Journal of Psychology and Instruction
Volume 8, Number 1, 2024 pp. 1-11
P-ISSN: 2597-8616, E-ISSN: 2549-4589
Open Access: https://doi.org/10.23887/jpai.v8i1.66955

Educational Game Innovation: Giant Snakes and Ladders with Local Wisdom to Stimulate Pancasila Values in Early Childhood

Ni Luh Drajati Ekaningtyas[1]*

[1] PG-PAUD, Institut Agama Hindu Negeri Gde Pudja, Mataram, Indonesia

ARTICLE INFO

Article history:
Received January 29, 2024
Accepted April 10, 2024
Available online April 25, 2024

Kata Kunci:
Ular Tangga Raksasa, Nilai Pancasila, Kearifan Lokal.

Keywords:
Giant snake and ladder, Pancasila, Local Wisdom.

ABSTRAK

Angka keterlambatan perkembangan anak usia dini di Indonesia tergolong mengkhawatirkan. Arus globalisasi juga dikhawatirkan berpotensi melunturkan kecintaan anak pada tanah air, nilai kearifan lokal, dan pengamalan nilai Pancasila. Oleh karenanya diperlukan stimulasi nilai Pancasila berbasis kearifan lokal pada anak usia dini namun media stimulasi yang sesuai masih sangat terbatas. Penelitian ini bertujuan untuk mengembangkan alat permainan edukatif ular tangga raksasa bermuatan kearifan lokal untuk menstimulasi perkembangan nilai Pancasila pada anak usia dini. Penelitian ini adalah penelitian dan pengembangan (R&D) dengan model ADDIE. Pengumpulan data dilakukan dengan angket, wawancara, observasi, dan dokumentasi. Analisis data dilakukan secara kualitatif dan kuantitatif. Implementasi melibatkan 31 anak usia 4-6 tahun di PAUD Kasih Ibu, Lombok Barat. Hasil penelitian menunjukkan ular tangga raksasa yang dikembangkan sangat layak dan efektif dalam menstimulasi perkembangan nilai Pancasila pada anak usia dini. Anak menjadi semakin memahami konsep dan mampu menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari setelah distimulasi dengan ular tangga raksasa.

ABSTRACT

The rate of delays in early childhood development in Indonesia si quite worrying. It is also feared that the flow of globalization has the potential to diminish children's love for their homeland, local wisdom values, and the practice of Pancasila values. Therefore, it is necessary to stimulate Pancasila values based on local wisdom in early childhood, but appropriate stimulation media are still very limited. This research aims to develop an educational game in the form of giant snakes and ladders containing local wisdom to stimulate the development of Pancasila values in early childhood. This research is research and development with the ADDIE model. Data collection was carried out using questionnaires, interviews, observation, and documentation. Data analysis was carried out quantitatively and qualitatively. Implementation involved 31 children aged 4-6 years at Kasih Ibu Kindergarten, West Lombok, West Nusa Tenggara. The research results show that the giant snake and ladder that was developed is very feasible and effective in stimulating the development of Pancasila values in early childhood. Children increasingly understand concepts and are able to apply Pancasila values in everyday life after being stimulated by giant snakes and ladders..

1. INTRODUCTION

Individual development is a process that can actually be predicted, where an individual's success or failure in mastering tasks at one stage of development will influence his readiness and ability to master developmental tasks at the next stage (Monks et al., 2004; Potter & Perry, 2005). The relationship between these stages of development underlies the importance of 0-6 years as the golden age period because children's growth and development during this period is much more rapid than at later ages. However, even though the government has provided guidance regarding achieving child development, in reality there are still many cases of obstacles to child development that occur in the field. Data from the World Health Organization in 2018 illustrates that the prevalence of developmental deviations in children aged less than five years in Indonesia is 7.51%, where 5-10% of children are projected to face developmental delays (Inggriani et al., 2019). It is estimated that 1-3% of children under five years of age

Corresponding author
*E-mail addresses: drajati905@gmail.com (Ni Luh Drajati Ekaningtyas)

experience developmental delays in general, and 1 in 20 students experience impaired motor coordination, even though the numerical data regarding general developmental delay is not yet known certainly (Anggarani et al., 2022). Data from the Ministry of Health of the Republic of Indonesia notes that 16% of toddlers in Indonesia experience developmental disorders in the form of hearing loss, gross and fine motor skills, reduced intelligence, and speech delays. Basic Health Research data also states that the stunting rate in West Nusa Tenggara reached 45.3% and is one of the worst in Indonesia (Hening Prastiwi, 2019). This reinforces the idea that real intervention is needed from various parties to optimize the growth and development of early childhood in Indonesia. Apart from that, it is also feared that the onslaught of globalization has the potential to erode children's love for their homeland if they are not equipped with adequate knowledge and a sense of nationalism.

Regarding nationalism in early childhood, the government through Minister of Education, Culture, Research and Technology Regulation Number 5 of 2022 has added the value of Pancasila as an aspect of early childhood development. Instilling Pancasila and moral values in early childhood is very important to prepare children's future (Hasanah et al., 2022; Nafisah et al., 2022). However, in reality, data in the field from preliminary data collection illustrates that early childhood education teachers still experience difficulties in providing maximum stimulation of Pancasila values to early childhood. These difficulties can be caused by many causes, one of them is the lack of learning medias. Previous research also describes that the problem faced by kindergarten level education units in implementing aspects of Pancasila values in learning is the lack of availability of learning guides that teachers have and can be used practically to design stimulation according to the learning achievements of the Merdeka curriculum (Lestariningrum et al., 2023). Basically, developmental stimulation needs to be provided in accordance with the achievements and developmental needs of early childhood. Providing stimulation that is not in accordance with the child's developmental needs, whether excessive or insufficient stimulation, will cause the child to experience developmental problems (Monks et al., 2004). One of the things related to stimulating early childhood development that parents and teachers need to pay attention to is the media used to provide stimulation. Developmental stimulation in early childhood requires media that suits the characteristics of those who tend not to understand imaginary concepts, which are not captured by their five senses. Appropriate media will support a learning process that is more real and easy for children to understand so that stimulation goals will be more easily achieved (Guslinda & Kurnia, 2018). Educational game tools are an example of stimulation media that are suitable for young children because they apply the principles of play which is a typical activity during early childhood. Playing is an activity that is fun, healthy and enhances children's growth, development and intelligence (Hani & Hibana, 2022). Educational game tools are play tools that are provided and prepared for students to optimize their growth and development according to the standard level of child development achievement (Nurfadilah et al., 2021).

Stimulating development with educational game tools that contain educational value, are designed to motivate activity and creativity, are constructive, and are safe for young children will help children develop all their potential. Educational game tools that contain local wisdom values will provide added value because apart from being able to introduce and preserve local culture, they can also apply the noble values of local cultural heritage in the care and education of children and can create a sense of love for the homeland in children (Suryana & Hijriani, 2022). One type of educational game tool that can be used to stimulate the growth and development of early childhood is the giant snakes and ladders game with local wisdom content. Previous research states that snakes and ladders media can improve children's speaking skills (Jendriadi et al., 2023), develop children's cognitive abilities (Angkur et al., 2023), develop moral and social emotional aspects (Hani & Hibana, 2022), and increase children's self-confidence (Fransisca et al., 2020; M. A. Putri et al., 2022). The snakes and ladders educational game tool refers to a medium that resembles the snakes and ladders game, where several boxes contain questions and each player must go through and answer these questions. The snakes and ladders game aims to make students enjoy learning. Through this snakes and ladders game, it is hoped that children will be motivated and understand the material more easily (Kurniasih & Watini, 2022). It's just that there has been no published research on the development of giant snakes and ladders based on local wisdom to stimulate aspects of the development of Pancasila values in early childhood. A giant snakes and ladders game where children can move directly as players instead of plastic pieces/pawns will be able to stimulate children's physical motor skills. Games equipped with questions about cultural values and local wisdom will stimulate early childhood cognitive abilities, language and Pancasila values. Games played in groups with certain game rules will stimulate the religious, moral and social-emotional aspects of young children's attention, making it easier for the stimulation process to be carried out. Referring to the gap phenomenon and research gap above, the research problem can be formulated as the lack of development of learning media in the form of giant snakes and ladders with local wisdom which can be used to stimulate aspects of the development of Pancasila values in early childhood. The background to this problem is the basis for conducting

research related to the development of the giant snake and ladder educational game tool containing local wisdom to stimulate the development of Pancasila values in early childhood.

2. METHOD

This study used the ADDIE model of research and development (R&D) method. Borg and Gall define research and development as the process of creating and evaluating educational materials. A research method that is purposefully, methodically, aimed/directed to find, formulate, improve, develop, produce, test the efficacy of goods, models, strategies/means/methods, services, and specific procedures that are better, novel, productive, efficient, and meaningful is also known as research and development (Kiromi & Fauziah, 2016). Product design and testing are done through field testing procedures, which are a function of research and development (Hermawan, 2021). The research and development procedure in this study consisted of five stages of ADDIE model (Figure 1), namely: 1) Analyze, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation (Sugiyono, 2019).

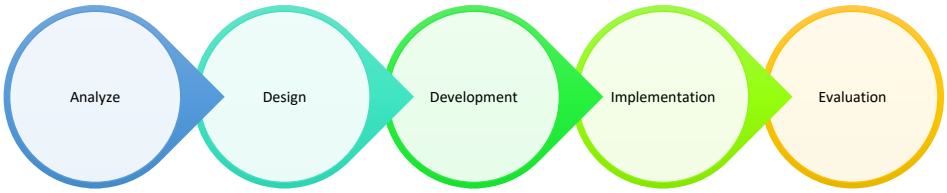

Figure 1. Research Procedure

The population in this study is the entire student in Kasih Ibu early childhood education, West Lombok, West Nusa Tenggara, Indonesia, which amounts to 31 children. The sample in this research is the whole population or a saturated sample. The results of potential and problem analysis that were carried out at the beggining illustrated that in Kasih Ibu early childhood education the available learning media is still very limited so children have to take turns using the existing media. Apart from that, there is no learning media in the form of educational games that are specifically designed to stimulate the development of Pancasila values in early childhood. There are two types of data used in this study: primary and secondary. The key data used in this study came directly from early childhood education teachers as well as media and material specialists who rated and commented on the enormous snake and ladder that was being created. On the other hand, secondary data originates from relevant literature, statistical data, documents, and other sources related to the research issue. This study includes both quantitative and qualitative data, depending on the nature of the data. The outcomes of expert assessments and student responses are scored to produce quantitative statistics. In the meantime, perceptions and messages from early childhood, expert comments and ideas, and interviews with early childhood education professionals provided qualitative data. A combination of observation, documentation, interviews, and questionnaires were used in the data collection process. The questionnaire method was used to obtain validation from media and material experts and to determine the feasibility level of the product according to early childhood (Sugiyono, 2019).

Interviews are used to obtain information related to facts, beliefs, feelings, desires, and so on that are needed to fulfill research objectives (Newman, 2013). Interviews were used to get an overview of needs, qualitative input from media and material experts, as well as responses from children and teachers. Observation is an observation made intentionally and systematically about social phenomena with psychic symptoms for further recording (Moleong, 2017). Observations were carried out during the stimulation and implementation process to determine conditions during stimulation and implementation. Documentation is done by collecting data through written records such as archives or progress reports on early childhood owned by teachers, literature books, journal articles or other scientific papers, and other relevant references, as well as documentation of the giant snake and ladder development process. Data analysis was carried out qualitatively and quantitatively. Qualitative data analysis in this study used descriptive qualitative techniques which included: data classification, data reduction, and data interpretation. Quantitative analysis of expert validation data was carried out using the Gregory formula with two experts (two media experts and two material experts). Table 1 displays Gregory's formula with two experts.

Table 1. Two-Expert Gregory Expert Validation Tabulation Formula

	Expert 1	
Expert 2	C (-+)	D (++)
	B (+-)	A (--)

The formula description in the table above is D : Both experts agree. C : Expert 1 disagrees, expert 2 agrees. B : Expert 1 agrees, expert 2 disagrees. A : The two experts disagree (Dantes, 2021). The content validity formula is displayed in Table 2.

Table 2. The Gregory Content Validity Formula

Content Validity =	**D**
	A+B+C+D

Quantitative analysis of the eligibility level was carried out using the criteria reference assessment with the raw scores being processed and converted to percentiles with the categories as show in Table 3.

Table 3. Eligibility Category Based on Criteria Reference Assessment

No	Score Intervals (%)	Eligibility Category
1	90 - 100	Very Eligible
2	80 - 89	Eligible
3	65 - 79	Decent
4	40-64	Less Eligible
5	0-39	Very Inadequate

3. RESULT AND DISCUSSION

Result

The results of the potential and problem analysis carried out as the first stage of the ADDIE model provide an illustration that the achievements of early childhood development in several early childhood education institutions in Mataram City are quite uniform even though there are several cases of special delays related to children's health, parenting patterns and social conditions. family economy. However, more diverse cases can be found in early childhood education institutions located outside the city of Mataram, for example in West Lombok Regency. The results of data analysis illustrate that early childhood education in West Lombok is still very limited in terms of supporting learning infrastructure, including learning media. The socio-economic class and parenting patterns of parents are also quite different when compared to children who go to school in Mataram City. Sadly, this turns out to have an impact on the developmental achievements of early childhood. One example is the case of Kasih Ibu early childhood education, Lamper Hamlet, Jagaraga Village, Kuripan District, West Lombok Regency.

Some children in Kasih Ibu early childhood education still experience developmental obstacles, especially in aspects of Pancasila values including awareness of maintaining cleanliness and health of themselves and the environment, good manners, helping each other, responsibility and self-discipline, literacy and the introduction of tolerance, including understanding of local culture. The influence of parental parenting at home is the trigger for children not being used to developing these aspects. Parents hope that all growth and development stimulation will be provided at school. However, teachers experience difficulties in providing maximum stimulation due to the limited educational game tools they have. The limitations of existing educational game tools make the learning process less than optimal because children find it difficult to focus and get bored quickly, making it difficult to capture the essence of learning. The results of the potential and problem analysis as well as the document study carried out provide researchers with an idea of the need for educational game tools in the form of giant snakes and ladders containing local wisdom to stimulate the development of Pancasila values in early childhood. The researcher then entered the design stage of the ADDIE model. At this stage the researchers prepared a design for a giant snake and ladder which will be developed by applying three criteria for making educational game tools, namely educational, technical and aesthetic. In general, researchers designed this giant snake and ladder containing local wisdom so that it can be used to stimulate the development of Pancasila values in early childhood as well as introduce local culture. The researchers designed this giant snake and ladder design to be child friendly, full of interesting images and can be found in children's

everyday lives. Contains statements and questions that will stimulate children's cognitive and language abilities, also contains religious and moral values, and local culture. The researchers designed this giant snake and ladder measuring 2x2m using thick, waterproof Korean vinyl banner material so that it can be played classically by children so as to stimulate their social and emotional development. This giant size also allows children to jump directly into pieces and step on giant snakes and ladders or use jumbo pieces that are moved by the child as the game progresses. The dice used in this game are also jumbo sized with bright and attractive colors. Apart from being interesting for children, this type of game can also stimulate their physical and motor development. The researchers designed all the content in this design by referring to the needs in the field and the standards for the level of achievement of children's development that have been determined. The initial design of the giant snake and ladder before being developed with the illustrator was as shown in Figure 2.

Figure 2. Initial Design of the Giant Snake and Ladder

In this design stage, researcher also developed the rules of the game for this giant snake and ladder. The rules of the game in the giant snakes and ladders game are basically similar to the rules of the game in the usual snakes and ladders, namely:

a. The game equipment consists of a giant snake and ladder board, pawns (which in this game can be replaced by the children themself), and giant dice with soft materials and bright colors.
b. The Children is guided by the teacher/parent to determine the order of players
c. The first player rolls the dice, and moves according to the number or dice that appears.
d. Players carry out commands or answer questions in the box where their steps stop.
e. If the player is on the box which is the bottom of the ladder and can answer the question on the box well, then he can climb the ladder. If they fail to answer, the player remains in place.
f. If the player is on a box containing a snake's head, if he is able to answer the question on the box, then the player stays where he is. But if he fails, he must go down to the snake's tail.
g. Players who get a number or six on the dice can roll the dice again after completing the mission in their first goal box. The next stage in the ADDIE model is the development stage. At the development stage, researchers brainstormed with illustrators to align perceptions regarding the concept of giant snakes and ladders that would be developed. While the illustrator created an illustration of a giant snake and ladder, the researcher compiled a questionnaire to test the validity of the giant snake and ladder design which would be completed by two media experts and two material experts. The researchers continued to develop the giant snake and ladder design until the researchers felt that the design developed was worthy of being validated by experts. The snake and ladder design submitted for validation by experts is as shown in Figure 3.

Figure 3. Final Design of the Giant Snake and Ladder

Analysis of the results of the material expert's assessment was carried out using the Gregory formula of two experts. Based on the results of the data tabulation, the content validity coefficient values of the material experts were obtained as follows: 10/10 = 1. The coefficient value of 1 illustrates that material experts assess the content validity of the giant snake and ladder being developed as very high. Analysis of the results of the media expert's assessment was also carried out using the two-expert Gregory formula. Based on the results of the data tabulation, the content validity coefficient value of the media experts was obtained: 10/10 = 1. The coefficient value of 1 illustrates that media experts assess the content validity of the giant snake and ladder being developed as very high. The results of this analysis illustrate that the content validity of the giant snake and ladder which is being developed in this study is classified as very high, both in terms of material and media.

The next stage of the ADDIE model is implementation. Implementation in this research was carried out twice: by limited product implementation or trials and extensive product trials. Limited implementation was carried out on August 29 2023 with the subject being six class B students (aged 5-6 years) at Kasih Ibu early childhood education, West Lombok. The selection of trial subjects was based on the practical consideration that the learning activities in the group had already been completed when the trial was to be carried out so that children could take part in the trial without disrupting their daily learning. Recording responses of children is assisted by class teachers and accompanying teachers. The product trial results are displayed in Table 4.

Table 4. Limited Implementation Results of Giant Snake and Ladder

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	6	6	100	Very Eligible
2	6	6	100	Very Eligible
3	6	6	100	Very Eligible
4	6	6	100	Very Eligible
5	6	6	100	Very Eligible
6	6	6	100	Very Eligible
7	6	6	100	Very Eligible
8	6	6	100	Very Eligible
Average			100	Very Eligible

The feasibility conclusion refers to the criteria reference assessment. Based on the results of the limited implementation of the product, it is known that in general young children consider that the giant snakes and ladders educational game tool containing local wisdom is very suitable to be used to stimulate

the development of Pancasila values in early childhood. Six children involved in the limited implementation stated that they liked the snakes and ladders which were large and full of colorful pictures that were attractive and beautiful to look at. The trial documentation is shown in Figure 4.

Figure 4. The Limited Implementation of the Giant Snake and Ladder

The results of the limited implementation provide an illustration that in terms of content and product design there are no revisions that need to be made to the giant snake and ladder being developed. However, the children involved in the limited implementation felt that it would be more comfortable if the giant snake and ladder could be made in a larger size. In response to this, researchers revised the size of the giant snake and ladder, from 2x2m^2, to 3x3m^2. The choice of the 3x3m^2 size is not only to accommodate children's assessments, but also to maintain practical aspects and ease of storage and use of giant snakes and ladders.

After the researchers printed giant snakes and ladders in a new size, the researchers then carried out implementation on a wider scale, with the subject being all 30 students at Kasih Ibu early childhood education. This wide-scale implementation was carried out four times in the period 30 August – 9 September 2023. The results of the large-scale implementation were grouped based on the child's age, so that the results for class B (5-6 years) and class A (4-5 years) were analyzed separately . The results of the analysis of the large-scale implementation of the giant snake and ladder APE are as shown in Table 5 and 6.

Table 5. Wide-Scale Implementation Results of Giant Snake and Ladder (5-6 Years)

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	14	14	100	Very Eligible
2	14	14	100	Very Eligible
3	14	14	100	Very Eligible
4	14	14	100	Very Eligible
5	14	14	100	Very Eligible
6	14	12	85.7	Eligible
7	14	12	85.7	Eligible
8	14	14	100	Very Eligible
Average			96.4	Very Eligible

Table 6. Wide-Scale Implementation Results of Giant Snake and Ladder (4-5 Years)

Item	Maximum Score	Trial Score	Percentage	Eligibility
1	16	15	93.7	Very Eligible
2	16	16	100	Very Eligible

Item	Maximum Score	Trial Score	Percentage	Eligibility
3	16	16	100	Very Eligible
4	16	16	100	Very Eligible
5	16	15	93.7	Very Eligible
6	16	16	100	Very Eligible
7	16	15	93.7	Very Eligible
8	16	16	100	Very Eligible
Average			97.6	Very Eligible

The percentage of large-scale implementation scores for groups A and B, if we look for the average value, the calculation becomes: (96.4 + 97.6) / 2 = 97 which is classified as very feasible or eligible. The results of the analysis of implementation scores on children which refer to the reference assessment criteria above illustrate that in general giant snakes and ladders containing local wisdom are very suitable for use in stimulating the development of Pancasila values in early childhood. The documentation of the large-scale implementation is as shown in Figure 5.

Figure 5. The Wide-Scale Implementation of the Giant Snake and Ladder

The final stage of the ADDIE model is the evaluation stage. The evaluation stage in this research consists of formative evaluation and summative evaluation. Formative evaluation of the educational game tool being developed is: the educational game tool needs to be equipped with an answer key for each question in the giant snake and ladder box. This was conveyed by early childhood education teachers who accompany children during the implementation stage. The teachers were of the opinion that perhaps early childhood education teachers were not very familiar with the local culture so it would be easier if an answer key was provided for the teacher to use as a guide or reference. The researcher carried out a summative evaluation by analyzing the practicality of educational game tools during the implementation process. Researchers found that it would take a long time for children to reach the finish if the giant snake and ladder contained a hundred boxes. Meanwhile, children will feel more motivated if they are able to reach the finish box in one play. This will make him more enthusiastic about playing the next opportunity and will also motivate other children to reach the finish box too. The researchers realized that this happened because of the researchers' desire to create an educational game that could stimulate aspects of children's development while introducing local culture. In the future, it may be necessary to develop a giant snake and ladder design with fewer boxes (for example 30 boxes) but in terms of quality it can still stimulate development aspects in early childhood.

Discussion

Stimulating the development of Pancasila values in early childhood according to their needs and development is actually not an easy thing to do, especially if faced with the constraints of children's diverse needs and limited availability of facilities and infrastructure. However, developmental stimulation must still be provided and made as much effort as possible to support the fulfillment of developmental tasks so that AUD can grow and develop according to their age. Stimulating aspects of Pancasila values will foster a sense of love for the country and a democratic spirit in children. Providing stimulation for the development of Pancasila values in early childhood using giant snakes and ladders filled with local wisdom is in accordance with the psychology approach to child education, namely that children's learning

must pay attention to how to attract students' interest or attention so that the material presented can be understood easily. This is also in accordance with educational psychology theory which states that the learning phase in children has the characteristic that children need learning that is physical in nature (Wong, 2008). Researchers specifically designed giant snakes and ladders so that children can move actively while playing by directly throwing the dice and moving directly as pieces according to the results of the dice, or moving the giant pieces used in the game. The development of educational game tools when viewed from the psychological theory of early childhood education is one of the efforts that can be made to facilitate children's learning process according to their needs and stages of development (Rahmat, 2018). Children can learn from the interesting pictures presented and various activities or behaviors that are familiar to children's daily lives and activities. This is in accordance with the learning phase according to early childhood education psychology where children are learning to develop concepts of daily life.

The development of this giant snake and ladder is a manifestation of one of the principles of constructivist learning theory, namely that adults play a role in helping to provide suggestions, infrastructure and situations so that children's construction processes run well (H. Putri & Putra, 2019; Suparno, 2019). Providing stimulation with giant snakes and ladders, if viewed from constructivism theory, describes how learning in children is carried out by providing stimuli so that children actively build knowledge by assimilating and accommodating the new information they receive (Sunanik, 2014). Constructivism theory sees that increasing children's developmental achievements is the result of children actively constructing continuously so that there is a change in concepts towards more comprehensive concepts in accordance with scientific concepts. This more comprehensive understanding will equip children to be able to increase their desire and skills to master various developmental tasks.

After the stimulation, children become more motivated to maintain the cleanliness and health of themselves and the school environment, children become more orderly and disciplined, children learn to be responsible, children are more willing to help friends, and children begin to show interest in saving. Children also start asking for various words in Sasak other than those in giant snake and ladder, such as the words for study, eat and sleep. The results of this research are also in line with the results of previous research which stated that giant snakes and ladders media will be able to develop moral, physical, motoric, cognitive, language, social emotional and artistic aspects in children (Hani & Hibana, 2022), able to stimulate aspects of children's language development (Jendriadi et al., 2023), improve children's word recognition abilities (Winarni et al., 2023), and can increase children's self-confidence (Fransisca et al., 2020). Apart from having research results that are in line with previous research, this research is different from research that has been published previously. The difference between this research and previous research is that this research uses giant snakes and ladders containing local wisdom on Lombok Island which has never been published in scientific journals before. The development of giant snakes and ladders containing local wisdom to stimulate the development of Pancasila values in early childhood is expected to help teachers and parents in providing stimulation according to the characteristics and developmental needs of children so that children do not experience significant developmental obstacles and can develop optimally according to their age and be able to appreciate the local culture of the archipelago and develop a sense of love for the homeland.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the development of giant snake and ladder to stimulate the development of Pancasila values in early childhood is urgenty needed considering there is no learning media in the form of giant snake and ladder spesifically developed to stimulate the implementation of Pancasila values in early childhood. The results of the data analysis illustrate that the validity of the design dan the feasibility level of the giant snake and ladder are classified as very high for stimulating the development of Pancasila values in early childhood. The input that the researchers can give to teachers and parents of early childhood is to continue to stimulate the development of Pancasila values in early childhood so that it will be firmly attached and children will be more accustomed to applying the values in daily activities, so that in the end it can increase children's sense of nationalism and love for their homeland

5. REFERENCES

Anggarani, A. P. M., Djoar, R. K., Zefanya, E. D., & Wijaya, S. D. (2022). Pendidikan Kesehatan Tentang Deteksi Dini Keterlambatan Perkembangan Motorik Anak. *Jurnal Pengabdian Kesehatan*, *5*(4), 320–324. https://doi.org/https://doi.org/10.31596/jpk.v5i4.126.

Angkur, M. F. M., Sum, T. A., Palmin, B., & Nahim, V. C. (2023). Upaya Mengembangkan Kemampuan

Kognitif Anak Usia 4-5 Tahun melalui Permainan Ular Tangga. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(2), 2443–2452. https://doi.org/10.31004/obsesi.v7i2.3190.

Dantes, N. (2021). *Asesmen dan Evaluasi Pembelajaran*. Undiksha Press.

Fransisca, R., Wulan, S., & Supena, A. (2020). Meningkatkan Percaya Diri Anak dengan Permainan Ular Tangga Edukasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(2), 630–638. https://doi.org/10.31004/obsesi.v4i2.405.

Guslinda, & Kurnia, R. (2018). *Media Pembelajaran Anak Usia Dini*. Jakad Publishing. https://books.google.co.id/books?hl=id&lr=&id=TgCDDwAAQBAJ&oi=fnd&pg=PA44&dq=media+pembelajaran+anak+usia+dini&ots=3WGSIlSEgD&sig=sWMjW3OImF7L0FKAOPPufUOYJOk&redir_esc=y#v=onepage&q=media pembelajaran anak usia dini&f=false.

Hani, U., & Hibana, H. (2022). Ular Tangga Covid-19 sebagai Redesain Alat Permainan Edukatif untuk Anak Usia Dini. *Jurnal Pelita PAUD*, *6*(2), 162–171. https://doi.org/10.33222/pelitapaud.v6i2.1262

Hasanah, M. N., Elan, E., & Rachman, B. (2022). Penanaman Moralitas dan Nilai Pancasila. *Jurnal Pendidikan Anak Usia Dini*, *6*(2), 2580–4197. https://doi.org/https://doi.org/10.24853/yby.v6i2.14647.

Hening Prastiwi, M. (2019). Overview of Growth and Development in Children Age 3-6 Years. *Jiksh*, *10*(2), 242–249. https://doi.org/10.35816/jiskh.v10i2.162.

Hermawan, D. (2021). *Pengembangan Media Pembelajaran Big Book pada Tema 4 Peduli Lingkungan Sosial Siswa Sub Tema 2 Permasalahan di Lingkungan Sosial Kelas III SD Negeri 031 Tarakan* [Universitas Borneo Tarakan]. https://repository.ubt.ac.id/flipbook/baca.php?bacaID=6371.

Inggriani, D. M., Rinjani, M., & Susanti, R. (2019). Deteksi Dini Tumbuh Kembang Anak Usia 0-6 Tahun Berbasis Aplikasi Android. *Wellness And Healthy Magazine*, *1*(1), 115–124. https://wellness.journalpress.id/wellness/article/download/w1117/65.

Jendriadi, Melati, R. R., Sukandar, W., Ismira, Puspita, V., Zaturrahmi, Desmariani, E., & Anwar, R. (2023). Penggunaan Media Ular Tangga pada Anak Usia 5-6 Tahun untuk Meningkatkan Keterampilan Berbicara. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*(1), 491–499. https://doi.org/10.31004/obsesi.v6i5.1226.

Kiromi, I. H., & Fauziah, P. Y. (2016). Pengembangan Media Pembelajaran Big Book untuk Pembentukan Karakter Anak Usia Dini. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, *3*(1), 48–59. https://doi.org/https://doi.org/10.21831/jppm.v3i1.5594.

Kurniasih, & Watini, S. (2022). Penerapan Model ATIK untuk Meningkatkan Literasi Numerasi Anak Usia Dini Melalui Media Permainan Ular Tangga Raksasa di POS PAUD Pelangi. *Edukasia Jurnal Pendidikan Dan Pembelajaran*, *3*(2), 145–156. https://doi.org/10.21107/pgpaudtrunojoyo.v7i1.4287.

Lestariningrum, A., Andyastuti, E., Lailiyah, N., Wijaya, I. P., Yatmin, Y., & Karisma, D. Y. (2023). Pengembangan Buku Panduan Pembelajaran Berbasis Nilai Pancasila pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(1), 719–729. https://doi.org/10.31004/obsesi.v7i1.3994.

Moleong, L. . (2017). *Metode Penelitian Kualitatif*. Remaja Rosda Karya.

Monks, F. J., Knoers, A. M. P., & Haditono, S. R. (2004). *Psikologi Perkembangan: Pengantar dalam Berbagai Bagiannya*. UGM Press.

Nafisah, A. D., Sobah, A., Yusuf, N. A. K., & Hartono, H. (2022). Pentingnya Penanaman Nilai Pancasila dan Moral pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(5), 5041–5051. https://doi.org/10.31004/obsesi.v6i5.1865.

Newman, W. L. (2013). *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif* (Edisi 7). PT. Indeks.

Nurfadilah, Fadila, S. N., & Adiarti, W. (2021). Panduan APE Aman Bagi Anak Usia Dini. In *Direktorat Pendidikan Anak Usia Dini*. Direktorat Pendidikan Anak Usia Dini. https://paudpedia.kemdikbud.go.id/uploads/pdfs/TINY_20220222_100716.pdf.

Potter, P. A., & Perry, A. G. (2005). *Fundamental Nursing: Concept, Process, and Practice* (6th Editio). Mosby Year Book.

Putri, H., & Putra, P. (2019). Konsep Teori Belajar Konstruktivisme Anak Usia Dini di Era Revolusi Industri 4.0. *Primearly: Jurnal Kajian Pendidikan Dasar Dan Anak Usia Dini*, *II*(2), 192–199. journal.iaisambas.ac.id/index.php/prymerly/article/view/83.

Putri, M. A., Darmiyanti, A., & Putri, F. E. (2022). Pengaruh Media Permainan Ular Tangga Raksasa terhadap Kepercayaan Diri Anak Usia Dini 5-6 Tahun di RA Modern Asshofwan Klari Karawang. *Jurnal Pendidikan Dan Konseling*, *4*(4), 5274–5280. https://doi.org/https://doi.org/10.31004/jpdk.v4i4.6320.

Rahmat, P. S. (2018). *Psikologi Pendidikan* (Y. N. I. Sari (ed.)). Bumi Aksara.

https://books.google.co.id/books?hl=id&lr=&id=bo0mEAAAQBAJ&oi=fnd&pg=PA1&dq=psikologi+pendidikan&ots=v8UY6H3b4L&sig=sye962hzrI1YJ9TtY6CO1KyCBfQ&redir_esc=y#v=onepage&q=psikologi pendidikan&f=false.

Sugiyono. (2019). *Metode Penelitian Pendidikan*. Alfabeta.

Sunanik, S. (2014). Perkembangan Anak ditinjau dari Teori Konstruktivisme. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, *2*(1), 14. https://doi.org/10.21093/sy.v2i1.491

Suparno, P. (2019). *Filsafat Konstruktivisme dalam Pendidikan*. Kanisius.

Suryana, D., & Hijriani, A. (2022). Pengembangan Media Video Pembelajaran Tematik Anak Usia Dini 5-6 Tahun Berbasis Kearifan Lokal. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(2), 1077–1094. https://doi.org/10.31004/obsesi.v6i2.1413.

Winarni, L., Hasibuan, R., & Izzati, U. A. (2023). Penerapan Media Permainan Ular Tangga Edukasi dalam Meningkatkan Kemampuan Mengenal Kata. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(4), 4543–4553. https://doi.org/10.31004/obsesi.v7i4.4977.

Wong, D. L. (2008). *Buku Ajar Keperawatan Pediatrik* (Edisi 6). EGC.