Development of the "Bon Voyage!" Board Game Media for French Culture Learning

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ABSTRACT

Foreign language learning cannot be separated from cultural learning, as language reflects the values, norms, and social practices of its speakers. In French language learning in Indonesia, particularly in the *Civilisation Française* course, students often experience difficulties in understanding cultural materials that are complex and chronological, such as history, political systems, historical sites, and French traditions. These difficulties are also influenced by teacher-centered learning methods and the limited variety of instructional media, which results in low student interest and learning motivation. This study aims to develop a game-based learning medium in the form of a board game entitled "Bon Voyage!" as an alternative medium for learning French culture and to determine the validity and feasibility of the developed media. This study employs a Research and Development (R&D) method using the PPE (Planning, Production, and Evaluation) model. The Planning stage includes needs analysis and media design, the Production stage involves the development of the game board, culture cards, instruction manual, and supporting components, while the Evaluation stage is conducted through validation by subject-matter and media experts. The research instrument consists of validation sheets using a four-point Likert scale (1–4), and the data are analyzed quantitatively using percentage techniques. The results show that the "Bon Voyage!" board game achieved a feasibility percentage of 97.50% in the material aspect and 90.00% in the media aspect, both of which fall into the "very feasible" category. Therefore, the "Bon Voyage!" board game is considered valid and feasible for use as a learning medium in the *Civilisation Française* course.

Keywords: development, board game, French culture

Pengembangan Media Game-Board "Bon Voyage!" untuk Pembelajaran Budaya Prancis

ABSTRAK

Pembelajaran bahasa asing tidak dapat dipisahkan dari pembelajaran budaya karena bahasa merefleksikan nilai, norma, dan praktik sosial masyarakat penuturnya. Dalam pembelajaran bahasa Prancis di Indonesia, khususnya pada mata kuliah *Civilisation Française*, mahasiswa sering mengalami kesulitan dalam memahami materi budaya yang bersifat kompleks dan kronologis, seperti sejarah, sistem politik, tempat bersejarah, dan tradisi masyarakat Prancis. Kesulitan tersebut juga dipengaruhi oleh metode pembelajaran yang masih berpusat pada dosen serta penggunaan media pembelajaran yang kurang bervariasi sehingga berdampak pada rendahnya minat dan motivasi belajar mahasiswa. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis permainan berupa game-board "Bon Voyage!" sebagai alternatif media pembelajaran budaya Prancis serta untuk mengetahui tingkat validitas dan kelayakan media yang dikembangkan. Penelitian ini menggunakan metode penelitian dan pengembangan (*Research and Development*) dengan model PPE (*Planning, Production, and Evaluation*). Tahap *Planning* meliputi analisis kebutuhan mahasiswa dan perancangan media, tahap *Production* mencakup pembuatan papan permainan, kartu budaya, buku petunjuk, serta komponen pendukung lainnya, sedangkan tahap *Evaluation* dilakukan melalui validasi oleh ahli materi dan ahli media. Instrumen penelitian berupa lembar validasi skala Likert empat tingkat (1–4), dan data dianalisis secara kuantitatif menggunakan teknik persentase. Hasil penelitian menunjukkan bahwa media game-board "Bon Voyage!" memperoleh persentase kelayakan sebesar 97,50% pada aspek materi dan 90,00% pada aspek media, yang termasuk kategori sangat layak, sehingga media ini dinyatakan valid dan layak digunakan sebagai media pembelajaran budaya Prancis pada mata kuliah *Civilisation Française*.

Kata kunci: pengembangan, media game-board, pembelajaran budaya Prancis

INTRODUCTION

French in Indonesia is an elective subject in secondary schools and a program of study in universities, as it offers significant opportunities for students to master an international language. However, differences in grammar, pronunciation, sentence structure, history, geography, and culture often present challenges for French learners in Indonesia. Some difficulties in learning French include vowel pronunciation (Adawi, 2014), reading (Nafisah et al., 2024), and writing (Puteri et al., 2024). Furthermore, learning French culture presents even greater challenges for learners. These difficulties arise not only from the barriers of foreign grammar but also from the complexity of the material.

Language learning is inherently inseparable from cultural learning, as language and culture reflect each other; the meaning of language can even become unclear if the underlying cultural values are ignored (Boylan & Huntley, 2003). Culture is a crucial component of foreign language learning programs, and it is even recommended to utilize culture as a valuable language learning resource to support communicative learning (Tomalin et al., 1993). The greater the social distance between the native culture and the language being studied, the greater the difficulties learners will experience (Schumann, 1976).

One crucial aspect of learning a nation's culture is understanding its history. By its very nature, history learning is chronological and information-dense, often considered difficult by students, as it is perceived as merely requiring memorization of years and the sequence of events (Saidillah, 2018). Educators often fall into the trap of using lectures or storytelling, both of which can lead to boredom for students if they are unable to adapt them to the learning situation (Supriyanto & Setiawati, 2018). This aligns with the results of interviews conducted by Syawalina et al. (2024), which found that history learning activities still tend to be teacher-centered, a learning system that makes students passive.

The use of media can be used to overcome difficulties in learning French. Learning media is a tool that enables direct interaction between the material developer and students (Anderson, 1987; Razak, 2020) and is an integral element of the learning process (Patriyani, 2021). Various types of learning media that can be used include audio media (Sudjana, 2005; Mufarikha, 2022), video media (Riyana (2007); Norma, 2021), and games (Haloho et al., 2023).

Game-based learning media, in particular, is flexible, adaptable to various materials, and complemented by game strategies, can create a calmer, more comfortable, and interactive learning environment (Darmadi, 2018; Darmo et al., 2022). Game-based media can also encourage new soft skills in students through the integration of visual, audio, and affective components (Ningtyas, 2023). Civilization Française is a core skills course required for all students in the French Language Education Study Program at the Faculty of Arts and Sciences, University of Indonesia (UPI). According to the Semester Learning Plan (RPS), this course discusses the general profile of French culture and society, presented through various cultural themes, such as geography, demography, family, education, government or politics, work, art, food, and other topics (Marini, 2019). The learning medium commonly used by lecturers in the Civilization Française course is Ross Steele's (2002) book, "Civilization Progressive du Français," which serves as the primary textbook for the course (Trisna, 2013). By mastering general knowledge of French culture, learners are expected to not only develop language skills but also gain additional insights and understanding of the dynamics of French cultural development.

Several researchers use media as a tool to overcome difficulties in learning French. Aldina et al. (2025) developed the thematic comic "Les Aventures d'Aurora et Eamon à Paris" based on creative visual media to improve A1-level reading skills. Prasetyo et al. (2025) designed a microblog with an interactive quiz filter based on augmented reality through Instagram for the Civi-

lization Française course. Meanwhile, Maulana et al. (2025) developed a website-based learning medium for Civilization Française using Canva. These three studies demonstrate that visual, digital, and interactive media have been effectively utilized to support French language learning. However, no research has been found specifically developing board games as an alternative to help students understand the Civilization Française material, thus presenting a potential research opportunity.

Based on the needs analysis and problem identification, the following research questions were formulated:

1) How is the development process for the "Bon Voyage!" board game learning media for learning French culture?
2) What is the profile of the "Bon Voyage!" board game learning media for learning French culture?

First, it describes the process of developing the board game learning media "Bon Voyage!" for learning French culture. Second, it describes the profile of the board game learning media "Bon Voyage!" for learning French culture. These are two research objectives that are in line with the problem formulation.

The development of the "Bon Voyage!" board game learning media for French culture instruction during the planning stage has many benefits. First, for French culture instruction, the results of this study add to the collection of teaching materials. Second, for supervisors, this study is also useful because it can be used as supervision material for teachers teaching French culture. Third, for the French culture teacher association, this study has the potential to be used as discussion material in various scientific meetings with fellow teachers.

METHOD

This research is a research and development (R&D) process, a series of systematic processes (Seels & Richey, 1994) aimed at creating and validating educational products, and making improvements to address weaknesses detected during the testing phase (Borg & Gall, 1983), ensuring a strong empirical foundation for the designed product (Richey & Klein, 2009).

The research procedure follows the PPE (Planning, Production, and Evaluation) development model developed by Richey & Klein (2009). The research stages are described as shown in the following figure:

PLANNING
1. Identifying learning needs for French culture
2. Designing the "Bon Voyage!" Game-Board media, including material components and guidelines for media use

PRODUCTION
1. Developing game content
2. Creating the game board
3. Designing the game cards
4. Developing the user manual
5. Developing the game answer key

EVALUATION
1. Assess the suitability and quality of the mediA
2. Validate with media experts
3. Validate with material experts

Figure-1
The Research Stages

This research instrument uses questionnaire validation to demonstrate the media design and effectiveness by media and materials experts. Evaluation data that accurately reflects reality is considered valid. To obtain valid results, valid instruments must also be used. Material expert validation was conducted by a French language learning expert who assessed the quality of the material, suitability for learning objectives, feedback and adaptation, and motivation. Meanwhile, media validation was conducted by a media expert with a background in educational technology to assess

the display design, ease of use, accessibility, and compliance with standards.

The assessment process was conducted using a Likert-based instrument with a 1–4 scale compiled on a materials and media validation sheet. These validation results served as the basis for revising and refining the product before wider use. The validation data obtained from the validation questionnaire were quantitative and then processed into percentages using a four-category Likert scale to determine the product's suitability. The assessment scores obtained using the four-category Likert scale, commonly used in mixed methods research (Pescaroli et al., 2020), were then calculated using the following formula (adapted from Widiyaningtyas et al., 2016). Feasibility = the number of scores achieved divided by the total score x 100%

The results are then converted into an assessment statement to determine the product's quality and validation level. The validation score will serve as a reference for decision-making regarding Game Board revisions, as shown in the following table:

Table 1
Validation Score Interpretation Criteria

Percentage (%)	Category
00.00-25.00	Not Eligible
25.01-50.00	Less Eligible
50.01-75.00	Eligible

RESULT
1. Planning Stage
1.1 Identifying Learning Needs for French Culture

The development process for the "Bon Voyage!" board game learning media consisted of three stages: Planning, Production, and Evaluation (PPE). The Planning stage began with identifying the learning needs for French culture and determining the target audience, namely students taking the Civilisation Française course. At this stage,

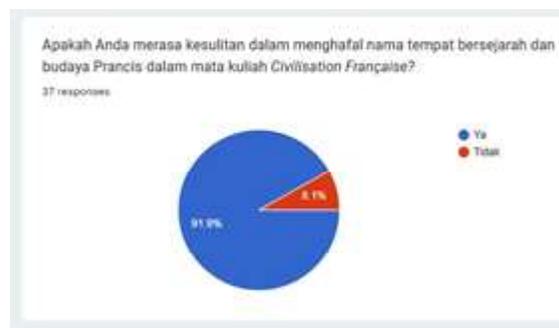the initial design for the "Bon Voyage!" board game media was developed.

Figure 2
Student Needs Analysis

Based on the questionnaire results in the figure, it was concluded that the majority of respondents experienced difficulty memorizing the names of historical and cultural French places in the Civilisation Française course. Of the 37 respondents, 91.9% (34) answered "Yes" to difficulties, while only 8.1% (3) answered "No."

Respondents not only experienced difficulties due to the large amount of material to memorize, such as French history, French political structure, French place names, and important dates in French history, but also found the lecturer's delivery methods to be insufficiently varied and difficult to understand, thus reducing interest and motivation to learn, as reflected in the respondent's answer column below:

Figure 3
Difficulties of the Civilization Française Course

The study found that 51.4% of students chose games as a helpful medium for learning the Civilisation Française course. Video was the second-highest choice, with 43.2% choosing books, while the remainder (5.4%) chose audio or e-books. No respondents chose audio or e-books.

Figure 4
Media Needed by Students

1.2 Design

In designing the Bon Voyage! Board Game media, the material was organized by grouping content into several main categories: Les Lieux (Locations), La Gastronomie (Gastronomy), Les Traditions (Traditions), and Les Arts (Arts). For the Les Lieux (Places) category, information was gathered from various trusted websites discussing tourism and historical sites in France, ensuring that the material presented reflects the actual conditions of tourist destinations and the cultural values ??inherent in each location. Meanwhile, the La Gastronomie (Culinary) category was compiled based on trusted websites about French culinary delights, which contain facts about typical foods and culinary identities in various French regions. This also applied to the Les Traditions and Les Arts categories, where material was obtained from sources discussing French traditions, social customs, and arts and culture. In addition to online resources, the material development also refers to the Civilisation Progressive du Français book, which serves as the primary textbook for the Civilisation Française course. Therefore, the content developed aligns with the course's learning outcomes.

In addition to these material categories, the "Bon Voyage!" Game-Board also includes a "Le Défi" (challenge card) category, designed to support a more interactive and enjoyable learning environment. The material on the "Le Défi" cards is drawn from simple examples representing French culture and customs, such as how to say hello in French or express "bonjour" with various emotions. These challenge cards do not focus on conceptual mastery of the material, but rather aim to increase student participation, speaking skills, and engagement in the learning process through light and engaging activities.

In addition to the material design, guidelines for media use were also developed at this stage, outlined in the "Bon Voyage!" Game-Board User Manual. This manual serves as a guide for both lecturers and students in using the media appropriately and systematically. The guidelines explain the game's objectives, gameplay procedures, rules, and the flow of learning activities using the game board. Furthermore, this stage also determines the technical aspects of the media, such as the selection of materials used in making the game board and cards, the size of the game board, visual design, and the completeness of the game components. With these guidelines, the "Bon Voyage!" Game Board media is expected to be used optimally and in accordance with the learning objectives of the Civilization Française course.

2. Production Stage

The Production stage includes the process of creating learning media according to the established design. Activities include developing game content, creating the game board, designing the game cards, creating the user manual and answer key, dice, and other supporting elements such as one die and four pawns.

2.1 Game Board Creation

The game board is 60 cm x 42 cm (A2 landscape) with enlarged text and images (Solehuddin, 2019) to facilitate user interaction.

Figure-5
Front Side of Game-Board

Figure-6
Back Side of Game-Board

2.2 Playing Card Design

The 63 mm x 88 mm cultural cards, or Cartes Culturelles, are made of glossy laminated art cardboard to ensure they are durable.

Figure-7
Cartes Culturelles

2.3 Preparation of User's Guide

The user's guide, in booklet format, contains a foreword, table of contents, game rules, and answer keys for each question. The Bon Voyage! Board Game begins with all players placing their pieces on the "Départ" square. Next, players take turns rolling the dice to determine the number of moves they must take. Players then move their pieces according to the number indicated on the dice. Each square they land on indicates a specific action. If a player lands on a square in Les Arts (Arts), Les Lieux (Places), La Gastronomie (Culinary), or Les Traditions (Traditions), they must draw a card corresponding to that category, read the question, and provide an answer. During the game, one of the players or the facilitator checks the accuracy of the answers by referring to the provided guide.

If the answer is correct, the player advances one square; if the answer is incorrect, the player remains in their original position. On the Challenge square, players are asked to draw a Challenge card and carry out the instructions. If a player successfully completes the challenge, they advance two squares; if they fail to complete the challenge, they must move back two squares. The game ends when one player reaches the Arrivée square, and that player is declared the winner.

Figure-8
Booklet Cover

Figure-9
Foreword

Figure-10
Table of Contents

Figure-11
Table of Contents

Figure-12
Product Equipment

Figure-13
Game Rules

2.4 Game Answer Key Arrangement

The answer key for the "Bon Voyage!" board game is systematically arranged to facilitate user verification during gameplay. On the answer key page, each question is numbered, corresponding to the number on the Carte Culturelle (Cultural Chart), making it easier to find answers within the instruction manual. The answer key is also grouped by material category, such as Les Arts, La Gastronomie, Les Traditions, and Les Lieux (Lies), with clear delimitations between each section. On each page, the question is presented in French, accompanied by an Indonesian translation, along with the corresponding answer. For questions that may have more than one correct answer, the answer key is structured flexibly, including several relevant alternative answers. For example, in the question about where French people buy bread, answers such as à la boulangerie (bakery) or au magasin (shop) are still considered correct. Thus, the answer key is not rigid, but supports the game's dynamics and encourages a broader understanding of the cultural context.

Figure-14
Sample Answer Key Sheet

3. Evaluation Stage

After product development is complete, the evaluation stage involves a validation process conducted by material experts and media experts to assess the feasibility and quality of the "Bon Voyage!" Game-Board media. Material validation was conducted by a French language material expert to assess material quality, suitability for learning objectives, feedback and adaptation, and motivation. Meanwhile, media validation was conducted by a media expert with a background in educa-

tional technology to assess the display design, ease of use, accessibility, and compliance with standards.

The assessment process was conducted using a Likert-based instrument with a 1–4 scale compiled on a material and media validation sheet. The results of this validation serve as the basis for revising and refining the product before the media is used more widely. The results of the material and media validation are shown in the following table.

3.1 Media Feasibility and Quality through Material Expert Validation

The following presents data on the feasibility and quality of the media through material expert validation. The table below presents the data.

Table 2
Validation Results of Media Quality Feasibility by Material Expert

No.	Questionnaire Statement	Score	Maximum Score	Feasibility (Percentage)	Category
	Content Quality				
1	The material presented is accurate and organized in its presentation.	4	4	100	very feasible
2	The material presented is precise in the level of material detail.	4	4	100	very feasible
3	The material presented can be reused in various learning contexts.	4	4	100	very feasible
	Learning Goal Alignment				
4	The material presented is in accordance with learning objectives.	4	4	100	very feasible
5	The material presented is suitable for various types and levels of users.	3	4	100	feasible
6	The material presented is able to help users achieve their learning goals.	4	4	100	very feasible
	Feedback and Adaptation				
7	Feedback content is well-executed and easily accessible.	4	4	100	very feasible
8	Feedback content can stimulate and build users.	4	4	100	very feasible
	Motivation				
9	The material presented can motivate and attract the attention of users.	4	4	100	very feasible
10	The material presented is relevant to the user's goals and interests.	4	4	100	very feasible
Total		3,9	4	97,5	very feasible

3.2 Assessing Media Feasibility and Quality through Media Expert Validation

The following presents data on the feasibility and quality of the media through media expert validation. The table below presents the data.

Table 2
Validation Results of Media Quality Feasibility by Media Expert

No.	Questionnaire Statement	Score	Maximum Score	Feasibility (Percentage)	Category
	Presentation Design				
1	The media presented has a design that is able to improve and make learning more efficient.	4	4	100	very feasible
2	The media presented has a quality, efficient and attractive interface.	3	4	75	feasible
3	The media presented is equipped with other learning media such as game instruction books.	3	4	75	feasible
4	The media presented has decorative features that are aesthetically appealing and do not interfere with learning objectives.	3	4	75	feasible
	Interaction Usability				
5	The media presented has an interface that makes operation easier, more efficient, and more attractive.	4	4	100	very feasible
6	The media presented has navigation buttons that make it easier for users to use the media.	4	4	100	very feasible
7	The media presented has consistent and predictable interface functions.	4	4	100	very feasible
	Accessibility				
8	The media presented has a design, control, and presentation format that can accommodate various user conditions.	4	4	100	very feasible
	Standards Compliance				
9	The media presented meets the standards or operating specifications on commonly used devices.	3	4	100	feasible
Total		3,6	4	90	very feasible

DISCUSSION

In the context of research and development, needs analysis is a crucial step because the learning design process, which begins with a needs study, allows the resulting product to be optimally utilized by individuals who need it, particularly in the learning field. The findings indicate that the majority of students, 51.4%, chose games as the most helpful learning tool for the Civilization Française course. Furthermore, using games offers additional advantages: they do not require internet access, making them easier to use, can be operated at any time, are network-independent, and support flexible learning in various situations.

In the production stage, the "Bon Voyage!" board game was created by developing learning media according to a previously formulated design. This process included developing game content, creating the game board, designing the game cards, developing a user manual and answer key, and preparing supporting components such as one die and four pawns. The game board was 60 cm × 42 cm (A2 landscape) with enlarged text and images for user convenience (Solehuddin, 2019). The 63 mm × 88 mm cultural cards or Cartes Culturelles are produced using Art Carton material with glossy lamination for greater durability. Each category "L'Art", "La Gastronomie", "Les Lieux", "Les Traditions", and "Le Défi" contains 23 questions with a difficulty level of A1. The user manual is completely arranged starting from the introduction, table of contents, game rules, to the answer key. In addition, four pawns are provided for players and one die as the main equipment of the game. In practice, one player serves as a moderator to correct the answers of other participants; this role can be played by one of the players or by the lecturer, and the manual is very helpful for the moderator in ensuring correct answers. Based on the validation results from media experts, several suggestions for improvements were made to optimize the product. These included creating a dual-language manual (Indonesian and French), a pawn design that better represents French history, using the B5 format for the manual with adjustments to the font style and size, and adding supporting elements such as a foreword and table of contents for a more systematic presentation.

To ensure the product achieved optimal quality, media and materials validation was conducted by learning media experts and French language experts. Based on the media expert validation results, several recommendations for improvements were made, including creating a dual-language manual (Indonesian and French), adjusting the pawn design to better represent French history, using the B5 format for the manual with a reorganization of the font style and size, and adding supporting components such as a foreword and table of contents

for a more systematic presentation. The quantitative assessment results showed a feasibility percentage for the media aspect of 90.00, categorized as very feasible on a scale of 1–4. The largest contribution to this score came from the ease of use and accessibility aspects, indicating that the developed media was easy for users to operate. Furthermore, the display design aspect also received a very appropriate rating with a score of 81.25, with the highest score given to the indicator that media design is able to improve and streamline the learning process. Meanwhile, the standard compliance aspect received a score of 75.00, remaining in the appropriate rating.

The quantitative assessment results from the material validation showed that the material aspect's appropriateness percentage reached 97.50, which falls into the very appropriate rating. Overall, the validation results indicate that all aspects of the material fall into the very appropriate rating, with maximum scores for material quality, feedback and adaptation, and motivation. This indicates that the material is presented accurately, systematically, is easily accessible, constructive, and is able to increase user motivation and interest in the learning process. However, the learning objective alignment aspect received a suitable rating with a score of 75. This indicates that the material is generally aligned with the learning objectives, but still needs to be developed to adapt to various user characteristics.

CONCLUSION

Based on the analysis and discussion, it can be concluded that the development of learning media in the form of the Bon Voyage! board game is suitable. in the Civilization Française course has been successfully implemented according to student needs and validated by experts. This game media is considered very suitable for use based on the results of media and material validation, reviewed from the aspects of ease of use, display design, material quality, and its ability to increase motivation and learning effectiveness. Thus, the Bon Voyage! game-board can be used as an ap-

propriate learning media and support the Civilization Française learning process, although further development is still needed to align learning objectives with diverse user characteristics.

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