



Development of the Snake and Ladder Game as a Medium in Group Guidance to Build Students' Positive Self-Concept

Anggita Syahrani Siregar¹, Irwan Syahputra²

^{1,2} Universitas Islam Sumatera Utara, Indonesia

Corresponding Author:  anggita303221008@uinsu.ac.id

ABSTRACT

ARTICLE INFO

Article history:

Received

August 29, 2026

Revised

September 13,
2026

Accepted

September 17,
2026

This study aims to develop a Snakes and Ladders game as a medium in group counseling services to build a positive self-concept for MAN Tebing Tinggi students and to determine the feasibility and practicality of the developed media. The research uses the Research and Development (R&D) method with the 4D model (Define, Design, Develop, and Disseminate), limited to the Develop stage. The needs analysis involved 126 tenth-grade students through a self-concept scale, a media needs questionnaire, and interviews with the Guidance and Counseling teacher. A limited trial involved 8 students selected using simple random sampling. The data were analyzed descriptively and quantitatively through score percentages. The analysis results showed that 57 students (45.24%) had a high self-concept, 31 students (24.60%) had a medium level, and 38 students (30.16%) had a low level. The developed media consists of a game board, pieces, dice, activity cards, reflection cards, reflection sheets, and a guidebook. Expert validation for the media scored 74%, which is considered feasible, while content expert validation scored 81.67%, which is considered very feasible. Practicality tests showed 93% based on responses from guidance counselors and 86% based on student responses, both falling into the very practical category. Therefore, the developed snakes and ladders game is deemed suitable and very practical to be used as a supporting medium in group guidance services to help build students' positive self-concept. This study has not tested the effectiveness of the media causally, so further research with an experimental or pre-test-post-test design is needed.

Keywords: *Group Guidance, Guidance and Counseling Media, Positive Self-Concept, Snakes and Ladders Game, Students.*

How to cite

Siregar, A. S., & Syahputra, I. (2026). Development of the Snake and Ladder Game as a Medium in Group Guidance to Build Students' Positive Self-Concept. *Journal of Society Counseling*. 4(2). DOI: <https://doi.org/10.59388/josc.v4i2.1068>

Journal Homepage

<https://journal.scidacplus.com/index.php/josc>

This is an open-access article under the CC BY-SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

ScidacPlus

INTRODUCTION

Education isn't just focused on academic achievement, but also plays a role in supporting the overall development of students, including their personal, social, emotional, and psychological aspects (Nuha, Gustama, Nawawi, Alamsyah, & Yusuf, 2025). One important aspect of that development is the self-concept, which is how an individual understands, sees, and evaluates themselves. A positive self-concept is reflected in a student's ability to accept their

strengths and weaknesses, have confidence in their abilities, and be able to build healthy social relationships (Nalumenya, Rubinato, Kennedy, & Catterson, 2024). On the other hand, a negative self-concept can show up as low self-confidence, feeling incapable, difficulty accepting flaws, and a tendency to judge yourself harshly (Nopitasari, Kusumah, Juandi, & Priatna, 2025).

Teenage years are an important stage of development in forming self-concept because students go through various physical, emotional, social, and academic changes. Academic demands, peer acceptance, social comparisons, as well as expectations from family and the environment can affect how students see themselves (Mar'ah, Ismaya, & Pratiwi, 2022). These conditions show the importance of support from the school environment so that students can recognize their potential, understand their own characteristics, accept their shortcomings, and develop realistic and positive self-assessment. In this case, guidance and counseling services play a strategic role in helping students achieve optimal personal and social development (Naibaho & Tammu, 2025).

One of the services that can be used is group guidance, which gives students the chance to interact, express their opinions, share experiences, and get feedback from group members (Nasution & Siregar, 2023). Group dynamics can help students understand themselves through communication processes and shared social experiences. However, carrying out group guidance that is still dominated by conventional discussions and material delivery can cause some students to be less active, especially those who tend to be passive or lack confidence in expressing their thoughts and experiences (Mehmood, Rehman, Abbass, & Woyo, 2025). Therefore, we need media that can create a group guidance atmosphere that is more engaging, interactive, and matches the students' developmental characteristics.

One medium that can be developed is the snakes and ladders game. This game has simple and easy-to-understand rules, making it possible to be modified into a group guidance tool (Andon & Free, 2025). Each game box can include questions, reflective statements, or activities related to self-awareness, like identifying strengths and weaknesses, sharing positive experiences, recognizing abilities, and expressing opinions about oneself (Oppici, Aadland, Aadland, Li, & Rudd, 2025). The use of the game is expected to create a fun and informal atmosphere so that students are more encouraged to participate, communicate, reflect on themselves, and learn to accept and appreciate themselves through interaction with group members.

Based on this explanation, developing a snakes and ladders game as a medium for group guidance is seen as a relevant alternative to support building a positive self-concept for students at MAN Tebing Tinggi. The developed medium is expected not only to be engaging and easy to use but also to align with the goals of group guidance services and the students' developmental needs. By integrating elements of gameplay, social interaction, reflection, and self-awareness, it is hoped to provide a more active and meaningful guidance experience. Therefore, this study focuses on “Developing a Snakes and Ladders Game as a Medium in Group Guidance to Build a Positive Self-Concept for Students at MAN Tebing Tinggi.”

Research on the game of Snakes and Ladders in guidance and counseling services has been carried out with various focuses on student development. (Afrilian, Khadijah, & Hayati, 2026) Developing a Snakes and Ladders game in group guidance to boost high school students' self-confidence achieved an average validation result of 91.33% with a very feasible category. Next, Dalimunthe, Syaimi, Lubis, & Sidabutar (2025) used the Snakes and Ladders game in group counseling to improve high school students' self-understanding and showed that the media can be used to help students recognize their potential and characteristics. Another study by (Fadilah, 2025) also shows the use of the Snakes and Ladders media in group guidance services to improve

high school students' self-understanding. Meanwhile, (Fajar, Nursabrina, Putri, & Flurentin, 2023) developed a Snakes and Ladders game based on group guidance with a focus on self-love, which includes aspects of loving, accepting, appreciating, and taking care of oneself. The findings show that the Snakes and Ladders game has potential as an interactive guidance tool, but the research focus is still scattered across self-confidence, self-understanding, and self-love.

Based on previous research, there is a research gap in the development of Snakes and Ladders games specifically designed to build a positive self-concept as a more comprehensive construct. Self-concept is not only related to self-confidence or self-understanding but also includes how students view, accept, evaluate, and understand themselves as a whole. In addition, some previous studies used Snakes and Ladders as a medium to provide services or enhance certain aspects, whereas the integration between game design, positive self-concept indicators, and the stages of group guidance still needs to be developed more systematically. Therefore, there is still research space to create media specifically aimed at fostering a positive self-concept in students within the context of madrasah aliyah education.

The novelty of this research lies in the development of a snakes and ladders game that isn't just used as a fun group activity, but is constructed based on positive self-concept indicators, such as self-awareness, self-acceptance, appreciation of one's abilities and personal traits, confidence in one's potential, and the ability to see oneself positively and realistically. The game is designed to include reflective questions, self-introduction activities, positive challenges, and group interaction stimuli so that each stage of the game is connected to the guidance objectives. Besides the novelty in the focus on constructs, this study also has a specific context with the students of MAN Tebing Tinggi, so the media developed is expected to better fit the characteristics and needs of the madrasah aliyah students. Therefore, the contribution of the research is not only to produce a usable snakes and ladders game but also to create group guidance media based on games that is specifically designed to facilitate the development of students' positive self-concept.

METHODS

This study uses the Research and Development (R&D) method, which aims to produce a product in the form of a snakes and ladders game as a medium in group guidance services to build a positive self-concept for students at MAN Tebing Tinggi. Development research is used to produce and test the feasibility of a product through a systematic procedure (Sugiyono, 2022). The development model used is the 4D model that was developed by (Thiagarajan, Semmel, & Semmel, 1974), which consists of four stages, namely Define, Design, Develop, and Disseminate. In this study, the development is limited to the Develop stage because the purpose of the research is focused on producing media that is feasible and practical to use in group counseling services. The limitation of the development stage is also adjusted to the time and scope constraints of the study.

The Define stage is carried out to identify the needs and problems that form the basis for product development. Activities in this stage include initial analysis, student characteristics analysis, needs analysis, and media needs analysis. The initial analysis is conducted through interviews with Guidance and Counseling teachers to obtain information about students' self-concept issues, the implementation of group guidance services, and the media that has been used so far. Next, a needs analysis was conducted on 126 MAN Tebing Tinggi students using self-concept scales and media needs questionnaires. The instruments were prepared based on indicators of positive self-concept and students' needs for group guidance media. The prepared instruments were reviewed through content validation by experts before being used. The results

of the needs analysis are then used as a basis for determining the materials, types of activities, game design, and characteristics of the media being developed.

The Design stage is the product design phase based on the results of needs analysis. In this stage, a Snakes and Ladders game is designed, consisting of a game board, tokens, dice, activity cards, and a guidebook. The game material is arranged based on positive self-concept indicators, including self-awareness, self-acceptance, self-appreciation, recognition of strengths and weaknesses, confidence in one's abilities, and the ability to express feelings and experiences positively. The activity cards are designed so that students not only play, but also get the chance to self-reflect and interact with group members. The guidebook is prepared to provide instructions on the game's objectives, target users, tools and materials, game rules, and steps for conducting the game in group counseling sessions.

The Develop stage is carried out through product development, expert validation, product revision, and practicality testing. The initial product that was designed is validated by material experts and media experts. Material experts assess the suitability of the content with the objectives of group counseling services and positive self-concept indicators, while media experts evaluate aspects of appearance, design, readability, completeness, functionality, and ease of use of the media. The results of the validators' assessment are used as a basis to improve the product before a limited trial is conducted. After the product is revised, practicality testing is conducted through the responses of the Guidance and Counseling teacher and 8 tenth-grade students from MAN Tebing Tinggi who were selected using simple random sampling. The distinction between the 126 students in the needs analysis stage and the 8 students in the limited trial stage is maintained to ensure clarity in the development procedure and the characteristics of each research subject.

The data collection techniques in this study include interviews, scales, questionnaires, and documentation. The instruments used consist of interview guides, self-concept scales, media needs questionnaires, material expert validation sheets, media expert validation sheets, teacher response questionnaires, and student response questionnaires (Arikunto, 2021). The data were analyzed using quantitative descriptive techniques by calculating the percentage of scores obtained compared to the maximum score. Needs analysis can also be complemented with descriptive statistics such as minimum, maximum, mean, and standard deviation values to give an overview of students' self-concept conditions. The percentage formula used is as follows:

$$P = \frac{\sum X}{\sum X_{maks}} \times 100\%$$

Explanation:

P = percentage of the assessment result;

$\sum X$ = total score obtained;

$\sum X_{maks}$ = total maximum score.

The calculated percentages are then interpreted based on product feasibility criteria. These criteria are used to determine the media's feasibility level based on expert assessment and the practicality level based on teacher and student responses. Using assessment categories aims to provide an interpretation of the development results in an objective and systematic way (Sugiyono, 2022).

Table 1. Development Stages of the 4D Snake and Ladder Game

Stage	Research Activities	Output
Define	Preliminary analysis, interviews with guidance and counseling teachers, analysis of students' characteristics, administration of a self-concept scale to 126 students, and analysis of media needs	Identification of problems and media needs
Design	Designing the game board, activity cards, game pieces, dice, user guide, and game rules	Initial prototype of the Snakes and Ladders game
Develop	Product development, validation by subject-matter experts and media experts, product revision, and a practicality test involving guidance and counseling teachers and 8 students	A feasible and practical Snakes and Ladders game
Disseminate	Product dissemination	Not implemented

Table 2. Criteria for Interpreting Product Feasibility

Percentage	Category
81%–100%	Highly Feasible
61%–80%	Feasible
41%–60%	Moderately Feasible
21%–40%	Less Feasible
0%–20%	Not Feasible

A product is considered feasible if expert evaluations fall into the feasible or very feasible category. Meanwhile, a product is considered practical if responses from teachers and students fall into the practical or very practical category based on the practicality criteria used. With this procedure, the study is expected to produce a Snakes and Ladders game media that is suitable in terms of content, media quality, and ease of use as a support for group guidance services in building positive self-concept for students at MAN Tebing Tinggi.

RESULTS AND DISCUSSION

Result

Needs Analysis

The needs analysis was conducted to obtain an overview of students' self-concept and their need for media that could support the implementation of group guidance services. The analysis was carried out through interviews with Guidance and Counseling teachers and the administration of a self-concept scale to 126 tenth-grade students at MAN Tebing Tinggi. The results of the students' self-concept assessment are presented in Table 3.

Table 3. Distribution of Self-Concept Categories among Tenth-Grade Students at MAN Tebing Tinggi

Category	Frequency	Percentage
High	57	45.24%
Moderate	31	24.60%
Low	38	30.16%
Total	126	100%

Based on Table 3, 57 students (45.24%) were classified as having a high level of self-concept, 31 students (24.60%) were in the moderate category, and 38 students (30.16%) were in

the low category. Although the largest proportion of students was classified as having a high self-concept, 69 students (54.76%) fell into the moderate and low categories. This finding indicates that more than half of the students still require reinforcement in terms of self-awareness, self-acceptance, self-appreciation, and positive self-evaluation. These conditions provide a basis for supporting group guidance services with media that can encourage students to explore and develop their self-concept more actively.

The findings from the interviews with the Guidance and Counseling teachers further support these results. The teachers reported that some students still demonstrated doubts about their abilities, were reluctant to express their opinions, were less active in group activities, and had not yet optimally recognized and developed their potential. In the implementation of guidance services, the teachers also expressed a need for more engaging and interactive media so that students would not merely receive information but actively participate in the guidance process.

The results of the media needs analysis indicate that students require media that are engaging, interactive, easy to use, and provide opportunities for direct participation. The media are expected to facilitate activities such as answering questions, engaging in self-reflection, participating in discussions, sharing experiences, and connecting self-understanding with everyday life. Based on these findings, the Snakes and Ladders game was considered relevant for development as a medium for group guidance because it can integrate elements of play, interaction, reflection, and self-concept development within an enjoyable learning environment.

Product Description for Snakes and Ladders Game Media

The developed product is a Snakes and Ladders Game designed as a supporting medium for group guidance services to help foster students' positive self-concept. The medium is a modified version of the conventional Snakes and Ladders game, incorporating activities related to self-awareness, confidence in expressing opinions, positive affirmations, and self-reflection.

The medium consists of a Snakes and Ladders game board, playing pieces, dice, activity cards, and a user guide. The game board serves as the main component and comprises numbered squares, snakes, and ladders. The dice are used to determine the number of spaces a player moves, while the playing pieces indicate each player's position on the board. When landing on designated squares, students are instructed to draw an activity card according to the rules of the game.

The activity cards contain action-based tasks and reflective questions. The action-based tasks encourage students to engage in simple activities related to self-awareness and self-confidence. The questions are designed to encourage students to express their opinions and engage in self-reflection. In addition, a reflection sheet is provided at the end of the game to enable students to evaluate their experiences, feelings, understanding, and positive insights gained throughout the activity.

The activity cards were developed around five activities: The Values Compass, Strength Spotting, The Reflection Window, Identity Mapping, and The Perspective Shift. These five activities are designed to help students recognize the values they consider important, identify their personal strengths, reflect on how they perceive themselves, understand their identities and roles, and view themselves from the perspectives of others.

Media Expert Validation

Media expert validation was conducted to assess the media's appearance, ease of use, attractiveness, relevance to the objectives of the guidance service, and overall feasibility. The media expert's assessment yielded a total score of 37 out of a maximum score of 50,

corresponding to a percentage of 74% and categorized as feasible. Detailed results for each assessment aspect are presented in Table 4.

Table 4. Media Expert Validation Results by Assessment Aspect

No.	Assessment Aspect	Score	Maximum Score	Percentage	Category
1	Media Safety	8	10	80%	Feasible
2	Ease of Use	8	10	80%	Feasible
3	Media Attractiveness	8	10	80%	Feasible
4	Relevance to the Objectives of the Guidance Service	7	10	70%	Feasible
5	Effectiveness in Learning	6	10	60%	Feasible
Total		37	50	74%	Feasible

Based on Table 4, the aspects of media safety, ease of use, and media attractiveness obtained the highest percentages, each reaching 80%. Meanwhile, the aspect of relevance to the objectives of the guidance service obtained 70%, while effectiveness in learning obtained 60%. Overall, the Snakes and Ladders game achieved a percentage of 74%, placing it in the feasible category. These results indicate that the media meets the feasibility criteria for use in group guidance services. However, further refinement is still required, particularly with regard to media attractiveness, relevance to the objectives of the guidance service, and overall media feasibility, based on the validator's feedback.

Content Expert Validation

Subject-matter expert validation was conducted by one validator with expertise in the field of guidance and counseling and an understanding of the material related to students' self-concept development and the implementation of group guidance services. The validator was Dr. Fauziah Nasution, M.Psi. The validation was conducted to assess the alignment of the content incorporated into the Snakes and Ladders game with the objectives of group guidance services, indicators of positive self-concept, the characteristics of tenth-grade students, as well as the presentation and language aspects.

Table 5. Subject-Matter Expert Validation Results by Assessment Aspect

No.	Assessment Aspect	Score	Maximum Score	Percentage	Category
1	Content Feasibility	11	15	73.33%	Feasible
2	Presentation	11	15	73.33%	Feasible
3	Graphic Design	14	15	93.33%	Highly Feasible
4	Language	12	15	80.00%	Feasible
Total		48	60	80%	Feasible

Based on Table 5, the subject-matter expert validation resulted in a score of 48 out of a maximum score of 60, corresponding to a percentage of 80% and classified as feasible. The graphic design aspect obtained the highest percentage at 93.33%, while the language aspect obtained 80.00%. Meanwhile, the content feasibility and presentation aspects each obtained 73.33%. These findings indicate that the content incorporated into the Snakes and Ladders game demonstrates a good level of alignment with the objectives of group guidance services and the indicators of positive self-concept and is suitable for use with tenth-grade students.

Although the validation results indicated that the product was feasible, the involvement of only one subject-matter expert represents a limitation of this study, as the assessment does not capture the diversity of perspectives that could be obtained from multiple experts. Therefore, the subject-matter expert validation results should be interpreted as an initial assessment of product

feasibility. Future studies should strengthen the validation process by involving more than one subject-matter expert so that product assessment can be more comprehensive and the reliability of the validation results can be improved.

Product Revision

The product revision was made based on suggestions and input from media and content experts to improve the quality of the Snakes and Ladders game as a tool in group guidance sessions. The revisions covered aspects like appearance, content, completeness of components, and how well the activities matched the goal of building students' positive self-concept. Changes made included improving the cover design, developing the game cards, altering the design and materials of the game board, adding reflection sheets, and refining the guidebook. Details of the validators' feedback and the product improvements are presented in Table 6.

Table 6. Product Revisions Based on Validator Feedback

Comments and Suggestions	Repair Results
The guidebook cover has a color combination that isn't very appealing, so it needs to be improved to better match the characteristics of the media and elementary school students.	
The previous cards only contained positive affirmations, so they need to be expanded by adding actions and questions to boost student engagement in the game.	
The game board design, materials, and images need to be improved to be more attractive, sturdy, and suitable for the students' characteristics.	

Comments and Suggestions	Repair Results
It's necessary to add a reflection sheet at the end of the game so that students can evaluate and share the experiences they gained while playing the game.	

In the initial draft, the snakes and ladders game used cards that mostly contained positive affirmations. The product's appearance was also still simple and didn't come with a reflection sheet. This situation became the basis for improving the product based on the validator's feedback.

Practical Test for Teachers and Students

After the media was deemed feasible through the validation process and revised based on the validators' feedback, a practicality test was subsequently conducted to determine the acceptability and ease of use of the media in group guidance services. The practicality test involved Guidance and Counseling teachers and students as users of the media. The detailed assessment results from the Guidance and Counseling teachers and students are presented in Table 7.

Table 7. Results of the Media Practicality Test

Respondent	Score	Maximum Score	Percentage	Category
Guidance and Counseling Teacher	56	60	93%	Highly Practical
Students	414	480	86%	Highly Practical

Based on Table 7, the response from the Guidance and Counseling teacher obtained a score of 56 out of a maximum score of 60, corresponding to a percentage of 93% and classified as highly practical. This result indicates that the media provides clear instructions for use, is easy to implement during guidance services, contains complete components, and is consistent with the objectives of group guidance. The Guidance and Counseling teacher also considered the Snakes and Ladders game an innovative alternative medium for creating more interactive guidance services and encouraging active student participation.

Meanwhile, the responses from the eight students involved in the limited trial resulted in a score of 414 out of a maximum score of 480, corresponding to a percentage of 86% and classified as highly practical. This finding indicates that the students responded positively to the developed media. The Snakes and Ladders game was considered engaging, easy to understand, easy to play, and capable of providing students with opportunities to interact and participate in reflective activities during group guidance services. Therefore, based on the responses of both the Guidance and Counseling teacher and students, the Snakes and Ladders game meets the criteria for a highly practical medium for use in group guidance services.

Discussion

The research results show that developing a Snakes and Ladders game as a medium in group counseling services has a strong basis of need. A needs analysis of 126 tenth-grade students at MAN Tebing Tinggi showed that 57 students (45.24%) were in the high self-concept category, 31 students (24.60%) were in the medium category, and 38 students (30.16%) were in the low category. Thus, a total of 69 students, or 54.76%, were in the medium and low categories. These findings indicate that although the group of students with a high self-concept is the largest, there are still more than half of the students who need support in recognizing, understanding, accepting, and appreciating themselves. These findings become even more meaningful because they are reinforced by interviews with guidance counselors who found that there are students who are still unsure about their abilities, less confident in expressing their opinions, not very active in group activities, and not yet fully recognizing and developing their potential. This situation shows that students' self-concept is an aspect that needs attention through guidance services that allow students not only to obtain information but also to go through a process of self-discovery and reflection directly.

The findings are related to the research (Hafsa & Amriana, 2025), which places self-understanding as one of the important aspects in adolescent personal development. The study showed that students who have less self-understanding tend to be less aware of their characteristics, identity, potential, and uniqueness. Through the snakes and ladders game in group guidance sessions, the study showed an increase in students' self-understanding during the implementation of the activity. The similarity of these findings with this research lies in using the snakes and ladders game as a stimulus to help students explore themselves through group interaction. However, this research has a more specific scope because the game is not only aimed at self-understanding, but is developed based on positive self-concept indicators that include self-recognition, self-acceptance, self-appreciation, recognizing strengths and weaknesses, and the ability to view oneself more positively and realistically.

Using games as a medium for group guidance also aligns with the developmental characteristics of teenage students. In guidance activities that rely mainly on a verbal approach, students who are less confident or tend to be passive might struggle to express their experiences and opinions. Snakes and ladders games provide a structured activity where students take turns, follow rules, respond to questions, engage in activities, and interact with other group members. This way, communication doesn't just happen through formal discussions, but is integrated with the experience of playing. This is consistent with research (Sari & Damayanti, 2023) that developed a Snakes and Ladders game in group guidance to boost middle school students' self-confidence. The study produced a product feasibility level of 91.33%, consisting of media expert assessment at 92%, material expert at 92%, and practitioner expert at 90.46%, so the product is categorized as very feasible. These results strengthen the argument that the snakes and ladders game can be a relevant medium in group guidance services because it can package the guidance process into more engaging and participatory activities.

The product characteristics developed in this study are one of the aspects that make it different from conventional Snakes and Ladders games. The materials don't just include the game board, pieces, and dice, but also come with activity cards, reflection cards, reflection sheets, and a guidebook. The activity cards are designed in the form of actions, questions, and affirmations so that students can have a variety of experiences while playing. The five activities developed—The Values Compass, Strength Spotting, The Reflection Window, Identity Mapping, and The Perspective Shift—are aimed at helping students identify values they consider important, discover

their strengths, reflect on how they see themselves, understand their identity and role, and see themselves from others' perspectives. With that design, the game of Snakes and Ladders goes beyond being just a recreational activity and becomes a tool that links playing experiences with psychological reflection. This is relevant to the findings from research on developing a truth or dare version of Snakes and Ladders, which show that the game can make students more enthusiastic and less stressed when participating in activities, and encourage students who were previously passive to be more active in expressing their opinions.

From the perspective of media feasibility, the research results show that media experts gave a score of 37 out of a maximum score of 50, or 74%, so the media falls into the feasible category. Looking at it by aspect, media attractiveness and ease of use got the highest scores at 80%, while relevance to the service objectives got 70%. Meanwhile, the effectiveness aspect in learning scored 60%. These results show that the product meets the basic criteria as a group guidance media, but it can't be said to be perfect yet. The aspects with lower scores become the basis for revisions, especially regarding appearance, activity variety, the connection of games with service objectives, and media completeness. These findings differ from the results (Solotan, Aryani, & Harum, 2025), which received 92% expert media validation. This difference doesn't necessarily mean that this research product is inferior, because the rating level is influenced by the instrument, indicators, characteristics of the validators, product design, as well as the context of its use. In fact, the 74% result provides important evaluative information because it clearly shows the parts of the product that can still be developed before being used more widely.

The validation results from material experts showed a score of 48 out of 60, or 80%, which falls into the very feasible category. The graphics aspect received the highest percentage at 93.33%, and the language aspect scored 80%. The content and presentation feasibility each scored 73.33%. These results indicate that the media content is well-aligned with the goals of group guidance, positive self-concept indicators, and the characteristics of 10th-grade students. Content feasibility is an important aspect because a visually attractive game isn't necessarily suitable as guidance media if the activities in it don't relate to students' development goals. In this study, the game content was directed toward experiences of recognizing values, strengths, identity, perspectives, and self-experiences. Thus, the game has a connection between the form of the media and the service purpose. These findings are in line with research (Maya, Miranda, & Putri, 2025) which uses the snakes and ladders medium in group counseling services to improve the self-understanding of 11th-grade students at SMA Negeri 15 Medan. The study identifies low self-understanding as a problem related to a lack of self-confidence, difficulty recognizing strengths and weaknesses, and hesitation in making decisions.

Product revisions based on validator feedback also show that the development process doesn't stop at just reaching feasibility percentages, but instead uses validation results as a basis for improving the product. In the initial design, the game cards mostly contained positive affirmations, so student activities were still limited. After the revision, the cards were developed into activity cards that include actions and questions. In addition, the cover and game board designs were improved, the board material was made more suitable for use, the guidebook was clarified, and reflection sheets were added at the end of the game. Adding the reflection sheets is especially important because it allows students to process the experiences they gained during the game. Thus, the gaming experience doesn't stop when the game ends, but continues through reflecting on feelings, experiences, understanding, and the positive things students gain. This approach strengthens the role of games as a guidance tool, not just as a form of entertainment.

The practicality test results further reinforce the feasibility of using the media in the context of group counseling services. The responses from the guidance counselors scored 56 out of 60, or 93%, in the very practical category, while the responses from eight students scored 414 out of 480, or 86%, also in the very practical category. The high response from the counselors shows that the media has clear usage instructions, relatively complete components, is easy to use, and aligns with the service objectives. Meanwhile, the students' responses indicate that the media is well-received by the target users because it is attractive, easy to play, and provides opportunities for interaction and reflection. These findings are consistent with previous research showing that using Snakes and Ladders in group counseling can create a more enjoyable service atmosphere and increase student engagement. (Putri, Wulandari, & Putri, 2026), shows that the game of Snakes and Ladders can be used in group guidance services to help students improve self-understanding, while (Hafizd, Dasril, Silvianetri, & Tas'adi, 2026) shows the feasibility of the Snakes and Ladders game as a medium to support the improvement of students' self-confidence.

Compared to previous studies, this research has a more specific focus on the concept of positive self. Research (Hastuti, Dantes, & Suranata, 2021; Maulia, Rohmatullah, Nuraini, & Nurodin, 2026) focuses on boosting self-confidence, while (Maryati & Yulianti, 2024; Nur & Tanjung, 2026) focuses on improving self-understanding. Research (Bachtiar & Rosada, 2022; Arifin & Suparno, 2025) also focuses on enhancing self-understanding through a Snakes and Ladders medium. Meanwhile, this study develops the media by integrating self-recognition, self-acceptance, self-appreciation, identification of strengths and weaknesses, reflection on experiences, and perspective changes into a single game series. Thus, the novelty of this research is not solely in using the snakes and ladders game, but in reconstructing the game into a group guidance tool specifically aimed at building a positive self-concept for students at MAN Tebing Tinggi.

Even so, the research results need to be understood within the limits of the study design. This study has shown that the product falls into the feasible category based on media expert validation and very feasible based on content expert validation, as well as very practical based on feedback from guidance counselors and students. However, these results can't be used to conclude that the snakes and ladders game has been proven to causally improve students' self-concept. This study is more accurately seen as a development study that produces a product that is feasible and practical for use in group guidance services. For future research, the effectiveness of the media can be tested through a pre-test-post-test design, with experimental and control groups, or quasi-experimental research with a larger number of subjects. In addition, expert content validation can be strengthened by involving more than one validator so that the product assessment gains a more diverse perspective. This way, the results of this study provide a strong initial contribution to the development of game-based group guidance media while also opening up opportunities for testing effectiveness in future research.

Overall, the research findings show that the Snakes and Ladders game can be a relevant alternative medium to support group guidance services in the context of developing positive self-concept. The strength of the product lies in its ability to combine elements of play, social interaction, reflective questions, self-introduction activities, and reflection in a single medium. Needs analysis results indicate a real need for more interactive media, while validation and practicality tests show that the developed product meets feasibility and user acceptability standards. Therefore, this study provides practical contributions for school guidance counselors in offering more varied services and also contributes to research in guidance and counseling by

using games as a medium to facilitate the process of introducing, accepting, and appreciating students themselves.

CONCLUSION

This study produced a Snakes and Ladders game as a medium in group counseling services to build a positive self-concept for students at MAN Tebing Tinggi. The needs analysis showed that 69 out of 126 students (54.76%) were in the medium to low self-concept category, so a more interactive medium was needed to support the process of self-recognition and acceptance. The developed product received a media expert validation result of 74%, categorized as feasible; a material expert validation of 80%, categorized as very feasible; and a practicality test of 93% from the counselors and 86% from the students, categorized as very practical. These results indicate that the media is feasible and practical to use as an alternative in group counseling services. The implication is that the Snakes and Ladders game can help counselors create services that are more engaging, participatory, and reflective. However, this study has limitations because it only involved one material validator, testing was limited to 8 students, and the development only reached the Develop stage, so the media's effectiveness in improving self-concept cannot be concluded causally. Future research is recommended to involve more validators and subjects, complete the Disseminate stage, and test the media's effectiveness using a pre-test–post-test or control group design.

REFERENSI

- Afrilian, A., Khadijah, K., & Hayati, I. R. (2026). Pengembangan Media Layanan Bimbingan Kelompok Permainan Ular tangga Truth or Dare untuk Memfasilitasi Kepercayaan Diri Siswa SMAN 7 Pekanbaru. *Jurnal CONSEILS: Jurnal Bimbingan dan Konseling Islam*, 6(1), 30-39. doi:<https://doi.org/10.55352/bki.v6i1.2269>
- Andon, P., & Free, C. (2025). A narrative analysis of the justifications and excuses of serious employee fraud offenders. *Contemporary Accounting Research*, 42(1), 17-38. doi:<https://doi.org/10.1111/1911-3846.12985>
- Arifin, M. A., & Suparno. (2025). Game-Based Learning for Special Needs: How Modified Board Games Transform Self-Concept in Students with Physical Disabilities. *Journal of Innovation and Research in Primary Education*, 4(4), 1-16. doi:<https://doi.org/10.56916/jirpe.v4i4.1983>
- Arikunto, S. (2021). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Bachtiar, I. H., & Rosada, U. D. (2022). Pengembangan Ular Tangga Popoki (Pion – Pion) Karir Untuk Meningkatkan Eksplorasi Karir Siswa SMA Negeri 1 Kuningan. *AL-TAZKIAH*, 11(1), 69–84. doi:<https://doi.org/10.20414/altazkiah.v11i1.4332>
- Dalimunthe, D. E., Syaimi, K. U., Lubis, L. S., & Sidabutar, L. G. (2025). Layanan Bimbingan Kelompok untuk Meningkatkan Pemahaman Diri Siswa Kelas XI SMAN 15 Medan dengan Penggunaan Media Ular Tangga. *Jurnal CONSEILS: Jurnal Bimbingan dan Konseling Islam* /, 5(1), 139-145. doi:<https://doi.org/10.55352/bki.v5i1.2046>
- Fadilah, F. N. (2025). Penerapan Ular Tangga “Paham Dengan Diri” Sebagai Media Interaktif dalam Layanan Bimbingan Konseling. *Journal of Education and Social Culture*, 1(2), 119–130. doi:<https://doi.org/10.58363/jesc.v1i2.8>
- Fajar, M., Nursabrina, L. R., Putri, M. S., & Flurentin, E. (2023). Penggunaan Media Bimbingan dan Konseling Permainan Ular Tangga Dalam Layanan Bimbingan Kelompok untuk Meningkatkan Rasa Percaya Diri Siswa Kelas X SMK Negeri 5 Malang. *Prosiding*

- SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran), 6(1), 1-18.
doi:<https://doi.org/10.29407/ftazs113>
- Hafizd, F. a., Dasril, Silvianetri, & Tas'adi, R. (2026). The Effect of Classical Guidance Services Using the Snakes and Ladders Game on Increasing Self-Confidence in Grade 5 Students at UPT SDN 01 Limo Kaum. *Jurnal Masyarakat Religius Dan Berwawasan*, 5(1), 1-9. Retrieved from <https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/marawa/article/view/16839>
- Hafsa, L. K., & Amriana. (2025). Layanan Bimbingan Kelompok Melalui Media Ular Tangga Ekspresi Diri Untuk Meningkatkan Keterampilan Komunikasi Pada Siswa SMP. *Jurnal Penelitian Ilmiah Multidisipliner*, 2(3), 2084-2092. Retrieved from <https://ojs.ruangpublikasi.com/index.php/jpim/article/view/1125>
- Hastuti, S., Dantes, N., & Suranata, K. (2021). Pengembangan Media Permainan Ular Tangga Untuk Meningkatkan Perilaku Coping Pada Siswa. *Jurnal Bimbingan dan Konseling Indonesia*, 6(1), 115-123. doi:https://doi.org/10.23887/jurnal_bk.v6i1.583
- Mar'ah, U., Ismaya, E. A., & Pratiwi, I. A. (2022). The Application Of Educational Snake And Ladders (Ultrasi) And Smart Card Learning Media In Increasing Student Activeness. *JPSD (Jurnal Pendidikan Sekolah Dasar)*, 8(2), 56-74. doi:<http://dx.doi.org/10.30870/jpsd.v8i2.15804>
- Maryati, I., & Yulianti, Y. (2024). Self-Confidence Through Canva Aplication, Wordwall and Ular Tangga in Solving Algebra Problems. *PRISMA*, 13(2), 187-197. doi:<https://doi.org/10.35194/jp.v13i2.4084>
- Maulia, N., Rohmatullah, N., Nuraini, & Nurodin. (2026). Effectiveness of Educational Snakes and Ladders Game Media in Group Guidance to Improve Student Self-Confidence. *Calakan: Journal of Psychology and Counseling*, 119-134. <https://asabi.id/ojs/index.php/calakan/article/view/55>
- Maya, I., Miranda, E. P., & Putri, R. M. (2025). Penerapan Bimbingan Kelompok Berbasis Media Ular Tangga Untuk Meningkatkan Pemahaman Karir Siswa Kelas VIII. *Al-Irsyad: Jurnal Pendidikan dan Konseling*, 15(1), 163-175. doi:<http://dx.doi.org/10.30829/al-irsyad.v15i1.24209>
- Mehmood, K., Rehman, M. A., Abbass, A., & Woyo, E. (2025). Adaptive Pathways: Understanding Consumer Adaptive Behavior Toward Hyper-Personalized Fashion Retailing in Emerging Markets. *Journal of Consumer Behaviour*, 24(5), 2442-2459. doi:<https://doi.org/10.1002/cb.70016>
- Naibaho, E., & Tammu, R. M. (2025). An Attempt To Develop Xi Mipa Students' Self-Confidence Through Group Presentation Method. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 7(1), 106-116. doi:<https://doi.org/10.33578/pjr.v7i1.9140>
- Nalumenya, B., Rubinato, M., Kennedy, M., & Catterson, J. (2024). Can Game-Based Learning Help to Increase the Awareness of Water Management in Uganda? A Case Study for Primary and Secondary Schools. *World*, 5(4), 981-1003. doi:<https://doi.org/10.3390/world5040050>
- Nasution, P. E., & Siregar, A. (2023). Efektivitas layanan bimbingan kelompok dengan teknik role playing untuk meningkatkan keterampilan sosial peserta didik kelas X Madrasah Aliyah Laboratorium UINSU Medan. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(2), 197-208. doi:<https://doi.org/10.31316/gcouns.v8i01.5115>
- Nopitasari, D., Kusumah, Y. S., Juandi, D., & Priatna, B. A. (2025). ULTRA: A Digital Gamification Approach to Boosting Mathematical Creative Thinking and Self-Regulated

- Learning. *Jurnal Pendidikan MIPA (JPMIPA)*, 26(4), 2720-2741. doi:<https://doi.org/10.23960/jpmipa.v26i4.pp2720-2741>
- Nuha, M. S., Gustama, R. A., Nawawi, E., Alamsyah, M. N., & Yusuf, M. (2025). The Potential and Integration of Nusantara Games as a Multicultural Approach in Guidance and Counseling. *Journal of Cultural Guidance and Counseling*, 1(1), 27–39. doi:<https://doi.org/10.26740/jcgc.v1i1.41255>
- Nur, M. H., & Tanjung, A. (2026). Games In Islamic Religious Education: A Quantitative Study Of Student Participation At Mts Nahdatul Islam School. *International Journal of Islamic Education, Research and Multiculturalism*, 8(1), 194-210. doi:<https://doi.org/10.47006/ijierm.v8i1.676>
- Oppici, L., Aadland, K. N., Aadland, E., Li, M., & Rudd, J. R. (2025). How can physical enrichment of school playgrounds improve movement behaviours and developmental outcomes in children and adolescents? A systematic review with meta-analysis. *International Journal of Behavioral Nutrition and Physical Activity*, 22(1), 161. Retrieved from <https://link.springer.com/article/10.1186/s12966-025-01856-y>
- Putri, M. A., Wulandari, R., & Putri, R. N. (2026). Eektivitas Permainan Ular Tangga Dalam Meminimalisir Kecanduan Game Online Terhadap Siswa SMP. *Jurnal Riset Dan Inovasi Pembelajaran*, 6(2), 609–623. doi:<https://doi.org/10.51574/jrip.v6i2.5025>
- Sari, R. O., & Damayanti, S. (2023). Pengembangan Permainan Ular Tangga Dalam Bimbingan Kelompok Untuk Meningkatkan Rasa Percaya Diri Siswa SMP Kelas IX. *QUANTA: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 7(1), 15–21. doi:<https://doi.org/10.22460/quanta.v7i1.3474>
- Solotan, H. S., Aryani, F., & Harum, A. (2025). Inovasi Media Ular Tangga untuk Meningkatkan Kontrol Diri Siswa di Sekolah Dasar. *Indonesian Journal of School Counseling: Theory, Application, and Development*, 5(3), 413-421. doi:<https://doi.org/10.26858/ijosc.v5i3.11029>
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped.

Copyright Holder :

© Siregar, A. S., & Syahputra, I. (2026).

First Publication Right :

© Journal of Society Counseling

This article is under:

