

Development of Snakes and Ladders Learning Media for Introducing Sex Education to Children Aged 5-6 Years

Amanda Anastasya^{1✉}, Pertiwi Kamariah Hasis², Rifa'ah Mahmudah Bulu³

Pendidikan Islam Anak Usia Dini, Institut Agama Islam Negeri Palopo, Indonesia^{1,2,3}

Email: amandanastasya12@gmail.com

DOI: 10.31958/jies.v5i1.15070

Article info	Abstract
<p>Article History</p> <p>Recieved: 20/04/2025</p> <p>Revised: 22/04/2025</p> <p>Accepted: 24/04/2025</p> <p>✉ Corresponding author</p>	<p><i>Sexual violence against young children in Indonesia continues to rise, underscoring the need for early preventive education through age-appropriate learning media. This study aimed to develop an interactive snakes and ladders-based medium to introduce basic sex education concepts to children aged 5–6. Using the ADDIE development model, the research focused on expert validation stages. Data were collected through interviews, observations, and expert validation questionnaires, then analyzed descriptively. The medium achieved a 92% validity score from content experts and 84% from media experts, indicating high feasibility and relevance for early childhood sex education. Such tools may enhance the quality of early intervention programs and foster safer learning environments for young children.</i></p> <p>Keywords: Sex Education, Snakes and Ladders, Learning Media, Early Childhood</p> <p>Abstrak</p> <p>Kekerasan seksual terhadap anak usia dini di Indonesia terus meningkat, sehingga menegaskan pentingnya edukasi preventif sejak dini melalui media pembelajaran yang sesuai dengan usia anak. Penelitian ini bertujuan untuk mengembangkan media interaktif berbasis permainan ular tangga guna mengenalkan konsep dasar pendidikan seksual kepada anak usia 5–6 tahun. Dengan menggunakan model pengembangan ADDIE, penelitian difokuskan pada tahap validasi oleh para ahli. Data dikumpulkan melalui wawancara, observasi, dan kuesioner validasi ahli, lalu dianalisis secara deskriptif. Media yang dikembangkan memperoleh skor validitas sebesar 92% dari ahli materi dan 84% dari ahli media, yang menunjukkan kelayakan dan relevansi yang tinggi untuk pendidikan seksual anak usia dini. Media semacam ini berpotensi meningkatkan kualitas program intervensi dini serta menciptakan lingkungan belajar yang lebih aman bagi anak-anak.</p> <p>Kata Kunci: Pendidikan Seks, Ular Tangga, Media Pembelajaran, Anak Usia Dini</p>

INTRODUCTION

Education constitutes a fundamental pillar of human life (Hidayati, Warmansyah, and Zuhendri 2022; Munir and Warmansyah 2023; Puspitasari and Ni'mah 2024). Every individual, including young children, has the right to access education without exception. The national education system encompasses all components that are interconnected and integrated to achieve the overarching goals of

national education. Early childhood education (ECE) serves as a critical foundation for children's cognitive, social, and emotional development (Azzahra et al. 2021; Sari and Nurfitriah 2024; Utami and Warmansyah 2019). Empirical studies have demonstrated that investments in early childhood education yield substantial long-term impacts on human capital quality and overall economic growth (Subanti et al. 2019).

Early Childhood Education (ECE) is crucial as it contributes to the development of critical thinking skills, social skills, and the child's understanding of their surrounding environment. At an early age, children possess a high level of curiosity and the ability to absorb information quickly, making the education provided at this stage significantly impactful on their future development (Komari and Asalan 2025). Additionally, ECE serves as a medium for children to learn about social norms, ethics, and self-protection concepts, including how to prevent violence and sexual abuse. The importance of protecting children from sexual violence is addressed in various regulations in Indonesia, such as Law No. 35 of 2014 on Child Protection, which states that children have the right to protection from all forms of violence, including sexual violence (Kemensesneg 2014)

Each year, millions of girls and boys worldwide face sexual violence. According to the Online Protection System for Women and Children (SIMFONI-PPA) by the Ministry of Women Empowerment and Child Protection, there has been an increase in sexual violence cases over the past three years, with 25,210 cases reported in 2021, 27,593 cases in 2022, and 29,883 cases in 2023, showing a growing trend. In the period from January to June 2024, 10,461 cases of sexual violence were reported, of which 785 cases involved children aged 0-5 years. The report also indicates the occurrence of perpetrators as young as 0-5 years old, accounting for 0.3% of the cases, who have become perpetrators of sexual violence with their peers (PPA-SIMFONI 2024).

The provision of sex education material to young children in kindergarten is considered one of the preventive measures against sexual abuse. Teachers need to design lessons that include the introduction of sex education for their students. However, previous studies have found that sex education planning by teachers has not been fully developed based on appropriate planning steps (Alucyana, Raihana, and Utami 2020; Yuniarni 2021). Lesson planning serves as a guide for teachers in carrying out teaching and learning activities (Hartati and Zulminiati 2020; Ujud et al. 2023). If the planning is inadequate, teachers will face difficulties when implementing the lesson in the classroom. These difficulties are also related to the availability of teaching media that align with the material being taught.

Teaching media plays a role as a tool for conveying messages in the teaching and learning process, where the teacher acts as the information deliverer and is expected to use various relevant media. Educational media is an aid that can stimulate the students' thoughts and emotions, attract their attention, and enhance their abilities or skills, thus encouraging an effective learning process (Retnaningrum and Umam 2021). Therefore, teaching media plays a crucial role in the learning process of children in kindergarten. Appropriate media can help children better understand, feel, and develop

attention, abilities, and skills regarding the material delivered by the teacher in class. However, the reality is that there is currently a lack of adequate teaching media to introduce sex education to young children (Saranuha, Indryani, and Harianja 2024; Warmansyah et al. 2023; Yuniarni 2021).

One of the efforts to introduce sex education to young children is through interactive and engaging teaching media (Hartati 2017; Komalasari 2016; Suciati 2024; Suyadi 2019). At the early childhood education level, play is an effective method for delivering information, as children are more likely to understand concepts through enjoyable activities (Dhiaulhaq, Utami, and Nabila Akifah Noor 2024; Miftahurrohman, Sya, and Yani 2024; Wijaya 2011). However, to date, there are still limitations in the availability of teaching media that can help children understand the concept of sex education in a way that is age-appropriate

Although efforts to introduce sexual education at the early childhood level have received considerable attention, previous studies indicate that most interventions remain limited to conventional material delivery without the support of instructional media tailored to children's developmental characteristics (Aprita and Kurniah 2021; Firdaus and Hadayani 2021; Fitriyah et al. 2021; Nurfadila, Fitriawan, and Mariana 2024; Saranuha et al. 2024). Furthermore, existing learning media often fail to incorporate aspects of interactivity and emotional engagement, both of which are critical at the early childhood stage. Therefore, the development of a snakes and ladders-based educational medium proposed in this study presents a novel approach by integrating the concepts of sexual education with active and enjoyable learning methods. This approach is expected to address gaps in both the existing literature and practical applications in early childhood education, particularly in preventive efforts against sexual violence in high-risk areas such as Palopo City.

Based on data from the Ministry of Women's Empowerment and Child Protection, South Sulawesi Province is identified as one of the regions with the highest number of sexual violence cases in Sulawesi (PPA-SIMFONI 2024).. Furthermore, data from the Women's Empowerment and Child Protection Agency of Palopo City reported 50 cases of violence against women and children in 2023, which increased to 69 cases in 2024. These facts underscore the urgent need for preventive measures to address sexual violence against young children in Palopo City.

In response to this background, the present study aims to develop a snakes and ladders-based educational medium as a means of introducing sexual education to children aged 5–6 years in Palopo City. This educational tool is designed to provide an interactive understanding of self-protection, gender differences, and appropriate boundaries in social interactions. Through the use of this medium, it is expected that children will be able to comprehend the concepts of sexual education in a manner aligned with their developmental stages, while simultaneously assisting teachers and parents in delivering this sensitive material more effectively and engagingly.

METHODS

This study adopts a research and development (R&D) method. The approach used is the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. However, this study was conducted only up to the expert validation stage and did not include the implementation and evaluation phases in the field. This model allows for the systematic and gradual development of teaching media, from needs analysis to expert validation of the media.

The development steps in this study include the analysis stage, design stage, development stage, and product validation stage. The analysis stage, which is the initial stage of this research, aims to collect data related to the needs for media development. Activities in this stage include student observation and interviews with teachers. The design stage involves the design of the Snakes and Ladders teaching media based on the results of the needs analysis. The design includes the design of the game board, question cards, answer cards, and the preparation of the product validation form. In the development stage, the media is created based on the design that has been prepared. Activities carried out include preparing the material in the form of a teaching module, creating the Snakes and Ladders game board, printing the question and answer cards, and creating dice as a tool for the game. Finally, the Product Validation stage involves media validation by content experts and media experts. Based on the validation results, the developed media are then refined by considering the suggestions and input from the experts.

This study involves children aged 5-6 years in Palopo City as the research subjects. The main focus of this study is the development of Snakes and Ladders teaching media for introducing sex education to young children. Data collection is carried out using three main techniques: observation, which is used to assess how children interact with the teaching media, understand the concepts of sex education, and the effectiveness of the media in the learning process; interviews with class teachers to obtain information about the media's needs and effectiveness in supporting the learning process; and expert validation using a validation sheet to assess the quality and feasibility of the developed media by content experts and media experts.

In this study, the instrument used is an observation sheet that includes indicators and descriptions adjusted to the cognitive development level of the child. These indicators refer to the Minister of Education and Culture Regulation No. 137 of 2014 on the cognitive and socio-emotional abilities of young children.

Furthermore, the details of the instrument grid for the media validation sheet can be seen in Table 1.

Table 1. Expert Validation Sheet for Content and Media Experts

No	Validation Expert	Aspect	Indicator
1	Content	Material	1. Achieves the established learning objectives. 2. Follows the developed indicators. 3. The material presented in this module encourages children to actively participate and develop cognitive abilities related

			to understanding sex education.
			4. The module structure follows a clear format (introduction, body, and conclusion).
			5. Suitable for the developmental standards of young children.
2	Media	Visual	Snakes and Ladders Media
			1. The attractiveness of the Snakes and Ladders media appearance.
			2. The quality of the media.
			3. The accuracy of image size and the Snakes and Ladders media.
			4. The ease of use of Snakes and Ladders media in learning practice.
			5. Appropriate color combinations.
			Question Cards
			1. The attractiveness of the media appearance.
			2. Appropriate color combinations.
			3. The choice of font type on the cards is correct.
			4. The font size on the cards is appropriate.
		Technical	1. Comfort in using the media.
			2. Safety in using the media.
			3. The media's suitability based on Early Childhood Development indicators.
			4. The media can create enjoyment for children in learning.
			5. The media helps students recognize sex education.

This study uses a descriptive quantitative data analysis approach. This approach is applied to process the information obtained through observation sheets and validation in the form of scores. The data collected from the observation sheets describe the extent to which children's cognitive and socio-emotional development in understanding concepts of self-protection and boundaries in social interactions have progressed. In the expert validation sheets, the data are obtained from the assessment of content and media experts regarding the developed media. Based on the explanation above, the technique used for data analysis is to calculate the percentage of validation scores using a Likert scale to determine the validity level of the teaching media, and analyze the observation results descriptively to assess the effectiveness of the media in enhancing children's cognitive understanding of sex education.

Observation Data Analysis

The measurement in the observation sheet is in the form of numbers to determine the score obtained by students for each indicator of child development. Below are the scoring guidelines for the observation instrument:

Table 2. Scoring Guidelines for the Observation Instrument

Score	Description
1	Not observed
2	Starting to appear
3	Appears
4	Developed very well

The scores obtained are then calculated into percentages. The resulting percentages are grouped according to the categories shown in Table 3:

Table 3. Percentage Calculation for Success Scale

Interval	Description
0% - 30%	Not observed
31% - 60%	Starting to appear
61% - 80%	Appears
81% - 100%	Developed very well

Validation Data Analysis

The validation data analysis stage is carried out by distributing the validation instruments to each validator. Validators then fill out the sheet by marking the score scale from 1 to 5, as shown in the following table:

Table 4. Expert Validation Score Scale

Score	Description
1	Not valid
2	Less valid
3	Sufficiently valid
4	Valid
5	Very valid

The scores obtained from the validation sheets filled out by the validators are then calculated into percentages. After obtaining the percentage, the results are grouped according to the categories shown in the following table 5:

Table 5. Expert Validation Criteria

Interval	Validity Criteria	Description
81%-100%	Not valid	Not revised
61%-80%	Less valid	Not revised
41%-60%	Sufficiently valid	Needs partial revision
21%-40%	Valid	Needs revision and material review
0%-20%	Very valid	Requires total revision

RESULTS AND DISCUSSION

Results

This study focuses on the development of a snake-and-ladder learning media for introducing sex education to children aged 5-6 years in Palopo. The snake-and-ladder media was designed as a tool for teachers to stimulate the cognitive development of early childhood children. The aim of this study was to identify the needs, design the media, and assess the validity of the produced product. The ADDIE development model was chosen as the approach and framework for developing and evaluating this research program, which involved several stages carried out by the researcher as follows:





Analysis Stage

The analysis stage was conducted through observations and interviews with teachers at kindergartens in Palopo to identify learning needs appropriate for children aged 5-6 years. The analysis results indicated that children in Palopo lacked sufficient understanding of self-protection and body boundaries. Additionally, there were no specific learning media designed to introduce these concepts in an engaging and developmentally appropriate manner.

Design Stage

Based on the needs analysis, this stage focused on designing the snake-and-ladder learning media according to the identified needs. During this stage, the researcher carried out various activities, including the design of the learning module, the design of each component of the snake-and-ladder game, and the preparation of the media validation sheets. The developed media was designed based on the needs analysis and includes a game board with visually appealing designs, question cards containing interactive scenarios about self-protection, and user instructions to assist teachers in guiding the children. Each element of this game was designed to align with early childhood comprehension, using simple language and engaging illustrations.

Table 4.6. Results of Revisions from Media Expert

Suggestions and Feedback	Before Revision	After Revision
Create instruction cards, add questions to the empty columns, and design activities on the snakes and ladders game board		
Include the researcher's name on the snakes and ladders game media/banner		

Development Stage

The next stage is the development phase, where the snake-and-ladder learning media is assembled into a complete product. During this stage, the activities carried out include designing the snake-and-ladder banner on Canva, creating question cards, and making dice according to the design plan that was previously established. The snake-

and-ladder design is created in Canva with a size of 3x2 centimeters and printed in a 2x3 meter format, consisting of 16 squares. The snake-and-ladder game in this study was designed by incorporating visually engaging images corresponding to the content, as outlined in the International Technical Guidance on Sexuality Education (WHO 2018). The question and answer cards were developed by the researcher to assist teachers in posing questions during the game. Additionally, the game is equipped with dice to enhance children's interaction, allowing them to engage in learning through play.

Evaluation Stage

The next phase is the validation process conducted by experts in their respective fields, including content experts and media experts. The purpose of this product validation is to assess whether the media is suitable for use or if further improvements are necessary. Revisions will be made based on the suggestions and recommendations from the validators to produce higher-quality media. The validation results from the experts regarding the developed product are shown in the following graph::

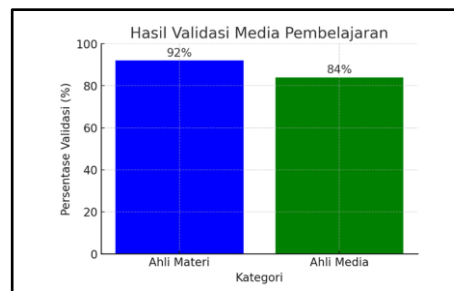


Figure 1. Graph of Expert Validation Results for Content and Media

Based on the evaluation conducted by the experts as depicted in the figure, the educational media utilizing the snakes and ladders game was assessed as follows: (1) the evaluation by the content expert yielded a validity score of 92%, which falls into the "highly valid" category, requiring only minor revisions; and (2) the evaluation by the media expert resulted in a validity score of 84%, categorized as "adequately valid," indicating that the media can be utilized but requires some revisions. Improvements to the media were carried out based on the feedback and suggestions provided by the validators through the assessment forms. Details of the recommended revisions for the snakes and ladders educational media are presented in the following table:

Table 6. Feedback and Revisions

No.	Expert	Comments and Suggestions	Revisions
1	Content Expert	The absence of developmental achievement indicators (Capaian Perkembangan/CP).	Inclusion of developmental achievement indicators (CP) within the learning objectives.
2	Media Expert	1. Develop an instruction card for usage guidance. 2. Add questions to the blank spaces on the question cards.	1. Addition of an instruction card to guide usage. 2. Completion of blank spaces with relevant questions on the

3. Include activities in the blank spaces of the snakes and ladders game board illustrations.	question cards. 3. Insertion of activities into the previously blank illustrations on the snakes and ladders game board.
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Discussion

This development resulted in the creation of an educational medium in the form of a snakes and ladders board game, supplemented with question and answer cards, specifically designed to support the cognitive abilities of kindergarten children (TK) in Palopo City. The researchers believe that this innovation has the potential to exert a positive impact on both the cognitive and socio-emotional development of young children. The development process employed the ADDIE model approach, albeit only up to the stages of needs analysis, design, development, and expert validation, without proceeding to the implementation and evaluation phases.

Based on observations and interviews conducted with teaching staff across several kindergartens in Palopo City, the needs analysis phase revealed that children aged 5–6 years old had not yet developed an adequate understanding of self-protection and body boundaries. The analysis further identified the absence of specialized educational media designed to introduce these concepts through engaging methods aligned with the children's cognitive developmental stages.

The snakes and ladders game was selected as the medium for introducing sex education concepts to children aged 5–6 years in Palopo City due to its interactive and enjoyable nature. This game enables children to learn essential concepts of self-protection and bodily autonomy through a play-based learning approach, which is particularly suited to the characteristics of early childhood education. Moreover, as a familiar and easily comprehensible game, snakes and ladders can be adapted with age-appropriate sex education content, facilitating the transmission of sensitive information in a manner that is non-threatening and developmentally appropriate (Nurfadila et al. 2024).

The assessment results from both expert validators indicated that the snakes and ladders game is highly suitable as a medium to enhance children's understanding of sex education. The content expert emphasized that the learning objectives developed were appropriately aligned with the developmental stages of early childhood, and that the instructional materials were clear, comprehensive, and responsive to the learners' needs. Meanwhile, the media expert noted that the design, color selection, and dimensions of the snakes and ladders board required only minor adjustments, indicating that the medium had been appropriately and adequately developed to support the enhancement of young children's understanding of sex education. This study corroborates previous findings, which demonstrated that the adaptation of snakes and ladders media to the

developmental characteristics of early childhood is effective in increasing knowledge related to sex education (Mohamad et al. 2024).



Figure 2. Snakes and Ladders as an Educational Medium

The utilization of the snakes and ladders game as an instructional medium supports educators in fostering development and enhancing young children's understanding of self-protection concepts (Dewi Pahwani 2018; Khomsin and Rahimmatussalisa 2021; Utami, Pangestika, and Ratnaningsih 2021). The implementation of snakes and ladders as an innovative learning tool has been shown to significantly increase children's engagement in the process of sexual education (Ardi and Desstyia 2023). As an interactive medium, snakes and ladders stimulate children to participate more actively, motivate them to distinguish between safe and unsafe touch, and build their confidence in safeguarding themselves. Consequently, it can be concluded that the snakes and ladders medium plays a critical role in promoting children's comprehension of bodily boundaries while creating a more dynamic and supportive learning environment for the introduction of sexual education concepts (Nurbaya 2021). One of the notable strengths of this study lies in the development of a comprehensive learning medium that integrates the snakes and ladders game with informational cards and a teaching module, all tailored to the specific developmental needs and cognitive characteristics of children aged 5–6 years in Palopo City.

CONCLUSION

The development of a snakes and ladders-based instructional medium has been proven valid and feasible for introducing sexual education concepts to children aged 5–6 years. This educational medium provides a learning experience that is both enjoyable and pedagogically sound, aiming to assist teachers and parents in effectively teaching self-protection and personal boundaries to young learners. The design of the game fosters an interactive and developmentally appropriate understanding of critical topics, thereby addressing a significant need for age-sensitive educational tools in early childhood education. However, this study was limited to the expert validation stage, and thus further empirical research is required to evaluate the effectiveness of the medium in real classroom settings. Future studies should include field trials involving teachers, children, and parents to assess the media's impact on children's comprehension, behavioral outcomes, and overall learning engagement. Such investigations will be crucial to strengthening the evidence base for the use of interactive media in early childhood sexual education and to ensuring the broad applicability and scalability of the developed tool.

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