themselves. Experts think that the learning process is learning through direct experience (Arrow, 1962; Levinthal, 1991) and various learning process come from experience which occur intentionally and unintentionally (Sitkin, 1992). An entrepreneur who is running his business with insufficient knowledge and experience will get string pressure to learn continuously so that they are able to find the most effective thing to run the business (Aldrich & Yang, 2014).

The entrepreneurship learning process is affected by some strength so that it can affect their experience, including opening the network with many people so that it can help them in developing their carrier in running their business (Audretsch, Aldridge, & Sanders, 2011). At present, there is a lot of entrepreneurship training carried out by government agencies, universities and community communities, where the main goal is to form a community that is ready to become a reliable entrepreneur. There are a number of programs commonly carried out by these agencies, including seminars, workshops or mentoring. These three programs are usually introduced to people who want to learn or know how to become an entrepreneur or improve their ability to run a business.

**Table 2:** Differences in capacity building programs in the field of entrepreneurship

	Seminar	Workshop	Mentoring
Objective	Change the way of thinking while cultivating motivation by opening up insight	Providing entrepreneurial knowledge, especially in developing business ideas to preparation in preparing a business plan	Accompany while providing guidance and increasing ability to overcome challenges faced when starting a business
Duration	1 day	3 days	1 – 4 months
Type of training	Resource persons help open insights from the participants	The resource person presented the theory, concepts and logic and unified the participants' perceptions in solving a problem	The resource person (coach) accompanies and guides the participants to find or resolve the problem at hand

By following a variety of learning processes, a person's abilities are expected to increase. However, the trainees must know the level of the learning process, namely:

1. Know - why: is an understanding of internal strength
2. Know - how: is the ability to produce performance, planning, and organising
3. Know - who: is the ability to cooperate
4. Know - when: is the ability to understand the main problem
5. Know - what: is managerial ability and information management (Mantyneva, 1996)

Based on the results of observations made at the seminar, workshop and mentoring participants, some conclusions can be drawn, namely:

**Table 3:** The advantages and disadvantages of seminars, workshops, and mentoring

Type of Activities	Strength	Weakness
Seminar	<ul style="list-style-type: none"> <li>• Can open insight</li> <li>• Encouraging participants' curiosity</li> <li>• Training held quickly</li> <li>• Can be followed by all parties</li> </ul>	<ul style="list-style-type: none"> <li>• Too fast in explaining the topic</li> <li>• Cannot open motivation for participants</li> <li>• Does not focus on opening insights</li> <li>• Difficulty in understanding</li> <li>• There is no discussion</li> <li>• Communication is done more in one direction</li> <li>• Participants are only listeners</li> <li>• After the seminar, usually, forget about the material provided</li> <li>• There is no material repetition</li> </ul>
Workshop	<ul style="list-style-type: none"> <li>• More and deeper material provided</li> <li>• The material provided along with examples</li> <li>• Involve all participants</li> </ul>	<ul style="list-style-type: none"> <li>• long training time</li> <li>• Requires a lot of energy</li> <li>• Requires a small amount of money to follow it</li> <li>• After being given a new example, understand</li> </ul>



	<ul style="list-style-type: none"> <li>• Establishment of cooperation and discussion</li> <li>• There are practical instructions in carrying out training</li> <li>• • There is repetition so that you will not forget the material</li> </ul>	<ul style="list-style-type: none"> <li>• The occurrence of repetitions of material that has a negative impact</li> <li>• There are no challenges given</li> <li>• Disputes often occur due to disagreement with the material or topic provided</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Helping participants to understand the theory and practice directly</li> <li>• Helps participants face difficulties</li> <li>• Mentors want to go directly to the field</li> <li>• Provide a good strategy</li> <li>• Provides a high success rate</li> </ul>	<ul style="list-style-type: none"> <li>• There is often a gap between the abilities possessed by the mentoring participants and the assistance provided</li> <li>• Mentor often do not want to listen to what is informed by the participants</li> </ul>

Therefore, often the seminars given do not have a positive effect on the participants. Where after leaving the seminar venue, the material provided will forget. Then a training method is needed that can be followed by everyone and can have a positive effect on the participants. One of them is training using the game based learning method by using board games as a training tool. In the learning process, the board game will provide experience in entrepreneurship, where the board game will provide experience about the mechanics of a game and market rules accompanied by stages to overcome existing problems, at the same time it is expected to develop important skills for entrepreneurs such as mindset and solving problem (Junior, 2018). The ease of playing games refers to simplicity, where the ease is in understanding how to play, the ease of understanding the final results and the ease in determining what is needed to improve performance, where everything is in a game (Faria, Hutchinson & Wellington, 2009) The ease with which a game is used also gives a positive impression to participants who are influenced by learning in simulations (Faria & Wellington, 2001). An entrepreneurial program can be better if the learning process can be fun such as simulations and games, where the board game can provide a platform where the players can learn and have fun at once (Amran, Sukri, & Taib, 2011).

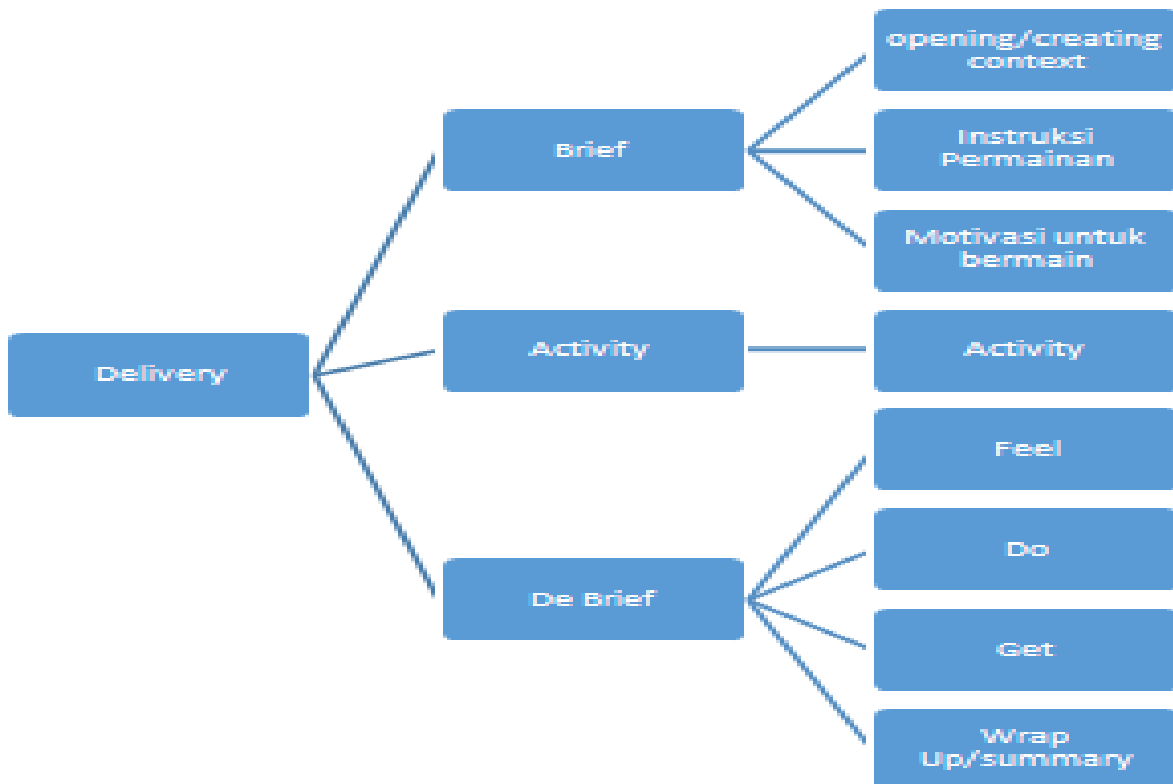
Training that uses game based learning can give a strong and deep impression to the participants who are running it, this is due to the reciprocal effects that will be directly felt by

the participants. According to this according to the functions that exist in game-based learning, among others: (1) Systematic problem solving, (2) Experimentation, (3) Learning from past experience, (4) Learning from other, (5) Transferring knowledge. And all of that will be influenced by 5 functions of game-based learning.

**Table 4:** Five Functions of game based learning

<b>Systematic problem solving</b>	<b>The participants get the opportunity to systematically solve existing problems</b>
<b>Experimentation</b>	Feel the direct experience when playing game board. This is because the board game will be adjusted to the actual event. So that participants have an overview of these activities
<b>Learning from past experience</b>	Learn from past experience. Where experience can be a good lesson
<b>Learning from other</b>	Learn from past experience. Where experience can be a good lesson
<b>Transferring knowledge</b>	The knowledge that is owned can be used by others and can help others to learn

**Figure 1.** Scenarios that will be carried out by participants



Source: (Akademi Trainee, 2019)

By using board games as an alternative to face-to-face training, it is expected to have a positive impact. The positive thing is known after several participants who used to attend seminars or training face-to-face then try seminars and training using a tool called board game. In running this game-based learning, several scenarios are needed, which function to run the story of a game. And of course, this scenario will have an impact on the participants.

Information for figure 1:

**Brief:** An opening made by the facilitator to provide direction to the participants. Where the contents of the brief are opening context, instruction in the rules of the game and motivation to play

**Activity:** Activities carried out by participants, where the activity is in the form of a game.

**De Brief:** The facilitator must be able to explore what is felt by the participants, including feel, do, get wrap and summary

When seminars and workshops were held, the participants carried out changes in activities, where the topics provided remained the same, but the method of delivering the material was changed. Namely by using game-based learning, namely game board.

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**Table 5:** Scenarios that will be carried out by participants

<p><b>Stage 1</b></p>	<p><b>Brief</b></p>	<p><b>The participants were given briefings carried out by the facilitator, where there were several stages given, namely:</b></p> <ol style="list-style-type: none"> <li><b>1. Opening. Where the facilitator provides an initial opening with theories that support the existing training. In this case entrepreneurship</b></li> <li><b>2. Instructions. Where the instructions given by the facilitator will provide what direction the participants will take. So the participants will know what will be done</b></li> <li><b>3. Motivation. In this section, the facilitator will provide motivation to the participants. So the participants have the feeling that they can to run this game.</b></li> </ol>
<p><b>Stage 2</b></p>	<p>Aktivitiy</p>	<p>The participants start running the game according to the scenario prepared from the beginning of the game until the end of the game. In this scenario, it can be determined whether there are winners or losers. Adapted to the initial scenario</p>

<b>Stage 3</b>	De Brief	<p>At the end of the game, the participants will be asked by the facilitators to explore what they feel.</p> <ol style="list-style-type: none"> <li>1. FEEL, what is felt by the participants</li> <li>2. GET, of all the games that have been done. What are the main points felt by the participants</li> <li>3. DO, how participants apply what they have learned</li> <li>4. Wrap up / summary, what reflection makes the learning process for the participants</li> </ol>
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From that context, then when the players start playing, and at the end of the game. The participants will explore what they feel. This is where the participants are more active in telling what they feel and learn. The facilitator will only give brief directions that can arouse the participants to be able to tell more.

**Table 6:** The opinion of Board game users as a means of training

<i>Type</i>	<i>Advantages</i>	<i>Deficiency</i>
<i>Seminar</i>	<ul style="list-style-type: none"> <li>• In limited time, you already have an idea of what will be learned</li> <li>• Participants seek for themselves what is done</li> <li>• Resource persons are only facilitators</li> <li>• Directly focus on the contents of the seminar</li> <li>• A pleasant seminar</li> <li>• Not boring</li> </ul>	<ul style="list-style-type: none"> <li>• The beginning of the seminar is confused, because only a brief theory is given</li> <li>• Limited seminar time</li> <li>• You can't get the final definition</li> </ul>
<i>Workshop</i>	<ul style="list-style-type: none"> <li>• Learn while playing</li> <li>• Not boring</li> <li>• Provide a direct description of the training objectives</li> <li>• Quickly understand</li> <li>• Can understand the topic given</li> </ul>	<ul style="list-style-type: none"> <li>• If the workshop is more than one day, board games must vary</li> <li>• Provide clear learning goals</li> </ul>
<i>Mentoring</i>	<ul style="list-style-type: none"> <li>• The mentoring process can be more focused</li> <li>• Participants search for the inside themselves and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The facilitator focuses on the existing material</li> </ul>



	• Focus on mentoring	
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This positive is due to the training method that utilises game based learning as a training method. Because the participants combined the method of learning while playing, where in the game there were goals and feedback that would be obtained by each participant. In a game there are four main features, namely goals, rules of play, feedback systems and voluntary participation (McGonigal, 2011).

## Conclusion

one way to improve entrepreneurial skills is by participating in various types of training, both seminars, workshops and mentoring. However, there are a lot of trainees just following training, without any self-development or capacity building. This is because the speakers who provide the material only provide theory. Therefore we need a method that can help trainees to better understand the contents of the training that is followed.

The method used is game based learning. Where game based learning is a learning method that uses a game approach to help explain the learning process. Where this learning process utilises the game board. With the game based learning entrepreneurship training participants, not only learn theory. But they will also get insight from the game they are working on. And the facilitator does not need to provide a theory, but provokes the trainees to explore what is gained. Whether it's from FEEL, GET or DO.

Packaging a learning process by using game based learning is one breakthrough that does not only replace the face to face process. But changing the learning process is fun and does not make the participants burdened by the final results they will get. But they will get the final results from what they have done.

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