



UTILIZATION OF TRADITIONAL LEARNING MEDIA BASED ON "SNAKES AND LADDERS" TO IMPROVE PANCASILA VALUES LITERACY OF PUAY VILLAGE STUDENTS

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Abstract

This community service activity took place at Kampung Puay Public Elementary School in Puai, East Sentani, Jayapura Regency, Papua Province. The community service activity aimed to improve students' literacy in the values of Pancasila so that they can respect and treat other people humanely. The background to this activity was the students' minimal understanding and literacy in Pancasila. The participatory method was implemented in two stages, first by providing Pancasila material and followed by an interactive session in the form of a traditional snakes and ladders game equipped with questions about Pancasila. Through observations and question and answer sessions, evaluations showed that this activity successfully improved students' understanding. They not only better understood the values of Pancasila, but were also able to apply them in their daily lives. In addition, students also appeared active and enthusiastic when participating in the snakes and ladders game with a combination of Pancasila questions.

Keywords : Learning Media, Snakes and Ladders, Literacy, Pancasila Values

1. INTRODUCTION

Kampung Puay Public Elementary School. Kampung Puay Public Elementary School is a primary education institution located in Puai, East Sentani, Jayapura Regency, Papua Province. The implementation of Pancasila, especially in the Jayapura region, is emphasized from an early age in elementary school. Introducing Pancasila at an early age is an important foundation for shaping students' character and personality, so that they grow into the next generation of the nation with integrity. Through this introduction, students can understand the meaning of Divinity, Humanity, Unity, Democracy, and Justice, which are the foundations of national and state life. This process is not only limited to teaching concepts, but also habituating attitudes in daily life, such as respecting others, working together, showing fairness, and maintaining harmony. By instilling the values of Pancasila from an early age, students will be



accustomed to adapting to applicable norms, so they are able to grow into individuals with strong character, integrity, and love for their homeland. In addition, this introduction also serves as a moral bulwark amidst the development of globalization that brings various external influences. Students who understand Pancasila from a young age will be better prepared to face the challenges of the times, as they have a solid foundation in filtering foreign culture and adapting it to the Indonesian national identity. The importance of introducing Pancasila values is crucial in maintaining national unity, especially in Papua. As stated by Tonny Tesar, a member of Commission XIII of the Indonesian House of Representatives (DPR RI), in Papua, despite differences in ethnicity and religion, people live in a tolerant society. This is something that must be maintained by the younger generation. However, in schools, students still do not understand and comprehend the contents of the Pancasila principles. Therefore, solutions are needed to address this problem, one of which is introducing Pancasila values through the use of snakes and ladders learning media.

Snakes and Ladders is not a game that requires a device to operate; it is a traditional Indonesian game. This game uses three main tools: dice, pawns, and a snakes and ladders board. Snakes and Ladders can be played by two or more people. This game offers various benefits, such as stimulating thinking and teamwork. Furthermore, it creates a fun learning environment so that students can gain knowledge through play. This research aims to utilize Snakes and Ladders as a learning medium to improve students' understanding of Pancasila values.

The situation analysis revealed several key problems. Therefore, the implementation team determined the primary focus of this community service program to address the following issues:

- a. Lack of knowledge of Pancasila values in schools
- b. Lack of teacher creativity in delivering Pancasila learning materials

Based on the problems identified in schools, the Community Service Program implementation team prioritized resolving three main issues. First, students' limited knowledge of Pancasila. Second, students' lack of understanding of the application of Pancasila values in everyday life. Finally, teachers are still not maximizing their use of creative learning media to support the learning process in the classroom.

2. RESEARCH METHOD

The method used was participatory, with activities carried out to provide an understanding of Pancasila material and a game of snakes and ladders combined with Pancasila questions. The focus of the community service was fifth and sixth grade students. The location of the service was Kampung Puay Public Elementary School, Sentani, Jayapura. This service aimed to help students understand and apply Pancasila values in their daily lives. The community service team acted as instructors for this activity, which included both theory and practice.

Solution Steps

The steps taken to resolve this problem are as follows:



- Pancasila material is provided in the form of an introduction to the Pancasila principles, the symbols of each principle, and examples of implementation in students' daily lives.
- Snakes and Ladders learning media is utilized to facilitate students' understanding of Pancasila values.
- The questions in this learning media combine comprehension (C2) and application (C3) questions, guided by the hierarchical framework of Bloom's Taxonomy.
- Rewards are given to students who successfully answer Pancasila questions to foster their enthusiasm and motivation.
- Assistance with the Snakes and Ladders learning media is provided from beginning to end.

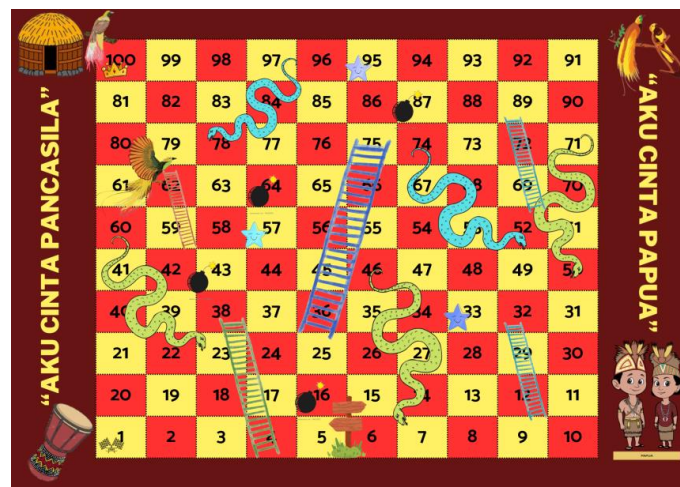


Figure 1. Snakes and Ladders Learning Media

Program Evaluation

The evaluation was conducted after the Snakes and Ladders game was played. The following is a breakdown:

- PKM reflection conducted by the implementation team and school teachers to measure the success of the Snakes and Ladders learning media in improving students' understanding of Pancasila.
- Improvements to the size of the Snakes and Ladders learning media for more effective use.

3. RESULTS AND DISCUSSION

Activity Implementation Results

On August 20, 2025, the implementation team conducted a community service activity focused on utilizing the Snakes and Ladders learning media. The goal was to help 5th and 6th grade students improve their understanding and literacy of Pancasila values. Prior to the activity, it was discovered that many students did not fully understand or even memorize the Pancasila principles. Therefore, the community service team and teachers collaborated on an activity aimed at socializing the Pancasila values. Through the Snakes and Ladders game, it was hoped that students would more easily understand and apply these values in their daily lives. The evaluation showed a significant increase in student understanding. After



participating in the material and game, students were not only able to understand but also provide concrete examples of each principle in their lives.

Supporting Factors

Factors that contributed to the success of the Community Service Activity were:

- Support from teachers at the school, who greatly appreciated this activity, which served as a reference for developing other learning media.
- Students in grades 5 and 6 of SD Negeri Kampung Puay were very enthusiastic and enthusiastic about participating in this activity.



Figure 2. Explanation of the rules of the snakes and ladders game



Figure 3. Students playing snakes and ladders and answering Pancasila questions



Figure 4. After the activity takes place



Inhibiting Factors

We encountered several inhibiting factors during this Community Service Program (PKM) activity. One of these was the use of regional languages as the students' common language, which made it difficult for us to communicate with them. Furthermore, the PKM location's considerable distance from campus also posed a challenge.

Post-Activity Monitoring and Evaluation

The post-implementation evaluation process was conducted twice, on August 27 and September 3, 2025. The monitoring aimed to strengthen the effectiveness of the snakes and ladders learning media, considering that instilling Pancasila values in students requires regular practice or habituation. We obtained positive results, indicating that the snakes and ladders learning media is still being used in PPKN (National Education) and other subjects. Furthermore, school teachers will develop other traditional games to support classroom learning.

4. CONCLUSION

The PKM activity program "Utilization of Traditional Learning Media "Snakes and Ladders" to Improve Pancasila Values Literacy of Elementary School Students in Kampung Puay" is an activity that has been designed to provide students with an understanding of the urgency of implementing Pancasila values in everyday life. It is hoped that by habitually introducing Pancasila values to students from an early age, they can become the next generation of the nation with a Pancasilaist spirit.

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