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Development of Snakes and Ladders Learning Media Based on Joyful Learning in Islamic Religious Education Subjects

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Abstract

Islamic Religious Education (PAI) at the senior high school level continues to face challenges in enhancing student motivation and engagement, primarily due to monotonous and minimally interactive instructional methods. To address this issue, the present study aims to develop a learning medium in the form of a Snakes and Ladders game based on a joyful learning approach, integrated with question and challenge cards, and to assess its feasibility through expert validation and limited trials. Employing a Research and Development (R&D) framework, this study adopts the ADDIE model, which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. The learning medium is designed based on the thematic content of Q.S. al-Mā'idah / 5:48, which emphasizes competing in goodness, and Q.S. at-Taubah / 9:10, which highlights the Islamic work ethic. Validation by media experts yielded an average score of 3.85, while material experts assigned a score of 3.71, both categorized as "highly feasible." Implementation in Grade X of senior high school demonstrated that the media enhanced students' conceptual understanding, encouraged healthy social interactions, and nurtured their learning spirit. Despite certain limitations, such as time constraints and the dominance of the game-related elements, the media effectively supported an active and enjoyable learning process. Therefore, the snakes and ladders-based learning medium presents a promising pedagogical innovation for contextualizing Islamic Religious Education and reinforcing character development among high school students.

Keywords: Learning Media, Snakes and Ladders, Joyful Learning, Islamic Religious Education

Abstrak

Pembelajaran Pendidikan Agama Islam (PAI) di tingkat SMA masih menghadapi tantangan dalam meningkatkan motivasi dan keterlibatan siswa akibat penggunaan metode yang monoton dan kurang interaktif. Untuk menjawab permasalahan tersebut, penelitian ini bertujuan untuk

mengembangkan media pembelajaran berupa permainan ular tangga berbasis *joyful learning* yang dipadukan dengan kartu pertanyaan dan tantangan, serta menilai kelayakannya melalui validasi ahli dan uji coba terbatas. Penelitian ini menggunakan metode pengembangan (R&D) dengan model ADDIE, yang meliputi tahapan analisis, desain, pengembangan, implementasi, dan evaluasi. Media ini disusun berdasarkan materi Q.S. al-Māidah/5:48 tentang berlomba dalam kebaikan dan Q.S. at-Taubah/9:105 tentang etos kerja. Hasil validasi oleh ahli media memperoleh skor rata-rata 3,85 dan ahli materi sebesar 3,71, keduanya termasuk dalam kategori “sangat layak.” Implementasi media di kelas X SMA menunjukkan bahwa penggunaannya mampu meningkatkan pemahaman siswa terhadap materi, membangun interaksi sosial yang sehat, serta menumbuhkan semangat belajar. Meskipun terdapat tantangan seperti keterbatasan waktu dan dominasi aspek permainan, media ini dinilai efektif untuk mendukung proses pembelajaran yang aktif dan menyenangkan. Oleh karena itu, media ular tangga ini direkomendasikan sebagai inovasi pembelajaran PAI yang kontekstual dan berorientasi pada penguatan karakter.

Kata Kunci: Media Pembelajaran, Ular Tangga, Joyful Learning, Pendidikan Agama Islam

Introduction

As the largest religious group in Indonesia, Muslims—across various denominations—generally share the aspiration that the state should position religion, particularly religious education, as a fundamental component in the formation of national character or character building.¹ Islamic Religious Education conveys not only spiritual and moral teachings that foster inner strength through steadfast faith and deep spirituality but also reinforces Islamic knowledge, which must be actualized through righteous deeds in all aspects of daily life.²

Within the context of formal education, Islamic Religious Education (PAI) holds a crucial role in supporting national development. It is expected to serve as a key instrument in promoting tolerance, inclusivism, interfaith dialogue,

and multicultural education, as well as in instilling faith and piety, which are manifested through religious devotion and virtuous character.³ Islam teaches that all truth and goodness lead to true happiness in this world and the hereafter, while falsehood and evil lead to suffering in both realms.⁴

Within the learning process, Islamic values are integrated by combining and implementing principles of truth and goodness to shape, nurture, and develop students' character through national identity, as reflected in their everyday behavior.⁵ This objective is emphasized in one of the PAI materials, specifically in Q.S. al-Māidah, verse 48, where Allah states:

فَاسْتَبِقُوا الْخَيْرَاتِ

So race to [all that is] good.

And from Q.S. at-Taubah, verse 105:

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ
وَالْمُؤْمِنُونَ

And say, 'Do [as you will], for Allah will see your deeds, and [so will] His Messenger and the believers.

These verses on competing in righteousness and work ethic aim to instill in students the drive to excel in good deeds and to work diligently with sincerity.⁶ However, the practical implementation of PAI faces several challenges, particularly regarding the instructional approaches. Predominantly one-way and monotonous teaching methods remain common across educational levels—from primary to higher education—thereby limiting active student engagement.⁷ This condition stands in contrast to the mandates of Law No. 14 of 2015 on Teachers and Lecturers, which requires educators to possess pedagogical, personal, social, and professional competencies to effectively manage the learning process.⁸

Every educational institution is required to prioritize learning that is challenging, enjoyable, and motivating for students to engage actively. Such an approach encourages creativity and promotes discussions centered on students'

psychology, interests, and talents.⁹ Similarly, Nurhasanah et al. emphasize that when the learning process is conducted in a comfortable, enjoyable manner and engages students both physically and mentally, it fosters continuous motivation to learn. Therefore, teachers must create a learning environment that stimulates interest and nurtures intelligence.¹⁰

This potential can be realized when the learning process is both effective and enjoyable—one way of achieving this is through the implementation of appropriate instructional strategies.¹¹ These strategies may include providing students with opportunities to collaborate, designing relevant lessons, incorporating humor, creating a positive learning atmosphere, integrating technology, and introducing games or interactive activities in the classroom. This demonstrates that *joyful learning* is a breakthrough strategy that provides students with a positive, interactive, and meaningful learning experience.¹²

In accordance with the message of the Qur'an, methodological concepts serve as a foundation for developing methods or strategies that facilitate the achievement of educational goals. One such strategy is creating a joyful atmosphere, as reflected in Q.S. al-Baqarah verse 25:

وَبَشِّرِ الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ أَنَّ لَهُمْ جَنَّاتٍ
تَجْرَى مِنْ تَحْتِهَا الْأَنْهَارُ

*And give good tidings to those who believe
and do righteous deeds that they will have gardens
[in Paradise] beneath which rivers flow.*¹³

Learning becomes enjoyable when lessons are designed to create a cheerful, engaging classroom environment that is, most importantly, free from monotony.¹⁴ Selecting learning methods that enhance the educational atmosphere and establish an appropriate, joyful environment for students offers a wide range of benefits.¹⁵

As a solution, teachers can explore various books on instructional models and strategies, as well as utilize existing games to develop new teaching techniques while still aligning the materials and learning objectives. This approach allows the learning process to become more creative.¹⁶ Learning through play or the use of educational games can result in a more enjoyable classroom experience.¹⁷ Activity-based learning methods, including group work and games, help create a more interactive and engaging environment, enhancing student participation.¹⁸

According to Mihaly Csikszentmihalyi, one of the conditions for creating effective learning is fostering a learning environment that resembles

childhood—one that supports and encourages joyful play without being childish. Applicable alternatives include games such as Snakes and Ladders, pyramid, sundamanda, quartet, and others.¹⁹ By participating in games, students can develop their sense of self and learn about their roles and positions within peer groups—skills that are also essential in understanding and navigating their roles and statuses in society.²⁰

Research conducted by Rani Setiawati and Istiqamah demonstrated that the use of snakes and ladders as a learning medium is effective and helps students better comprehend the material.²¹ Additionally, a study by Andriyani et al. found that snakes and ladders-based learning activities not only improved learning outcomes but also provided students with a positive learning experience.²² These findings highlight the effectiveness of the Snakes and Ladders game in facilitating material comprehension, enhancing academic achievement, and creating meaningful, positive learning experiences.

However, studies that specifically examine the development of snakes and ladders as a learning medium for Islamic Religious Education at the senior high school level remain limited. Therefore, this research aims to develop a joyful learning

medium that aligns with the characteristics of students, assess its feasibility through expert validation in content and media, and evaluate student responses and learning outcomes following the implementation of the medium. It is expected that this research can contribute to the development of more innovative, enjoyable, and effective learning strategies to improve the quality of Islamic Religious Education at the senior high school level.

Method

This study employs a Research and Development (R&D) methodology using the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation. This model was selected due to its systematic framework that facilitates the development of instructional media, starting from needs analysis, and media design, to feasibility testing and field implementation. The analysis stage was carried out to identify student needs and the challenges encountered in Islamic Religious Education (PAI) instruction. In the design stage, the researcher developed a concept for a Snakes and Ladders game-based learning medium aligned with *joyful learning* principles, focusing on materials from Q.S. al-Māidah/5:48 and Q.S. at-Taubah/9:105.

During the development stage, an initial prototype was created and subsequently validated by subject matter

experts and media experts using validation sheets. The assessment in the validation sheet employed a four-point scale to reflect how well each component of the learning media met the eligibility criteria. Each score on the scale corresponds to the quality of the assessed aspect, as outlined below:

Table 1. Rating Scale

Score	Description	Assessment Explanation
1	Not Suitable	The aspect is far below expectation; fundamental revisions or a complete redesign are needed.
2	Less Suitable	Several significant flaws exist; comprehensive revision is required before use.
3	Suitable	The aspect generally meets the criteria, but minor refinement is still needed.
4	Highly Suitable	The aspect meets expectations very well; no improvements are necessary.

The validation results were analyzed using an average score formula to determine the overall feasibility of the media, while student responses were analyzed descriptively.

Table 2. Feasibility Categories

Average Score Range	Feasibility Category
3,25 – 4,00	Highly Feasible
2,50 – 3,24	Feasible
1,75 – 2,49	Needs Revision
1,00 – 1,74	Not Feasible

The implementation stage was carried out in Class X-11 of SMA Negeri 2 Sidoarjo during the 2024/2025 academic

year to observe the effectiveness of the media in classroom instruction. Finally, the evaluation stage was conducted based on feedback from experts and user responses to refine the learning media before broader use.

Findings and Discussions

The Development of Snakes and Ladders Learning Media

Instructional media used by teachers in the classroom, alongside student engagement, are two key components in ensuring successful learning outcomes. One effective approach to enhance students' understanding is by integrating educational games into the learning process.²³ Gagne and Briggs argue that instructional media function not only as tools for delivering subject matter but also as a means to encourage student engagement in the learning process.²⁴

Through the analysis stage, it was identified that students require media that can stimulate both physical and cognitive activity, while also conveying moral values in contexts relatable to their daily lives. An approach that links instructional content with real-life situations—thus allowing students to understand and apply the knowledge and skills they acquire in any context—is known as contextual learning. This approach can be effectively

implemented through the use of the Snakes and Ladders game as learning media.²⁵

The design phase of the Snakes and Ladders media incorporated challenge and question cards containing exercises and reflective statements related to the verses Q.S. al-Māidah/5:48 and Q.S. at-Taubah/9:105. Various studies have indicated that challenge-based learning is proven to improve students' understanding of both skills and concepts.²⁶ The use of question-and-answer cards in Snakes and Ladders games has also been found to significantly enhance students' interest,²⁷ As well as their learning outcomes.²⁸

This game not only requires students to provide academic answers but also encourages group discussions and the application of values in daily life, such as the spirit of healthy competition in doing good and the importance of a strong work ethic. Research shows that discussion can significantly influence the learning process, giving students opportunities to actively participate both physically and emotionally, thereby supporting the achievement of academic goals.²⁹

The development of this media was conducted after the students had been taught the materials on Q.S. al-Māidah/5:48 about competing in goodness and Q.S. at-Taubah/9:105 about work ethics. The content remains accessible through a QR

code placed on the Snakes and Ladders board, allowing students who did not understand the lesson or were absent to access and learn the material independently. This activity encourages students to complete tasks confidently and rely on their abilities.³⁰

The game media was developed using the Canva application. Canva offers various supportive features, including ready-to-use templates, user-friendly editing tools that allow easy modification of design elements such as text, images, colors, and shapes, as well as a searchable library of visuals, icons, illustrations, and other design elements that can be added to enrich the media.³¹

At the validation stage, the Snakes and Ladders learning media based on joyful learning was evaluated by two experts: a media expert and a subject matter expert. The purpose of this evaluation was to assess the quality of the design, layout, and content relevance of the media about the learning objectives of Islamic Religious Education (PAI) at the senior high school level.

Table 3. Media Expert Validation

No	Assessed Aspect	Score
1	Media visual design	4
2	Game board layout	4
3	Challenge and question cards	4
4	Colors, icons, and illustrations	4
5	Media form quality	3
6	Instructions or guidelines	4

7	Flexibility of use	4
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Table 4. Subject Matter Expert Validation

No	Assessed Aspect	Score
1	Material Relevance	4
2	Questions and challenges	3
3	Language usage	4
4	Contextual value comprehension	4
5	Active, creative, and collaborative approach	4
6	Encouragement of critical and reflective thinking	3
7	Absence of contradictory elements	4

Based on the assessment results, the total score from the media expert was 27 out of a maximum of 28. Dividing this by the number of aspects assessed (7), the average validation score was 3.85. Meanwhile, the subject matter expert gave a total score of 26 with an average score of 3.71. Both results place the media in the “Highly Feasible” category based on the interpretation scale criteria.

Table 5. Recapitulation of Validation

Validator	Average Score	Category
Media Expert	3,85	Highly Feasible
Subject Matter Expert	3,71	Highly Feasible

This indicates that the developed Snakes and Ladders media has met the feasibility standards in terms of both design and content and is ready for use. Suggestions provided by the experts—such as enlarging the game board, balancing the distribution of questions, and adding elements of reward and punishment—were

taken into consideration to improve the media's effectiveness in the learning process.

During the implementation stage, the use of the Snakes and Ladders media in the classroom received a positive response from students. The majority indicated that the media helped them understand the material, increased their enthusiasm for learning, and encouraged healthy interactions with their classmates. Learning with the Snakes and Ladders media appeared to be more enjoyable or joyful compared to conventional methods such as listening to lectures or teacher-centered instruction. This is supported by previous research that found the Snakes and Ladders game to be effective as a learning medium because it captures students' interest and motivates them to engage more seriously. Furthermore, the game-based approach makes learning activities more enjoyable and facilitates better absorption of the material by students.³²



Image 1. Learning Using the “Ladders of Virtue” Media

At the end of the learning session, students should be encouraged to reflect on what they have learned. This reflection can be facilitated through questions such as: What is the most important lesson you learned from the special squares in the game? Were there any squares in the game that made you more aware of mistakes or shortcomings in your daily behavior? This reflective process supports teachers in critically evaluating the outcomes of their lesson plans and helps them discover creative strategies to overcome obstacles and develop contextual and meaningful learning experiences.³³

At the evaluation stage, it can be concluded that the joyful learning-based Snakes and Ladders media is effective for use in Islamic Religious Education (PAI) learning. Based on interviews with several students, they stated that the Snakes and Ladders media helped them feel more relaxed and motivated during the learning process, while still gaining an understanding of the themes of competing in goodness and work ethic. Students who previously struggled to grasp the concept of competing in goodness showed notable improvement in answering questions and engaging in group discussions with their peers. This media successfully accommodates an active and contextual learning approach, aligning with the curriculum's direction toward character building. For further development,

this media could be modified into a digital version or complemented with supporting materials such as a teacher's guide and student worksheets to broaden its usability.

Despite its positive impact, several challenges were identified during implementation. One major issue, as noted in teacher interviews, was time management. The Snakes and Ladders game requires a considerable amount of time to play, which sometimes reduces the opportunity for deeper discussions. Additionally, some students became too focused on the game elements and paid less attention to the core content being delivered. As a recommendation, teachers may consider adapting the Snakes and Ladders media into a digital format for greater flexibility. Moreover, training programs for teachers in developing game-based learning media should be conducted to promote wider adoption of this method across various subjects.

Ladders of Virtue: The Path to Becoming a True Muslim

This joyful learning-based Snakes and Ladders educational media is titled Ladders of Virtue: The Path to Becoming a True Muslim. In this game, students must reach the top of the game board by completing various challenges and answering questions related to the material, while also applying Islamic values of virtue

and work ethic as guided by the Qur'an and Hadith. Each time a student lands on a specific square, they are required to answer a question or complete a challenge based on the Qur'anic verses being studied.



Image 2. Ladders of Virtue Game Board

The Ladders of Virtue game can be played individually or in groups, with each player competing to reach the final square—number 100. The first step is to determine the turn order and assign player pieces, then roll the dice and move according to the number obtained. If a player rolls a six, they are given an extra turn.

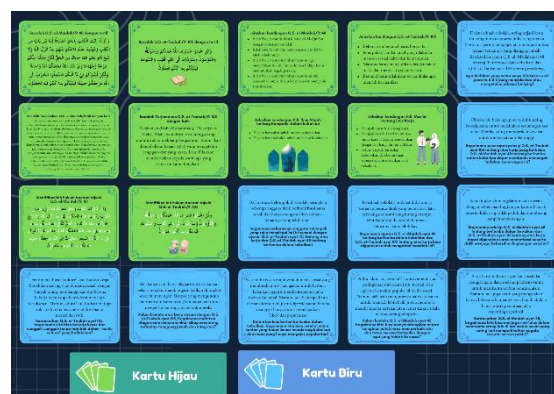


Image 3. Ladders of Virtue Cards

If a player lands on a ladder square, they move their piece upward following the ladder. If they land on the head of a snake, they must move their piece down to the tail.

If the piece stops on a green square, the student takes one green card and completes the challenge written on it. If the piece stops on a blue square, the student takes one blue card and answers a question correctly. These rules represent the general or standard gameplay, but teachers are encouraged to adjust or further develop them as needed. Documentation from classroom implementation indicates that students showed an improved understanding of the concepts after using the game-based media. This suggests that incorporating playful elements in learning can enhance instructional effectiveness and help students retain material more easily.

Conclusion

Based on the results of development, validation, and limited implementation, it can be concluded that the Snakes and Ladders-based joyful learning educational media is highly feasible for use as an innovative alternative in Islamic Religious Education (PAI) instruction. The development process produced a visually appealing, user-friendly product with content aligned with core competencies and Islamic values. Validation by media experts yielded an average score of 3.85, and by content experts 3.71—both falling into the “highly feasible” category. Furthermore, the media is integrated with challenge and question cards that are relevant to the

material of Q.S. al-Māidah/5:48 and Q.S. at-Taubah/9:105, reinforcing moral messages about work ethic and the spirit of doing good.

In classroom implementation, the snakes and ladders media proved effective in increasing student motivation, active participation, and comprehension of PAI material. The learning atmosphere became more joyful, collaborative, and reflective. However, several challenges such as time constraints and the tendency of students to focus more on gameplay rather than content emerged as key points for improvement. For future development, this media could be modified into a digital format and complemented with usage guides and student worksheets to make it more practical and widely applicable. This study provides a significant contribution to the development of joyful and meaningful PAI learning strategies.

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²⁷ Hapsari, Sumari, and Fitriyah, "Pemanfaatan Media Pembelajaran Ular Tangga Berbantuan Kartu Soal dan Stiker Jawaban pada Materi Tanah dan Keberlangsungan Hidup."

²⁸ Andriyani, Tursina, and Sastypratiwi, "Pengembangan Permainan Ular Tangga sebagai Media Pembelajaran Agama Islam."

²⁹ Kamza, Husaini, and Lestari, "Pengaruh Metode Pembelajaran Diskusi dengan Tipe Buzz Group terhadap Keaktifan Belajar Siswa pada Mata Pelajaran IPS."

³⁰ Nasution, "Membangun Kemandirian Siswa melalui Pendidikan Karakter."

³¹ A et al., *Bahan Ajar Interaktif: Canva, Powtoon, dan Kahoot*.

³² Setiawati and Istiqamah, "Penggunaan Media Ular Tangga sebagai Media Pembelajaran Sastra pada SMA/MA Sederajat."

³³ Foundation, *Manfaat Kebiasaan Refleksi Diri bagi Pendidik dan Peserta Didik*.