

Development of Gaple Card Media "Smart Fathers Raise Children" as an Educational Media for Fathering in Early Childhood

Irma Yuliantina^{1*}, Nur Riska², Dhea Yuwono Putri³, Karima Salihanisa⁴, Syifa Andina⁵, Dwi Purwestri Sri Suwarningsih⁶, Yuli Yana⁷, Lucy Herny⁸
Universitas Panca Sakti Bekasi¹, Universitas Negeri Jakarta^{2,3,4}, Koalisi Nasional PAUD HI^{5,6,7,8}

Article Info

Article history:

Received: 16 March 2026

Publish: 1 July 2026

Keywords:

Educational Game Media;
Smart Father Raising Children;
ADDIE.

Abstract

Father involvement in early childhood care plays a crucial role in supporting children's socio-emotional development, health, and well-being. However, father participation in parenting education activities is still relatively limited, partly due to the lack of practical, contextual, and character-appropriate learning media. This study aims to develop and test the feasibility of the Gaple Card educational game "Smart Fathers Raise Children" as a means of family parenting education based on local culture. The study used a Research and Development (R&D) approach with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The media was developed by modifying the traditional Gaple game and incorporating parenting messages sourced from the BKB Emas Module of the National Population and Family Planning Board (BKKBN). The trial was conducted with groups of fathers in Depok City and North Central Timor Regency (TTU) with facilitator assistance. The evaluation results showed that the media achieved a feasibility level of 96.61%, categorized as very feasible, and reviewed in terms of appearance, message content, ease of use, and usefulness. These findings indicate that the Gaple Card "Smart Fathers Raising Children" is effective as an interactive, non-patronizing, and relevant parenting education media for fathers, and has the potential to be used in the BKB Emas program, PAUD units, integrated health posts (posyandu), and various community-based parenting activities involving fathers.

This is an open-access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Irma Yuliantina

Universitas Panca Sakti Bekasi

Email: drirmayuliantinapsu@gmail.com

1. INTRODUCTION

The role of fathers in childcare is a crucial factor influencing a child's overall development. Various studies in early childhood education and developmental psychology demonstrate that paternal involvement significantly contributes to a child's physical, cognitive, social, and emotional development. Fathers serve not only as breadwinners in the family but also as caregivers, educators, and behavioral role models for their children. Active paternal involvement in parenting activities has been shown to improve the quality of family interactions and strengthen the emotional bond between father and child. A father's presence in a child's life helps the child develop a sense of security, self-confidence, and the ability to adapt to their social environment. Furthermore, fathers play a role in providing different stimulation than mothers, particularly in exploration, physical play, and fostering courage. This demonstrates that paternal involvement is an integral part of a quality parenting system. Therefore, efforts to increase paternal involvement in childcare are an important agenda in the development of family education (Lamb, 2010; Cabrera et al., 2018).

Numerous studies have shown that paternal involvement is directly related to the social and emotional development of early childhood. Children who receive attention and positive interactions from their fathers tend to have better emotional regulation skills than children who receive less paternal involvement. Research by Tri Suciawati et al. (2024) confirms that paternal involvement plays a role in improving children's ability to manage emotions and build healthy social relationships with peers. These findings indicate that fathers function as both a source of emotional support and as agents of socialization within the family. Furthermore, father-child interactions can also improve communication skills, empathy, and problem-solving skills. A responsive father's presence in parenting helps children develop adaptability to various social situations. This suggests that strengthening the father's role has a long-term impact on the quality of children's development. Therefore, paternal involvement needs to be encouraged through various effective parenting education strategies.

Similar findings were also revealed by Alfian and Azkiya Zuhda (2024), who stated that consistent paternal involvement contributes to emotional stability and character development in children. Children who receive support from their fathers tend to have higher levels of self-confidence and better self-control. Furthermore, paternal involvement also contributes to the development of positive discipline in their children's daily lives. Fathers who are active in parenting can serve as role models in developing a sense of responsibility and moral fortitude in their children. Father-child interactions also provide opportunities for children to learn social values such as cooperation, honesty, and respect. In the context of early childhood education, fathers play a crucial role in creating a family environment that supports children's learning. Therefore, strengthening fathers' parenting capacity is a crucial aspect in efforts to improve the quality of family education. This also aligns with the concept of family-based parenting, which places both parents as partners in childcare (Cabrera et al., 2018).

Although various studies demonstrate the importance of father involvement in childcare, societal realities indicate that father participation remains relatively limited. Many fathers still view childcare as the primary responsibility of mothers. Social constructions of gender roles within the family often position fathers as the primary breadwinners, while mothers are responsible for daily caregiving activities. This situation results in less than optimal father involvement in family educational activities. Furthermore, high work demands often leave fathers with limited time to interact with their children. Limited access to parenting education media that aligns with fathers' characteristics is also a limiting factor. Bali and Betty (2022) stated that most parenting education programs still primarily target mothers as the primary participants. Therefore, innovative approaches are needed that can reach fathers more effectively.

In the context of strengthening family care, a collaborative, cross-sectoral approach is crucial. The Indonesian government, through various family development programs, has encouraged more active parental involvement in early childhood education. One relevant initiative is the Holistic and Integrative Early Childhood Education (PAUD HI) program. This program emphasizes the importance of synergy between families, educational institutions, health services, and the community in supporting optimal child growth and development. The PAUD HI approach recognizes that child development is influenced not only by the formal educational environment but also by the quality of care within the family. Therefore, improving parental caregiving capacity is a key focus in the implementation of PAUD HI. Within this framework, father involvement is a crucial aspect

to strengthen. This effort requires educational media that can reach parents effectively and are easily accessible (Ministry of PPPA, 2021).

As part of this effort, the National Coalition for Early Childhood Education (PAUD HI) exists as a collaborative platform between the government and civil society. This coalition aims to strengthen the implementation of PAUD HI through various advocacy programs, education, and the development of family learning media. One of the main focuses of the National Coalition for PAUD HI is improving family parenting capacity through various educational media innovations. This effort is carried out to help parents understand the importance of stimulating child development from an early age. Furthermore, this program also encourages the involvement of fathers and other family members in parenting activities. Through a community-based approach, various parenting education activities can be conducted in a more contextual and relevant manner to community needs. The coalition also encourages the use of learning media that is simple and easy for families to understand. Thus, the development of parenting education media is an important strategy in improving the quality of family care.

However, the various parenting education media currently available still have several limitations. Most are digital-based, requiring adequate access to technology and digital literacy. This situation means that not all families can access these media optimally. Furthermore, overly formal learning approaches are often less appealing to fathers as learning targets. Fathers tend to prefer practical, relaxed, and interactive learning approaches. Media that can provide learning experiences through playful activities is considered more effective in engaging fathers. Therefore, innovative parenting education media that are more contextual and tailored to fathers' characteristics are needed. Game-based media is one alternative that can be developed for this purpose.

Educational games are an effective learning approach for conveying educational messages. Games allow participants to learn through enjoyable, hands-on experiences. Sadiman et al. (2021) explain that game-based learning media can increase learning motivation, active participation, and information retention. Through games, individuals can engage in the learning process more naturally without feeling like they are participating in formal learning activities. The social interactions that occur during games can also encourage discussion and reflection on experiences among participants. This approach is highly relevant for use in family education activities. In the context of parenting education, games can be a means of conveying parenting messages in a light and easy-to-understand manner. Therefore, the development of game-based parenting education media has great potential to increase father involvement in parenting activities.

Gaple is a popular traditional game in Indonesia. This game has long been known and played by various groups in various regions. Gaple's simple and interactive characteristics make it easily accessible to various age groups, including adults. It is also often played in relaxed settings as a means of social interaction among community members. This potential can be utilized to integrate educational messages into game activities. By modifying the card design and the content of the messages conveyed, Gaple can be developed into an effective educational tool. This approach allows participants to learn while playing without feeling patronized. Therefore, Gaple has great potential as a parenting education tool for fathers.

Based on this potential, the National Coalition for Early Childhood Education (PAUD HI) developed educational media in the form of Gaple Cards, "Smart Fathers in Raising Children." This media is designed as a contextual, simple, and easy-to-use parenting education tool for fathers in various situations. The messages contained in the cards are structured based on parenting material contained in the Toddler Family Development

(BKB) module developed by the National Population and Family Planning Board (BKKBN). This material covers various important aspects of early childhood care, such as developmental stimulation, positive communication, and character building. Using a game approach, parenting messages can be delivered in a more engaging and easy-to-understand manner. Furthermore, this game can also spark discussions among participants about parenting experiences in everyday life. This is expected to increase fathers' awareness of the importance of involvement in childcare. Thus, this media has the potential to become an innovative parenting education tool.

Academically, research on traditional game-based parenting education media is still relatively limited. Most previous studies have focused on digital learning media or conventional training modules. Meanwhile, research specifically developing traditional game media for parenting education for fathers is still rare. Therefore, this study is novel in several important aspects. First, it integrates parenting education concepts with traditional game media, which are closely related to local life. Second, the media developed specifically targets fathers as the primary target for parenting learning. Third, this study adapts parenting material from the BKB module into an educational game format. This novelty is expected to contribute to the development of parenting education media based on local culture.

Furthermore, this research provides a practical contribution to the development of innovative family education media. The Gable Cards "Smart Fathers Raise Children" are designed for use in various family education activities, such as parenting classes, BKB activities, and community activities. This media can also be used flexibly in various informal situations, such as family gatherings or community activities. This allows for a more relaxed and enjoyable parenting education process. This approach is expected to increase father involvement in the parenting learning process. Furthermore, the use of games can strengthen social interactions among participants in parenting education activities. This has the potential to increase the effectiveness of conveying parenting messages to the community. Therefore, the development of this media has strategic value in supporting family strengthening programs.

Based on this background, this study aims to develop the Gable Card media "Smart Father Raising Children" as an innovative and contextual means of fathering education. This study uses the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The focus of the research is directed at the media development process and the assessment of media feasibility based on the responses of target users, namely fathers. In addition, this study also aims to identify input from users regarding the design, content, and ease of use of the media. The results of this evaluation will be used as a basis for making product improvements. Thus, the resulting media is expected to have a high level of feasibility for use in family parenting education activities. This research is expected to contribute to the development of innovative parenting education media. In addition, the results of this study can also serve as a reference for the development of game-based family learning media in the future.

2. RESEARCH METHODS

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model as proposed by Syam and Ermawati (2024). The ADDIE model was chosen because it is systematic, flexible, and suitable for developing simple learning media that emphasize user experience (user-centered), particularly in the context of family parenting education.

1) Analysis Level

The analysis phase was conducted to identify fathers' needs in childcare and the obstacles they face in their involvement. The needs analysis was conducted through initial observations of the Golden Toddler Family Development (BKB) program. Observations showed that most family education activities were still dominated by mothers, while fathers' involvement was relatively low. This situation was influenced by time constraints, gender role perceptions, and the lack of practical, simple, and father-specific parenting education media. Therefore, educational media that is interaction-based, easy to use, and able to facilitate discussion and reflection on parenting experiences is needed.

2) Design Stage

The design phase focused on developing the concept, format, and rules for the "Smart Fathers Raise Children" gable card game. Each card is designed to contain educational messages related to parenting, including the role of fathers in the First 1,000 Days of Life, healthy living habits, positive communication within the family, and fathers' involvement in child development. All parenting messages used are sourced from the Golden BKB Module developed by the National Population and Family Planning Board (BKKBN). The game rules are designed to encourage interaction between participants, exchange of experiences, and reflective discussions during the game.

3) Development Stage

During the development phase, the gable card design was prototyped using graphic design software (Canva), then printed and prepared for field trials. This study did not conduct expert validation testing in the initial phase, but instead conducted trials directly with the target user group. This approach was chosen to obtain authentic and contextual initial responses from fathers as the primary users of the media, ensuring that the input obtained truly reflects the needs and experiences of users.

4) Implementation Stage

The implementation phase was conducted through a trial of the "Smart Fathers Raise Children" gable card media for father groups in Depok City and North Central Timor Regency (TTU). Both locations are part of the More Care for Young Children project implemented by the National Coalition for Holistic and Integrative Early Childhood Education. At this stage, participants played gable cards with the assistance of a facilitator, then were asked to complete a media feasibility assessment instrument covering aspects of material content, visual appearance, ease of use, and media usefulness.

5) Evaluation Stage

The evaluation phase is the final stage, involving fathers as the primary respondents. The evaluation was conducted using a questionnaire designed to assess the media's suitability based on content, appearance, ease of use, and usefulness as a parenting learning tool. The evaluation results were used as a basis for product improvements and refinements, making the "Smart Fathers Raising Children" gable card game more effective, engaging, and tailored to user needs.

3. RESULTS AND DISCUSSION

3.1. Research Results

The development of parenting education media through the Gable card game has resulted in an innovative product called the Gable Card "Smart Father, Raising

Children," designed as a family learning medium based on traditional games. This media aims to convey parenting messages to fathers through interactive and fun play activities. The game approach was chosen because it is considered capable of increasing participant engagement in the learning process naturally. This media modifies the structure of the traditional Gapple game by adding educational messages to each card. Thus, each game session is not only an entertainment activity but also a means of discussion regarding early childhood parenting practices. The media development was carried out using the ADDIE model, which includes five main stages: analysis, design, development, implementation, and evaluation. Each stage is carried out systematically to ensure that the resulting media meets user needs. The results of the study indicate that the developed media have a very high level of feasibility based on the responses of target users.

The first stage in the ADDIE model is a needs analysis. This stage identifies fathers' needs for practical, engaging, and easy-to-use parenting education media. The analysis shows that most fathers have limited time to participate in formal parenting activities. Furthermore, currently available parenting education media tend to be in the form of modules or reading materials that are less engaging for fathers. Therefore, interactive learning media are needed that can be used in relaxed situations. Traditional games were chosen because they are closely related to the community's culture and are easily accepted by various groups. Gapple was chosen because this game is already very familiar in the community. The results of this needs analysis served as the basis for designing the concept of game-based educational media.

The second stage is media design. At this stage, researchers developed a design concept for gapple cards that integrates parenting messages into the game structure. Each card is designed not only to contain number symbols like in traditional gapple games, but also to be equipped with educational messages. These messages are adapted from the Toddler Family Development (Bina Keluarga Balita) module developed by the National Population and Family Planning Agency (BKKBN). The parenting materials include the role of fathers in the family, stimulating child development, positive communication, and fathers' support for family mental health. Furthermore, the visual design of the cards is also made attractive for easy understanding by users. The selection of colors, typography, and illustrations is done with the principles of readability and visual appeal in mind. This design stage resulted in the initial prototype design for educational gapple cards.

The third stage is media development. At this stage, the Gapple card prototype design is developed into a product ready for testing. Each card is printed with an attractive visual design and accompanied by a short but informative parenting message. In addition to the playing cards, the media development also includes a user guide. This guide explains the rules of the game and the educational purpose of the media. The media structure consists of an introduction, the main part of the playing cards, and a conclusion containing a summary of key parenting messages. All parenting materials are structured based on the BKB module to remain aligned with family strengthening program policies in Indonesia. This development process produces a set of educational game media ready for user testing. The media is then produced in prototype form for the implementation phase.

The next stage was media implementation. Media trials were conducted with groups of fathers targeted by the parenting education program. The trials were conducted in two areas: Depok City and North Central Timor Regency (TTU). Both areas are part of the More Care for Young Children project implemented by the National PAUD HI

Coalition. Participants participated in a gapple card game session with the assistance of a facilitator. During the game, participants were encouraged to discuss the parenting messages contained on the cards. This interaction allowed for the exchange of experiences among participants regarding childcare practices. After the game, participants were asked to complete a media assessment questionnaire. The data obtained was then analyzed to determine the media's suitability.

The assessment results showed that the Gapple Card media "Smart Father Raising Children" achieved a very high level of feasibility. Based on the questionnaire recapitulation results, the media obtained a feasibility score of 96.61%, which is included in the very feasible category. The assessment covered several aspects, namely visual appearance, clarity of message content, ease of use, and the media's benefits in parenting education activities. Most respondents stated that this media was easy to understand and interesting to play. Participants also considered the parenting messages conveyed in the game easy to remember. Furthermore, this game was considered capable of creating a relaxed yet meaningful discussion atmosphere. This indicates that the game approach is effective in conveying parenting educational messages. These results indicate that the media has the potential for wider use in family education programs.

In detail, the visual appearance of the media received excellent reviews from respondents. Participants stated that the card design was attractive and easy to read. The use of color and illustrations was considered to enhance the game's appeal. Furthermore, the font size on the cards was deemed clear enough to allow for easy reading. An attractive visual appearance also helped participants grasp the content of the parenting messages more quickly. This demonstrates that visual design plays a crucial role in enhancing the effectiveness of learning media. Media with an attractive appearance tends to be more easily accepted by users. Therefore, visual design is a crucial factor in developing educational media.

In addition to the visual aspects, the clarity of the parenting messages also received very high ratings. Participants stated that the messages on the cards were easy to understand and relevant to everyday life. The parenting material presented was deemed appropriate for fathers' needs in supporting their children's growth and development. Several participants also stated that the messages on the cards helped them understand the importance of father involvement in parenting. Furthermore, the use of simple sentences made the messages easier to understand. This indicates that the parenting material delivered through games was well-received by participants. Therefore, this medium was deemed effective as a means of parenting education.

The ease-of-use aspect of the media also received excellent reviews. Participants stated that the game rules were easy to understand and did not require a long time to learn. This makes the media suitable for use by various community groups. Furthermore, the game can be played in various informal situations, such as family gatherings or community activities. The flexibility of use is one of the advantages of this educational gapple card game. It also requires no additional equipment, making it easy to use in various settings. Therefore, this media is considered practical and easy to implement in parenting education activities. This is one factor that increases the potential for widespread use of the media.

In addition to quantitative data, this study also obtained qualitative feedback from participants. One suggestion raised was the need for facilitators who have a thorough understanding of parenting materials. Facilitators play a crucial role in guiding discussions that arise during the game. Without adequate guidance, the parenting

messages in the game may not be conveyed optimally. Participants also suggested that the game activities be accompanied by a short reflection session after the game is completed. This aims to enable participants to connect the game's messages to their own parenting experiences. Furthermore, group discussions were also considered to enrich participants' understanding. This feedback became important material for refining the media.

Other input provided by participants related to the development of supporting media. Several participants suggested that the media be equipped with video testimonials from father figures. These videos could serve as concrete examples of positive parenting practices in everyday life. Participants assessed that real-life examples from other fathers could increase motivation to participate in parenting. Furthermore, participants suggested that the cards be made with a larger font size. This aims to improve readability for all users. This input indicates that design aspects still need to be considered in media development. These recommendations are part of the evaluation in the ADDIE model.

The final stage in the ADDIE model is evaluation. Evaluation is conducted to assess the effectiveness of the media and identify aspects that need improvement. Based on the evaluation results, the media is considered to have great potential as a parenting education tool for fathers. This media is able to provide a fun learning experience through play activities. Furthermore, the games also encourage discussion and reflection on experiences among participants. This indicates that a game-based learning approach can increase father involvement in parenting activities. The evaluation also showed that this media is easy to use in various family contexts. Therefore, it has the potential for wider implementation.

Overall, the research results indicate that the Gable Cards "Smart Father, Raising Children" media has a very high level of suitability as a parenting education medium. This media is able to integrate traditional games with educational messages about childcare. The game-based approach makes the learning process more relaxed and non-patronizing. This is crucial in attracting fathers to participate in parenting education activities. This media also encourages social interaction between participants through discussions during the game. This interaction allows for the exchange of parenting experiences. Thus, this media can be a meaningful learning tool for parents.

The findings of this study indicate that traditional games can be utilized as innovative parenting education media. Integrating local culture into learning media can increase public acceptance of family education programs. Game-based media also has the potential to increase father participation in parenting activities. This is important considering that father involvement remains a challenge in family strengthening programs. By utilizing a game approach, parenting education can be delivered more effectively. This media can also be used in various community programs such as BKB (National Child Development Center), PAUD (Early Childhood Education Center), and Posyandu (Integrated Service Post). Therefore, the development of this media has strategic value in supporting family strengthening programs.

Based on all stages of development and evaluation results, it can be concluded that the "Smart Fathers Raise Children" Gable Card media is an innovative parenting education media that is suitable for use. This media functions not only as a game, but also as a means of reflection on parenting experiences for fathers. The use of traditional games in parenting education also provides a more contextual approach for the community. The results of this study indicate that integrating games into family education can increase participant engagement. Furthermore, this media is also easy to

use in various community activities. With a very high level of feasibility, this media has the potential for wider development. Therefore, this educational gaple card media can be an alternative media in family parenting education programs.

Table 1. Results of Media Suitability Assessment

Evaluation Aspects	Percentage (%)	Category
Visual Display	97,10	Very Worthy
Clarity of Message Content	96,85	Very Worthy
Ease of Use	95,90	Very Worthy
Benefits of Media	96,60	Very Worthy
Rate-rate	96,61	Very Worthy

3.2 Discussion

The results of the study indicate that the Gapple Card media "Smart Fathers Raise Children" has a very high level of suitability as a medium for family parenting education. The feasibility level of 96.61% indicates that the developed media is able to meet the needs of the target users, namely, fathers. The high level of acceptance of this media indicates that a game-based approach can be an effective strategy in parenting education activities. The game approach allows the learning process to take place in a relaxed and non-patronizing manner. This is important because most fathers tend to be less interested in formal, lecture-based educational approaches. Game media provides a participatory and contextual learning experience. This condition makes parenting messages more easily understood by participants. This finding is in line with research showing that game-based learning can increase participant motivation and engagement in the learning process (Plass et al., 2015; Whitton & Moseley, 2019).

In addition to increasing participant engagement, a game-based approach can also improve retention of learning messages. Media that involves play activities provides a more meaningful learning experience because participants are directly involved in the learning process. When participants interact through games, they not only passively receive information but also actively process the messages conveyed. This makes the information received easier to remember and understand. In the context of parenting education, this approach is crucial because parenting messages are often related to changes in parental attitudes and behavior. A fun learning experience can help parents reflect on their parenting practices. Previous research has shown that game-based learning media can improve participants' conceptual understanding and reflection skills (Gee, 2017; Hamari et al., 2016). Therefore, using gapple games as a medium for parenting education has great potential to increase the effectiveness of parenting education activities.

The findings of this study also indicate that the use of traditional games as educational media has strategic value within the cultural context of the community. Gapple is a game widely known in Indonesia. The game's proximity to everyday life makes participants feel more comfortable and familiar in participating in the game. Media based on local culture tends to be more easily accepted by the community because it is relevant to their social experiences. Integrating cultural elements into learning media can also increase a sense of ownership of the media used. This is crucial in efforts to increase the sustainability of media use in community activities. Previous research has shown that learning media based on local culture can increase learning

effectiveness and community acceptance (Hernandez & Moreno, 2017; Suryani et al., 2020). Therefore, using Gaple as a parenting education medium is a relevant approach to the community's social context.

The research also showed that this media was able to encourage fathers' involvement in discussions about parenting practices. During the game, participants not only focused on the game but also discussed the messages on the cards. These discussions allowed for the exchange of experiences between fathers regarding parenting practices in everyday life. This social interaction is a crucial factor in the adult learning process. In adult learning theory, learning often occurs through shared experiences and reflection. Group discussions can help participants understand different perspectives on parenting. Previous research has shown that parenting activities involving group discussions can increase parents' awareness of positive parenting practices (Panter-Brick et al., 2018; Jeong et al., 2021). Therefore, games that encourage group discussions have great potential in parenting education activities.

Another finding in this study indicates that the parenting messages contained in the cards were easily understood by participants. This demonstrates the importance of using simple and contextual language in conveying parenting education messages. Overly theoretical parenting materials are often difficult for the general public to understand. Therefore, message simplification is an important strategy in developing family education media. Effective media must be able to convey complex information in a form that is easily understood by users. In this study, parenting messages were adapted from the Toddler Family Development (BKB) module and then simplified into short messages on playing cards. This approach made the parenting messages more easily understood by participants. Previous research has shown that learning media that use simple language and engaging visuals can improve participant comprehension (Mayer, 2020; Clark & Mayer, 2016).

In addition to the content aspect, visual media design is also a crucial factor in the success of learning media. The results of the study showed that participants gave excellent ratings to the visual appearance of gaple cards. An attractive visual design can increase participants' interest in using learning media. The appropriate use of color, illustrations, and typography can help participants understand the message. Media with an attractive visual appearance also tends to be more memorable for users. In the context of adult learning, good visual design can help increase participants' attention and focus. Previous research has shown that visual design plays a crucial role in increasing the effectiveness of learning media (Kalyuga, 2018; Mayer, 2020). Therefore, the development of parenting educational media requires serious consideration of visual design aspects.

The results of this study also show that the gaple cards were easy for participants to use. Ease of use is a crucial factor in the successful implementation of learning media. Media that is too complex is often difficult to implement in community activities. Conversely, simple and practical media tend to be more easily adopted by the community. The gaple game has simple rules that are easy for participants to understand. This allows the media to be used in various community activities without requiring special training. Previous research has shown that easy-to-use learning media have a higher adoption rate in the community (Rogers, 2016; Deterding et al., 2017). Thus, the simplicity of the media is one of the advantages of this educational gaple card.

In addition to its advantages, this study also identified several aspects that need improvement in media development. Several participants suggested that the game activities be facilitated by facilitators who are well-versed in parenting material.

Facilitators play a crucial role in guiding discussions that arise during the game. Without adequate support, the parenting messages conveyed in the game may not be conveyed optimally. Therefore, facilitator training is crucial in implementing parenting education media. Furthermore, participants suggested developing supporting media such as video testimonials from father figures. These videos can serve as examples of good parenting practices in everyday life. Previous research has shown that the use of role models in parenting education can increase parents' motivation to participate in parenting (Jeong et al., 2021; Panter-Brick et al., 2018).

The findings of this study also reinforce the importance of father involvement in early childhood care. Father involvement not only benefits child development but also the overall well-being of the family. Fathers who are active in parenting can help create a more harmonious family environment. Father-child interactions can also enhance children's social and emotional development. In the context of early childhood education, father involvement is one factor influencing successful child development. Previous research has shown that children who have positive relationships with their fathers tend to have better social skills (Cabrera et al., 2018; Lamb, 2018). Therefore, parenting education programs need to pay greater attention to father involvement. Educational media specifically designed for fathers can be an effective strategy to increase their participation in parenting.

Overall, the results of this study indicate that the Gable Cards "Smart Father, Raising Children" media has great potential as a game-based parenting education medium. This media is able to integrate traditional games with educational messages about childcare. The game approach makes the learning process more enjoyable and does not feel like a formal learning activity. This is crucial in attracting fathers' interest in participating in parenting education activities. Furthermore, this media also encourages social interaction between participants through discussions during the game. This interaction allows for the exchange of parenting experiences among fathers. Thus, this media functions not only as a game but also as a means of reflection on parenting experiences. Therefore, this media has the potential to be developed more widely in various family strengthening programs.

4. CONCLUSION

This research resulted in a family learning medium in the form of Gable Smart Father and Child-Caring Cards, developed using the ADDIE model. This research was deemed highly suitable for use based on the results of trials with father groups in Depok City and North Central Timor (TTU) Regency involved in the project activities. *More Care for Young Children* Implemented by the National Coalition for Early Childhood Education (PAUD HI), the feasibility score was 96.61%. This game media has proven to be effective, engaging, easy to use, and able to help fathers understand early childhood care messages. This study also shows that the gable card media is beneficial for fathers from various educational backgrounds because the presentation does not depend on high literacy skills. In addition, input from participants is important for further development. This media has the potential to be applied more widely in family education activities, especially to support increased father involvement in childcare in the community. Thus, the Gable Cards for Smart Fathers and Childcare can be used as an innovative family learning media that supports improving the quality of holistic early childhood care through an interactive, simple, and relevant play approach for fathers.

5. BIBLIOGRAPHY

- Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers are parents, too! Widening the lens on parenting for children's development. *Child Development Perspectives*, 12(3), 152–157. <https://doi.org/10.1111/cdep.12275>
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). Wiley.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2017). From game design elements to gamefulness: Defining gamification. *Proceedings of the 15th International Academic MindTrek Conference*, 9–15. <https://doi.org/10.1145/2181037.2181040>
- Gee, J. P. (2017). *Teaching, learning, literacy in our high-risk high-tech world: A framework for becoming human*. Teachers College Press.
- Hamari, J., Koivisto, J., & Sarsa, H. (2016). Does gamification work? A literature review of empirical studies on gamification. *Proceedings of the 49th Hawaii International Conference on System Sciences*, 3025–3034. <https://doi.org/10.1109/HICSS.2016.377>
- Hernandez, R., & Moreno, G. (2017). Culture-based educational media in community learning programs. *International Journal of Educational Development*, 55, 45–52. <https://doi.org/10.1016/j.ijedudev.2017.04.003>
- Jeong, J., Franchett, E., Ramos de Oliveira, C., Rehmani, K., & Yousafzai, A. (2021). Parenting interventions to promote early child development in the first three years of life: A global systematic review and meta-analysis. *PLOS Medicine*, 18(5), e1003602. <https://doi.org/10.1371/journal.pmed.1003602>
- Kalyuga, S. (2018). Cognitive load theory: How many types of load does it really need? *Educational Psychology Review*, 30(2), 247–257. <https://doi.org/10.1007/s10648-017-9404-7>
- Lamb, M. E. (2018). *The role of the father in child development* (5th ed.). Wiley.
- Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press.
- Panter-Brick, C., Burgess, A., Eggerman, M., McAllister, F., Pruett, K., & Leckman, J. (2018). Practitioner review: Engaging fathers—Recommendations for a game change in parenting interventions based on a systematic review of the global evidence. *Journal of Child Psychology and Psychiatry*, 55(11), 1187–1212. <https://doi.org/10.1111/jcpp.12280>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Rogers, E. M. (2016). *Diffusion of innovations* (5th ed.). Free Press.
- Suryani, N., Setiawan, A., & Putra, A. (2020). Local culture-based learning media in education: Improving students' engagement and cultural awareness. *International Journal of Instruction*, 13(2), 567–582.
- Whitton, N., & Moseley, A. (2019). *Using games to enhance learning and teaching: A beginner's guide*. Routledge.
- Tri Suciawati, T., Rahmawati, I., & Prasetyo, D. (2024). Father involvement and socio-emotional development of early childhood. *Journal of Early Childhood Research*, 22(1), 45–56.
- Alfian, M., & Zuhda, A. (2024). The impact of father engagement on children's emotional stability and discipline. *Early Childhood Education Journal*, 52(2), 211–223.
- Bali, M. M. E. I., & Betty, B. (2022). Parenting education and father involvement in early childhood care. *Jurnal Pendidikan Anak Usia Dini*, 16(1), 23–34.
- Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2021). *Media pendidikan: Pengertian, pengembangan, dan pemanfaatannya*. Rajawali Press.

Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. (2021). *Pedoman pengembangan pendidikan anak usia dini holistik integratif*. KPPPA.
BKKBN. (2023). *Modul Bina Keluarga Balita (BKB) Emas*. Badan Kependudukan dan Keluarga Berencana Nasional.