

Great Children Loving Their Country: Educational Game Media for Fostering Nationalism in Early Childhood

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Abstract

This study aims to describe the implementation of educational game media in fostering nationalism among young children at TK Pertiwi Badak, Pemalang Regency. The study employed a descriptive qualitative approach with data collection techniques including observation, documentation, and analysis of learning activities. The educational game media were developed through various play-based activities involving national symbols, including creating the red-and-white flag, coloring the Indonesian flag, arranging flags based on size, matching Pancasila symbols, and assembling the Garuda Pancasila puzzle. The results showed that the use of educational game media was able to create active, concrete, and enjoyable nationalism learning experiences for children. Children demonstrated positive engagement through their ability to recognize national symbols, follow game rules, cooperate with peers, and show interest in Indonesian national identity. Play-based learning also successfully integrated nationalism values with various aspects of child development, including cognitive abilities, motor skills, creativity, and social-emotional development. Educational game media can serve as an innovative alternative for character education in early childhood education because it aligns with the fundamental principle of early childhood learning, which emphasizes direct experiences through play activities.

Keywords

Educational Game Media; Nationalism; Children's Character; Early Childhood Education; National Symbols.



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INTRODUCTION

Early Childhood Education (ECE) represents a fundamental stage in the development of various aspects of children's growth and character formation. Nationalism is one of the fundamental character values that needs to be instilled from an early age as part of the process of developing children's identity and personality as citizens. Nationalism is not merely associated with an understanding of national symbols, but also encompasses a sense of belonging, appreciation of cultural heritage, concern for the social environment, and awareness of living together within diversity. In the context of early childhood education,

nationalism is considered one of the priority character values within character education strengthening programs (Faizah et al., 2023). Instilling nationalism values in early childhood serves as an important instrument in shaping children's attitudes and character as individuals who possess a sense of love and responsibility toward their homeland (Nurpatimah, 2022). Values introduced through learning experiences during this period become the foundation for children's character development in subsequent stages of life. As emphasized by Aji and Wangid (2022), early childhood education contributes to shaping behavioral patterns and character development that are aligned with educational goals at later levels of schooling.

However, the concept of nationalism in early childhood has different characteristics compared to the understanding of nationalism at higher educational levels. Young children are not yet able to comprehend abstract concepts related to the state, ideology, historical struggles, and national identity in a complex manner. Therefore, strengthening nationalism among young children needs to be implemented through approaches that correspond to their developmental stages, namely through concrete experiences, play-based activities, social interactions, and the use of engaging learning media. Children need opportunities to recognize national symbols through activities that are closely connected to their daily experiences, allowing nationalism values to be understood not merely as memorized concepts but as meaningful learning experiences.

Early childhood education plays a strategic role in introducing the value of love for the nation through enjoyable and contextual learning processes. Nationalism education in ECE settings can be implemented through various activities, such as introducing the Indonesian flag, the Garuda Pancasila symbol, national songs, local cultures, heroic stories, and games containing values of togetherness and appreciation for national identity. Through these activities, children begin to develop an initial understanding that they are part of a social environment and a nation that possesses distinctive characteristics and symbols.

Nevertheless, the implementation of nationalism education in early childhood institutions still faces several challenges. One of the identified problems is that national character education is often conducted through conventional methods, such as teacher explanations, memorization of national symbols, or ceremonial activities during certain events, including independence day celebrations. Such approaches tend to position children as passive recipients of information, resulting in limited opportunities for children to explore, experience, and actively construct their own understanding.

This condition indicates a gap between the developmental needs of young children and the current practices of nationalism learning, which remain largely oriented toward information delivery. Young children require concrete and experiential learning because their cognitive development is constructed through direct interaction with their surrounding environment. Therefore, innovative learning strategies are needed to present nationalism values through activities that are appropriate to children's characteristics, one of which is the use of educational game media.

Play is a highly relevant approach in early childhood education because it represents children's natural way of learning. Play serves as a bridge for children's learning processes, enabling them to achieve holistic development in physical, intellectual, social, moral, and emotional domains (Susanti, 2021). Through play activities, children can develop thinking skills, creativity, communication abilities, cooperation, and the ability to understand social rules (Nimatuzahroh et al., 2022). In the context of character education, games not only provide enjoyable experiences but also serve as a medium for internalizing certain values through direct experiences (Rahmawati et al., 2022). Therefore, abstract concepts related to national identity can be transformed into concrete and meaningful learning experiences (Aghnaita et al., 2022; Lestarinigrum et al., 2023). The use of educational games thus becomes an effective strategy for introducing nationalism values in early childhood education.

Based on the preliminary study, strengthening nationalism values among young children still encounters several challenges in the learning process. Initial observations revealed that some children still require more varied stimulation to recognize and interpret national symbols. The introduction of nationalism concepts in early childhood education tends to focus on delivering basic information about the nation, such as recognizing the name of the country, the national flag, and national symbols. However, these concepts have not been fully developed through learning activities that provide children with direct and meaningful experiences.

This condition demonstrates the need for learning strategies that connect nationalism values with the developmental characteristics of young children. Children require learning media and activities that allow them to learn through concrete experiences, exploration, and active involvement. Learning processes that rely solely on verbal explanations may cause nationalism values to remain limited to the cognitive domain, whereas character education aims to develop understanding, attitudes, and positive habits that are reflected in children's daily behaviors. Therefore, innovative educational game media are needed to present national values through enjoyable and meaningful activities. Educational games represent a relevant alternative because they align with the fundamental principle of early childhood education, namely "learning through play," where children acquire knowledge through enjoyable play-based experiences (Norhikmah & Aghnaita, 2022).

Play is a process that prepares children and develops various aspects of early childhood development and intelligence (Masganti et al., 2021). It also provides opportunities for children's social and emotional development (Jahja & Faradiba, 2022). Through play activities, children can recognize national symbols, develop pride in their national identity, strengthen social abilities, and gain emotional experiences that support the formation of patriotic character. Project-based learning and play-based activities enable children to understand diversity values through direct practice without requiring complex explanations (Dwita et al., 2023). The characteristics of young children as active learners require early childhood learning processes to involve children directly and incorporate real-life experiences (Rahmawati et al., 2021). Through play, children can recognize national symbols, develop pride in their national

identity, and obtain emotional experiences that support the development of love for the homeland (Daryati, 2023; Vivi et al., 2023).

Based on these considerations, this study focuses on the development and implementation of educational game media as an effort to foster nationalism among young children. The game media were designed by integrating various activities related to Indonesian national symbols and identity, including creating the Indonesian red-and-white flag, coloring the national flag, arranging flags based on size, matching Pancasila symbols, and assembling the Garuda Pancasila puzzle. These activities were designed not only to introduce national knowledge but also to stimulate various aspects of children's development.

The use of educational games in this study provides novelty by integrating several national symbols into a series of play-based learning activities that are appropriate for early childhood characteristics. Previous studies have examined character education, learning media utilization, and cultural introduction among young children. However, studies concerning integrated educational game media that specifically combine national symbol recognition with manipulative play activities remain limited and require further exploration. This study attempts to contribute by presenting an alternative approach to nationalism education that emphasizes not only cognitive understanding but also children's emotional experiences and social behaviors.

Based on this background, this study aims to describe the implementation of educational game media in fostering nationalism among young children at TK Pertiwi Badak, Pematang Regency. This study also aims to identify the forms of play activities implemented, analyze children's involvement during the learning process, and describe the contribution of educational game media to strengthening nationalism values among young children.

The findings of this study are expected to contribute to the development of character education practices in early childhood education, particularly in designing creative, contextual, and developmentally appropriate strategies for strengthening nationalism values. Furthermore, this study is expected to serve as a reference for early childhood educators in developing educational game media that integrate national values with various aspects of children's holistic development.

METHODS

This study employed a descriptive qualitative approach aimed at obtaining an in-depth description of the implementation of educational game media in fostering nationalism among young children. A qualitative approach was selected because this study focused on the learning process, children's experiences, interactions during play activities, and behavioral changes that emerged throughout the implementation of the activities rather than on statistical measurements.

The study was conducted at TK Pertiwi Badak, Pematang Regency, during learning activities with the theme "My Country/Indonesian Independence Day/Red and White Flag." The research subjects consisted of children aged 5–6 years, classroom teachers, and the learning

environment that supported the implementation of nationalism-based play activities. Research data were collected through observation, documentation, and learning activity records. Documentation in the form of photographs of children's activities was used as supporting data to identify children's involvement in various educational games, including creating and coloring the Indonesian red-and-white flag, arranging flags based on size, matching Pancasila symbols, and assembling the Garuda Pancasila emblem puzzle.

The research procedure was conducted through several stages. First, the planning stage involved identifying learning needs and preparing educational game media. This stage was consistent with the practice of conducting needs analysis before developing educational media (Friwahyuni et al., 2022; Mulyati & Suryani, 2023). Second, the implementation stage was carried out through play activities integrated into daily learning processes. This approach was supported by previous findings indicating that the planned and integrated use of educational media positively contributes to children's development (Mulyati & Suryani, 2023). Third, the observation stage focused on examining children's responses, participation, and abilities in recognizing national symbols. Similar observation approaches have been applied in previous studies investigating teachers' and children's responses toward nationalism-based learning media (Friwahyuni et al., 2022; Ningtyas, 2024). Fourth, the data analysis stage involved data reduction, data presentation, and conclusion drawing following the Miles and Huberman qualitative data analysis model, which is widely used in educational qualitative research (Putri & Prajawinanti, 2023; Wilujeng et al., 2022).

Data validity was ensured through technical triangulation by comparing observation results and documentation records. This strategy has been recognized as an effective method for obtaining a more objective representation of learning phenomena (Wilujeng et al., 2022; Ningtyas, 2024; Jaya et al., 2022). Through this approach, the study sought to ensure data accuracy in describing the implementation of nationalism-based educational game media and its contribution to the development of nationalism values among young children (Friwahyuni et al., 2022).

RESULTS AND DISCUSSION

Results

This study on the implementation of educational game media was conducted at TK Pertiwi Badak, Pematang Regency, focusing on the learning process aimed at fostering nationalism among young children. Based on classroom observations, documentation of children's activities, and analysis of the learning implementation process, the findings revealed that educational game media based on national symbols were able to create concrete, enjoyable, and developmentally appropriate learning experiences for young children.

The learning activities were designed using a play-based approach that integrated nationalism values through the introduction of national symbols, cultural identity, and love for the homeland. Based on the learning planning documents, the activities were conducted under the theme "My Country" with various activities aimed at introducing national identity

to children. The learning activities included introducing the Indonesian red-and-white flag, singing national songs, participating in flag-themed physical games, creating artwork, and recognizing national symbols.

The observation results indicated that children responded positively to learning activities using educational game media. Children became more actively involved when learning was conducted through manipulative activities compared to teacher-centered verbal explanations. Children demonstrated curiosity toward the learning media, attempted to complete game challenges, discussed with their peers, and expressed enthusiasm when successfully completing activities related to national symbols.

The educational game media implemented in this study consisted of several main activities, including creating the Indonesian red-and-white flag, coloring the Indonesian flag, arranging flags based on size, matching Pancasila symbols, and assembling the Garuda Pancasila emblem puzzle. Each game had different characteristics and developmental objectives; however, all activities were interconnected with strengthening nationalism values among young children.

Table 1. Forms of Educational Game Media and Findings Related to Children's Nationalism Development

No.	Educational Game Media	Learning Activity	Children's Behavioral Findings
1	Creating the Red-and-White Flag	Children created flags using paper and colored them red and white	Children recognized national symbols and showed interest in national identity
2	Coloring the Indonesian Flag	Children colored the flag illustration according to the correct color pattern	Children recognized the flag colors and followed activity instructions
3	Arranging Flags Based on Size	Children arranged flag pictures from the smallest to the largest	Children developed logical thinking skills while recognizing national symbols
4	Matching Pancasila Symbols	Children matched Pancasila symbols according to their sequence	Children began recognizing Pancasila as part of national identity
5	Assembling the Garuda Pancasila Puzzle	Children assembled pieces of the national emblem collaboratively	Children demonstrated cooperation, communication, and perseverance

1. Creating the Red-and-White Flag as a Medium for Introducing National Identity

One of the main activities in the educational game media was creating the Indonesian red-and-white flag. Based on activity documentation, children created simple artworks using paper and coloring tools to produce the shape of the Indonesian flag. This activity provided children with direct experiences in recognizing one of the national symbols that is closely connected to their daily lives.



Figure 1. Creating the Red-and-White Flag

The observation results showed that children were able to follow the activity stages, beginning with recognizing the shape of the flag, applying the red and white colors, and presenting their creations to teachers and peers. This activity demonstrated that children did not merely receive information about the Indonesian flag but actively constructed their understanding through direct experiences.

Several positive developmental outcomes were identified. First, children began to understand that the red-and-white flag is a special symbol belonging to Indonesia. Second, children learned to appreciate their own work as well as the work of their peers. Third, the flag-making activity provided opportunities to develop creativity and fine motor skills through drawing and coloring activities.

Learning through creative production has important pedagogical value because children actively participate in the process of constructing knowledge. Children were not simply informed that Indonesia has a red-and-white flag, but they experienced the process of creating a visual representation of the national symbol.

2. Coloring the Indonesian Flag to Strengthen Understanding of National Symbols

The activity of coloring the Indonesian flag was one form of educational game that provided visual and motor stimulation for children. In this activity, children were given flag illustrations and guided to apply colors according to the national symbol of Indonesia.



Figure 2. Coloring the Flag

The observation results showed that most children were able to recognize that the upper part of the flag is red and the lower part is white. This ability indicates that children had begun to develop basic knowledge regarding national symbols.

The coloring activity also provided a multisensory learning experience. Children used visual perception to recognize colors, controlled hand movements, maintained attention

within picture boundaries, and followed instructions provided by the teacher. Thus, a simple activity was able to stimulate multiple aspects of child development simultaneously.

Beyond cognitive and motor development, this activity also contained an affective dimension. When teachers provided reinforcement regarding the meaning of the Indonesian flag and connected it with national struggles, children gained emotional experiences related to pride and appreciation toward their country.

3. Arranging Flags Based on Size as an Integration of Nationalism and Cognitive Development

The activity of arranging flags based on size demonstrated that nationalism education can be integrated with children's cognitive development. In this activity, children were asked to arrange several flag images from the smallest to the largest size.



Figure 3. Flag Ordering Game

The observation results indicated that children enjoyed this activity because it contained challenging elements similar to a game. Children compared the sizes of the images, determined the appropriate sequence, and corrected their arrangements when they were not yet accurate.

These findings indicate that nationalism-based educational games function not only as tools for character development but also as integrated learning media. Children learned concepts of size, sequencing, classification, and problem-solving while simultaneously recognizing national symbols.

This integrative approach aligns with the principle of early childhood education that a single activity can stimulate multiple developmental domains. Learning is not separated between cognitive development and character education but is developed through holistic play experiences.

4. Matching Pancasila Symbols as an Introduction to National Values

The Pancasila symbol-matching activity was designed to introduce Pancasila as the foundation of the Indonesian state. Children were provided with images of Pancasila symbols and asked to match them according to the appropriate sequence.

The observation results showed that children were interested in this activity because it resembled a matching game. Children engaged in trial processes, discussions, and corrections when they found incorrect answers.



Figure 4. Matching Pancasila Symbols

Although young children are not yet able to understand the philosophical meaning of Pancasila in depth, introducing symbols from an early age represents an initial stage in developing national awareness. Children began to recognize that Garuda Pancasila consists of specific elements associated with Indonesian national values.

This activity also stimulated symbolic thinking abilities. Children learned that certain images represent particular meanings. The ability to understand symbols is an important component of cognitive development during early childhood.

5. Garuda Pancasila Puzzle as a Medium for Strengthening Cooperation

The Garuda Pancasila puzzle activity demonstrated children's social involvement during the learning process. Children worked collaboratively to arrange puzzle pieces until they formed the Indonesian national emblem.



Figure 5. Garuda Pancasila Puzzle Game

The observation results showed that group-based games provided opportunities for children to communicate, share responsibilities, ask for assistance, and support their peers. These processes indicate that nationalism education is not only related to knowledge about the nation but also involves social values such as cooperation, responsibility, and respect for others.

Through puzzle activities, children experienced that achieving a common goal requires collective effort. This value is closely related to nationalism because love for the nation is also developed through the ability to live together and appreciate social groups.

Discussion

The findings demonstrate that educational game media contribute to the process of introducing and strengthening nationalism values among young children. The main finding of this study indicates that nationalism in early childhood can be developed more effectively

through concrete experiences, play activities, and social interactions rather than through verbal information delivery alone.

1. Educational Game Media as a Strategy for Developing Nationalism in Early Childhood

Nationalism is an important character value that needs to be developed from childhood. However, the concept of nationalism for young children must be adapted to their developmental characteristics. Young children are not yet able to understand abstract concepts related to the state, historical struggles, or national identity in a complex manner. Therefore, learning approaches should begin with concepts that are close to children's lives, such as recognizing flags, national songs, national symbols, and collective activities.

The findings of this study demonstrate that educational game media can bridge abstract nationalism concepts into concrete learning experiences. When children created the red-and-white flag, they gained direct experiences regarding the form and colors of national symbols. When children assembled the Garuda Pancasila puzzle, they learned about the national emblem through enjoyable activities.

This finding is consistent with Piaget's theory of cognitive development (1951), which explains that young children are in the preoperational stage and require concrete experiences to construct understanding. Children learn through direct interaction with objects rather than through abstract explanations alone. In this study, educational games functioned as concrete objects that helped children develop initial concepts about the nation and national identity.

2. Nationalism Learning Through Play-Based Approaches from a Child Development Perspective

The findings indicate that play activities serve as an effective pedagogical approach for introducing nationalism values in early childhood. This is because play represents children's natural activity that encourages curiosity, exploration, communication, and emotional involvement. In early childhood education, character formation cannot be achieved through abstract instruction or memorization but must occur through experiences that correspond with children's world.

Play functions as a learning process that enables children to construct understanding through direct experiences. When children interacted with educational game media such as the red-and-white flag, Pancasila symbols, and Garuda Pancasila puzzles, they were constructing knowledge about their national identity. National symbols became easier to understand because children encountered them through enjoyable activities.

The findings strengthen the perspective that character education in early childhood should be implemented through contextual activities. Love for the homeland cannot be developed only through verbal explanations but must be realized through meaningful experiences (Aji & Wangid, 2022). Teachers have the responsibility to provide contextual understanding of nationalism because young children require meaningful explanations connected to their daily experiences. The internalization of nationalism values in early childhood should therefore be delivered contextually and thematically based on children's everyday lives (Aghnaita et al., 2022).

Activities such as creating flags, respecting national symbols, and recognizing the national emblem represent emotional experiences that become the foundation of nationalism development. The introduction of national symbols and flag ceremonies has been recognized as an effort to cultivate love for the homeland from an early age (Saragih et al., 2023; Rachmadany, 2021). A strong sense of patriotism involves not only theoretical understanding but also processes of observing, understanding, becoming aware, and making decisions (Pratomo et al., 2022). Group games also encourage children's abilities to develop cooperation, empathy, and group responsibility as foundations of national solidarity (Aghnaita et al., 2022).

3. The Role of Social Interaction in the Formation of Nationalism Values among Young Children

In addition to providing individual learning experiences, educational game media also creates opportunities for children to learn through social interaction. Several activities, such as assembling the Garuda Pancasila puzzle and matching Pancasila symbols, were conducted through collaborative activities involving communication and cooperation among children.

The findings indicate that play activities conducted collaboratively encouraged children to interact, exchange ideas, help one another, and complete tasks together. These interactions demonstrate that nationalism education in early childhood is not only related to knowledge about national symbols but also involves the development of social values that become the foundation of citizenship character.

These findings can be explained through Vygotsky's sociocultural theory, which emphasizes that social interaction is a major driving force in children's cognitive development (Ghazali et al., 2023). Children acquire new understanding through communication, guidance, and support from their social environment. In this study, teachers played an important role as facilitators by providing guidance, asking stimulating questions, and reinforcing children's positive behaviors.

For example, when children assembled the Garuda Pancasila puzzle, the teacher did not only focus on whether the puzzle was successfully completed but also encouraged children to cooperate and support each other. This process contained character education values because children learned that achieving a goal requires collective effort and collaboration.

The development of nationalism among young children is closely related to their ability to establish social relationships. Children who are able to cooperate, respect their peers, follow game rules, and demonstrate concern for their group represent the early foundations of social responsibility as members of society. Therefore, group-based educational games in this study not only stimulated children's social-emotional development but also became an initial medium for developing civic values.

4. Learning Through Teacher Modeling and Positive Reinforcement

The findings also indicate that the success of educational game media is not solely determined by the characteristics of the media itself but also by how teachers manage and facilitate the learning process. Teachers play an essential role in providing meaning to every play activity experienced by children.

For example, in the activity of introducing the red-and-white flag, the teacher did not merely instruct children to color the flag illustration using red and white colors but also provided simple explanations regarding the importance of the flag as a national symbol. Similarly, when introducing the Garuda Pancasila emblem, the teacher reinforced the understanding that Garuda Pancasila represents the identity of the Indonesian nation and should be respected.

This finding is consistent with Bandura's social learning theory, which explains that children learn through observing the behaviors of others. Individuals acquire attitudes and behaviors by observing models within their environment (Feri & Husna, 2022). In this context, teachers become role models observed by children in demonstrating respect for national symbols, using positive language about the nation, and expressing appreciation toward Indonesian culture.

In character education, teacher modeling plays a crucial role because young children tend to imitate the behaviors of adults around them. Therefore, nationalism development is not only achieved through learning media but also through teachers' attitudes and behaviors throughout the learning process.

This concept is also consistent with Lickona's character education theory, which consists of three main components: moral knowing, moral feeling, and moral action (Husna, 2022; Arif et al., 2023; Pajriah et al., 2023). In this study, educational game media stimulated these three components. Children gained knowledge about national symbols (moral knowing), developed feelings of happiness and pride toward their national identity (moral feeling), and demonstrated behaviors of respecting national symbols and cooperating during games (moral action).

5. Integration of Nationalism Values with Six Aspects of Early Childhood Development

One of the important findings of this study is that educational game media not only functioned to develop nationalism values but also integrated various aspects of early childhood development.

Table 2. Integration of Nationalism-Based Educational Games with Early Childhood Development Aspects

Educational Game Media	Stimulated Developmental Aspects	Forms of Development
Creating the red-and-white flag	Physical-motor, artistic, social-emotional development	Hand coordination, creativity, pride in personal work
Coloring the flag	Fine motor and cognitive development	Color accuracy, concentration, following rules
Arranging flags by size	Cognitive development	Classification, comparing sizes, logical thinking
Matching Pancasila symbols	Cognitive and language development	Recognizing symbols, expressing simple information
Garuda Pancasila puzzle	Social-emotional and cognitive development	Cooperation, problem-solving, communication

Based on the table above, nationalism learning in early childhood does not need to be developed as an independent learning program. Nationalism values can be integrated into daily learning activities through themes, educational media, and play activities that are appropriate to children's developmental characteristics.

This integrative approach is consistent with the principles of early childhood education, which emphasize holistic child development. Children do not learn through separated developmental categories but through experiences involving multiple abilities simultaneously.

The educational game activities in this study demonstrate that character education and developmental stimulation can occur together. For example, creating the red-and-white flag not only introduced national symbols but also developed fine motor skills and creativity. Similarly, assembling the Garuda Pancasila puzzle introduced national identity while strengthening cooperation, communication, and problem-solving abilities.

Therefore, educational games based on national symbols represent an effective learning strategy because they accommodate the characteristics of young children as active learners. Through play, children are able to construct knowledge, develop attitudes, and practice behaviors related to nationalism in meaningful contexts.

Overall, the findings of this study confirm that educational game media can serve as a contextual learning strategy for strengthening nationalism values among young children. The implementation of play activities involving national symbols transforms nationalism from an abstract concept into concrete experiences that children can observe, manipulate, and experience directly.

The contribution of this study lies in demonstrating that nationalism education in early childhood should not be limited to introducing factual knowledge about the nation but should involve emotional experiences, social interactions, creativity, and meaningful play. Through appropriately designed educational games, children can gradually develop awareness of national identity, appreciation of national symbols, cooperation skills, and positive attitudes toward their country.

CONCLUSION

Based on the findings and discussion, it can be concluded that educational game media represents an effective learning strategy for introducing and fostering nationalism values among young children at TK Pertiwi Badak, Pematang Regency. The implementation of educational game media through activities such as creating the red-and-white flag, coloring the Indonesian flag, arranging flags based on size, matching Pancasila symbols, and assembling the Garuda Pancasila puzzle provided concrete, enjoyable, and developmentally appropriate learning experiences for young children. Through these activities, children not only gained knowledge about national symbols but also began to demonstrate appreciation for national identity, participation in group activities, cooperation, adherence to game rules, and interest in national values.

Educational game media also demonstrates that nationalism development in early childhood can be integrated with various developmental aspects, including cognitive abilities, fine motor skills, creativity, language development, and social-emotional development. A play-based approach provides opportunities for children to understand nationalism concepts through direct experiences, allowing the value of love for the homeland to develop beyond the ability to memorize national symbols into meaningful emotional experiences and positive behaviors.

The development of educational game media has the potential to be implemented more broadly in early childhood education institutions by adapting it to the characteristics of the learning environment and children's needs. Teachers can develop variations of play activities based on local cultures, heroic stories, national songs, and other national symbols to create more contextual character education. Future studies may explore the development of digital-based nationalism educational games or conduct more in-depth investigations regarding the long-term effectiveness of educational media in supporting children's character development.

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