



Development of a Snakes and Ladders Learning Media for Teaching Rights and Responsibilities in Grade IV Pancasila Education

Qonita Umar Bawazier^{1*}

¹ Universitas Negeri Jakarta, Jakarta, Indonesia.

Article history:

Submitted: 13-02-2026

Final Revised: 26-03-2026

Accepted: 25-04-2026

Published:

Corresponding Author:

Author Name*: Qonita Umar

Bawazier

Email*: qubawazier@unj.ac.id

DOI: -

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: *Objective:* This research aims to develop and evaluate a snakes and ladders-based learning media to improve students' understanding of rights and responsibilities. The study addresses the limited student engagement and low conceptual understanding of rights and responsibilities in Grade IV Pancasila Education, which are often caused by teacher-centered and textbook-based instruction. Previous studies have explored game-based learning; however, few have specifically integrated civic concepts into structured board game mechanics that emphasize behavioral application. *Method:* The study employed a Research and Development (R&D) approach using the ADDIE model. Data were collected through expert validation and student trials. *Results:* The results show that the developed media achieved high feasibility scores from material experts (91.67%), media experts (93.3%), and language experts (87.5%), indicating strong validity in content, design, and language. Student trials also showed high acceptance, with scores of 92% (one-to-one) and 91.83% (field test). *Novelty:* The novelty of this study lies in integrating civic values into interactive board game mechanics that promote not only understanding but also contextual application. The findings indicate that the developed media is effective and feasible for supporting active and meaningful learning in Pancasila Education.

Keywords: *Board Learning Media; Snakes and ladders; Rights and obligations; Pancasila Education*

Introduction

To promote national development, strengthening the education sector is essential. Education has been widely recognized as a primary means of improving the quality of human resources, including in Indonesia. It represents a deliberate effort to develop individuals' physical and mental potential in accordance with social and cultural values (Boli, 2018; Indra, 2019). Therefore, education plays a central role in nation-building. In response to globalization and rapid technological advancement, educational practices must continuously adapt to ensure relevance and effectiveness (Lestari, 2018).

Schools, as formal educational institutions, play a direct role in achieving national education goals. Within this context, Civic and Pancasila Education has a strategic function in preparing responsible and participatory citizens (Damri & Putra, 2020; Winataputra, n.d.). However, the increasing complexity of societal challenges requires learning processes that go beyond knowledge transmission. Teachers are expected not only to master subject content but also to design innovative and meaningful learning experiences that foster student engagement and understanding (Rusman,

How to Cite:

Example: Bawazier, Q., U. (2026). Development of a Snakes and Ladders Learning Media for Teaching Rights and Responsibilities in Grade IV Pancasila Education. *Eduprime (Journal of Innovation in Primary Education)*, 1 (1).

<https://doi.org/xx.xxxx/xxxxxxxxxxxxx>

2012; Retnowati et al., 2019). Thus, the quality of education is closely related to both teacher competence and the effectiveness of instructional strategies used in the classroom.

Rapid technological development has brought significant opportunities for improving educational practices, including the integration of interactive learning media. However, without proper pedagogical use, technology may not contribute optimally to learning outcomes (Hodkinson, 2017; Yuniastuti et al., 2021). In the Indonesian context, education is also closely linked to character formation rooted in Pancasila values (Ainia, 2020; Sumantri, 2001). Therefore, learning processes must not only focus on cognitive achievement but also support the development of moral and civic character (Parawangsa et al., 2021).

Pancasila Education aims to develop individuals who understand and implement their rights and responsibilities as citizens. It emphasizes the formation of knowledgeable, skilled, and democratic individuals who can actively participate in society (Cogan, 1998; Kahne & Middaugh, 2008). This objective aligns with Law of the Republic of Indonesia Number 20 of 2003, which highlights the importance of developing faith, morality, creativity, independence, and democratic attitudes. In this regard, civic education serves as a foundation for building responsible citizenship (Adha & Perdana, 2020).

One of the fundamental topics in Pancasila Education at the elementary level is the concept of rights and responsibilities. Students are expected not only to understand these concepts but also to apply them in daily life. Understanding rights and responsibilities contributes to the development of fairness, mutual respect, and accountability (Rahmawati, 2020). However, civic learning at the primary level often remains limited to memorization, with insufficient emphasis on practical application (Winataputra, n.d.).

In practice, learning in Pancasila Education is frequently dominated by lecture-based and textbook-centered methods, which tend to limit student interaction and engagement (Japar, 2019; Nurita, 2018). As a result, students' understanding remains superficial and is not consistently reflected in their behavior. Findings from observations and questionnaires conducted at SDN Rawamangun 01 indicate that many fourth-grade students do not fully understand or internalize the concepts of rights and responsibilities. Students often fulfill obligations due to external enforcement rather than internal awareness developed through learning. This condition highlights a critical gap between conceptual understanding and real-life application. The effectiveness of learning is strongly influenced by the selection of appropriate instructional media that can promote active participation and meaningful learning (Abidin, 2017; Karo-Karo & Rohani, 2018). Effective media should encourage interaction, creativity, and student engagement (Anas, 2014; Susilana & Riyana, 2009).

Previous studies have demonstrated that game-based learning can enhance motivation and improve learning outcomes (Fadlillah, 2017; Andayani, 2021). Educational board games, including snakes and ladders adaptations, have been shown to positively influence student engagement and understanding (Hakim, 2019; Pratiwi, 2013). Several studies specifically highlight the effectiveness of snakes and ladders-based media in civic learning contexts (Gumelar, 2017; Raras, 2013; Rasmawati, 2020; Mardiah et al., 2021; Efriliyani, 2022). In addition, other interactive approaches such as card-based learning have also improved students' mastery of rights and responsibilities (Sayfullooh et al., 2023; Yuniarto, 2018).

However, despite these findings, most existing studies primarily focus on improving engagement and cognitive outcomes, with limited emphasis on facilitating the internalization and application of civic values in real-life contexts. This indicates a research gap in the development of instructional media that not only enhances understanding but also supports behavioral implementation of rights and responsibilities.

Based on this gap, this study develops a snakes and ladders-based learning media that integrates civic scenarios into gameplay to promote both conceptual understanding and practical application. The development process follows a systematic approach to ensure the validity and effectiveness of the media (Pakpahan et al., 2020; Sugiyono, 2017). By aligning instructional design with student characteristics and learning objectives (Abidin, 2017; Jennah, 2009), this study aims to provide a more interactive and meaningful learning experience.

Therefore, this research contributes by offering a game-based learning medium that emphasizes not only engagement but also the internalization of civic values, particularly in the context of rights and responsibilities in elementary Pancasila Education.

Method

This study employed a Research and Development (R&D) design. Research and Development is a method used to produce a specific product and to test its effectiveness (Sugiyono, 2017). In the field of education, R&D is commonly applied to develop or validate instructional products used in teaching and learning processes (Pakpahan et al., 2020). The purpose of this study was to develop a learning media product in the form of a board game, specifically a snakes and ladders game. The product was designed to support teaching and learning activities on the topic of Rights and Responsibilities in the Pancasila Education subject for fourth-grade elementary school students. The developed product was evaluated by experts using closed-ended questionnaires to determine its feasibility. The final product is expected to support the teaching and learning process in Pancasila Education and improve students' understanding of civic concepts, as civic education at the elementary level aims to build responsible and active citizens (Damri & Putra, 2020).

This study adopted the ADDIE development model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The ADDIE model is widely used in instructional design because it provides systematic steps in developing effective learning media (Rusman, 2012). Through this model, the researcher ensured that the product was developed based on real classroom needs and evaluated in a structured manner. The research was conducted at SDN Rawamangun 01. The researcher selected this school because of prior experience visiting and teaching there, which facilitated access and coordination during the research process. The study was carried out from April 2023 to January 2024.

Data collection techniques included interviews, observation, questionnaires, and documentation.

- a. Interviews were conducted with teachers and students during the needs analysis stage. Interviews allow researchers to gather information directly through structured question-and-answer sessions (Sarwono, 2006).
- b. Observation was conducted directly at the research site to examine classroom conditions and identify existing learning practices. Observation helps researchers understand the actual situation in the field.
- c. Questionnaires were used for expert validation and student responses. The validation instruments included material expert validation sheets, media expert validation sheets, and language expert validation sheets. The use of expert validation is important to ensure that the developed media meets academic and technical standards (Pakpahan et al., 2020).
- d. Documentation included photographs taken during field testing. Documentation can be in the form of written records, images, or videos and serves as supporting evidence of the research process (Sugiyono, 2017).

Research instruments are tools used to collect data in a systematic way. The instruments in this study were developed based on the selected data collection techniques. They included interview guidelines for needs analysis and closed-ended questionnaires for expert review, one-to-one trials, and field testing. The questionnaires used a Likert scale to measure respondents' evaluations of the product. Likert scales are commonly used to measure attitudes or responses toward a product or statement (Sugiyono, 2017).

The validation instrument consisted of a checklist containing several statements related to product quality, including aspects of content, media design, and language clarity. The questionnaires were distributed to material experts, media experts, and language experts to ensure that the product was accurate, appropriate, and understandable for elementary school students.

The Likert scale used four categories: Poor (KB), Fair (CB), Good (B), and Very Good (SB). After data collection, the researcher analyzed the results. The collected data were organized and interpreted

to determine whether the research objectives had been achieved. Data from the questionnaires and evaluation sheets were tabulated and converted into percentages using the following formula:

$$\text{Percentage} = \frac{\text{Total Score Obtained}}{\text{Number of Item} \times \text{Highest Score per Item}} \times 100\% \quad (1)$$

Based on the calculated percentage, the feasibility level of the developed snakes and ladders learning media was determined according to the following criteria:

Tabel 1. Product Feasibility Criteria

Category	Percentage Range
Very Good (SB)	76% - 100%
Good (B)	51% - 75%
Fair (CB)	26% - 50%
Poor (KB)	0% - 25%

Result and Discussion

This study employed a Research and Development (R&D) methodology using the ADDIE instructional design model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The product developed in this study was a board game-based learning medium in the form of a Snakes and Ladders game entitled “Mari Bertanggung Jawab”, intended for Grade IV elementary school students in Pancasila Education.

Result

Analysis Stage

The analysis stage consisted of four main activities: (1) conducting a needs analysis of the Snakes and Ladders board game media; (2) preparing instruments for the needs analysis; (3) developing a media development plan based on the results of observation and interviews; and (4) determining the research implementation schedule.

The needs analysis was conducted through classroom observations of Grade IV students and interviews with one Grade IV teacher at SDN 01 Rawamangun. The findings revealed that one of the primary problems in the learning process was the insufficient development of students’ character formation, particularly in relation to understanding and internalizing the content of Pancasila Education. Students’ comprehension of the material on rights and responsibilities had not reached an optimal level, resulting in difficulties in applying these concepts in daily life, especially within the school environment.

The instructional approach predominantly relied on lecture-based teaching and textbook-centered learning. Such methods were considered conventional and lacked interactivity. The dependence on textbooks as the primary learning resource limited students’ opportunities for active engagement. Although SDN 01 Rawamangun has significant potential to enhance instructional quality, the continued use of traditional instructional media such as textbooks and PowerPoint presentations contributed to monotonous classroom conditions and reduced student motivation.

Based on these findings, the researcher identified the need to develop an engaging and interactive learning medium capable of facilitating students’ understanding of rights and responsibilities and encouraging their practical implementation. The proposed solution was the development of a Snakes and Ladders board game as a learning medium.

Design Stage

During the design stage, the researcher formulated a comprehensive product design aligned with the results of the needs analysis. The design process emphasized alignment between instructional objectives, content standards, and the characteristics of elementary school students. The activities

conducted at this stage included: 1) Designing the “Mari Bertanggung Jawab” Snakes and Ladders board game, 2) Developing detailed procedures and instructions for the use of the game, 3) Preparing validation instruments for expert review. The design incorporated visual elements, structured game rules, and content integration to ensure that the instructional objectives related to rights and responsibilities were embedded within the gameplay.

Development Stage

At this stage, the researcher developed the product comprehensively. The development process consisted of three phases: pre-production, production, and post-production.

1. Pre-Production Stage

This stage was the initial preparation before starting production. The activities included:

- a) Designing the required materials for developing the instructional media, including drafting the content on rights and responsibilities;
- b) Designing images and illustrations to support the visual aspects of the board game.

2. Production Stage

At this stage, all prepared materials were assembled. The activities included:

- a) Designing the content of the instructional media using various images and texts;
- b) Aligning the images with the instructional content presented in the media;
- c) Assembling the Snakes and Ladders board game according to the prepared design.

3. Post-Production Stage and Expert Validation

- a) A product preview was conducted to examine operational readiness and to prevent technical errors.
- b) Before the product was used by students, validation was conducted to evaluate product quality.
- c) The validation process involved material experts, media experts, and a language expert.

The validation involved two lecturers from Universitas Negeri Jakarta as material and media experts, and one lecturer from Universitas Pakuan as a language expert.

a. Material Expert Validation

Table 2. Recapitulation of Material Expert Validation Results

Aspect	Indicator	Item No.	Score	Maximum Score
Instructional Design	The media has an attractive title	1	4	4
	Learning activities align with the material	2	4	4
	Content aligns with learning objectives	3	4	4
	Content focuses on learning objectives	4	4	4
	Content follows academic principles	5	3	4
	Presentation attracts students' interest	6	3	4
	Encourages student activeness	7	4	4
Content	Content aligns with rights and responsibilities material	8	4	4
	Includes Grade IV rights and responsibilities material	9	4	4
	Supports conceptual understanding	10	4	4
	Concept accuracy	11	3	4

	Encourages knowledge construction	12	3	4
	Encourages further information seeking	13	4	4
Language & Communication	Appropriate language use	14	4	4
	Systematic word selection	15	3	4

Total Score: $\frac{55}{60} \times 100\% = 91.67\%$. The product was categorized as Very Good (76%-100%) and considered feasible for use.

b. Media Expert Validation

Table 4.2 Recapitulation of Media Expert Validation Results

Aspect	Indicator	Item No.	Score	Maximum Score
Media Design	Easy to use	1	4	4
	Appropriate usage procedures	2	4	4
	Easy to operate	3	4	4
	Displays Snakes and Ladders design	4	4	4
	Balanced color composition	10	4	4
	Simple and understandable	11	3	4
	No disturbing images	12	4	4
	Images align with content	13	3	4
	Balanced layout	14	3	4
	Appropriate layout and images	15	3	4
Media Content	Aligns with Pancasila Education	5	4	4
	Complete game components	6	4	4
	Includes pawns and dice	7	4	4
	Readable font	8	4	4
	Includes guidebook	9	4	4

The second validation stage is the media validation test. The media expert test aims to evaluate whether the created media meets the needs of elementary school students. The media test was conducted by Drs. Dudung Amir Soleh, M.Pd., a lecturer in the Elementary School Teacher Education study program, Faculty of Education, Jakarta State University. The following are the results of the media validation test conducted by the researcher:

Calculation Results: $\frac{56}{60} \times 100\% = 93.3\%$

Based on the results of the media expert validation test, the "Let's Be Responsible Snakes and Ladders" learning media received a score of 93.3%. When converted based on Table 3.8 regarding product feasibility scores, the "Let's Be Responsible Snakes and Ladders" learning media falls into the Very Good (SB) category with a range of 76%-100% and is suitable for use.

c. Language Expert Validation

The third validation stage is the Language validation test. The Language expert test aims to evaluate whether the created media meets the needs of elementary school students. The Language test

was conducted by Rini Sri Indriani, M.Pd., a lecturer in the Elementary School Teacher Education study program, Faculty of Education, Pakuan University. The following are the results of the language validation test that the researcher has conducted:

Table 3. Recapitulation of Language Expert Validation Results

Aspect	Indicator	Item No.	Score	Maximum Score
Readability	Appropriate word usage	1	3	4
	Easy to understand	2	4	4
	Correct sentence structure	3	3	4
	Clear information	4	3	4
	Effective language	5	4	4
	Communicative presentation	6	4	4
	Appropriate terminology	7	3	4
Writing Technique	Correct punctuation	8	3	4
	Appropriate symbols/icons	9	4	4
	Correct spelling	10	3	4

Based on the validation test results from language experts, the "Let's Be Responsible" Snakes and Ladders learning media received a score of 87.5%. Converted based on the product feasibility score in Table 3.8, the "Let's Be Responsible" Snakes and Ladders learning media falls into the Very Good (SB) category, with a range of 76%-100%, and is suitable for use.

4. Implementation

At this stage, the product was tested through a validation process conducted by material experts, media experts, and language experts. The trial was conducted in several stages, including one-on-one and field testing.

In the one-on-one phase, the media was trialed by five students. Before starting, the researcher briefly explained the product to the students. The researcher also explained how to complete the questionnaire. The product trial was conducted in front of the class, explaining the procedures and rules for playing the Snakes and Ladders game, "Let's Be Responsible." Before the trial, the researcher distributed the Snakes and Ladders learning media to all groups. Students were divided into six groups. Then, the researcher distributed questionnaires for the students to complete. On the same day, the researcher conducted a field test of the media, with 30 students distributed to all fourth-grade students.

5. Evaluation

In the final stage, the researcher conducted a formative evaluation using questionnaires and interviews. The evaluation was conducted with expert reviewers (expert lecturers). The evaluation results served as a reference for the researcher to improve the product based on suggestions from the supervising lecturers and experts. Based on the advice of material experts, the content must be more interesting and the material must meet the appropriate approach. The advice from language experts is that the text in the animation must pay attention to the language rules.

Data Analysis

One-to-One Trial

At this stage, the product was tested on five fourth-grade elementary school students. Before starting, the researcher briefly explained to the students about the product to be used. The product trial was conducted in front of the class by explaining the procedures and rules for playing the Snakes and

Ladders game, Let's Be Responsible. Before explaining, the researcher distributed the Snakes and Ladders learning media product to all groups. The following are the results of the trial.

Table 4. One-to-One Trial Results

Respondent	Total Items	Maximum Score	Obtained Score	Percentage
1	10	40	38	
2	10	40	36	
3	10	40	36	
4	10	40	36	
5	10	40	38	
Total	200		184	92%

$$\text{Calculation: } \frac{184}{200} \times 100\% = 92\%$$

Based on the results of one-to-one trials conducted by 5 sixth-grade students of SDN Rawamangun 01, the snakes and ladders learning media is responsible for getting a score of 92%. If converted based on table 3.8 regarding the product feasibility score, it falls into the Very Good (SB) category with a range of 76%-100% and is suitable for use. Next, the researchers conducted research into the field test stage consisting of 30 fourth-grade students of SDN Rawamangun 01. The results of the questionnaire calculation in the field test trial are as follows.

Field Test

In the final stage, this trial involved all 30 fourth-grade students at SDN Rawamangun 01 Elementary School. The following are the results of the trial:

Table 5. Field Test Results

Total Maximum Score	Obtained Score	Percentage
1,200	1,102	91.83%

$$\text{Calculation: } \frac{1102}{1200} \times 100\% = 91,83\%$$

Based on the results of a field test conducted on 30 fourth-grade students at SDN Rawamangun 01, the "Let's Be Responsible" snakes and ladders learning media achieved a score of 91.83%. When converted based on Table 3.8 regarding product feasibility scores, it falls into the Very Good (SB) category with a range of 76%-100% and is suitable for use.

Discussion

The findings of this study demonstrate that the development of the “Mari Bertanggung Jawab” Snakes and Ladders board game effectively addresses the instructional challenges identified in Grade IV Pancasila Education. The high validation scores from material (91.67%), media (93.3%), and language experts (87.5%) confirm that the product meets standards of content accuracy, instructional alignment, usability, and language appropriateness. These results support the principle that the selection and development of instructional media must consider curriculum goals, student needs, and the effectiveness of learning delivery (Abidin, 2017; Susilana & Riyana, 2009).

The analysis stage revealed that conventional teaching methods—primarily lectures and textbook-based learning—led to limited engagement and low conceptual understanding among students regarding rights and responsibilities. Civic education in elementary school requires not only knowledge transmission but also the cultivation of character, responsibility, and active participation (Adha & Perdana, 2020). A reliance on traditional media often fails to engage students in the processes of reflection and application, which are critical in building civic awareness. The development of interactive board game media is therefore both pedagogically and practically relevant.

Game-based learning leverages play as a medium for active learning, allowing students to explore concepts in meaningful contexts. Play promotes cognitive, social, and moral development, while encouraging critical thinking and decision-making (Fadlillah, 2017). In this study, the Snakes and Ladders game incorporates scenarios and prompts related to rights and responsibilities, allowing students to practice application in a simulated but structured environment. This method aligns with contextual learning approaches, which emphasize connecting theoretical concepts with real-life experiences (Parhan & Sukaenah, 2020).

The one-to-one trial (92%) and field test (91.83%) indicate strong student acceptance and engagement with the game. These findings are consistent with prior research showing that board games and interactive media can enhance understanding of civic values and increase student motivation (Pratiwi, 2013; Gumelar, 2017). Students participating in gameplay were observed to demonstrate both active engagement and collaboration, indicating that the media successfully facilitated learning beyond rote memorization.

From a curriculum perspective, the game content aligns with national standards for elementary civic education, covering the concepts of rights and responsibilities in accordance with learning objectives (Kementerian Pendidikan Nasional, 2006). Furthermore, the systematic use of the ADDIE model in the development process ensured iterative refinement through expert validation, minimizing errors and improving overall quality (Sugiyono, 2017).

The study illustrates that game-based learning media can provide meaningful engagement, reinforce conceptual understanding, and support character development in elementary civic education. The “Mari Bertanggung Jawab” Snakes and Ladders board game demonstrates both theoretical grounding and practical effectiveness, making it a suitable and feasible instructional tool for promoting student understanding of rights and responsibilities. Future studies could explore the long-term impact of such interactive media on students’ behavioral application of civic values and character development.

Conclusion

Based on the results of this study, it can be concluded that the “Mari Bertanggung Jawab” Snakes and Ladders board game is highly feasible for use as an instructional media in Grade IV Pancasila Education. The product successfully passed all stages of development and evaluation, including expert validation, one-to-one trials, and field tests. The high scores obtained in the trials—91.92% in the one-to-one trial and 91.83% in the field test—indicate that the media not only meets technical and content standards but also aligns well with the learning needs and preferences of the students. According to the product feasibility scoring table, these scores fall within the Very Good (Sangat Baik, SB) category, which ranges from 76% to 100%, confirming that the media is suitable for implementation in elementary school learning.

The positive responses from students during both the one-to-one trial and the field test demonstrate that the board game is engaging and motivating, supporting student participation and active learning. The game format allows students to practice understanding rights and responsibilities in a structured, interactive, and enjoyable way, bridging the gap between theoretical knowledge and practical application in daily life. This aspect of the media contributes to the development of character, critical thinking, and social awareness, which are important objectives of civic education at the elementary level.

Furthermore, the research development objectives have been fully achieved. The ADDIE-based development process ensured that the media was systematically designed, produced, and evaluated, with improvements incorporated at each stage based on feedback from experts and trial participants.

The alignment of content with curriculum standards, the clarity and appropriateness of language, and the usability of the game mechanics collectively indicate that the media is academically sound, pedagogically effective, and practically implementable in classroom settings.

In conclusion, the “Mari Bertanggung Jawab” Snakes and Ladders board game represents a valid and effective educational tool that enhances the teaching and learning of Pancasila Education in elementary schools. It has been proven to be feasible, engaging, and suitable for classroom use, supporting both the cognitive and character development of students. This study provides a strong basis for further research and practical application

Author Contributions

QUB contributes in Conceptualization, Methodology, Formal analysis, Investigation, Resources, Data curation, and Writing – original draft preparation. All authors have read and agreed to the published version of the manuscript.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

References

- A F Pakpahan et al., *Pengembangan Media Pembelajaran* (Yayasan Kita Menulis, 2020). 114.
- Ainia, D. K. (2020). “Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter.” *Jurnal Filsafat Indonesia*, 3(3), 95–101.
- Aristiyanto, R., & Indrawati, T. (2022). Pengaruh Karakter Religius Terhadap Perilaku Seksual Siswa Kelas 6 SD Islam Al-Bayan Wiradesa Pekalongan. *IJIEE : Indonesian Journal Of Islamic Elementary Education*, 2(1). <https://doi.org/10.4324/9781410609632-8>
- BNSP, *Naskah Akademik Instrumen Penilaian Buku Teks Pelajaran Pendidikan Dasar Dan Menengah* (Jakarta: BNSP, 2006).
- Boli, M. (2018). Pendidikan Islam dan Tantangan Modernitas. *El-Idarah Jurnal Manajemen Pendidikan Islam*, 2(2).
- Cogan, J.J. 1998. *Citizenship for The 21 Century: An International Perspective on Education*. London: Cogan Page
- Damri and Fauzi Eka Putra. 2020. “Pendidikan Kewarganegaraan”. Jakarta: Prenada Media.
- E Retnowati, M A Jerusalem, and K Sugiyarto, *Innovative Teaching and Learning Methods in Educational Systems: Proceedings of the International Conference on Teacher Education and Professional Development (INCOTEPD 2018), October 28, 2018, Yogyakarta, Indonesia* (CRC Press, 2019). 14.
- Endah Parawangsa, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari. 2021. “Hakikat Pendidikan Kewarganegaraan Di Sekolah Dasar (SD),” *JPT: Jurnal Pendidikan Tambusai* 5, no. 3
- Eny Widyastuti, “Meningkatkan Minat Belajar Menggunakan Permainan Tangram Pada Mata Pelajaran Matematika Bagi Siswa Kelas Ii Sd Negeri Dukun 2 Kecamatan Dukun, Magelang” (Universitas Negeri Yogyakarta, 2013), 23.
- Evy Fatimatur Rusydiyah, *Media Pembelajaran Problem Based Learning* (Surabaya: UIN Sunan Ampel Press, 2020), 13.
- Fadlillah, *Buku Ajar Bermain & Permainan Anak Usia Dini* (Jakarta: Prenada Media, 2017), 76–80.

- Farida. 2021. "Pengembangan Media Pembelajaran Permainan Roda Keberuntungan untuk Meningkatkan Hasil Belajar Siswa Kelas V Sekolah Dasar pada Tema Peristiwa dalam Kehidupan". Mataram: Universitas Muhammadiyah Mataram. <<https://repository.ummat.ac.id/3471/1/BAB%20I%2C%20BAB%20II%20DAN%20BAB%20III%20pdf.pdf>>
- Gumelar, Sasanty Ratna. 2017. "Pengembangan Media Pembelajaran PKn Utag-Atik (Ular Tangga Anti Korupsi) Jelas V Semester I". Yogyakarta: Universitas Negeri Yogyakarta.
- Indra, H. (2019). Pendidikan Islam membangun akhlak generasi bangsa. Ta'dibuna: Jurnal Pendidikan Islam, 8(2), 299. <https://doi.org/10.32832/tadibuna.v8i2.1765>
- Isran Rasyid Karo-Karo and Rohani, "Manfaat Media Dalam Pembelajaran," *AXIOM: Jurnal Pendidikan dan matematika* 7, no. 1 (2018): 95.
- Joseph Kahne and Ellen Middaugh. 2008. "High Quality Civic Education: What Is It and Who Gets It? *Social Education*" 72, no. 1
- Lestari, S. (2018). Peran Teknologi dalam Pendidikan di Era Globalisasi. *Edureligia; Jurnal Pendidikan Agama Islam*, 2(2), 94–100. <https://doi.org/10.33650/edureligia.v2i2.459>
- Lukman Hakim. 2019. "Pengaruh Media Board Game terhadap Hasil Belajar Siswa pada Pembelajaran Tematik". Jakarta: Universitas Islam Negeri Syarif Hidayatullah. <<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/45421/1/LUKMAN%20HAKI%20FITK.pdf>>
- Mardiah, Kiki Rizkiyah, dkk. 2021. "Pengembangan Media Permainan Ular Tangga pada Pembelajaran Tematik Subtema Indahnya Keragaman Budaya Negeriku di Kelas IV SDN 38 Ampenan". Mataram: FKIP Universitas Mataram.
- Mona Adha, Muhammad dan Dayu Rika Perdana. 2020. "Pendidikan Kewarganegaraan". Yogyakarta: Graha Ilmu.
- Muhammad Anas, *Alat Peraga Dan Media Pembelajaran* (Jakarta: Gramedia, 2014), 13–14.
- Muhammad Japar, "Media dan Teknologi Pembelajaran PPKN", Perpustakaan Nasional Republik Indonesia Katalog dalam Terbitan, 2019
- Naimah Rahmawati, "Peningkatan pemahaman konsep hak dan kewajiban menggunakan model make a match pada siswa kelas IV sekolah dasar", *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan*, Vol 6, No 1 (2020)
- Noviyanto, Veri Arif. 2020. "Pengembangan Media Pembelajaran Gemul (Games Edukasi Monopoli, Ular Tangga, dan Ludo) Materi Keragaman Suku Bangsa di Indonesia Muatan Ajar PPKn Siswa Kelas IV SD Negeri 1 Monggot". Semarang: Universitas Negeri Semarang. <<http://lib.unnes.ac.id/38513/1/1401414285.pdf>>
- Nurita, T. (2018). Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa. *Misykat*, 3(1).
- Parastyani, Annisa, "Hak Kebebasan Berpendapat di Muka Umum dalam Perspektif Tindak Pidana Ujaran Kebencian Menurut Pasal 156 KUHP dan Pasal 28 Ayat (2) UU ITE. Undergraduate (S1) thesis, Universitas Muhammadiyah Malang. 2020.
- Parhan, Muhammad dan Sukaenah. 2020. "Pendekatan Kontekstual dalam Meningkatkan Pembelajaran Pendidikan Pancasila dan Kewarganegaraan di Sekolah Dasar," *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan* 5: 360–368.
- Paul Hodkinson, *Media, Culture and Society: An Introduction*, 2nd ed. (London: Sage, 2017), 17.
- Pratiwi, Hargiah Anggun. 2013. "Pengaruh Permainan Ular Tangga Terhadap Hasil Belajar Pendidikan Kewarganegaraan Di Kelas IV Sekolah Dasar". Pontianak: Universitas Tanjungpura.

- Raras, Chindhe Anggana. 2013. "Pengembangan Media Pembelajaran Permainan Ular Tangga pada Mata Pelajaran PKn Materi Nilai-nilai Pancasila Siswa Kelas II Rintisan Sekolah Dasar Negeri Bertaraf Internasional Tlogowaru". Malang: Universitas Negeri Malang.
- Rasmawati. 2020. "Pengembangan Media Pembelajaran Permainan Ular Tangga Pada Pembelajaran Tematik Kelas II-D SDN 024 Tarakan". Borneo: Perpustakaan UBT: Universitas Borneo Tarakan.
- Rodhatul Jennah, *Media Pembelajaran* (Yogyakarta: Antasari Press, 2009), 35–36.
- Rudi Susilana and Cepi Riyana, *MEDIA PEMBELAJARAN: Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian* (Bandung: CV.Wacana Prima, 2009), 13.
- Sayfullooh, As, dkk. 2023. "Peningkatan Hasil Belajar Materi Hak dan Kewajiban Dengan Game-based Learning Berbantuan Permainan Kartu Kwartet". Padang: Universitas Negeri Padang.
- Shinta Efriliyani. 2022. "Pengembangan Media Permainan Ular Tangga untuk Mengenalkan Rambu Lalu Lintas pada Pembelajaran Ppkn Kelas III SD Negeri 20 Kota Bengkulu". Bengkulu: Universitas Islam Negeri Fatmawati.
- Sri Andayani, "Bermain Sebagai Sarana Pengembangan Kreativitas Anak Usia Dini," *JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman* 7, no. 01 (2021): 230.
- Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017).
- Sumantri, Nu'man. 2001. *Menggagas Pembaharuan Pendidikan PKn*. Bandung: Remaja Rosdakarya.
- Uma Sita Miftakhul Jannah. 2013. "Peningkatan Motivasi Belajar PKn Melalui Metode Permainan Ular Tangga pada Siswa Kelas IV SD Negeri Jenggrik IV Kecamatan Kedawung Kabupaten Sragen Tahun Ajaran 2012/2013". Surakarta: Universitas Muhammadiyah Surakarta.
- Yuniarto, Irfan. 2018. "Penerapan Model Pembelajaran *Make a Match* Berbantuan Ular Tangga Kartu untuk Meningkatkan Hasil Belajar PKn Siswa Kelas IV SD 2 Tenggeles". Kudus: Universitas Muria Kudus.
- Yuniastuti, Miftakhuddin, and Muhammad Khoiron, *Media Pembelajaran Untuk Generasi Milenial* (Surabaya: Scopio Media Pustaka, 2021), 4.
- Yuniastuti, Miftakhuddin, and Khoiron, *Media Pembelajaran Untuk Generasi Milenial*, 37.
- Zainul Abidin, "Penerapan Pemilihan Media Pembelajaran," *Edcomtech: Jurnal Kajian Teknologi Pendidikan* 1, no. 1 (2017): 10–12.
- Zainul Abidin, "Penerapan Pemilihan Media Pembelajaran," *Edcomtech: Jurnal Kajian Teknologi Pendidikan* 1, no. 1 (2017): 10–12.