



Psychoeducation: Improving Emotional Intelligence in Elementary School Children Through Traditional Snakes And Ladders Game

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ABSTRACT

The development of the cognitive period in the concrete operational and formal operational stages at the age of 10-12 years is a phase where children have begun to be able to understand various forms of behavior of people around them, and rapid cognitive, socioemotional, language, physical development. At this age it will become more important emotionally. Basically, emotions have an influence on individual behavior such as strengthening the spirit and weakening the spirit. Children's emotional intelligence can be determined and influenced by the environment, and is not sedentary, it can at any time, so it needs to be developed and directed to improve cognitive and socioemotional. This can be improved through the traditional snakes and ladders game where the game has an influence on children's intelligence in terms of increasing self-awareness, managing emotions, developing empathy, improving social skills and encouraging positive attitudes. The purpose of this psychoeducation is to increase emotional intelligence in children with the use of psychoeducation of snakes and ladders games. The research method used is quantitative descriptive, using one group design pretest and posttest research. The subjects of this study were 5th grade students of MI Plus Darussalam Blitar city with a total of 20 children for the pretest and 15 children for the posttest) with details of 9 male students and 11 female students. The data collection technique used a questionnaire in the form of an emotional intelligence scale. Data analysis uses a paired sample test. The calculation of this test was carried out with the help of SPSS version 23. The results of the hypothesis test obtained a significance value (2-tailed) of 0.000 <0.05. Then the results of the hypothesis are accepted or there is a difference in the results of the pretest and posttest, which means that there is an effect of using psychoeducation snakes and ladders games to increase emotional intelligence. The increase can be seen from the categorization results where out of 15 students after the intervention obtained the results of 11 children in the high category and 4 children in the medium category

Keywords: Emotional intelligence, games, snakes and ladders

1. Introduction

Childhood is a time when children experience a process of rapid growth and development in various aspects for later life. Mantessori said that in the age range of birth to 6 years, children experience the golden years, during which time children begin to be sensitive and sensitive to receive various stimuli. The sensitive period for each child varies along with the child's individual growth rate. Childhood is the first basic laying period to develop cognitive, language, movement-motor, and social-emotional abilities in early childhood (Sujiono & Yuliarni, 2011). Children's growth and development occurs starting from physical, intellectual, and emotional. Physical growth and development can be in the form of changes in the size and function of organs starting from the cellular level to changes in body organs. Children's intellectual growth and development can be seen from symbolic and abstract abilities such as speaking, playing, counting, and reading (Hidayat, 2008). Cognitive development is divided into 4 stages, namely the sensorimotor stage (0-24 months) children understand through their movements and senses, the preoperational stage (2-7 years) children have motor skills, children's thought processes develop although still not logical Concrete operational stage (7-11 years), children begin to think logically about concrete things. Formal operational stage (above 11 years), children's reasoning and imagination develop. In children aged 10-12 years is a phase where children have begun to be able to understand various forms of behavior of the people around them, and the cognitive, socioemotional, language and physical development of children at that age is also fast. Physical development such as agility, speed, coordination and balance and have better small muscle coordination. Socioemotional development begins to form friendships and peer relationships that are stronger and more complex. At this age it becomes more important emotionally if the child has friends, especially of the same sex. A person's emotional intelligence is determined and influenced by the environment, it is not permanent, it can at any time. Some of the characteristics of emotionality at this age are that it lasts briefly and ends suddenly, looks greater / stronger, is temporary / superficial, occurs more often, can be clearly known from his behavior. The indicators of emotional intelligence are 1) recognizing oneself, 2) managing emotions, 3) motivating oneself, 4) empathy, 5) building relationships (Rika & Fitriani, 2018). In the phase of children at this age, children are more likely to play with their peers or with friends in the surrounding environment. In today's generation of children, many of their playing activities are carried out through cellphones or gadgets, but it does not demand the possibility that there are also children who still preserve games without using gadgets such as traditional games or playing using the tools around them. The emotional and social

development of today's children when there are gadgets or mobile phones tends to be hampered because they do more on their own and without any socialization or meeting with their friends to play directly, so that it will hamper the development of children's emotional intelligence. Children's low emotional intelligence will affect their ability to communicate with their peers and tend to become more shy, lack confidence, more sensitive and easily offended. This can make children withdraw from their environment because they cannot control their emotions. With games that prioritize teamwork or playing together directly will increase emotional and social intelligence that will develop when playing. Traditional games today can also be developed to improve emotional intelligence in children and can also improve the social spirit of children today.

2. Method

The type of research used in this study is descriptive quantitative research, using one group design pretest and posttest research. The subjects of this study were 5th grade students of MI Plus Darussalam Blitar city with a total of 20 students for the pretest and 15 children for the posttest) with details of 9 male students and 11 female students. While the object of this research is the improvement of emotional intelligence of 6th grade students of MI Plus Darussalam Blitar city through traditional snakes and ladders games. The data collection technique in this study is to use a questionnaire which aims to find out directly the level of emotional intelligence that arises through the application of snakes and ladders games. Using an instrument to measure the level of emotional intelligence in the form of an emotional intelligence scale. Data analysis uses a paired sample test. The calculation of this test was carried out with the help of SPSS version 23. The intervention material used is using the snakes and ladders game to increase emotional intelligence in students. The material used is an understanding of emotional intelligence and what aspects of emotional intelligence..

2.1 Material

Snakes and Ladders Game

A child's job is to play. Through play, children actually learn to exploit and engineer various things that they can do to transform these things imaginatively. At the same time, play is a fun activity that leads children's attention and concentration to the mastery of certain skills without them realizing it (Subinarto 2005:95). According to the opinion in the BCCT module (Gunarti 2008:1), play is a direct, spontaneous activity where a child interacts with other people, objects around him, done happily on his own initiative, using imaginative power, using the five senses, and all his limbs. Learning is a form of educational organization that integrates systematically and continuously an activity. Learning activities can be carried out in the school environment and outside of school in the form of providing a variety of experiences as a process must be based on learning principles. (Ministry of Education Curriculum.2006:1). The snakes and ladders game is a contest between players who interact with each other by following certain rules to achieve certain goals. The players put the pieces on the snakes and ladders game board with the word "Strat" then each player shakes the dice to determine how many steps to take. Players must step according to the number of dice eyes that come out. After stopping at one of the boxes, the player can immediately guess the name of the number, the above game steps are carried out by the player in turn until it ends in a box that reads the word "Finish".

Emotional Intelligence

According to Goleman (2000), emotional intelligence is the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and the ability to manage emotions well in oneself and in relationships with others. According to Cherniss (2001), emotional intelligence is the ability to see and express emotions, assimilate emotions in the mind, understand and reason with emotions, and regulate emotions in oneself and others. According to Uno (2006), emotional intelligence is a set of noncognitive abilities, competencies, and skills that influence a person's ability to understand feelings and their meaning, and control feelings deeply so as to help emotional and intellectual development. According to Ginanjar (2001), emotional intelligence is the ability to feel, understand, and selectively apply emotional power and ability as a source of humanized energy and influence. According to Shapiro (2003), emotional intelligence is the ability to feel his emotions to release or evoke emotions, such as emotions to help think, understand emotions and knowledge about emotions and to reflect emotions regularly such as controlling emotions and intellectual development.

Aspects of Intelligence

According to Goleman (2001), emotional intelligence consists of five main aspects, namely: 1) recognizing oneself, 2) managing emotions, 3) motivating oneself, 4) empathy, 5) building relationships.

1. **Self-Recognition:** Self-recognition is the ability to recognize and sort out feelings, understand what we are feeling and why we are feeling it, and know the cause of these feelings, as well as the effect of our behavior on others. The ability to recognize one's own emotions is the main foundation of all the elements of emotional intelligence as an important first step to understanding oneself and changing for the better. Recognizing one's own emotions is closely related to the ability to recognize one's own feelings when they arise, and is essential for deep psychological understanding.

2. **Managing Emotions:** Self-regulation is handling emotions in such a way as to have a positive impact on the implementation of tasks, sensitive to the heart and able to delay enjoyment before reaching an idea, as well as recovering from emotional distress. Managing emotions is an individual's ability to handle feelings so that they can be expressed appropriately or in harmony, so that balance is achieved within the individual. The purpose of self-regulation is to maintain emotional balance, not to suppress and hide emotional turmoil nor to directly express feelings.

3. **Self Motivation:** Motivation is using our deepest desires to move and drive us toward goals, to help us take initiative and act highly effectively, and to persevere in the face of failure and frustration. Managing emotions as a tool for achieving goals is very important in relation to paying attention,

motivating oneself, mastering oneself, and being creative. Emotional self-control, restraint of gratification, and controlling impulses are the cornerstones of success in any field.

4. Empathy: Empathy is feeling what others feel, being able to understand their perspective, fostering trusting relationships and harmonizing with a variety of people. Empathy can be understood as the ability to recognize other people's feelings and understand other people's perspectives. Empathy is the ability to respond to other people's feelings with an emotional response that matches the person's wishes. Empathizing with the feelings of others is the basis for building healthy interpersonal relationships.

5. Building Relationships: building relationships (social skills) is handling emotions well when dealing with others and carefully reading social situations and networks, interacting smoothly, using these skills to influence and lead, deliberate and resolve disputes, as well as to cooperate and work in teams. Someone who has these social skills is good at responding to other people's responses as desired, people who do not have these skills will be considered arrogant, arrogant, unfeeling and will eventually be shunned by others.

The Effect of Snakes and Ladders Game on Emotional Intelligence

Play is a means that can develop children optimally because of the function of play as a force against the influence of development through play (Andriani, 2016). Important experiences become a basic need to interact with the childhood environment will be obtained in the world of play. According to Freud (in Gee and Meredith, 1997) play is a fantasy or reverie so that children can project expectations and personal conflicts. According to Sudono, play is an activity carried out with or without tools that produces understanding or provides information, gives pleasure and develops imagination in children. According to Kusantini (2004), play can be used by children to explore their world and develop children's creativity. By playing children have the ability to understand concepts scientifically without coercion. Based on some expert opinions above, it can be concluded that play is a pretend activity carried out with or without using tools for fun so that children can project expectations and personal conflicts. This has a positive impact on emotional intelligence. Traditional games such as games of snakes and ladders.

Snakes and ladders games involve students together and collaborate so that they can unite students' emotional feelings with each other. The snakes and ladders game media can affect children's social emotional level (Marlinah & Priyanti, 2021). In addition to creating a fun and entertaining learning process for students, this game also establishes good interactions between each student. Meanwhile, the snakes and ladders game improves emotional abilities. This is in line with the results of research conducted by (Kartika, 2012) where students experienced an increase in their emotional intelligence with students being able to recognize their own emotions, manage their emotions, motivate themselves, recognize the emotions of others, and foster social relationships.

This snakes and ladders game trains children's patience in waiting for their turn and hones their ability to socialize with friends. The development of cognition will grow and children are trained to solve simple problems. snakes and ladders game is a game that is dominated by numbers and pictures and then in the formation of children's emotional intelligence can be trained and grow through the learning process that uses interaction patterns between children such as applying snakes and ladders games. This game can also develop the character of honesty values, because it can train students to take sportive actions without manipulating and cheating in playing.

Based on the reality in the field and the results of preliminary observations on the development of traditional snakes and ladders game media in improving children's gross motor skills. The benefits of the snakes and ladders game are to increase cohesiveness for children, entertain themselves, foster creativity, and form a good personality, train skills and physical children to become strong.

2.2 Procedure

The flow of intervention program activities will start from the opening day and the assessment process in the form of giving questionnaires as initial data (pretest) and the process of filling out the checklist sheet. Then the intervention will be given for 4 times (meetings) and at the last meeting the final data will be collected (posttest). The following table outlines each session of the snakes and ladders game program.

Activity Flow Table

Session	Activitie	Description	Duration
Session 1	- intervention 1	Explanation of material on aspects A and B	10-15 minutes
		emotion video viewing	20 minutes
		Explanation of traditional Snakes and Ladders game	
2nd Session	- intervention 2	ice breaking and explanation of intelligence material	10 minutes
		snakes and ladders game	30 minutes - 40 minutes
3rd session	- intervention 3	ice breaking and explanation of	10 minutes

			material about emotional intelligence	
			snakes and ladders game and quiz	30 minutes - 40 minutes
4th session	-	intervention 4	ice breaking and explanation of material about emotional intelligence	10

2.3 Data analysis

The design of the psychoeducation program for participants was one group pretest posttest. Descriptive quantitative analysis was conducted with the help of SPSS version 23.

3. Result

Based on the calculation of the pre-test results conducted by 20 student subjects of MI Plus Darussalam Pakunden Blitar City. The following is the subject categorization:

Pre-Test Categorization Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	15	75%	75,0	75,0
	High	5	25%	25,0	100,0
	Total	20	100%	100,0	

In the table above, it can be seen that of the 20 students of MI Darussalam Pakunden Blitar City, there are 5 students in the high emotional intelligence categorization, while 15 students are in the moderate emotional intelligence categorization. From these results, psychoeducational interventions were carried out for 15 students in the moderate emotional intelligence category.

Post-Test Categorization Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	4	27%	27	100,0
	high	11	73%	73	73
	Total	15	100%	100,0	

After the intervention, it is known that the results of the categorization in the table above that of the 15 students of MI Darussalam Pakunden Blitar City there are 4 students in the categorization of moderate emotional intelligence, while 11 students are in the categorization of high emotional intelligence.

Based on data analysis before hypothesis testing, a normality test is carried out. The normality test aims to determine normally distributed data as a prerequisite for hypothesis testing. The normality test on the emotional intelligence variable was analyzed using the help of spss version 23 with the shapiro wilk technique because the number of subjects was less than 50 subjects. Data can be said to be normal if the significance value is greater than 0.05. The following are the results of the normality test:

Normality Test

	group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	pretest	,262	15	,097	,898	15	,061
	postes	,205	15	,091	,882	15	,052

a. Lilliefors Significance Correction

Based on the table above, it shows that the significance value in the shapiro wilk column obtained $p\ 0.061 > 0.05$ and $0.052 > 0.05$. So it can be concluded that the data distribution is normally distributed. From these results, it can be continued to test the hypothesis using the paired t-test to 15 students after the intervention to increase emotional intelligence in students.

Hypothesis Test**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-3,400	2,667	,689	-4,877	-1,923	-4,937	14	,000

Based on the hypothesis test table, the paired sample test decision can be said to be accepted if the significance value is smaller than 0.05, which means there is a difference. So from the results of the hypothesis test analysis obtained a significance value (2-tailed) $0.000 < 0.05$. This shows that the results of the hypothesis are accepted or there is a difference in the results of the pretest and posttest, which means that there is an effect of using psychoeducation snakes and ladders games to increase emotional intelligence.

4. Discussion

The hypothesis test results showed a significant difference between the pretest and posttest data in the participants'. According to Sunarti and Anastasha (2023) at the elementary school level the learning process is not only oriented towards intellectual intelligence, but how to form emotional intelligence from an early age, because the emotional level of students will radiate through the attitude (affective) of students in interacting in their daily lives, the character of students who have not been able to maximally manage emotions well. So with that, an intervention was carried out with traditional snakes and ladders games. Fransisca, Wulan & Supena (2020) say that snakes and ladders games can increase emotional intelligence in students

Each stage of this traditional game involves students as a whole to move and play, and also optimizes interaction patterns between each other. One of the uniqueness of this traditional snakes and ladders game is that it not only trains cognitive intelligence but also trains students' emotional intelligence, so measurements are taken to measure the improvement that occurs in students' emotional intelligence at the post-test stage (Sunarti & Anastasha, 2023).

Basically, emotions have an influence on individual behavior such as strengthening enthusiasm if people feel happy or satisfied with the results that have been achieved, on the contrary, it can also weaken enthusiasm if there is a sense of disappointment due to failure and as a culmination of this situation is the emergence of despair (frustration). When students face problems, they tend to be unable to control their emotions, so that they dissolve in their problems and behave aggressively, such as breaking rules, arriving late, and students often break the rules, making students considered naughty by their teachers (Yusuf, 2014). According to Fadliansyah (2022) the emotional nature and aggressive behavior of children who are still in the process of becoming stable allows them to clash or experience disagreements with others, so that it can cause significant problems for the child. Therefore, emotional intelligence is important for students to have. Individuals who have good emotional intelligence tend to have the ability to be able to compromise with various situations, be helpful, have moral autonomy and a good heart, be happy, respect others, be able to cooperate, empathize, be responsible and have a personality which is the essential capital of an individual to achieve success in various fields, including academic success (Fauzi & Sari, 2014).

From the results of this study it can be said that the snakes and ladders game can increase emotional intelligence in students. From the results of observations and quizzes at the time of intervention students can explore many different emotions and understand the form of emotions felt. Based on this, it can be interpreted that the learning process can influence changes in students' emotional intelligence. The learning process does not only focus on theory but can be applied to learning that can support a variety of emotional intelligence by applying educational game-based learning media such as traditional snakes and ladders games (Sunarti & Anastasha, 2023). Sunarti (2020) stated that the traditional game of snakes and ladders is a medium that can be developed as a learning medium. Learning using snakes and ladders media makes children mentally ready to learn. The importance of snakes and ladders game media in learning can create an active, innovative and fun classroom atmosphere and has the benefit of sharpening the left and right brain. The snakes and ladders game has a good impact on the learning process of children such as the creation of cooperation in solving problems.

Conclusions and recommendations

Based on the results of this study, it can be concluded that there are differences in pretest and posttest results, which means that there is an effect of using psychoeducation snakes and ladders games to increase emotional intelligence. This can be interpreted that the learning process can have an influence on changes in students' emotional intelligence. The learning process does not only focus on theory but can be applied to learning that can support various emotional intelligence by applying educational game-based learning media such as traditional snakes and ladders games.

5. Suggestions and Recommendations

1. For Teachers and Instructors:
 - Integration of Game-Based Learning Media: Teachers should start integrating educational game-based learning media such as snakes and ladders games in the learning process. This can increase student engagement and motivation, as well as help in the development of emotional intelligence.
 - Training and Development: Participate in training or workshops on the use of innovative learning media. This will help teachers design and implement more effective learning methods.
 - Holistic Approach: In addition to focusing on cognitive aspects, teachers also need to pay attention to students' emotional development by utilizing various interactive and fun learning methods.
2. For Schools and Educational Institutions:
 - Facilitation and Support: Schools should provide the necessary facilities and support for the implementation of game-based learning media. This could include the provision of teaching aids, adequate space and technical support.
 - Flexible Curriculum: Develop a more flexible curriculum that allows the use of game-based learning methods. The curriculum should include a variety of activities that emphasize not only theoretical knowledge but also the development of emotional and social skills.
 - Evaluation and Further Research: Periodically evaluate the effectiveness of using game-based learning media. In addition, further research needs to be conducted to find the best method of integrating game-based learning in various subjects.
3. For Education Policy Makers:
 - Supportive Policies: Create policies that support innovation in learning methods, including the use of game-based learning media. The policy should provide space for teachers to innovate in teaching.
 - Investment in Education: Allocate an adequate budget for the development and implementation of innovative learning methods. This investment includes teacher training, procurement of teaching aids and educational research.
 - Collaboration with Experts: Invite experts in the field of educational psychology and learning media development to collaborate in creating effective and fun learning programs.
4. For Parents and Communities:
 - Support and Collaboration: Parents need to support and be involved in their children's learning process. They can work together with teachers in implementing game-based learning methods at home.
 - Understanding of Emotional Intelligence: Increase understanding of the importance of emotional intelligence and how game-based learning media can help in developing this aspect in children.
 - The implementation of these suggestions and recommendations is expected to help in optimizing the learning process and the development of students' emotional intelligence through the use of educational game-based learning media such as snakes and ladders games.

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