

Board Game Prototype About the Historical Period of Japanese Colonialism in Indonesia for Middle School Students

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ABSTRACT

Keywords:

Board Game,
History,
Middle School,
Prototype.

The teaching method used in history subjects usually needs a lot of memorizations, considered less interesting and less important compared to other subjects leading to difficulties to memorize the topic. The other reason the students think that history is not too important is because they are more interested in other countries' cultures. This prototype is made mainly for middle school students so that they are motivated and more interested to learn Indonesian history. This prototype uses qualitative research and uses 5W+1H data analysis. With the creation of the Koloni board game, we hope that the students can be more interested in learning and understanding Indonesian history.

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INTRODUCTION

Problem

History is usually given the first time when kids enter elementary school, but also many people introduce history to their children in the form of religious subjects. History itself is an event that occurred in the past and in Indonesia, the word “*sejarah*” came from the Arabic language “*syajaratun*” which means tree. In the Arabic language, the tree had a meaning of origin or family tree. As stated by Herodotus (Putri, 2020) who is the father of history, history does not develop forward with a definite end, but it moves like a circle whose highs and lows are caused by the human condition. History is important for a country so that they do not forget the events they have experienced before. With history, it is hoped that we can appreciate and love our own country more.

Indonesia itself has a fairly long history. One of them is the history of Japanese colonialism in Indonesia. The Japanese state has colonized Indonesia for 3.5 years to exploit natural wealth and human resources for war purposes. Japan was able to colonize Indonesia due to its cunning tactic, namely by secretly bombing the United States Pearl Harbor port so that the allied was overwhelmed until finally the Dutch were forced to give up Indonesia to Japan. When Japan first came to Indonesia, Japan used the “3A movement” propaganda, so that Indonesia warmly accepted the Japanese arrival. However, when compared to the Dutch, the Japanese treatment of Indonesia was much crueler.

With the inclusion of foreign cultures, the history of the Indonesian nation is starting to be forgotten by the Indonesian people who are more interested in studying the culture and history of other countries. Moreover,

with the influence of technology, interest in reading books in the younger generation is decreasing, so history is easily forgotten (Olin, 2020). When studying, those who do not have a strong memory and are required to memorize so many names or dates, will find it difficult and take a long time to memorize what is given to them. This information was obtained based on the results of an interview with Ms. Monika Dyah Retno K. who is a teacher of History and Geography at the Saint Joseph College Junior High School I. From that explanation, even children who initially like history because of their experience of traveling to museums or watching historical films can lose their love of history once they are filled with memorization at school (Matanasi, 2016). With problems like this, other learning media are needed that can attract students' interest, such as board games.

A board game is a game that usually uses components in the form of a game board in it. This game is usually played by 2 to 4 people and cannot be played alone. One of them is a monopoly. The board game itself is also one of the media that is often used as a medium of learning, especially for kids. By using board games as alternative learning media, it is hoped that students will be more interested in studying history and can also help students memorize topics that were previously difficult to memorize.

Formulation of the Problems

How to design a board game so that it can help students learn about the history of Japanese colonialism in Indonesia?

Design Purpose

Designing a board game to help students learn the history of Japanese colonialism in Indonesia.

Design Benefits

- a. For Students
Get the opportunity to learn how to make board games and apply the knowledge that has been gained.
- b. For Universities / Institutions
Contribute as well as a reference to the visual communication design study program.
- c. For Society
This media can be a learning and a light and fun medium to refresh people's memories about the history of Japanese colonialism in Indonesia.
- d. For Design Targets (children and teenagers)
This board game can be an alternative media for learning the history of Japanese colonialism in Indonesia for those who don't like learning.

METHOD

Design Scope Limitation

Target Audience of this design:

- a. Demographics
 - Age: 12-15 years.
 - Gender: Male and female.
 - Education: Junior High School.
- b. Geographic
 - Malang, Indonesia.

- c. Psychographics
 - Easily bored.
 - Like something practical.
 - Easy to forget.
- d. Behavior
 - Like playing.
 - Actively play with friends.
 - Like hanging out with family.
- e. Technographic
 - Fluent in operating mobile phones / laptop / computer.
 - Fluent in using social media (Whatsapp, Instagram, Line, Youtube).

Design Methodology

This design uses a qualitative research perspective wherein the design methodology, research methods will be carried out, namely data collection and data analysis. The research method is carried out by:

- a. Required Data
 - *Primary data*
The history of Japanese colonialism in Indonesia was obtained through history textbooks, interviews with history teachers, and questionnaires that would be distributed to students via google form.
 - *Secondary Data*
The history of Japanese colonialism in Indonesia is obtained through the website and the official website.
- b. Instruments/Data Collection Tools
 - *Stationary*
Stationery used to record data, such as books, pencils, erasers, and pens.
 - *Internet*
A tool to search for secondary data.
 - *Electronic devices*
Tools for using the internet such as computers and smartphones.

Data Analysis Method

Data analysis was performed using the 5W+1H method (when, where, why, who, what, and how).

- a. When
When will the board game be distributed?
- b. Where
Where are board games suitable to be played?
- c. Why
Why choose board games as a medium for learning history?
- d. Who
Who is this board game intended for?
- e. What
What will be the topic of this board game?
- f. How
How does history affect a person's life?

FINDINGS AND DISCUSSION

Study of Literature

Learning Media Overview

In simple terms, learning media are tools used to support the implementation of the teaching and learning process, from books to the use of electronic devices in the classroom. According to Hafeez Malik (Malik, 1994), the notion of learning media is anything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings. It also designed to help someone to understand more about something which will be difficult to explain in text.

Learning media has various characteristics that can be grouped into visual media, audio media, audiovisual media, and multimedia.

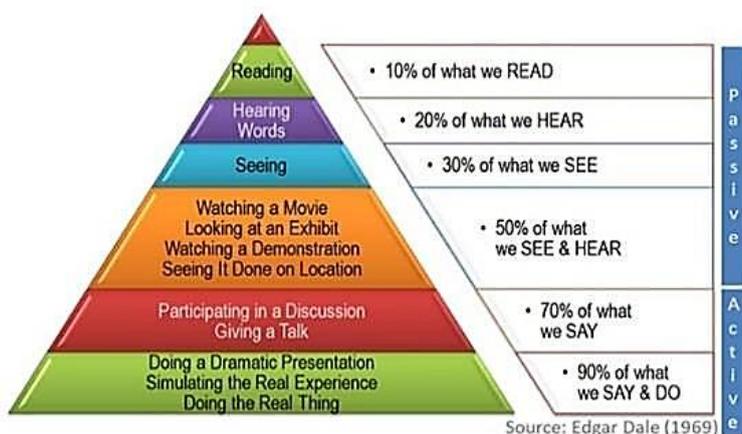


Figure 1. Dale's cone of experience

(Source: <https://adamasuniversity.ac.in/teaching-of-geography-through- dales-cone-of-experience/>)

According to Dale's Cone of Experience, which was coined by Edgar Dale (1969) participation in learning such as learning practices is much more effective than just reading and memorizing writings. With this, it can be concluded that the lessons will be more memorable with the learning experiences they feel.

By using learning media, it is hoped that the learning process in the classroom will be more effective, and students will be able to gain more knowledge than using traditional learning media such as textbooks.

According to Levie and Lentz (1982) learning media has several functions, namely:

- Attention function, attracts and directs students' attention to concentrate on the content of the lesson related to the visual meaning that displays or accompanies the text of the subject matter.
- Affective function can be seen from the comfort level of students when studying or reading illustrated texts.
- Cognitive function, as seen from research findings that reveal that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images.
- Compensatory Function can be seen from the results of the research that visual media provide context for understanding the contents of the text for students who are weak in reading to process information in the text and recall it.

Board Game Overview

According to Merriam-Webster, the meaning of a board game is "a game (such as checkers, chess, or backgammon) played by placing or moving pieces on a board" which in Indonesian means a game (such as checkers, chess,

or backgammon) played by placing or moving pawns on a board (Merriam-Webster, 2019).

According to The British Museum (*Top 10*, 2021), the first oldest (with board) board game was named Senet. This game is about 5000 years old and became the favorite toy of Tutankhamun or commonly known as King Tut and Queen Nefertari.

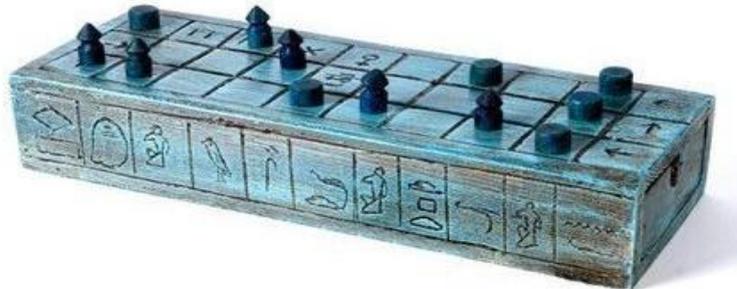


Figure 2. Senet Games

Source: <https://id.pinterest.com/pin/534098837033141728/>

Senet, which was created around 3100 BC, has a board consisting of 30 squares arranged in 3 rows and each containing 10 columns. This game is played by two people and each player competes to move their pawn from one end of the board to the other using sticks or bones instead of using dice.

Learning Material Data

The historical material "various events that occurred during Japan's occupation of Indonesia" is the material contained in the revised 2017 edition of the Social Studies textbook for grade 2 of the 2013 curriculum.

Learning Media Overview

a. The Beginning of the Arrival of Japan in Indonesia

The beginning of the Japanese arrival was for economic and political interests. Japan is a very large industrial country, so Japan wants industrial raw materials that are widely available in Indonesia. It all started with the Japanese attack on the United States military base at Pearl Harbor which was carried out on December 8, 1941. Then on January 11, 1942, the Japanese landed in Tarakan, East Kalimantan.

Then on January 24, Japan occupied Balikpapan, until finally, the Japanese occupied other cities. Then on February 16, 1942, the Japanese managed to control Palembang. Then on March 1, 1942, Japan succeeded in controlling the island of Java, causing the Dutch to surrender unconditionally on March 8, 1942, in Kalijati, Subang, West Java. The agreement letter was signed by Lieutenant General Ter Poorten (Commander of the Dutch Armed Forces) and handed over to Lieutenant General Imamura (leader of the Japanese troops). Since then, the entire territory of Indonesia was under Japanese rule.

b. Japan Divided Its Military Power into Three Parts

At the time of his residence in Indonesia, Japan divided three military administration areas in Indonesia, namely:

- Army Administration (Soldier XXV) for Sumatra, headquartered in Bukittinggi.
- Army Administration (Soldier XVI) for Java and Madura with a center in Jakarta.
- Administration of the Navy (Southern Fleet II) for the Sulawesi, Kalimantan, and Maluku regions with a

center in Makassar.

c. Japan Creates Propaganda with the Motto “Three A's”

Japan made propaganda with the slogan "Three A" (Japan Leader of Asia, Japan Protector of Asia, Japan Light of Asia) to attract the hearts of the Indonesian people. In addition, Japan also promises the following:

- Ease for Indonesian people to worship.
- Waving the Indonesia flag side by side with the Japanese flag.
- Freedom in using the Indonesian language,
- Singing the national anthem "Indonesia Raya" with the Japanese national anthem "Kimigayo".

But these promises are just sweet promises. On March 20, 1942, Japan issued a government edict containing an attempt to ban talks about raising the red and white flag and singing the anthem Indonesia Raya. As colonizers, Japan was even more ruthless in colonizing the Indonesian people. The most urgent program for Japan was to mobilize all available resources in Indonesia for war purposes.

d. Japan Forms Social Organizations

Japan formed several social organizations to mobilize all Indonesian resources. These organizations are:

- The Three A Movement (Japan the Leader of Asia, Japan the Protector of Asia, Japan of the Light of Asia)
An organization was formed to persuade residents and local community leaders. This organization is led by Mr. Syamsudin.
- People's Power Center (Putera)
The organization was the successor to the Three A Movement. The Putera Movement was founded on March 1, 1943. This organization was led by Soekarno, Mohammad Hatta, K.H. Mas Mansyur and Ki Hajar Dewantara. They are also known as the Four Triads.
- Jawa Hokokai (Java Devotional Movement)
The organization was founded by Japanese officials. Aims to garner support for self-sacrifice for the Japanese government.
- Masyumi (Indonesian Muslim Syuro Council)
Japan felt that it should be able to attract the hearts of the Muslim group because Islam is the religion followed by the majority of the Indonesian population. Therefore, in 1943 Japan dissolved the Indonesian A'la Islamic Council and replaced it with Masyumi. Masjumi led by K.H. Hasyim Ashari and K.H. Mr. Mansour.

e. Japan Forms Semi-Military Organization

Japan realized the importance of mobilizing the Indonesian people to help in the war against the Allies, therefore Japan formed various semi-military organizations, namely:

- Seinendan
Seinendan (Youth Front Organization) was formed on March 9, 1943. Its purpose was to provide provisions for state defense so that they were ready to defend their homeland. Which is actually, the goal is only to attract the interest of the Indonesian people. Its real purpose was to help deal with the Allied troops.
- Fujinkai
Fujinkai is a group of women over 15 years old to join the semi- military.
- Keibodan
Keibodan is a line of police assistants for men aged 20-25 years.
- Heiho
Heiho is a Japanese army auxiliaries organization founded in 1943.

- Defenders of the Fatherland (Peta)

Peta is an armed force that received special military education from Japan and was founded on October 3, 1943.

f. Japan Deploys Romusha

Japan recruited romusha members intending to seek labor assistance to help the war and carry out Japanese plans. The members of the romusha were used by the Japanese to build roads, forts, railroads, bridges, and so on. Most of the romusha came from Java and were sent outside Java, and even sent to foreign countries such as Malaya, Myanmar, and Thailand. Romusha workers are forced to do hard labor, cannot get food, have very poor health, and work very hard.

g. Japan Makes Women Jugun Ianfu

Jugun ianfu is a term for women who are used as entertainers by the Japanese, or in other words Japanese sex slaves at various battle posts.

h. Japan Exploits Natural Wealth

The dredging of natural wealth and wealth carried out by the Japanese on the Indonesian people was far crueler than the dredging carried out by the Dutch. All activities carried out in Indonesia must support all the needs of the Japanese war. At harvest time, people are obliged to deposit rice so that they only bring rice home about 20% of the harvest. This regulation resulted in famine and edema in Indonesia so that eventually many people ate wild tubers, which were unfit to eat.

i. Indonesian Response

Japanese propaganda did not affect the leaders of the struggle at all. Either way, they are aware that Japan is still an occupier. They deliberately used Japanese-made organizations as “stepping stones” to fight for Indonesian independence. Some forms of struggle during the Japanese colonial period include:

- Exploiting Japan-made Organizations

This group is usually called a collaborator because they want to work with the invaders. However, this method is actually a form of diplomatic struggle. They were the leaders of Putera, namely Sukarno, Mohammad Hatta, Ki Hajar Dewantara, and K.H. Mr. Mansour. They use Putera as a means of communication with the community.

- Underground movement

The prohibition on establishing political parties during the Japanese colonial period caused some of the struggle figures to carry out underground movements. The figures involved in the underground movement were Sutan Syahrir, Achmad Subarjo, Sukarni, A. Maramis, Wikana, Chairul Saleh, and Amir Syarifuddin. They continued to monitor the Pacific War via underground radio, at which time Japan banned the Indonesians from owning a communication plane. This underground group is also often referred to as the radical group.

- Armed Resistance

In addition to using organizations formed by Japan and the underground movement, there was also armed resistance carried out by the Indonesian people, namely:

1) *Aceh People's Resistance*

Led by Tengku Abdul Djalil, who is a cleric in Cot Plieng Aceh and opposes Japanese-made regulations. On November 10, 1942, he put up a fight, and on that date, he was captured and shot dead.

2) *Singaparna's Resistance, West Java*

Led by K.H. Zainal Mustofa. He opposed seikerei, namely honoring the Emperor of Japan, and put up a fight on February 24, 1944, was arrested and executed.

3) *Indramayu's Resistance, West Java*

The people of Lohbener and Sindang, led by H. Madrian, fought against the Japanese in July 1944. The peasants refused the rice levy, but in the end, their resistance was ended by the Japanese.

4) *Peta's Resistance in Blitar, East Java*

This resistance was led by Supriyadi, a Shodanco (Platoon Commander). This resistance was the largest resistance carried out by the Indonesian people during the Japanese colonial period. Even so, this resistance was quelled by the Japanese because Supriyadi's preparations were not mature enough.

j. Changes in Aspects of Geography

During World War II, Japan needed a lot of support so it finally pushed Japan to choose Indonesia as one of the foundations to face the Allies. Because the land that existed during the Dutch East Indies period was suitable for use for a long period, Japan required the Indonesian people to replace their crops with jatropha which was developed as an oil production material for war machines.

k. Changes in Economic Aspect

The Japanese war economic system affected the Indonesian economy. Due to the break up with world trade relations, the Indonesian economy experienced a setback. Export plantations were replaced with agricultural land for daily needs, especially with the mandatory payment of rice and high taxes, causing extreme poverty, resulting in a very high mortality rate. Due to these export restrictions, people find it difficult to get clothing, so they make their clothes using jute yarn as the basic material.

l. Changes in Educational Aspect

Educational activities decreased, the introduction of Japanese culture was carried out in various schools, Indonesian became the language of instruction while Japanese became the main language. Not only that, but Japanese cultural traditions are also taught starting in lower schools, for example, the spirit of Japanese teachings (Nippon Seishin), being required to sing the Kimigayo song (Japan's national anthem), respecting the Hinomaru flag, and doing sports (taiso) and seikerei.

m. Changes in Political Aspect

The propaganda issued by Japan succeeded in influencing and attracting the hearts of the Indonesian people. Because of this, Japan was able to freely regulate Indonesian political activities which ended up disbanding all existing political organizations and leaving only one organization, namely MIAI because they were very anti-Western culture.

n. Changes in Political Aspect

The teachings of Shintoism are taught to the public with the aim of "japaning" Indonesia. Another example is the custom of respecting the sun and singing kimigayo songs, which are part of Japanese culture.

Based on an interview with Monika Dyah Retno K, a teacher of History and Geography at the Santo Yusuf 1 Junior High School Malang, the teaching and learning process uses textbooks published by the government. In learning, several learning methods are used, namely, before the pandemic using the discussion method, namely by creating groups. Each group has different materials, and each group presents the results of the summary of the material and their discussion. During a pandemic using PowerPoint, learning videos, and direct material explanations. After explaining the material, students are given assignments or quizzes. Of the two subjects, Geography and History, the students preferred Geography. The students did not like history because of the large amount of material and memorization. They have difficulty understanding history and memorizing dates, years, and events due to a lack of reading. According to Bu Dyah, the material that was not discussed in

the government textbook was the condition of the people at that time.

Based on the results of the questionnaire distributed to the students, 94.6% of students thought that studying history was important. For them, 43.2% of respondents think that learning history is fun, 43.2% of respondents think that learning history may be fun and 13.5% of respondents think that learning history is not fun. Most of the respondents, more precisely as much as 86.5% prefer to understand history than memorize history. As many as 62.2% of respondents are interested in playing board games with historical themes, 37.8% may be interested.

Conclusion

Based on the results of the data above, it can be concluded that children actually have an interest in studying history, but because of the boring method of learning the subject, the students lose interest in learning, especially if the lesson is only presented by reading textbooks that are densely written and boring. In fact, by studying history, students can know the dark times that their country has passed and can appreciate it more, both respecting their country and appreciating the sacrifices of the heroes. Board games are one of the alternative media that can be used to help the teaching and learning process.

Troubleshooting Proposal

To create effective learning methods, teachers can teach by making learning sessions even more interesting, such as holding games between learning times, doing learning with alternative media such as using board games, and so on. By making history board games, students' interest in learning not only increases but also strengthens friendships between students.

Creative Concept

Learning Media Design Creative Program

History Learning "events during the Japanese colonial period in Indonesia" using board game media. The game uses the board, cards, and pawns as its main components. Content contains game boards, pawns, and question cards. Players are required to run pawns to the finish line. Players can walk forward or backward depending on whether they can answer the questions they get.

Learning media design format is described below:

- a. Gameplay
 - i. The game can be played by 2-4 people and 1 game master to check the answers.
 - ii. Shuffle the question cards according to their suit and place the cards on their respective decks.
 - iii. The players determine the order of play.
 - iv. The players can choose the pawn they want.
 - v. Players can choose the level of difficulty of the questions they want to answer at the start of the game.
 - vi. If the player can answer the question correctly, the player can advance according to the conditions.
 - vii. The difficulty level of the next question is determined by the tile where the player stops moving.
 - viii. Players will win the game if they have managed to arrive at the finish line and the last 1 player remaining on the board game is declared defeated.
- b. Rules
 - i. Players can choose the level of difficulty of the questions they want to answer only at the beginning of the game.

- ii. Players must answer questions to progress and the level of difficulty of the game is determined by the color of the tiles.
- iii. Green tiles have low difficulty, blue tiles have medium difficulty, red tiles have high difficulty and yellow tiles have special effects.
- iv. The green square has a value of 1 square forward if the answer is correct and 1 square backward if the answer is wrong; the blue square has a value of 2 squares forward if the answer is correct and 2 squares backward if the answer is wrong; the red square has a value of 4 squares forward if the answer is correct and 5 squares backward if the answer is wrong; and the yellow squares allow the player to stop at any of the tiles he chooses within a radius of 5 squares.
- v. If the cards in the deck run out, the cards in the player's hand can be collected and reused.

c. Question Card

i. Low Difficulty

- The United States military bases were attacked by Japan.
- The area of Indonesia where the Japanese first landed.
- Japanese and Dutch treaty names.
- The motto formed by Japan.
- PUTERA meaning.
- Another name for Seinendan.
- Peta meaning.
- People are required to deposit rice as much as ...%.
- Indonesian people's clothing materials.
- Plants that Japan is required to grow.
- Armed resistance carried out by the Indonesian Nation.
- Japan's national anthem.
- Name of the Japanese flag.
- Japanese religion.

ii. Medium Difficulty

- The date of the Japanese attack on Pearl Harbor.
- Date of Japanese landing in Tarakan, East Kalimantan.
- The date of the signing of the Kalijati agreement.
- The motto "Three A's" extension.
- The date that PUTERA was founded.
- The year Java Hokokai was founded.
- The year Masjumi was founded.
- The date the Seinendan was formed.
- The year Heiho was founded.
- Date the Peta was created.
- The date the Aceh resistance took place.
- The date of the resistance in Singaparna, West Java.
- The date of the resistance in Indramayu, West Java.
- The date of Peta's resistance in Blitar, East Java.

iii. High Difficulty

- The Kalijati Agreement was signed by?
- Leader of the "Three A" Movement.

- The leader of PUTERA.
- The purpose of establishing Java Hokokai.
- The purpose of the formation of Masjumi.
- Masjumi leader.
- The purpose of the establishment of the Seinendan.
- The purpose of the establishment of Fujinkai.
- The purpose of the establishment of Keibodan.
- The purpose of Heiho's formation.
- Peta task is ...
- The purpose of the establishment of Romusha.
- The purpose of establishing Jugun Ianfu.
- Characters involved in the underground movement.
- Aceh resistance leaders.
- Resistance leader Singaparna, West Java.
- Resistance leader Indramayu, West Java.
- The leader of the Peta resistance in Blitar, East Java.

Learning concept is shown in Figure 3 to 6.



Figure 3. Koloni logo

Corporate Logo Maru Bold

あのイーハトーヴォの
すきとおった風、
夏でも底に冷たさをもつ青いそら、
うつくしい森で飾られたモーリオ市、
郊外のきらきらひかる草の波。
祇辻飴葛蛸鯖鱒噌庖箸
ABCDEFGHIJKLM
abcdefghijklm
1234567890

Figure 4. Typeface Reggae One Regular

Source: <https://www.freejapanesefont.com/reggae-one-download/>

Reggae One Regular

あのイーハトーヴォの
すきとおった風、
夏でも底に冷たさをもつ青いそら、
うつくしい森で飾られたモーリオ市、
郊外のきらきらひかる草の波。
祇辻飴葛蛸鯖鱒噌庖箸
ABCDEFGHIJKLM
abcdefghijklm
1234567890

Figure 5. Typeface Corporate Logo Maru Bold

Source: <https://www.freejapanesefont.com/corporate-logo-maru-download/>



Figure 6. Flat design style

Source: <https://idseducation.com/wp-content/uploads/2018/09/thumbnaill-7.jpg>

Design Development

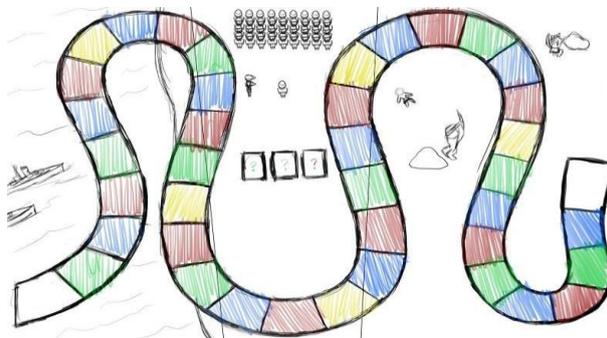


Figure 7. Board game thumbnail

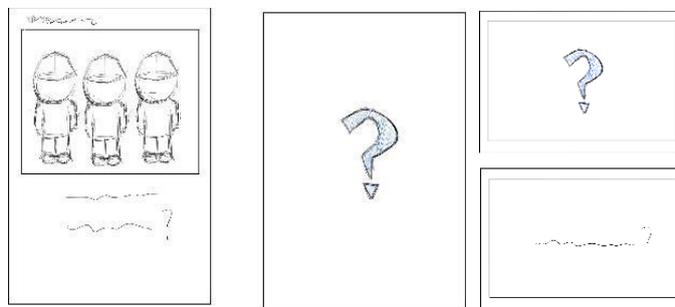


Figure 8. Card thumbnail



Figure 9. Board game Tightissue



Figure 10. Card Tightissue

CONCLUSION

Learning media plays a big role in attracting students' interest in learning. With learning media such as board games, students are more motivated to understand history, not just memorize to get good grades. Because the memorization that is memorized is fairly large, students feel burdened with this obligation. Currently, there are several learning media, one of which is board games.

Board games are games that require more than 1 player to be played. In the game, there will be an interaction between players which can make the game more fun. For now, there are several board games that discuss the history of Indonesia, such as the Timeline of Independence and Wilwatikta. The design of a board game with the theme of the history of the Japanese colonial period in Indonesia to help junior high school students is expected to help students learn the history of the Japanese colonial period in Indonesia.

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