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Development of the Augmented Reality Family Board Game to Promote Behavior and Life Skills Reflecting the Morality of Early Childhood

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Abstract

This research aimed to 1) develop an augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood and 2) compare behavior and life skills reflecting morality before and after the implementation of the augmented reality family board game. The sample group comprised 51 early childhood teachers selected through purposive sampling. The study was separated into four steps: 1) basic information study and analysis, 2) the augmented reality family board game, 3) the trial of the augmented reality family board game, and 4) evaluation of effectiveness. The result found that 1) the augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood was a board game that promotes life skill reflecting morality in terms of 1) volunteer 2) discipline 3) sufficiency, including building other moralities for early childhood to get along with others 2) The behavior and life skill reflecting the morality of early childhood who participated in activities using the augmented reality family board game, classified by school, revealed that students from all schools demonstrated such behaviors and life skills at an overall mean score of ($\bar{x} = 2.55$, $S.D. = 0.50$). When considered by individual schools, it was found that early childhood from Anubanphetchaburi School ranked first, with the highest level of behavior and life skills reflecting moral qualities ($\bar{x} = 2.61$, $S.D. = 0.50$). This was followed by students from ST.Joseph Phetchaburi School, who ranked next ($\bar{x} = 2.50$, $S.D. = 0.49$), respectively. It can be concluded that augmented reality family board games effectively promote behavior and life skills reflecting the morality of early childhood, especially volunteer mind, discipline, and sufficiency, contributing to happily living students in society appropriately compared to before and after activity implementation. This ensured that the effectiveness of the innovation for further research should expand to various group examples, study further results, and develop all aspects of activities while comparing different innovations to enhance the effectiveness of morality and life skills in early childhood.

Keywords: Family Board Game, Augmented Reality, Life Skills Reflecting the Morality, Early Childhood, Moral Development, Educational Technology, Board Game Learning, Character Education, Child Development, Interactive Learning

Introduction

Thailand's 20-Year National Strategy has defined the country's vision that "Thailand is stable, prosperous, and sustainable and a developed country under the following of Sufficiency Economy Philosophy" and set sets the goals for national development as "a stable country, well-being of the people, consistent economic development, just society and sustainable natural resources." "a government of the people, for the people, and for the public good." ([Office of the Basic Education Commission, 2018:2](#)) to accomplish the vision of the mentioned goal, especially strategy number 3, which is the national strategy for developing and enhancing human resources.

Life skills refer to psychosocial competencies that enhance a person's ability to face daily circumstances effectively and adjust to them in the future.

It contributes to teenagers linking knowledge and attitude through consideration and analysis of the results and making appropriate decisions regarding behavior, which is strongly required in the areas of health care, HIV protection, drugs, unplanned pregnancy, safety, morality, ethics, and social adjustment. This can support children to live happily in society and handle challenges and changes (Nermmai, 2013). Moreover, life skills are important for living nowadays and will increase and decrease crucial issues that threaten each one of our lives. It supports people to adjust to their surroundings and society effectively, including enhancing living life in every aspect, regardless of individual, family, society, or friends (Chinjaroen, 2021). It comprises ten components: 1) creative thinking, 2) critical thinking, 3) self-awareness, 4) empathy, 5) decision making, 6) problem solving, 7) effective communication, 8) interpersonal relationship, 9) coping with emotion, and 10) (coping with stress) (World Health Organization, 1997). These essential life skills contribute to the development of early childhood learners' cognitive abilities, decision-making, and analytical skills, as well as their capacity to control thoughts and emotions positively, thus fostering moral and ethical development.

Board games are a popular way of playing globally and in many cultures and eras. It is continuously being developed and has become popular among teenagers. It can draw players to spend time with it, which has distinctive differences from watching films and playing online games, as the board can gather to meet and talk through the game equipment. Dr. Sarunwich Promsaka Na Sakonnakron said that game was a powerful equipment to simulate the situation for players to solve the problem with creativity. Currently, many parents choose board games to assist in noticing and enhancing their children's development. Board games can effectively build good interactions between groups of friends. There are many examples of various universities that have proven that using board games in class activities enables learners to learn more effectively, said Torres et al. (2021) because it arises from understanding rather than memorization. Moreover, Varaporn Limprem wattana and Kantapol Thamwattann (2017) supported that "board game is easily used for anyone

and implementing it can promote various players." Moreover, implementing augmented reality technology promotes early childhood learning of morality through more concrete and interesting experiences.

A review of previous studies revealed that games and play-based learning activities can effectively promote children's social and emotional development as well as their moral characteristics (Hafina et al., 2022; Frontiers in Psychology, 2025). Simultaneously, Augmented Reality (AR) technology has been recognized as a tool that can enhance motivation and engagement in learning among early childhood children (Uriawan et al., 2025). It has also been found to support the development of self-control, rule-following behavior, and collaboration with others (Lambert et al., 2025; Sari & Nurdiansyah, 2025). Most previous studies have focused on using games to develop social skills, thinking skills, or self-regulation. Studies aimed at promoting moral values related to volunteerism, discipline, and sufficiency among early childhood children remain relatively limited. In addition, no studies have been found that integrate a family board game with Augmented Reality technology to directly promote behaviors and life skills reflecting moral development among early childhood children. Therefore, this represents a gap in the existing body of knowledge that warrants further research.

As mentioned, the researcher was interested in augmented reality family board games to promote behavior and life skills reflecting the morality of early childhood development in Phetchaburi Province by integrating learning by playing with augmented technology to enhance appropriate learning for their developmental stage and their participation in class. Furthermore, this research aimed to 1) develop an augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood; 2) compare the behavior and life skills reflecting morality before and after implementation of the augmented reality family board game leading to enhancement of volunteer mind, discipline, and sufficiency, including being an approach for teachers, parents, and the related personnel who play an important role in innovation development that can lead to a society filled with effective education and morality embedded in society afterwards.

Method

The study of development of the augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood in Phetchaburi province used mixed methods research under the embedded design by quantitative methods plus qualitative methods to cover all the answers to research objectives as the following experiments

Augmented Reality Family Board Game and its manual presented to 3 professionals comprising a childhood professional, a technology and innovation professional, and a research and education measurement professional, to examine the quality and appropriation of augmented reality family board games. Likert rating scale is used with 5 levels to meet the objectives number 1 to develop augmented reality family board games so that it can promote the behavior and life skill reflecting the morality of early childhood.

The one group pretest-post test design is used to meet objective number 2 to compare the behavior and life skills reflecting the morality of early childhood before and after using augmented reality family board games. The group sample used in the research consisted of 21 five-to six-year-old boys and girls in kindergarten 3 in semester 2 of ST. Joseph Phetchaburi School under the Office of the Private Education Commission (OPEC) and 30 Anubanphetchaburi School, Mueang District, Phetchaburi Province under the Phetchaburi Primary Educational Service Area Office 1. A total of 51 participants were selected through purposive sampling.

The research instruments were

Augmented Reality Family Board Game Manual and Augmented Reality Family

The board game to promote behavior and life skills reflecting the morality of early childhood contains four components as follows: 1) instructions and importance, 2) augmented reality family board game applying seminar schedule, 3) teacher role for using augmented reality family board game in holding activities, and 4) activity plans applying augmented reality family board game which measured quality appropriation by 3 professionals by 5 levels of Likert Rating Scale (the quality is at the most appropriate level) $M = 4.6$, $SD = 0.58$. It comprises 24 hours of

seminar content on using augmented reality family board games to promote behavior and life skills reflecting the morality of early childhood.

Table 1

Unit	Seminar Topic	Hours
1	Knowledge of augmented reality family board game	6
2	Applying augmented reality family board game	6
3	Motivation techniques of childhood using augmented reality family board game	6
4	Measurement and evaluation behavior and life skills reflecting the morality of early childhood	6
	Total	24

Activity plans applying augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood comprises 6 components as follows: 1) objectives, 2) procedure, 3) media/learning resources, 4) measurement and evaluation which measured quality appropriation by 3 professionals by 5 levels of Likert Rating Scale (The quality is at the most appropriate level) $M = 4.99$, $SD = 0.12$

The behavior and life skill measurement reflecting the morality of early childhood contains three aspects: 1) volunteer mind, 2) discipline, and 3) sufficiency. There were 3 levels of scoring rubrics were gathered by professionals. The appropriation level was calculated according to professional opinions. The results were the behavior and life skill measurement reflecting the morality of early childhood is at the most overall appropriation level with $M = 4.82$, $SD = 0.39$, $M = 4.67$, $SD = 0.58$ – $M = 5.00$, $SD = 0$. This shows that the behavior and life skill measurement reflecting the morality of early childhood is developed and appropriate for data collection. These behavior and life skill measurements reflecting the morality of early childhood, which was improved by the expert recommendation, were tried on 20 students in kindergarten 3 early childhood, similar to the group sample but not them, so that the reliability coefficient of behavioral and life skills measurements reflecting the morality of early childhood were calculated and

then analyzed inter – rater reliability by two assessors comprising 1) researcher and 2) co-researcher by calculating alpha coefficient of Cronbach which can be accepted above 0.80 of the criteria for determining the level of reliability, according to Jain & Angural (2017).

Data Collection

The researchers provided instructions and tried to understand the group sample regarding holding seminar style and measurement and evaluation before using augmented reality family board games to promote behavior and life skills reflecting the morality of early childhood.

Proceeding with the augmented reality family board games to promote the behavior and life skills reflecting the morality of early childhood seminar to early childhood teachers within 24 hours under the seminar schedule as follows:

Table 2 The schedule of the augmented reality family board games to promote the behavior and life skill reflecting the morality of early childhood seminar to early childhood seminar

Unit	Seminar Topic	Hours
1	Knowledge of augmented reality family board game	6
2	Applying augmented reality family board game	6
3	Motivation techniques of childhood using augmented reality family board game	6
4	Measurement and evaluation behavior and life skills reflecting the morality of early childhood	6
	Total	24

Early childhood teachers implemented the lesson plan with early childhood behavior and life skills reflecting the morality of early childhood evaluation before experimenting with extra activities on Tuesdays, Wednesdays, Thursdays, and Fridays within 4 weeks, 20 minutes a day, 16 days in total. Every sample group in the schools proceeded simultaneously.

At the end of the experimental implementation, the early childhood teacher evaluated the behaviors

and life skills reflecting the moral qualities of early childhood using the same behavioral and life skills reflecting the morality of early childhood used before the activity implementation.

The scores obtained from comparing behaviors and life skills reflecting the morality of early childhood were summarized.

Results

The result of development of the augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood; the results of the analysis of the efficiency evaluation scores of the augmented reality family board game set for promoting behaviors and life skills reflecting the moral qualities of early childhood were used to examine the content validity of the activity management plan implemented through the augmented reality family board game set. Overall, the evaluation was conducted by three experts. The analysis results of the Index of Item-Objective Congruence (IOC) of the activity management plans using the augmented reality family board game set were 1) the augmented reality family board game activity plan set 1 “Volunteering team” 2) the augmented reality family board game activity plan set 2 “Good Habit Quest” 3) the augmented reality family board game activity plan set 3 “Treasure Hunt of Saving” 4) the augmented reality family board game activity plan set 4 “The Garden of Goodness.” The results of the suitable measurement of experts toward the augmented reality family board game activity plan sets were consistent with the Index of Item-Objective Congruence as follows: 1) there were complete essential components in activity plans; 2) learning objective is clearly and accurately identified behaviors and it can be evaluated; 3) the activities were appropriate and completed all of procedures for teaching; 4) media and learning resources were identified; 5) measurement and evaluation were clearly identified; and 6) the evidence was obvious, such as game set, media, and measure instrument. The experts agreed on all aspects. The results indicated that congruence was at the highest level of appropriateness. The researcher considered that the experts had consistent opinions regarding the content of the statement. The details are provided in Table 3.

Table 3 The Results of the Experts' Evaluation of the Appropriateness of the Activity Management Plans using the Augmented Reality Family Board Game Set

Evaluation list	Expert opinions			M	SD	Appropriated level
	1	2	3			
1. the augmented reality family board game activity plan set 1" Volunteering Team						
1.1 there were complete essential components in activity plans	5	5	5	5.00	0	highest
1.2 Learning objective is clearly and accurately identified behaviors, and it can be evaluated	5	5	5	5.00	0	highest
1.3 The activities were appropriate and completed all of procedures for teaching	5	5	5	5.00	0	highest
1.4 Medias and learning resources were identified	4	5	5	4.67	0.58	highest
1.5 Measurement and evaluation were clearly identified	5	5	5	5.00	0	highest
1.6 The evidences were obviously seen such as game set, media, measure instrument.	5	5	5	5.00	0	highest
Mean				4.94	0.24	highest
2. the augmented reality family board game activity plan set 2 “Good Habit Quest”						
1.1 there were complete essential components in activity plans	5	5	5	5.00	0	highest
1.2 Learning objective is clearly and accurately identified behaviors, and it can be evaluated	5	5	5	5.00	0	highest
1.3 The activities were appropriate and completed all of procedures for teaching	5	5	5	5.00	0	highest
1.4 Medias and learning resources were identified	5	5	5	5.00	0	highest
1.5 Measurement and evaluation were clearly identified	5	5	5	5.00	0	highest
1.6 The evidences were obviously seen such as game set, media, measure instrument.	5	5	5	5.00	0	highest
Mean				5.00	0	highest
3. the augmented reality family board game activity plan set 3“Treasure Hunt of Saving”						
1.1 there were complete essential components in activity plans	5	5	5	5.00	0	highest
1.2 Learning objective is clearly and accurately identified behaviors, and it can be evaluated	5	5	5	5.00	0	highest
1.3 The activities were appropriate and completed all of procedures for teaching	5	5	5	5.00	0	highest
1.4 Medias and learning resources were identified	5	5	5	5.00	0	highest
1.5 Measurement and evaluation were clearly identified	5	5	5	5.00	0	highest
1.6 The evidences were obviously seen such as game set, media, measure instrument.	5	5	5	5.00	0	highest
Mean				5.00	0	highest
4. the augmented reality family board game activity plan set 4“The Garden of Goodness”						
1.1 there were complete essential components in activity plans	5	5	5	5.00	0	highest

1.2 Learning objective is clearly and accurately identified behaviors, and it can be evaluated	5	5	5	5.00	0	highest
1.3 The activities were appropriate and completed all of procedures for teaching	5	5	5	5.00	0	highest
1.4 Medias and learning resources were identified	5	5	5	5.00	0	highest
1.5 Measurement and evaluation were clearly identified	5	5	5	5.00	0	highest
1.6 The evidences were obviously seen such as game set, media, measure instrument.	5	5	5	5.00	0	highest
Mean				5.00	0	highest
Total Mean				4.99	0.12	highest

The comparison results of behaviors and life skills reflecting morality before and after participating in the activities using the augmented reality family board game set.

The data analysis conducted to address Objective 2 aimed to compare behaviors and life skills reflecting morality before and after the implementation of

activities using the augmented reality family board game. The results of the data analysis are shown in Table 4. The researcher presents the findings as follows.

The behaviors and life skills reflecting morality in early childhood are presented in Table 4.1 as follows:

Table 4.1 Behaviors and Life Skills Reflecting Morality of Early Childhood Comparison

Evaluation	The number of early childhood(N)	Full score (Score)	Full score (Score)	Standard Deviation (S.D.)	t-test	sig
Before implementation of activities	51	45	21.25	3.88	20.18	.000*
After implementation of activities	51	45	38.22	4.43		

From Table 4.1, it was found that the behaviors and life skills reflecting morality of early childhood who participated in the activities using the augmented reality family board game set were significantly higher after the intervention than before the intervention at the .01 level of statistical significance. The mean score of behaviors and life skills reflecting morality after the activities ($\bar{x} = 38.22$, S.D. = 4.43) was higher than that before the activities ($\bar{x} = 21.25$, S.D. = 3.88)

The changes in behaviors and life skills reflecting morality of early childhood who participated in the activities using the augmented reality family board game set, classified by aspects, is presented in Table 4.2.

Results of the Changes in Behaviors and Life Skills Reflecting Morality among Early Childhood Who Participated in the Activities Using the Augmented Reality Family Board Game Set

the aspect of behaviors and life skills reflecting morality in	Before experiment		After Experiment		Changes	Percentage of changes
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
Volunteer mind	1.35	0.48	2.55	0.50	1.20	88.89
Discipline	1.52	0.50	2.64	0.48	1.12	73.68
Sufficiency	1.38	0.49	2.46	0.50	0.38	78.26
Total mean	1.42	0.49	2.55	0.50	1.13	79.58

From Table 4.2, it was found that the overall behaviors and life skills reflecting morality of early childhood who participated in the activities using the augmented reality family board game set increased by 79.58 percent from the baseline behaviors. When considered by aspect, the behaviors and life skills reflecting morality in the aspect of volunteerism showed the highest increase (88.89%), followed by sufficiency (78.26%) and discipline (73.68%).

The behavior and life skills reflecting morality of early childhood that participated in the activities using the augmented reality family board game set, classified by school, are presented in Table 4.3.

Table 4.3 Behaviors and life skills reflecting morality of early childhood who participated in the activities using the augmented reality family board game set, classified by school.

School	The number of early childhood (N)	Full Mean score	The evaluation result		Behavior level	Rank
			$\bar{x}$	S.D.		
Anubanphetchaburi School	30	3	2.61	0.50	High	1
ST.Joseph Phetchaburi School	21	3	2.50	0.49	High	2
Total mean	51	3	2.55	0.50	high	-

From Table 4.3, it was found that the behaviors and life skills reflecting morality of early childhood who participated in the activities using the augmented reality family board game set, classified by school, showed that children in all schools demonstrated behaviors and life skills reflecting morality at a high level ($\bar{x} = 2.55$, S.D. = 0.50) When considered by school, early childhood from Anubanphetchaburi School ranked first in behaviors and life skills reflecting morality ($\bar{x} = 2.61$, S.D. = 0.50) followed by early childhood from ST. Joseph Phetchaburi School ($\bar{x} = 2.50$, S.D. = 0.49) respectively.

Discussion

The development of the augmented reality family board game to promote behavior: Life skills reflecting the morality of early childhood were systematically examined through the procedure, implementation, and adjustment. Related documents were analyzed, indicating that the development of an augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood can be discussed. Integrating Augmented Reality (AR) with family board games effectively promotes early childhood learning in terms of behaviors, life skills, and morality building. Moreover, the result was in accordance with [Fuengfah Phanturat \(2020\)](#), who found that the oral communication ability of early childhood after implementing augmented reality flash cards was higher than before implementation. This showed that augmented reality family board

games can stimulate participation and develop students' competency. Likewise, augmented reality family board games give students the opportunity to respond, communicate, and express opinions through simulated situations. Thus, they enhance students' practice of communication, decision-making, and self-expression skills appropriately. In addition, it was in accordance with [Phuttharangsi, \(2021\)](#) that the development of responsive learning media using augmented reality technology in the form of an application revealed that learners showed a high level of satisfaction in both content and media development. Simultaneously, teachers reported the highest level of satisfaction. These findings reflect that augmented reality technology can effectively enhance interest and motivation in learning among early childhood. Similarly, the augmented reality family board game received positive feedback from both parents and children because of its novel and enjoyable format, which allowed children to learn through hands-on learning experiences. This is consistent with the concept proposed by [Piaget \(1960\)](#), who stated that the development of morality and ethics in human beings arises from motivation in relation to social interaction. Therefore, moral development requires ethical reasoning according to each individual's level of intellectual maturity, with moral perception gradually developing over time. The use of the augmented reality family board game in this study served as a learning base that enabled the cultivation of morality and life skills not only within

the classroom but also in students' everyday lives. Children learn through realistic simulated situations close to their daily experiences, such as sharing, waiting patiently, helping with household chores, and accepting the consequences of their actions. This approach is consistent with the principles of early childhood learning, which emphasizes learning through play and social interaction. Moreover, augmented reality gradually gained more interest at the international level since it enhanced class participation and interactive learning experience effectively, according to ([Nirmala et al., 2024](#))

The behavior and life skills reflecting morality of early childhood after the implementation of the augmented reality family board game were higher than before, which was in accordance with the hypotheses due to board activities that gave students the opportunity to practice and interact with augmented reality technology integrated with board games. This enabled students to see 3D objects moving on a real surface. This form of media implementation engages and stimulates early childhood' attention and increases teaching effectiveness. In addition, applying AR in the form of an application supported students to understand the complex content more easily and build attention, and it was convenient to work by scanning a QR code to access the content. AR technology is considered an important tool for gaining the attention of early childhood learners. Moreover, students can have fun and learn about moral values. To elaborate, the abstract contents became concrete, which is easier to learn. [Pattaravindechopatt et al. \(2023\)](#) stated that AR technology was applied to promote learning in class. Currently, AR content is included in textbooks to ease the complexity for students. Furthermore, it built attention and increased learning effectively with the convenience of working with it, such as a wireless device to scan AR code to access the contents immediately, which is in accordance with Piyapat and Pathtakiti (2021). AR technology was developed as responsive learning media for early childhood in the form of applications on Android smartphones, which covered all skills in every lesson. For example, Arabic numerals, geometry, household appliances, and English vocabulary were presented as 3D models. The evaluation revealed that teachers

expressed the highest level of satisfaction because the media effectively stimulated learners' attention and enhanced teaching efficiency compared with traditional instructional methods. Furthermore, the "Family" board game emphasized participation and collaboration, which is consistent with the Social Learning Theory. This theory explains that morality develops through the absorption of social norms and the imitation of behaviors from people in close proximity. Therefore, environmental factors play an important role in facilitating moral cultivation. Consequently, the use of a collaborative board game created a positive interactive environment in which children could absorb moral values through observation, imitation, and acceptance from people close to them. [Phiwpha, \(2017\)](#). stated that moral components can be synthesized and human morality development can be explained through three main theories as follows. Psychoanalytic Theory indicates that morality arises from mind control and a sense of right and wrong. Education plays an important role in developing individuals into quality members of society, and it has a significant role in cultivating the mind and character of learners. Social Learning Theory explains that morality develops through the absorption of social norms, the imitation of behaviors from people in close surroundings, and motivation gained from acceptance within a social group. Therefore, educational institutions should create an environment that facilitates moral cultivation. In addition, Cognitive Theory emphasizes that moral development is related to an individual's level of intellectual development and moral reasoning. Consequently, educational institutions should integrate moral values into teaching and learning curricula in ways that are appropriate for learners' developmental stages and levels of maturity. Collectively, these three theories reflect that moral development requires the systematic integration of psychological, social, and cognitive dimensions. This is consistent with the research conducted by Wannawalee Jenjenprasert (2021), who investigated the development of a phenomenon-based learning model integrated with board games to promote zero-waste management awareness among lower secondary school students. The findings revealed that students' awareness of waste management after

using the learning model was significantly higher than before implementation at the .05 level of statistical significance.

Conclusion

The study of the development of an augmented reality family board game to promote behavior and life skills reflecting the morality of early childhood can be concluded as follows:

Results of the development of the augmented reality family board game to promote. Behaviors and life skills reflecting the morality of early childhood are detailed as follows:

The developed learning media were appropriate for early childhood children in terms of design, content, colors, illustrations, and game mechanics. The board games were designed as collaborative classroom activities integrated with augmented reality (AR) technology to increase children's interest and encourage their participation. When children scanned the board game using a device, animated images, narration, and simulated situations related to the content appeared on the screen. This created excitement, increased attention, and helped children understand the situation more clearly.

Regarding the content, the board game set focused on promoting moral behaviors and life skills appropriate for early childhood, including volunteerism, discipline, and sufficiency. Situations closely related to children's daily lives were designed, such as putting away toys after playing, lining up and waiting patiently, helping with household chores, and sharing items with friends. Children learn through decision-making, choosing appropriate actions, and observing the consequences of their actions within the game. This process helped connect the experiences from the game to real-life practice. The augmented reality family board game set designed to promote moral behaviors and life skills of young children consisted of four games: 1) Volunteering Team, 2) Good Habit Quest, 3) Treasure Hunt of Saving, and 4) The Garden of Goodness.

The behavior and life skills reflecting the morality of early childhood after participating in activities using the augmented reality family board game set were significantly higher than before participation at the .01 level of statistical significance.

This research was derived from the research gap of the limitation of leaning innovation development integrating augmented reality technology with board games to promote behavior and life skills reflecting morality in early childhood. The results indicated that the developed augmented reality board games were appropriate for early childhood development and could effectively enhance volunteers minds, discipline, and sufficiency. The behavior and life skills reflecting morality of students after activity implementation were higher than before implementation at the .01 level of statistical significance. This reflects the efficiency of board game integration with augmented reality, enhancing appropriate active learning experiences in early childhood. It can be applied to the developmental approach for innovation to promote morality and life skills in the context of early childhood education. Additionally, learning through board games enhances self-management, problem-solving, and social interaction, which are considered important foundations of early childhood life skills.

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