

ABSTRACT

Menstruation marks the beginning of a definite transitional period that all adolescent girls go through as they move towards adulthood. Limited information creates negative perceptions among girls about menstruation due to various factors, such as complex subject matter, unfamiliar terminology, and misinformation, as girls consider menstruation a taboo topic for daily conversation. This can lead to poor hygiene management, sexually transmitted diseases, and early pregnancy. The purpose and benefit of designing a menstruation education game is to enhance children's understanding through an enjoyable medium that is easily comprehensible. This helps girls become prepared, anticipative, and eliminates negative perceptions, ultimately serving as an alternative learning tool. This research employs qualitative methods, gathering data through observation, interviews, questionnaires, and literature reviews. The data is then processed using analysis of similar project comparison matrices and SWOT analysis, grounded in Visual Communication Design theory, Educational Media, Game, Menstruation, and Cognitive Child Development. The outcomes provide the foundation for designing an educational menstruation game in the form of quartet cards.

Keywords: Educational Games, Menstruation, Girls.