

EFFECTIVENESS OF EDUCATIONAL SNAKES AND LADDERS GAME MEDIA IN GROUP GUIDANCE TO IMPROVE STUDENT SELF-CONFIDENCE

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ABSTRACT

The low self-confidence of students at SMP Putra Mutiara Bangsa, which only reached 35%, has a negative impact on their participation and learning outcomes. This study aims to improve students' educational self-confidence through snakes and ladders game-based group guidance services. The study took place in January–February 2025 using a quantitative approach with a one-group pretest-posttest design. The sample consisted of 30 students from grades VII, VIII, and IX who were randomly selected based on their low self-confidence levels. The intervention was carried out in six sessions, including pretest, treatment, and posttest. Data were collected through observation, questionnaires, and documentation, then analyzed using normality tests and paired sample t-tests. The results showed an increase in self-confidence of 12.94%, with the highest increase in the personal ability indicator (17.83%). The t-test showed a significance value of 0.000 (<0.05), which means there was a significant difference between before and after treatment. Thus, group guidance services using educational snakes and ladders have proven effective in improving students' self-confidence at SMP Putra Mutiara Bangsa.

Keywords : *group guide, self-confidence, educational snakes, ladders game media.*

INTRODUCTION

Education is a systematic and planned effort to create a learning environment that empowers students to realize their full potential. Education serves not merely as a means of imparting knowledge, but also plays a crucial role in shaping character and preparing individuals to play an active role in society (Abd Rahman et al., 2022: 3). In this context, self-confidence is a crucial element in supporting the success of the educational process. Self-confidence



influences how a person interacts, expresses opinions, and dares to try new things, including in learning activities (Lauster, 2019: 4).

However, many students demonstrate low self-confidence during the learning process. They tend to be passive, reluctant to express their opinions, and avoid involvement in school activities. This phenomenon was also found at Putra Mutiara Bangsa Middle School, where student self-confidence levels reached only 35%. This low self-confidence can directly impact learning outcomes and student engagement in school social activities. This condition needs to be addressed immediately through an appropriate and enjoyable approach for students.

Guidance services in schools play a crucial role in assisting students in addressing various psychological challenges, one of which is low self-confidence (Lubis, 2019: 181). One strategy that can be implemented is group guidance combined with educational games. Games such as Snakes and Ladders have been shown to be effective in encouraging increased motivation, cooperation, and openness in students during the guidance process (Fransiska et al., 2020: 632). The use of games in group guidance is believed to create a fun atmosphere that supports students' emotional engagement and social development.

Previous studies have shown that educational games can improve students' psychological well-being, including self-confidence. Sari and Damayanti (2023: 20) found that the educational game Snakes and Ladders can build students' self-confidence through healthy social interactions and improved self-understanding. However, there is limited research specifically examining the effectiveness of this game in the context of group counseling at the junior high school level. Therefore, research is needed that examines the effectiveness of using educational Snakes and Ladders in group counseling services as an effort to increase students' self-confidence.

Self-confidence is a crucial component of a person's psychological growth,



influencing their mindset, attitude, and behavior in carrying out daily activities. Belief in one's own abilities is a key driver in facing challenges and optimally developing one's potential. Hakim (2020: 6) defines self-confidence as a person's belief in their ability to meet various life needs, which is also a key driver in achieving desired goals. Lauster (2020: 8) emphasizes that self-confidence is an attitude toward one's own abilities that can reduce anxiety, enable individuals to act responsibly, interact positively, and be motivated to succeed.

Hurlock (2020) added that self-confidence is formed through interacting knowledge, experience, and social acceptance. Spiritually, the Quran emphasizes the importance of self-confidence, as reflected in Surah Ali Imran, verse 139, and Surah Fussilat, verse 30. These verses illustrate that believers possess inner strength and fortitude in facing life's challenges (Ministry of Religious Affairs of the Republic of Indonesia, 2005: 70, 478). This demonstrates the connection between self-confidence and spiritual strength in living a meaningful life.

Fatimah (2020: 149) explains that self-confident individuals are able to control their emotions, assess themselves realistically, and possess strong intrinsic motivation. Adawiyah (2020: 137) adds that self-confident individuals tend to be independent, comfortable with themselves, and not easily influenced by external pressures. McClelland, in Safika and Trihastuti (2020: 59), states that self-confidence is formed through a long process involving self-awareness, experience, and responsibility for decisions made.

Lauster (2020) emphasized that positive experiences, self-acceptance, and environmental support significantly influence the development of self-confidence. Bandura (2020), through the concept of self-efficacy, suggested that direct experience, observation of others, verbal encouragement, and emotional states determine an individual's self-confidence. Ghufroon and Risnawita (2020) stated that internal factors such as self-concept, self-esteem, emotional maturity, and motivation also play a significant role. Meanwhile, Hurlock (2020)



highlighted the importance of environmental factors, such as family and peer support, in building self-confidence.

One approach considered effective in fostering self-confidence is through group guidance services. Corey and Corey (2020) suggest that group guidance services provide individuals with the opportunity to improve their self-understanding, strengthen social relationships, and encourage more constructive behavioral changes. Supporting media such as educational games can enhance the guidance process. Sukardi (2021: 53) explains that media in guidance and counseling can help convey information, practice skills, and create harmonious and trusting interactions between counselors and clients. Nurhayati (2020: 110) emphasizes that educational games provide meaningful social experiences in a safe and enjoyable environment, thus supporting the development of self-confidence.

The educational Snakes and Ladders game is designed to stimulate students' self-confidence through challenges, reflection, and positive interactions. Each step in the game typically includes tasks or questions that require the courage to express opinions, share experiences, and manage emotions. Santosa (2023: 77) states that educational games are effective in simultaneously developing cognitive and affective aspects, especially in a non-threatening environment. This encourages students to be more open and confident in expressing themselves.

Through the use of educational snakes and ladders games in group guidance, students can learn to recognize their potential, strengthen self-esteem, and overcome psychological barriers that hinder their self-confidence. Based on this description, the main question in this study is: to what extent is the educational snakes and ladders game media effective in increasing students' self-confidence through group guidance services at SMP Putra Mutiara Bangsa?

METHOD

This research was conducted during the period of January to February



2025, with a population consisting of 100 students of Putra Mutiara Bangsa Middle School, with a sample of 30 students who experienced low self-confidence, this sample was randomly selected *from* grades VII, VIII, and IX . Group guidance using educational snakes and ladders game media consisted of 6 sessions. The first session was a *pre-test*, the second to fifth sessions were *Treatment*, and the sixth session was a *post-test*.

This study used a quantitative approach with a *one-group pretest-posttest design* . Data collection was conducted through observation, questionnaires, and documentation. This design allowed researchers to evaluate changes in a single group of research subjects before and after treatment, although it did not involve a control group for comparison.

According to Sugiyono (2022), a *one-group pretest-posttest design* involves one group of participants receiving a form of treatment, with measurements taken before and after the intervention. Comparing pretest and posttest results is used to assess the extent of changes resulting from the treatment. Researchers can identify significant changes or improvements resulting from the treatment.

The data collection instrument in this study was a self-confidence scale questionnaire designed based on Lauster's (2020) theoretical foundation on self-confidence. This scale encompasses four main indicators: self-confidence, courage to express opinions, social skills, and assertiveness in action. Each item in the questionnaire was structured using four response alternatives: Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS).

To ensure the feasibility and reliability of the research instrument, researchers conducted validity and reliability tests. Validity tests aimed to identify the extent to which the measuring instrument accurately reflected the construct being studied, while reliability tests assessed the consistency and stability of the measurement results obtained from the instrument. Both tests were crucial to ensure that the collected data objectively reflected students' self-



confidence levels.

This study employed descriptive and inferential statistical approaches to data analysis. Descriptive statistics were used to present a general overview of the data, including average values, percentages, and score distributions before and after treatment (pretest and posttest). Inferential analysis, on the other hand, was used to test the validity of the hypotheses proposed in this study, using normality tests and *paired sample t-test statistical analysis*.

A t-test was used to evaluate whether there was a significant difference between the pretest and posttest results. If the p-value is below 0.05, it indicates that the intervention has produced significant change. Based on these findings, it can be concluded that group guidance services based on the educational snakes and ladders game are effective in increasing student self-confidence.

RESULTS AND DISCUSSION

The implementation of this research took place from January to February 2025, with a population of 100 students from SMP Putra Mutiara Bangsa, with a sample of 30 students who experienced low self-confidence, this sample was selected randomly from grades VII, VIII, and IX. Before the implementation of the pretest, treatment, and posttest on the sample, Before the instrument was used to collect research data, a test was first carried out on the distribution of data normality and reliability measurements to ensure the suitability and consistency of the measuring instrument used.

Table 1 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	25

Based on Table 1, the results of the reliability test show that the Cronbach's Alpha value reached 0.866, which means the research instrument is classified as reliable because it exceeds the minimum limit of 0.6. Meanwhile, the validity



test resulted in all 25 items in the questionnaire being declared valid and suitable for use in data collection, so all items are suitable for use in this study.

First, before the intervention was administered, participants were given a pretest to determine their baseline self-confidence levels. The results of this initial measurement are presented in the following description:

Table 2 *Pre-Test Data of Instrument Indicators*

Sample	Question Indicator	Total Score	Category	Percentage
30	Personal Skills	366	Currently	61.00%
30	Having a Positive Feeling About Yourself	397	Currently	66.16%
30	Act Independently	406	Currently	67.66%
30	Dare to Express Your Opinion	370	Currently	61.66%
30	Believe in Your Own Abilities	390	Currently	65.00%
Total		1929		64.29%

Based on Table 2, the results of the pretest analysis of 30 students at Putra Mutiara Bangsa Middle School, it is known that the students' self-confidence level is in the moderate category with an average percentage of 64.29%. The indicator with the lowest score is Personal Ability (61.66%).

Second, the group guidance implementation process using educational snakes and ladders game media was carried out for 30 students of Putra Mutiara Bangsa Middle School who were randomly selected from grades VII, VIII, and IX. This service was carried out in the classroom for six sessions, starting from February 4, 2025 to February 19, 2025. The first session contained filling out a *pretest*, followed by four *treatment sessions* using educational snakes and ladders game media combined with materials about self-confidence, such as definitions, factors, characteristics, how to build, and the process of forming self-confidence. Each session began with an opening, delivery of material,



discussion, and interactive games with *truth or dare* cards . The final session closed with a posttest given to evaluate changes in students' self-confidence levels after they completed the entire series of activities. All stages of implementation went well and according to the previously determined schedule.

Third, the research results were obtained from the *posttest* t-scores completed by the sample after receiving the treatment . The *posttest* aimed to determine the effectiveness of the service and increase student self-confidence using the educational snakes and ladders game media in group guidance. The posttest results are presented as follows:

Table 3 *Post-Test Results of Indicators*

Sample	Question Indicator	Total Score	Category	Percentage
30	Personal Skills	455	Tall	75.83%
30	Having a Positive Feeling About Yourself	456	Tall	76.00%
30	Act Independently	493	Tall	82.16%
30	Dare to Express Your Opinion	451	Tall	75.16%
30	Believe in Your Own Abilities	462	Tall	77.00%
Total		2317		77.23%

Based on table 3 of *the posttest analysis results* , it is known that there was an increase in student self-confidence as shown through a comparison of *pretest* and *posttest scores*. All indicators are in the high category, with the following scores: Personal Ability 75.83%, Having a Positive Feeling of Oneself 76.00%, Acting Independently 82.16%, Dare to Express Opinions 75.16%, and Believing in One's Own Abilities 77.00%. Overall, there was an increase in self-confidence of 12.94% after being given treatment through group guidance services using educational snakes and ladders media.



Fourth, based on the posttest results, 0 students were in the low category, 7 students in the medium category with an average of 71.14%, and 23 students in the high category with an average of 79.08%. This indicates an increase in student self-confidence after the treatment. These results were supported by descriptive statistical analysis, which showed a significant shift in categories toward higher levels of self-confidence.

Table 4 Descriptive Statistical Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	30	27	50	77	64.30	7.038
Post-Test Eksperimen	30	23	70	93	77.23	4.932
Valid N (listwise)	30					

Based on Table 4, the analysis results indicate that the implementation of group guidance combined with the educational snakes and ladders game positively contributed to increasing student self-confidence. The significant difference between pretest and posttest scores further confirms the effectiveness of this service in strengthening student self-confidence.

Fifth, before hypothesis testing is carried out, a normality test is first carried out to ensure that the data obtained meets the basic assumptions for analysis using parametric statistical methods, with the following results:

Normality Test

The normality test aims to identify whether the data has a normal distribution, which is a prerequisite for applying parametric statistical analysis. In this study, the Shapiro-Wilk method was used because the sample size was relatively small, namely 30 respondents. Data are considered normally distributed if the significance value (p-value) exceeds 0.05. If the p-value is less than or equal to 0.05, the data are considered abnormal.



	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Eksperimen	.063	30	.200 [*]	.984	30	.918
PosTest Eksperimen	.148	30	.094	.957	30	.255

Table 5 Normality Test

Based on Table 5, the results of the normality test show a significance value of 0.918 and 0.255. Since both values exceed the significance limit of 0.05, it can be concluded that the residual data is normally distributed and meets the basic assumptions for parametric statistical analysis .

Hypothesis Testing

In this study, the hypothesis test used was a *paired sample t-test* with the criteria that if the Sig. value is <0.05, then H_a is accepted and H_o is rejected, which means there is effectiveness or influence.

Table 6 T Test (*Paired Sample t-test*)

		Paired ... 95% Confidence Interval of the ...			
		Upper	t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-10.905	-13.040	29	.000

Based on table 6, the results of the analysis using the *paired sample t-test* show a significance value (2-tailed) of 0.000. Because this value is smaller than the significance limit of 0.05, it can be concluded that there is a significant difference between students' self-confidence before and after receiving treatment in the form of group guidance services with educational snakes and ladders game media. Thus, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted, which indicates that the use of educational snakes and ladders media has an effect on increasing students' self-confidence.

DISCUSSION,

Regarding the effectiveness of educational snakes and ladders game media in group guidance to increase students' self-confidence at SMP Putra Mutiara Bangsa Bogor. This research was conducted from January to February 2025 at SMP Putra Mutiara Bangsa. The research subjects included 100 students from grades VII, VIII, and IX. Of these, 30 students with low self-confidence were determined as samples. The sample selection was carried out randomly (*random sampling*) to provide equal opportunities for all members of the population to be selected, while ensuring the representativeness of the sample to the general conditions of students at the school.

Before conducting the main research stages, including the pretest, treatment , and *posttest*, the researcher first conducted normality and reliability tests on the instruments used. Normality tests were conducted to identify whether the data conformed to a normal distribution, a prerequisite for using parametric statistical analysis. Meanwhile, reliability tests aimed to assess the consistency and stability of the instruments in measuring self-confidence variables. These two procedures are crucial steps to ensure the validity and accuracy of the overall research results.

Based on the validity test results, 25 statements were declared valid, indicating that all instruments met the eligibility requirements. The reliability test results yielded a value of 0.866, exceeding the minimum threshold of 0.6. This indicates that the instrument used has a high level of consistency and is suitable for use in research. It should be noted that the validity and reliability tests were conducted on respondents outside the main sample group, to maintain objectivity and data integrity, but still at the same level and under similar conditions, namely students with low self-confidence. The test was conducted at MTs SA Hidayatul Falah.

Based on the results of the pretest data analysis conducted on a sample of 30 students from Putra Mutiara Bangsa Middle School, it was found that the level of self-confidence of the students of Putra Mutiara Bangsa Middle School



varied, with the majority being in the moderate category. Of the 30 students randomly selected as a research sample, 28 students were in the moderate category, while the other two students were in the high category. This condition indicates that most students still need to strengthen their self-confidence to be able to develop optimally, both in academic and social aspects.

Following the pretest, the researchers provided intervention to the participants in the form of group guidance services, designed to increase their self-confidence . This intervention was implemented through six structured sessions . This service combined educational snakes and ladders games with *Truth or Dare techniques* , as well as materials related to self-confidence, such as definitions, characteristics, forming factors, and how to build self-confidence. This approach was designed to be more engaging, interactive, and able to create a comfortable atmosphere for students in the process of self-development.

Each session began with an opening activity , presentation of material, group discussions, and an interactive game using *Truth or Dare cards* . The final session concluded with a post-test to measure changes in students' self-confidence after participating in the entire series of activities. Overall, the service ran smoothly and according to the planned schedule.

After all treatment sessions were completed, the researchers administered a posttest to the entire sample to measure changes in students' self-confidence levels. This posttest was designed with the same indicators as the pretest, to ensure consistency of measurements before and after the treatment. The goal was to evaluate the effectiveness of group guidance services using the educational game of snakes and ladders in increasing students' self-confidence. Each student was asked to answer a customized questionnaire, and data collection was conducted in a conducive environment to ensure more objective results.

Analysis results showed a significant increase compared to the pretest. The total self-confidence score in the pretest, which was 1,929, increased to 2,317



in the posttest, representing a 388-point difference, equivalent to a 12.94% increase. This increase reflects the intervention's success in encouraging students to become more confident, particularly in communicating, making decisions, and expressing opinions within the school environment. These findings indicate that the approach used has a positive impact on students' psychological aspects and has the potential to be applied in broader educational contexts.

The normality test conducted using the Shapiro-Wilk method produced a significance value above 0.05, indicating that the data were normally distributed and qualified for analysis using parametric statistical techniques. Furthermore, *the paired sample t-test analysis* conducted using the SPSS version 26 application showed a significance value (2-tailed) of 0.000. Because this value is smaller than 0.05, it can be concluded that there is a significant difference between the level of student self-confidence before and after being given treatment in the form of group guidance services with educational snakes and ladders game media.

Based on these results, the null hypothesis (H_0) stating that there is no effect is declared unproven, while the alternative hypothesis (H_a) stating that there is an effect is accepted as a valid conclusion. This indicates that group guidance services using educational snakes and ladders games have proven effective in increasing the self-confidence of students at Putra Mutiara Bangsa Middle School. These findings reinforce the importance of a creative and interactive approach in guidance services, especially in helping students develop their potential optimally.

In general, the findings of this study indicate that the use of games in group guidance can create a more interactive and enjoyable learning atmosphere and encourage a supportive environment for positive student development. Students become more actively involved, feel valued, and are more open in expressing themselves. This conducive atmosphere also



encourages positive relationships among group members, allowing for more effective self-confidence development.

These findings align with Carl Rogers' theory that direct experience through interactive activities can enhance self-understanding and build stronger self-confidence. Therefore, a guidance approach using games as a medium is worth considering as an alternative strategy in guidance services, particularly those oriented toward students' personal and social development.

CONCLUSION

Based on the results of research on the effectiveness of educational snakes and ladders games in group guidance to increase student self-confidence at SMP Putra Mutiara Bangsa Bogor, it can be concluded that the service is proven to be effective. This can be seen from the increase in students' self-confidence scores from the pre-test which was dominated by the medium category with an average score of 63.43 to a dominant high category in the post-test with an average score of 79.08, as well as an increase in scores of 12.94%. The entire series of group guidance services ran according to the six designed sessions, starting from the pre-test, four treatment sessions, to the post-test. Based on the results of the analysis using a *paired sample t-test*, a significance value of 0.000 ($p < 0.005$) was obtained, which indicates a significant difference between the conditions before and after the administration of treatment. This finding strengthens the evidence that the educational snakes and ladders game media used in group guidance services has real effectiveness in increasing student self-confidence.

Recommendation

Schools are advised to support the implementation of creative media such as educational games in group guidance services, and to build close collaboration with guidance and counseling teachers to create a learning environment conducive to the continuous development of student self-confidence. Guidance and counseling teachers are expected to integrate



innovative approaches such as educational games into group guidance programs as a relevant and effective strategy, and to continue developing similar media that are appropriate to the needs and characteristics of students. Students are also encouraged to actively participate in group guidance services and utilize the media provided to improve communication skills and self-confidence, as well as to make counseling services a reflective space to address personal and social challenges they face.

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