



# Effectiveness of Multicultural Snakes and Ladder Media in Developing Attitudes of Tolerance in Social Studies Subjects of Grade IV Elementary School

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## ABSTRACT

Learning social studies in elementary schools often remains theoretical and lacks opportunities for students to engage directly with character values such as tolerance. This study investigates the effectiveness of multicultural snakes and ladders media in developing tolerance attitudes among fourth-grade students. The research employed a quantitative approach using a quasi-experimental one-group pretest-posttest design involving 30 Giwangan State Elementary School students. Data were collected through questionnaires and analyzed using SPSS 26. The results showed a significant improvement in students' tolerance, with the mean score increasing from 18.83 to 22.23 and a significance value of 0.000. This indicates that the media effectively supports cognitive understanding and character values' internalization through an interactive and engaging format. This research contributes to enriching character education innovation by demonstrating how game-based multicultural media can be a practical tool in fostering tolerance in elementary school settings.

**Keywords:** Social Studies, Tolerance, Snakes and Ladders, Multicultural, Elementary School.

## INTRODUCTION

Tolerance is a value that must be taught to students from an early age to form a character that appreciates diversity. Instilling tolerance in elementary school children can involve learning to respect differences and understanding the importance of living peacefully in a heterogeneous environment [1]. Education that emphasizes the values of tolerance can help build a young generation that is inclusive, empathetic, and ready to face the challenges of an increasingly complex multicultural society [2]. Tolerance is also an important character to instill in elementary school learning [3]. This makes tolerance an essential foundation for creating a harmonious social life full of mutual understanding.

Tolerance is always integrated into learning in elementary schools. One of the subjects that implements the character of tolerance is Social Sciences. Social science subjects in elementary schools can act as a learning medium that instills the values of diversity in students from an early age [4]. In addition, this subject encourages students to collaborate and build positive relationships with individuals from different backgrounds [5]. With a contextual and fun learning approach, social sciences allow students to apply these values in everyday life.

In reality, social studies learning in elementary schools often does not provide adequate direct experience for students to develop an attitude of tolerance [6]. The learning process is generally still theoretical with lecture methods. As a result, students may understand the concept of tolerance in a theoretical sense, but the practical experience

needed to internalize the value is less than optimal [7]. Therefore, a more interactive learning approach is needed to ensure students can apply tolerance.

Innovative and interactive learning media are needed in elementary school social studies. These media aim to increase students' interest in learning while facilitating their character development [8]. One media with great potential for this purpose is snakes and ladders. Many studies have shown that the Snakes and Ladders game is entertaining and can be adapted to specific educational values, such as tolerance, diversity, or other social skills [9]. In social studies learning, interactive and contextual media, such as documentary videos, infographics, or educational games, can help students understand social and cultural dynamics in more depth [10]. Thus, this study emphasizes that learning media strategically strengthens the multicultural essence of social studies learning. Multicultural snakes and ladders were chosen among various interactive media because they foster cognitive engagement and character values through active, game-based learning that aligns with children's developmental needs.

One type of snake and ladder can be used to instill the character of tolerance. Multicultural Snakes and Ladders is an innovative learning media designed to introduce the values of diversity. This media combines explicit elements of education and entertainment, creating an interactive and non-boring learning experience for students [11]. In this game, various aspects of diversity, such as culture and religion, are inserted to teach students the importance of respecting differences. With the concept of learning while playing, students can more easily understand the values of diversity while naturally developing an attitude of tolerance through social interaction during the game [12]. A similar approach was demonstrated in the Equibrilliant Gameboard, where game-based assessment significantly improved students' conceptual understanding and engagement in learning through formative feedback and interactive gameplay [13]. Therefore, multicultural Snakes and Ladders has excellent potential to become an educational media that can instill positive characters in students early on. In addition, educational games such as Snakes and Ladders allow students to collaborate, compete healthily, and learn to understand differences, thus supporting their holistic character development [14].

Many studies have been conducted and have found that the Snakes and Ladders game is not only an interesting learning tool but is also able to increase students' tolerance during the game [15]. In this context, the Snakes and Ladders game encourages students to understand better and appreciate differences. Previous research also shows that educational game media such as Snakes and Ladders can significantly positively impact student motivation and learning outcomes [16]. This makes educational games one of the innovative approaches in education. However, there is still a lack of empirical studies focusing on the direct application of multicultural snakes and ladders media, specifically in elementary school social studies contexts. This highlights a research gap in understanding how this game-based media can be effectively utilized to foster tolerance in elementary school settings.

This study aimed to determine the effectiveness of multicultural snakes and ladders media in social studies subjects for grade IV elementary schools. Through this approach, the study attempted to evaluate the effectiveness of the media in improving the understanding of grade IV elementary school students of social studies materials while instilling multiculturalism values. The results of this study can provide a significant contribution to learning innovation by utilizing interactive media that are not only educational but also fun and relevant to learning needs in today's era of diversity.

## MATERIAL AND METHODS

### Methods

This study applies a quantitative approach with a quasi-experimental type using a one-group pretest-posttest design, where measurements are taken on groups of subjects before and after treatment is given [17]. Data collection methods used include observation, interviews, questionnaires, and documentation. Observations and interviews are conducted to obtain data on assessing the variables studied. At the same time, documentation is used to support and strengthen the validity of the data and as evidence of the implementation of the research and the achievement of its results.

### Instrument

The research instrument consists of a teaching module, multicultural snakes and ladders media, and a tolerance attitude measurement tool in the form of a Likert scale pretest-posttest questionnaire. All instruments were developed and validated by experts and adjusted to the theory of tolerance attitudes. Meanwhile, a reliability value of  $\geq 70$  indicates a high category [18]. The instrument grid in this study can be seen in the following Table 1:

**Table 1.** Tolerance Attitude Instrument Grid

| No. | Aspect                        | Tolerance Indicator                              | Description  |
|-----|-------------------------------|--|--|
| 1.  | <i>Peace</i>                  | a. <i>Love</i>                                   | <i>Showing affection, empathy, and kindness toward others.</i>                         |
|     |                               | b. <i>Care</i>                                   | <i>Being considerate and showing concern for others' well-being.</i>                   |
|     |                               | c. <i>Fearlessness</i>                           | <i>Acting without prejudice or fear when facing diversity.</i>                         |
|     |                               | d. <i>Humanity</i>                               | <i>Valuing human dignity and acting with compassion.</i>                               |
| 2.  | <i>Respect and Appreciate</i> | a. <i>Mutual understanding</i>                   | <i>Understanding and respecting different perspectives and experiences.</i>            |
|     |                               | b. <i>Appreciate</i>                             | <i>Valuing others' contributions in group settings.</i>                                |
|     |                               | c. <i>Appreciate</i>                             | <i>Recognizing cultural and personal uniqueness.</i>                                   |
| 3.  | <i>Recognizes</i>             | a. <i>Recognizes individuality and diversity</i> | <i>Accepting each individual's uniqueness in cultural, religious, or social terms.</i> |
|     |                               | b. <i>Open and Receptive</i>                     | <i>Willingness to accept and learn from differences.</i>                               |
|     |                               | c. <i>Ability to face difficult situations</i>   | <i>Solving conflicts in a peaceful and respectful manner.</i>                          |
|     |                               | d. <i>Ability to face difficult situations</i>   | <i>Maintaining tolerance in emotionally or socially tense moments.</i>                 |

This instrument was developed based on the theoretical construct of tolerance. The "Peace" aspect includes indicators such as love, care, fearlessness, and humanity, which reflect emotional readiness to accept others. The "Respect and Appreciate" aspect emphasizes mutual understanding and recognition of other people's cultures. The "Recognizes" aspect includes openness to diversity and the ability to adapt or solve problems in a multicultural environment.

To ensure content validity, the instrument was reviewed by two experts in character education and elementary pedagogy. Each item was assessed for relevance to the theoretical tolerance dimensions and revised based on feedback. For reliability, item analysis using ANATES software produced a coefficient of 0.71, indicating a high internal consistency level.

### Procedures

The research was conducted at Giwangan State Elementary School involving fourth-grade students. A total of 30 students participated, consisting of 16 male students and 14 female

students. In the first meeting, students were given a pretest questionnaire to measure their initial abilities before learning began. After that, students were invited to discuss the material to be learned. In the second meeting, learning continued with an in-depth study of the material from the previous meeting using multicultural snakes and ladders media. The third meeting still focused on strengthening the material with the same press, namely multicultural snakes and ladders. At the end of the meeting, students were asked to fill out a posttest questionnaire to determine the extent of their understanding and development after participating in learning.

### **Data Analysis**

#### **Validity and Reliability Test**

Content validity was established through expert judgment, ensuring alignment with the theoretical constructs of tolerance. Instrument reliability was calculated using ANATES software, yielding a coefficient of 0.71, indicating high internal consistency.

#### **Normality Test**

The Shapiro-Wilk test was employed because the sample size was less than 50. A significance value ( $p > 0.05$ ) indicates normally distributed data, which is a prerequisite for conducting parametric tests such as t-tests. The pre-test yielded  $p = 0.006$ , and the post-test  $p = 0.17$ , indicating an acceptable distribution for further analysis.

#### **Hypothesis Testing**

A paired sample t-test was used to compare the mean pre-test and post-test scores. The test revealed a significant difference ( $p = 0.000$ ), confirming the intervention's effectiveness. The negative t-score further indicates increased scores after treatment, supporting the hypothesis that the multicultural game-based approach enhances tolerance. Each of these analyses confirms the media's validity, reliability, and effectiveness, making it a dependable tool for character development assessment.

## **RESULTS AND DISCUSSION**

### **Results**

The results of the analysis using ANATES software. As shown in Table 2, the reliability value reached 0.71 indicating high reliability, can be seen as follows:

**Table 2.** Reliability Results

|                    |       |
|--------------------|-------|
| Mean               | 23.11 |
| Standard Deviation | 2.07  |
| CorrelationXY      | 0.56  |
| Reliability        | 0.71  |

This indicates that the instrument used has met the required reliability criteria for data collection in fundamental research. With high reliability, the instrument can provide consistent and accurate results, which is essential for ensuring the validity of the research findings. Therefore, this instrument is suitable for supporting research objectives with optimal data quality.

The normality test used in this study is Shapiro-Wilk, which was chosen because the

number of respondents was less than 50, so this method is considered more appropriate and accurate for data analysis with small samples. The criterion for determining data normality in this test is if the significance value (sig) obtained is more than 0.05. If the sig value exceeds this threshold, the data is considered normally distributed, an essential requirement for continuing specific statistical analyses in this study. This approach ensures that the data used meets the basic assumptions of statistical analysis and supports the validity of the research results. The results of the normality test can be seen in the following Table 3:

**Table 3.** Normality Test Results

| Variabel  | Statistic | df | Sig.  |
|-----------|-----------|----|-------|
| Pre-test  | 0,893     | 30 | 0,006 |
| Post-Test | 0,912     | 30 | 0.17  |

Based on the table above, the normality test results using Shapiro-Wilk showed that the significance value (sig) in the pre-test was 0.006 and in the post-test was 0.17, both greater than 0.05. Based on the criteria for data normality, these results indicate that the data is usually distributed. Thus, the data meets the normality assumption and is suitable for statistical analysis to support this study. This provides a valid basis for the following analysis step. The results of the paired sample t-test, as shown in Table 4 and Table 5, indicate a significant increase in students' post-test scores compared to pretest scores.

**Table 4.** Paired Sample T-test Results 1

|                 | Mean  | N  | STD   | Std.Error |
|-----------------|-------|----|-------|-----------|
| Pair 1 Pre test | 18.83 | 30 | 2.902 | .530      |
| Post Test       | 22.23 | 30 | 1.716 | .313      |

Based on the data in the table, it can be seen that the average pretest score is 18.83, while the average posttest score increases to 22.23. This shows that the average posttest score is higher than the pretest (Pretest < posttest), indicating increased student learning outcomes after using multicultural Snakes and Ladders media. Thus, this media has a positive influence in supporting students' understanding of social studies learning materials. The effectiveness of the media can be seen in the following SPSS test results.

**Table 5.** Paired Sample T-test Results 2

|                            | t      | Df | Sig. (2tailed) |
|----------------------------|--------|----|----------------|
| Pair 1 Pretes-<br>PostTest | -6.135 | 29 | .000           |

Based on the data in the table, the significance value (sig) of 0.000 shows a very significant result. This indicates that multicultural snakes and ladders media have proven effective in increasing students' tolerance attitudes in Social Sciences subjects in grade IV elementary schools. This learning media can positively influence creating a fun and educational learning atmosphere so that students not only understand the subject matter but also learn the values of diversity and respect for differences. This effectiveness strengthens the potential of multicultural snakes and ladders media as a creative and innovative educational tool, supporting learning that focuses on cognition and builds character.

## Discussion

The study results indicate that multicultural snakes and ladders media is a very effective learning tool in improving students' tolerance attitudes in social studies lessons in grade IV

of elementary school. The minimal significance value indicates the success of this method in achieving the expected character education goals. This success reinforces the importance of using creative learning media to support the development of positive attitudes and values among students.

However, it is necessary to consider that the media's novelty might have influenced the students' excitement, potentially resulting in temporarily elevated outcomes. Additionally, using self-assessment questionnaires to evaluate attitudes may introduce response bias, as students could respond based on what they think is expected rather than their actual feelings.

Multicultural Snakes and Ladders media integrates diverse values, such as mutual respect, appreciation of differences, and cooperation. Values inserted through fun and interactive games can help students understand the concept of tolerance without feeling stressed or bored [19]. Learning media can also introduce students to various cultures, religions, and societal traditions through educational game features [20].

The effectiveness of this media can also be seen in students' enthusiasm for the learning process. Through multicultural snakes and ladders media, students are actively involved in learning, emphasizing cognitive understanding and forming attitudes and behaviors. Recent large-scale assessments indicate that classroom diversity and student participation in civic activities significantly influence tolerance levels among secondary school students [21]. Interactive learning methods relevant to students' life experiences are generally more successful than conventional methods [22]. Case studies from East Nusa Tenggara demonstrate effective strategies in managing diversity and promoting tolerance within higher education institutions [23].

Media can also create an inclusive and supportive learning atmosphere using multicultural snakes and ladders. In the game, every student has an equal opportunity to participate, thus creating an equal environment and teaching the importance of fair treatment. This aligns with findings from a systematic review, which emphasizes that inclusive school environments significantly contribute to fostering racial and social tolerance [24]. Students who learn that everyone, although different, has the same value in society can develop more positive character traits [25].

The multicultural Snakes and Ladders game is designed to integrate educational values into each element. For example, the boxes in the game can contain questions or challenges that describe situations that reflect diversity, such as mentioning traditions from other cultures or providing examples of tolerance. Game-based approaches that align with learning objectives actively engage students and help them understand diversity contextually and enjoyably [26].

In addition to directly impacting students, multicultural snakes and ladders media also benefit teachers. Teachers who utilize learning media to support instructional activities can make learning more interesting and practical [27], thereby increasing the effectiveness of the learning process. Implementing multicultural values into the curriculum and engaging the school community are pivotal strategies in enhancing student tolerance [28]. Teachers also find it easier to explain abstract concepts such as tolerance through practical approaches that students like. Interviews with Indonesian high school teachers reveal challenges in effectively imparting tolerance education, highlighting a need for more comprehensive interreligious learning approaches [29].

Previous studies also support the benefits of using Snakes and Ladders media in enhancing students' social behavior [15], [16]. However, the current study differs in its focus

on tolerance as a specific character value, not just general social interaction. In contrast to Annisa's findings, which reported moderate improvement in students' responses, this study employed structured and guided facilitation during gameplay, which may have contributed to more substantial attitudinal shifts. This variation highlights the importance of using interactive media and ensuring it is accompanied by reflective discussion and context-sensitive implementation.

However, this study's results also highlight the importance of training and support for teachers in implementing learning media such as multicultural snakes and ladders. Teachers need to understand design principles and effective teaching strategies for optimal use. A case study at Sanggar Anak Alam in Yogyakarta demonstrates that integrating tolerance values into daily school activities, such as class agreements, communal prayers, and storytelling, effectively fosters a tolerant learning environment [30]. Adequate training and guidance will ensure that students can fully feel the benefits of this media.

Finally, this study contributes to learning development based on multicultural values and tolerance. This finding proves that education can be a powerful tool in forming a young generation that values diversity and fosters social harmony. With innovations such as multicultural snakes and ladders media, education not only functions to transfer knowledge but also builds a tolerant and inclusive national character

## CONCLUSION

Multicultural snakes and ladders media are effective in fostering tolerance in grade IV social studies students, as indicated by the improvement in average scores from 18.83 to 22.23 with a significance value of 0.000. This interactive and enjoyable approach enhances cognitive understanding and character development, strengthening cooperation and mutual respect in an inclusive learning environment. However, the novelty of the media and the reliance on self-report questionnaires may have influenced the results. Future research should involve larger and more diverse samples, and the media is recommended to be tested at higher educational levels, such as junior or senior high school, to examine its effectiveness in more mature learners.

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