

Development of Interactive Snake and Ladders Game as Anti-Bullying Prevention Educational Junior in Boarding School



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ABSTRACT

In recent years, mental health issues due to bullying have shown a significant upward trend. Data from the Ministry of Women's Empowerment and Child Protection (KPPPA) in 2023 showed that around 37.1% of elementary school children experienced bullying in verbal, physical, social, and psychological forms. This phenomenon does not only occur in public schools but also in boarding schools that uphold Islamic values and anti-violence principles. Disciplinary actions often serve as the rationale for bullying incidents. So that innovative educational efforts are needed in preventing and overcoming bullying behavior, one of which is through interactive and fun educational game media. This research aims to develop Anti-Bullying Snakes and Ladders game media for students in boarding schools, using the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. The research was also carried out in one of the boarding schools in Probolinggo City involving 25 students as respondents and 2 teachers as material experts and media experts. The validation results show that this media is very feasible to use with scores from material experts of 4.26, media experts of 4.5, and respondents' assessment of 4.3. This is evidenced by the results of the pre-test which increased significantly between the pre-test (76.4%) and post-test (99.36%) scores, with a difference of 22.96%. This finding shows that the Anti-Bullying Ladder Snake media is effective in increasing students' understanding and awareness of the dangers of bullying.

ABSTRAK

Dalam beberapa tahun terakhir, masalah kesehatan mental akibat perundungan menunjukkan tren kenaikan yang signifikan. Data dari Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KPPPA) pada tahun 2023 menunjukkan bahwa sekitar 37,1% anak sekolah dasar mengalami perundungan dalam bentuk verbal, fisik, sosial, dan psikologis. Fenomena ini tidak hanya terjadi di sekolah umum, tetapi juga di sekolah asrama yang menganut nilai-nilai Islam dan prinsip anti-kekerasan. Tindakan disiplin seringkali menjadi alasan di balik insiden perundungan. Oleh karena itu, upaya pendidikan inovatif diperlukan dalam mencegah dan mengatasi perilaku perundungan, salah satunya melalui media permainan pendidikan yang interaktif dan menyenangkan. Penelitian ini bertujuan untuk mengembangkan media permainan Anti-Bullying Snakes and Ladders bagi para santri di lingkungan pondok pesantren menggunakan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Penelitian ini juga dilakukan di salah satu sekolah asrama di Kota Probolinggo dengan melibatkan 25 siswa sebagai responden dan 2 guru sebagai ahli materi dan ahli media. Hasil validasi menunjukkan bahwa media ini sangat layak digunakan dengan skor dari ahli materi sebesar 4,26, ahli media sebesar 4,5, dan penilaian responden sebesar 4,3. Hal ini dibuktikan dengan hasil pre-test yang meningkat secara signifikan antara skor pre-test (76,4%) dan post-test (99,36%), dengan selisih sebesar 22,96%. Berdasarkan hal tersebut menunjukkan bahwa media Anti-Bullying Ladder Snake efektif dalam meningkatkan pemahaman dan kesadaran siswa tentang bahaya bullying.

INTRODUCTION

In recent years, cases of mental health disorders in elementary school children have shown an alarming upward trend. Based on a report by the Indonesian Clinical Psychologists Association (2023), one of the main causes is exposure to verbal and social violence in the form of bullying that occurs repeatedly in the school environment.

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In fact, not a few children experience anxiety, withdrawal, and loss of enthusiasm for learning due to being victims of bullying at school. This phenomenon does not only occur in public schools but also in religious schools such as madrasah ibtidaiyah, a place that should be a safe and loving space for child development.

The existence of this phenomenon further emphasizes the role of pedagogical approaches in shaping character and social values to increase self-awareness and create a safe, comfortable and inclusive learning environment for primary school children. In addition, it is important to prevent and overcome bullying that often occurs in the school environment, both latently and openly (Silfi & Nurdahlia, 2024). This marks a shift in the dynamics of social interaction among students which, if not addressed immediately, can hinder positive character formation and affect children's psychosocial development in the long term (Sukmawati et al., 2024; Rohmah & Adhawiyah, 2025)

Data from the Ministry of Women's Empowerment and Child Protection (KPPPA, 2023) shows that around 37.1% of elementary school children experience verbal, physical, social, and psychological forms of bullying. This phenomenon often occurs in educational environments, not only public schools but also boarding schools (Hidayatullah et al., 2022). In some cases, bullying is often associated with the pretext of discipline in traditional learning. As a result, the values of empathy and compassion that should be the central of Islamic education are forgotten (Mardhiyah et al., 2025).

Moreover, the culture of seniority that is still strong in the boarding school environment often leads to the practice of covert violence which is considered as part of coaching. These practices include harsh treatment, intimidation, and coercion that lead to latent bullying among students. Although the intention is to discipline, this culture has the potential to cause psychological trauma, reduce a sense of security, and hinder the growth and development of positive character of children who are in the process of forming themselves. Therefore, the phenomenon of bullying needs to get very serious attention because it is contrary to the values of compassion and noble morals taught in Islamic boarding schools as institutions that provide education based on Islamic religious values.

Based on these problems, there is a need for innovation in the form of educational and informative learning media as a transformational tool that is expected to strengthen character education in students, especially at the elementary school level. Given that anti-bullying values education is not enough to be delivered through lectures or verbal advice alone but needs to be strategically designed through a contextual approach and touch the emotional realm of children (Widiyanti, 2022). One approach that has proven effective in children's learning is the use of educational game media (Andriani et al., 2024; Wahyunni & Febrianta, 2023). According to Piaget's theory, children in the age range of 7-12 years are at a stage of development that emphasizes the importance of experiential learning, visualization, and play activities as a medium for internalizing values (Mustikhatul et al., 2022).

In this context, the -interactive and fun educational games such as Snakes and Ladders can be a means of delivering material and moral values, especially anti-bullying values (Andriyani et al., 2024; Pratiwi & Hardini, 2022). Thus, this game can be developed into an effective and fun learning tool for children, without excessive cognitive pressure (Widyani & Prayitno, 2024). A number of previous studies and research have shown that educational game media plays an important role in increasing children's awareness of social issues, including character building and strengthening moral values, especially anti-bullying values in children (Rhodiyah & Julianto, 2023; Pamintarso & Maarif, 2023). However, there have not been many studies that specifically develop the Anti-Bullying Ladder Snake game as an educational media in preventing bullying at the elementary school level, especially in a boarding school environment.

Basically, the limited studies in integrating bullying material with an educational game media approach (Nurdianawati, 2025; Zuhroh et al., 2024) are the focus of this research. Moreover, the alternative development and implementation of snakes and ladders game media as a means of anti-bullying education that is relevant to Islamic values in the Islamic boarding school environment (Khabibah, 2024). Therefore, this research aims to develop Anti-Bullying snakes and ladders game media for elementary school level children in a boarding school environment. Furthermore, this research is also important to determine the effectiveness of the snakes and ladders game media developed in providing anti-bullying education in a boarding school environment.

METHODS

This research is a development research (research and development) with a descriptive quantitative approach (Sugiyono, 2014). The research aims to develop learning media in the form of an interactive snakes and ladders game as a means of bullying prevention education in a boarding school environment, especially for elementary school students. The development model used is the ADDIE model developed by (Reiser & Dempsey, 2012) with five systematic stages, namely the analysis, design, development, implementation, and evaluation stages.

This research was conducted in one of the boarding schools in Probolinggo City that has a primary education

unit. The research subjects included twenty-five students as respondents and two teachers as material experts and media experts. The data collection instruments include material expert and media expert validation questionnaires, student assessment questionnaires, pretest and posttest questions related to bullying material as many as 10 valid and reliable questions. The questionnaire is used as an assessment instrument that tests the validation of material completeness, content understandability, visual appearance, interactivity, learning motivation, and ease of access to the Anti-Bullying snakes and ladders game.

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Expert validation was carried out by material experts and media experts with a score interval of 1-5. The results of the material expert validation obtained an average score of 4.26 with a very feasible category, where the material has reflected character values and contextual bullying prevention. While the results of media expert validation obtained an average score of 4.35 with a very feasible category, especially in the aspects of visual design and ease of use. So it can be concluded, the instruments in this study are suitable for use.

The data analysis was carried out using a descriptive statistical approach to determine the average value on the assessment questionnaire and also the results of the pre-test and post-test of Anti-Bullying material done by students before and after participating in the snakes and ladders game. In addition, the data that has been analyzed will be classified based on categorization which includes the categories of very less, less, medium, good, and very good to assess the results and increase in students understanding of bullying before and after participating in the snakes and ladders game. The results of the analysis will be presented in the form of tables and percentages to facilitate researchers in interpreting the data and readers in understanding it.

RESULTS AND DISCUSSIONS

Development of Anti-Bullying Snakes and Ladders Game Media in Islamic Boarding Schools

This research and development study was conducted at an Islamic boarding school in Probolinggo City that has a basic education unit. The study involved twenty-five students as research subjects. It also involved teachers as subject matter experts and media experts who assessed the suitability of the material and the feasibility of the snakes and ladders game to be played by the students. This snakes and ladders game was specifically designed to provide interactive and enjoyable anti-bullying education for elementary school students aged 7-12 years. The Anti-Bullying Snake and Ladder Game has been designed and developed based on the ADDIE development model, which includes five systematic stages: analysis, design, development, implementation, and evaluation, as follows.

1. Analysis Stage

In the analysis stage, researchers conducted two stages, including performance analysis and needs analysis (Hidayat & Muhamad, 2021). Performance analysis was conducted through interviews with students and boarding school administrators. Based on the interview results, it was found that there has been no development of educational games specifically designed to teach anti-bullying attitudes to students in boarding schools. The current bullying prevention measures are limited to socialization, which is not very effective in the boarding school environment. Therefore, the researchers tried to analyze the problem comprehensively to identify the needs that correspond the problem (Irawati & Mahmudah, 2020 ; Yudha et al., 2023). The development of a snakes and ladders game was chosen by the researcher as an anti-bullying educational solution based on an interactive and enjoyable snakes and ladders game for elementary school students in Islamic boarding schools. It is hoped that this snakes and ladders game can serve as a catalyst in terms of education on the prevention and mitigation of bullying.

2. Design Stage

In this design stage, researchers designed an anti-bullying snakes and ladders game using the Canva Pro application. The snakes and ladders game board measures 1.5 m² x 2 m² and is designed to be as attractive as possible. It comes with a booklet explaining the rules of the game and a set of question cards with questions related to anti-bullying education.

3. Development Stage

During the development stage, researchers developed a specially modified anti-bullying snakes and ladders

game to present material on bullying prevention in Islamic boarding schools. The development of this media was carried out through several stages, starting from needs analysis, formulation of the objectives of media development, to content design that aligns with the characteristics of elementary school-level boarding school students aged 7–12 years (Yudha et al., 2023). This snakes and ladders game is not only interactive and enjoyable but also includes educational content related to bullying prevention and intervention for students in boarding school environments.

4. Implementation Stage

During the implementation stage, researchers invited elementary school-level Islamic boarding school students to play Anti-Bullying Snakes and Ladders in groups of 3-4 children. Before the game began, researchers presented material related to anti-bullying educational values in the Islamic boarding school environment (Hidayat & Muhamad, 2021). After presenting the material, the researcher began to strengthen the students' understanding through an interactive and enjoyable educational anti-bullying board game. Through this game, the students are expected to understand the anti-bullying material well and apply it in their daily lives within the boarding school environment. The use of this game was not only intended to test their understanding of the material presented but also as an interactive and fun anti-bullying medium. Thus, the researchers hoped that the values of anti-bullying in the Islamic boarding school environment could be understood and applied well by the students from an early age.

5. Evaluation Stage

The evaluation stage was conducted to analyze the effectiveness and success of developing a snake and ladder game to prevent and mitigate bullying among students in Islamic boarding schools. The evaluation included the results of limited trials and assessments by students regarding their learning experiences, covering aspects such as the completeness of the material, the clarity of the content, visual presentation, interactivity, learning motivation, and ease of access to the Anti-Bullying Snake and Ladder game. The evaluation results obtained will serve as a reference for developing the Anti-Bullying Snake and Ladder Game as part of efforts to provide optimal education on bullying prevention and mitigation within the boarding school environment.

Implementation of Anti-Bullying Snakes and Ladders Game in Islamic Boarding Schools

This Anti-Bullying Snakes and Ladders Game was developed by researchers to prevent and mitigate bullying in Islamic boarding schools through an interactive and enjoyable educational approach. The implementation of the game was conducted on a limited scale at one boarding school in Probolinggo City, involving twenty-five students divided into several groups of 3-4 children. This Snake and Ladder game has been specifically designed to provide interactive and enjoyable anti-bullying education for elementary school students aged 7-12 years. The design and specifications of the game media can be viewed as follows. Anti-Bullying Snakes and Ladders Game Design and Instructions

The design of this Anti-Bullying Snakes and Ladders game was created and developed using the Canva Pro application. The game board measures 1.5 m² x 2 m² and comes with a booklet containing game instructions and question cards with questions related to bullying prevention education based on Islamic values in Islamic boarding schools.

The instructions for playing Anti-Bullying Snakes and Ladders are as follows.

1. Decide the order of play by throwing the dice. The player with the highest number will start the game first.
2. The number on the first roll of the dice by the first player becomes the card multiplier. Example: If the first number is 5, then every player who lands on the 5, 10, 15, 20, etc. squares must take 1 card.
3. Players take turns rolling the dice and moving forward according to the number rolled.
4. If you land on a ladder square, move up to a higher number.
5. If you land on a snake space, go down to the tail of the snake and take 2 cards.
6. If you land on a space that is a multiple of the initial number, take 1 card from the deck.
7. If you cannot perform the task on the card, move back 1 step.
8. The first player to reach the finish space is the winner. Desain Kartu Materi dan Kartu Soal pada Permainan Ular Tangga Anti-Bullying



The Anti-Bullying Snakes and Ladders game has been validated by subject matter experts and media experts. The subject matter validation received an average score of 4.26, categorized as highly suitable, as the material reflects contextual character values and bullying prevention. The media validation received an average score of 4.35, categorized as highly suitable, particularly in terms of visual design and ease of use.



The Effectiveness of Anti-Bullying Snakes and Ladders Game Media in Islamic Boarding Schools

The Anti-Bullying Snakes and Ladders Game has been implemented on a limited basis at an Islamic boarding school in Probolinggo City. The game was tested on twenty elementary school students aged 7-12 years old. The researchers invited the elementary school students to play Anti-Bullying Snakes and Ladders in groups of 3-4 children. Before the game began, the researchers presented material related to anti-bullying education values in the Islamic boarding school environment. In addition, the researchers also gave questions related to bullying material before and after the game was played. After presenting the material, the researchers began to reinforce the students' understanding through a snakes and ladders game based on interactive and fun bullying education material.

The results of the trial can be seen in the participants' response questionnaires after playing the Anti-Bullying snakes and ladders game. Based on the limited trial questionnaire results, an average score of 4.3 or very good was obtained, with an average score of 4.4 for completeness of material, an average score of 4.3 for comprehensibility of content, an average score of 4.5 for visual presentation, an average score of 4.2 for interactivity, an average score of 4.2 for learning motivation, and an average score of 4.3 for ease of access to the game. The results can be seen in the table below.

Table 1. descriptive statistics of participants questionnaire responses

Indicator	N	Minimum	Maximum	Average	Category
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Completeness of Material	25	3.50	5.00	4,4	Excellent
Comprehensibility of Content	25	3.50	5.00	4,3	Excellent
Visual Display	25	3.50	5.00	4,5	Excellent
Interactivity	25	3.50	5.00	4,2	Excellent
Motivation to Learn	25	3.50	5.00	4,2	Excellent
Ease of Access	25	3.50	5.00	4,3	Excellent

Based on the results of the trial, it can be concluded that the Anti-Bullying snake and ladder game is an excellent innovation in preventing and mitigating bullying among elementary school students at Islamic boarding schools. This is proven by the results of the pre-test and post-test that were conducted. The pre-test score indicated a level of understanding of 76.4%, while the post-test score showed a level of understanding of 99.36%.

Table 2. Results of pre-test and post-test scores

Category	Number of Students	Percentage	Category	Number of Students	Percentage
Insufficient	3	12%	Excellent	0	0%
Sufficient	19	76%	Excellent	1	4%
Good	3	12%	Excellent	24	96%
Total	25	100%	Total	25	100%

The results show a significant increase of 22.96% after participating in the Anti-Bullying Snakes and Ladders game. Based on this, it can be concluded that the Anti-Bullying Snakes and Ladders game is highly effective for use in education, particularly in introducing and preventing bullying behavior among elementary school students in Islamic boarding schools. This can increase interaction and motivation to learn through educational and enjoyable games.

The implementation of an anti-bullying snakes and ladders game can improve students' understanding of anti-bullying values both theoretically and practically through an interactive and enjoyable educational game (Jatavitika et al., 2024). Through this game, santri not only understand the material on bullying prevention and mitigation cognitively but can also apply it practically in the pesantren environment. Based on the results of the research that has been conducted, this anti-bullying snake and ladder game media has been proven to be effective in learning (Prihatini & Mursid, 2022). This aligns with previous research by Kurniasih & Watini (2022) and Fauziah et al. (2023), which stated that the snake and ladder game medium is effective in improving understanding of bullying among elementary school students and even young children, with an effectiveness score of 83.88%, which is considered very high.

Similar research also shows the significant effectiveness of the snake and ladder game in anti-bullying education between the experimental and control groups, with an effect size of 0.61, which is classified as highly effective and significant (Firmadona, 2025). These findings indicate that the use of educational snake and ladder games can increase students' awareness of bullying behaviors at the elementary school level, particularly in boarding school environments (Firmadona, 2025). Additionally, the success of this game medium heavily depends on aspects such as the completeness of the material, the clarity of the content, visual design, interactivity, learning motivation, and ease of access, which were considered during the design and development process. This is because the success of educational media implementation relies on proper planning aligned with the needs of the targeted players (Hakeu et al., 2023). Therefore, a careful and wise design is needed to integrate emotional, empathetic, cognitive, and practical aspects into the learning process to increase students' understanding and motivation in participating in learning (Pratiwi & Hardini, 2022).

CONCLUSIONS

This research has successfully developed a very good Anti-Bullying snakes and ladders game media based on the ADDIE development model which includes five systematic stages, namely the analysis, design, development, implementation, and evaluation stages. Based on the results of the study, the snakes and ladders game media developed is very effective in providing education related to the prevention and control of bullying to elementary school students in the boarding school environment. This is evidenced by the significant increase between the pre-test and post-test scores, which amounted to 22.96%. Based on this, it can be concluded that the Anti-Bullying snakes and ladders game media is very effective to be applied in learning. Through this game, students are expected to understand the bullying material well and apply it in everyday life in the boarding school environment. The use

of this media, not only aims to test how far their understanding of the material presented, but as an interactive and fun bullying education media. Thus, anti-bullying values in the boarding school environment can be understood and applied properly by students from an early age.

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