



The Effect of the Snakes and Ladders Educational Game on Students' Interpersonal Intelligence in Social Studies Learning at SMP Negeri 2 Pamanukan, Subang Regency

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ABSTRACT

This study aims to examine the effect of the educational snakes and ladders game on students' interpersonal intelligence in Social Studies learning and to explain how the game implementation facilitates communication, collaboration, and empathy during classroom activities. The research employed a mixed methods approach with a sequential explanatory design. The quantitative phase involved 245 students selected from a population of 629 students at SMP Negeri 2 Pamanukan, Subang Regency, using the Slovin formula. Data were collected through Likert-scale questionnaires and analyzed PLS-SEM to evaluate the measurement model and structural model. The results indicate that the educational snakes and ladders game has a positive and significant effect on interpersonal intelligence, with a path coefficient of 0.730 ($p < 0.05$) and an R-square value of 0.532, indicating substantial explanatory power. The game also significantly influences communication (0.661; $R^2 = 0.437$), collaboration (0.714; $R^2 = 0.510$), and empathy (0.605; $R^2 = 0.366$) as core indicators of interpersonal intelligence. The qualitative phase, conducted through classroom observations and interviews with teachers and students, supports the quantitative findings by showing that the game creates an interactive, participatory, and collaborative learning environment that naturally encourages social interaction. These findings demonstrate that the snakes and ladders game is not merely an instructional aid but functions as a pedagogical strategy capable of strengthening students' interpersonal intelligence in Social Studies learning. This study contributes empirically and conceptually to the development of game-based learning oriented toward social competence.

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INTRODUCTION

21st century learning demands that education is not only oriented towards academic achievement, but also towards developing students' social skills (Maria Ulfa Lubis et al., 2023). The implementation of the Independent Curriculum emphasizes the importance of student-centered learning and strengthening collaboration, communication, and empathy competencies as part of the Pancasila Student Profile (Pare & Sihotang, 2023). In this context, the learning process needs to be designed to facilitate meaningful social interactions so that students not only understand concepts but are also able to actively participate in social life

In Social Sciences (IPS) subjects, the development of interpersonal skills has a strategic position because IPS studies the reality of social life, human relations, and social dynamics (Yanzhuri et al., 2024). Interpersonal intelligence, from the perspective of Gardner's theory of multiple intelligences, refers to the ability to understand others, build relationships, communicate effectively, and work together in social situations (Gardner, 1987). This ability is an important competency in social studies learning because the learning process requires discussion activities, collaboration, and contextual social problem solving.

National education indicators, including the Computer-Based National Assessment (ANBK), show an increase in student literacy and numeracy outcomes in recent years. Literacy rates rose from around 59% in 2022 to around 70% in 2024, while numeracy rates rose from around 45% to nearly 68% (Ministry of Education, Culture, Research and Technology, 2024). However, there are still some students who have not achieved the minimum competency, which indicates that the increase in academic achievement has not been fully followed by the quality of students' learning engagement, communication, and social interaction in learning.

Empirical findings at the school level reinforce this. Pre-study results on the interpersonal intelligence of students at SMP Negeri 2 Pamanukan, Subang Regency, indicate that interpersonal skills remain low, particularly in the communication (22.33%) and cooperation (23.77%) indicators. Meanwhile, the empathy indicator shows relatively better but less than optimal performance (35%). (Ministry of Education, Culture, Research and Technology, 2024) These findings were reinforced by interviews with social studies teachers, who stated that only a small percentage of students, approximately 3–10 per class, actively communicated, collaborated, and showed concern for their peers during group discussions. This indicates that social interaction in social studies learning has not yet developed optimally and requires learning strategies that can facilitate broader social engagement.

One approach that has the potential to answer these challenges is game-based learning (*game-based learning*) (Aprilianto & Mariana, 2018) This approach provides an interactive, collaborative, and contextual learning experience that can increase student engagement in the learning process. The *theory of learning principles in games* explains that games provide a space for students to communicate, make decisions together, and solve problems in authentic

situations (Khadraoui et al., 2024). Through these activities, educational games have the potential to support the development of interpersonal intelligence, which includes communication, cooperation, and empathy.

According to Awalianti *et al.* (2025) shows that game-based learning methods are effective in improving interpersonal skills because playing activities trigger intensive interaction and communication between students. These findings are in line with Efnandyah & Yulia (2022a) who reported that educational games contribute significantly to developing students' social interactions during social studies learning. Theoretically, Aprilianto & Mariana, (2018) emphasizes that games contain learning principles that intrinsically provide a space for collaboration, social interaction, decision-making, and problem-solving in authentic contexts. Through the process of cooperation, discussion, and negotiation during play, students learn to understand others' perspectives while developing their communication skills and social competence. Thus, educational games can be positioned as interactive, collaborative, and contextual learning environments that support the development of students' communication, cooperation, and empathy.

A number of previous studies have examined the use of the snakes and ladders game in social studies learning, but with different focuses and depths of analysis. Willyon Ferrari *et al.* (2023) positioned the Snakes and Ladders game as a learning medium capable of increasing student enthusiasm for history in junior high school. The study used a descriptive qualitative approach through observation, interviews, and documentation to describe a more participatory learning environment. The main findings indicate that the Snakes and Ladders game is effective in creating a fun, practical, and economical learning environment. However, this study did not measure the impact of the media on students' psychosocial aspects in a structured manner and did not statistically test the relationships between variables.

Another study conducted by Efnandyah & Yulia (2022b), also examined educational games in social studies learning, but focused on improving learning outcomes and student engagement. The approach used was a quasi-experimental (PTK) approach with a pretest-posttest design to assess the effectiveness of the treatment. The results showed an increase in learning outcomes after using educational games. However, this study focused on the cognitive domain and did not address the interpersonal or socio-emotional dimensions of students. The analysis was also limited to a difference test without more in-depth modeling of construct relationships.

Meanwhile, research by Awalianti *et al.* (2025) have begun to link educational games with students' social interactions and cooperation during learning. This research shows that games can significantly improve interactions between students. However, the social interactions measured are still general and have not been constructed as a clear, theory-based interpersonal intelligence variable. The instruments used have also not undergone construct validity testing such as AVE, Composite Reliability, or discriminant validity. Thus, the dimensions of

communication, cooperation, and empathy have not been mapped as latent indicators for structural analysis.

Based on the gaps in previous research, this study is directed to analyze the effect of the use of educational games of snakes and ladders on students' interpersonal intelligence in social studies learning, while also describing how the implementation process of the game facilitates communication, cooperation, and empathy of students during the learning activities. The game is not positioned merely as a learning aid that improves the classroom atmosphere, but as a pedagogical medium that is systematically designed to encourage social interaction as an integral part of the social studies learning experience. Thus, the focus of this study does not stop at the effectiveness of the media, but on how the media works in shaping the social dynamics of students in the classroom.

The novelty of this research lies in several important aspects. First, this study positions the snakes and ladders game as an instrument specifically aimed at developing theory-based interpersonal intelligence. *Multiple Intelligences of Gardner*, not only improves cognitive learning outcomes or social interactions in general as is dominant in previous research. Second, this study integrates the context of social studies learning at the junior high school level, which is still relatively rarely studied in educational game research. Third, this study uses a PLS-SEM structural analysis approach to test construct validity and the strength of relationships between latent variables, so that social interactions are not measured descriptively, but are modeled empirically through indicators of communication, cooperation, and empathy. Thus, this study provides conceptual and empirical contributions to the development of game-based social studies learning oriented towards strengthening students' interpersonal intelligence.

RESEARCH METHOD

This research is a research using a mixed methods approach with a design *sequential explanatory*, where the quantitative stage is carried out first, then deepened through the qualitative stage to clarify the statistical findings (Sugiyono, 2021). The quantitative approach uses a verification method through an explanatory survey to test the effect of the educational game Snakes and Ladders on students' interpersonal intelligence. The qualitative stage is used to explain the process of implementing the game in social studies learning and the dynamics of students' social interactions during the activity.

The study was conducted at SMP Negeri 2 Pamanukan, Subang Regency from November 2025 to March 2026. The study population consisted of 629 students, with a quantitative sample of 245 students determined using the Slovin formula ($e = 0.05$). The qualitative sample was selected purposively, consisting of 3 social studies teachers and 9 students from grades VII, VIII, and IX. The study involved two latent variables, namely the educational game of snakes and ladders as the independent variable (X) which was constructed based on *Learning*

Principles in Games (Gee), and interpersonal intelligence as the dependent variable (Y) which refers to Gardner's concept, includes aspects of communication, cooperation, and empathy.

Quantitative data collection was conducted using a 1–5 Likert scale questionnaire containing positive and negative statements (*reverse scoring*). Qualitative data were obtained through classroom observations, in-depth interviews, and documentation to strengthen the interpretation of quantitative results. Instrument quality testing was conducted through the Pearson Product Moment validity test and Cronbach's Alpha reliability test using SPSS 26. Quantitative data analysis used Structural Equation Modeling based on Partial Least Square (SEM-PLS) to test the causal relationship between latent variables. Model evaluation included the outer model (*convergent validity, discriminant validity, composite reliability*) and the inner model (*path coefficient, R-square, Q-square, and F-square*). Hypothesis testing was conducted through a bootstrapping procedure with t-value and p-value significance criteria. Qualitative data were analyzed descriptively and interpretively to explain how the implementation of the educational game of snakes and ladders in social studies learning contributes to the development of students' interpersonal intelligence.

RESULT AND DISCUSSION

Result

Instrument Quality Test

The instrument validity test was conducted using the Pearson Product Moment Correlation technique, namely by comparing the calculated *r-value* with the *r-table*. Based on the number of respondents of 82 people, the *r-table* value obtained was 0.217 at a significance level of 5% ($\alpha = 0.05$). A statement item is declared valid if the calculated *r-value* is greater than the *r-table* ($r\text{-count} > r\text{-table}$).

Based on the results of the validity test, in the Snakes and Ladders Educational Game variable consisting of 35 statement items, initially there were 34 items declared valid and 1 item invalid, namely item P23 because it had a calculated *r-value* of 0.211 which was smaller than the *r-table* (0.217). Similarly, in the Interpersonal Intelligence variable consisting of 21 statement items, there were 20 items declared valid and 1 item invalid, namely item KI-12 with a calculated *r-value* of 0.201 which was smaller than the *r-table* (0.217). However, after discussions with the supervisor and editorial revisions to the two items, a re-validation test showed that all statement items in both variables had a calculated *r-value* greater than the table *r-value* (0.217). Thus, all instrument items in the Snakes and Ladders Educational Game and Interpersonal Intelligence variables were declared valid and suitable for use in research data collection.

Reliability testing was conducted to determine the level of consistency of the research instrument. Reliability testing in this study used the method *Cronbach's Alpha*. A variable is

declared reliable if it has a value *Cronbach's Alpha* greater than 0.70. The results of the instrument reliability test are presented in Table 1.

Tabel 1. Reliability Test Results

Variables	<i>Cronbach's alpha</i>	Critical Point	Information
Snakes and Ladders Educational Game	0.866	0.7	Reliabel
Interpersonal Intelligence	0.837	0.7	Reliabel

(Source: Tabulation of reliability test results data, 2026)

Based on Table 1., it is known that the *Cronbach's Alpha* value for the Snakes and Ladders Educational Game variable is 0.866 and the Interpersonal Intelligence variable is 0.837, both of which are greater than the critical point value of 0.70. This indicates that both instruments have a good level of reliability. Thus, the questionnaire instrument used in this study is declared reliable, consistent, and suitable for use to measure the effect of the Snakes and Ladders educational game on students' interpersonal intelligence in social studies learning.

The instrument, which had undergone validity and reliability testing, was then used to collect primary research data at SMP Negeri 2 Pamanukan, Subang Regency. By meeting the validity and reliability criteria, the research instrument was deemed suitable for use because it was able to measure the research variables accurately and consistently, thus ensuring scientifically sound data and supporting the achievement of the research objectives.

Evaluation of Measurement Model (*Outer Model*)

Evaluation *outer model* conducted to ensure that each indicator has adequate representation capabilities for the latent construct being measured. Test results *convergent validity* show value *loading factor* Most indicators were above 0.70, indicating a strong correlation between the indicators and their constructs. The Average Variance Extracted (AVE) value for each variable was also above 0.50, indicating that more than half of the indicator variance can be explained by the latent construct. This condition indicates that the indicators used have statistically met convergent validity criteria. Thus, the instrument is able to accurately describe the variables of educational games and interpersonal intelligence.

Testing *discriminant validity* The Fornell-Larcker criterion shows that the square root of the AVE for each construct is higher than the correlation between constructs. This finding indicates that each variable has clear measurement boundaries and there is no overlap between indicators. The indicators in the educational game variable do not measure aspects of interpersonal intelligence, and vice versa. Clarity of measurement boundaries is important to ensure accurate interpretation of the relationships between variables in the model. These results reinforce the fact that the constructs in this study maintain conceptual uniqueness.

Furthermore, the Composite Reliability value for all constructs was above 0.70, indicating a high level of internal consistency between indicators within a single variable. This reliability indicates that each statement item has stability in measuring the same construct. The combination of convergent validity, discriminant validity, and composite reliability indicates that the measurement model is in the good category. Therefore, the research instrument is deemed suitable for further testing of the structural model. Overall, *outer model* shows the quality of measurements that meet the SEM-PLS analysis standards.

Structural Model Evaluation (*Inner Model*)

Evaluation *inner model* the aim of this study was to examine the strength of the relationships between latent constructs in the research model. The test results showed that the R-Square value for the interpersonal intelligence variable was in the strong category, meaning that the educational game variable was able to substantially explain variations in interpersonal intelligence. This value indicates that the model has high explanatory power for the phenomenon under study. In other words, changes in the educational game variable significantly contributed to changes in students' interpersonal intelligence. This finding demonstrates that the relationships between variables in the model are conceptually and empirically significant.

A value of *Q-Square* greater than zero indicates that the model has predictive *relevance*. This means the model not only theoretically explains the relationship between variables but also has predictive power regarding observational data. Meanwhile, the *F-square* value, which is in the large effect category, indicates that the contribution of educational games to interpersonal intelligence has a strong influence on the model. This effect size indicates the significant role of the independent variables in influencing the dependent variable. Thus, the structural model has good quality in terms of relevance and strength of influence.

Hypothesis testing through procedures *bootstrapping* produces a *t-statistic* value greater than 1.96 and a *p-value* less than 0.05.

Table 2. Hypothesis Testing Results

Construct Relationship	Original sample	Std.Dev	T statistics	P values
Snakes and Ladders Educational game → Interpersonal Intelligence	0.730	0.031	23.199	0.000
Snakes and Ladders Educational game → Communication	0.661	0.044	15.136	0.000
Snakes and Ladders Educational game → Collaboration	0.714	0.033	21.774	0.000
Snakes and Ladders Educational game → Empathy	0.605	0.044	13.674	0.000

These results confirm that the influence of the educational game of snakes and ladders on students' interpersonal intelligence is statistically significant. The proposed research hypothesis is declared accepted based on these test results. Overall, the evaluation *inner model* shows that the structure of the relationship between latent variables in this study is in the strong, relevant category and has adequate predictive power.

Qualitative Findings

The results of observations during the implementation of the game showed an increase in the intensity of verbal interactions between students, the emergence of spontaneous cooperation in groups, negotiation skills when facing differences of opinion, and expressions of empathy when minor conflicts occurred during the game.

Interviews with social studies teachers revealed that students who previously tended to be passive in learning became more active, communicative, and engaged in group dynamics. Meanwhile, student interviews revealed that learning felt more enjoyable, challenging, and encouraged them to interact naturally with their peers. These qualitative findings support the quantitative analysis, which demonstrated a significant influence of educational games on interpersonal intelligence.

DISCUSSION

The Influence of the Snakes and Ladders Educational Game on Interpersonal Intelligence

Based on the results *bootstrapping* In the PLS analysis, a path coefficient of 0.730 was obtained with a *t-statistic* value of 23.199 and a *p-value* <0.05. The results of the hypothesis testing are presented in Table 3.

Table 3. Hypothesis Testing Results

Construct Relationship	Original sample	Std.Dev	T statistics	P values
Snakes and Ladders Educational game → Interpersonal Intelligence	0.730	0.031	23.199	0.000
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Snakes and Ladders Educational game → Collaboration	0.714	0.033	21.774	0.000
Snakes and Ladders Educational game → Empathy	0.605	0.044	13.674	0.000

These results confirm that the educational game Snakes and Ladders has a positive and significant effect on students' interpersonal intelligence in social studies. The large path coefficient indicates that the game has a strong contribution to the development of communication, cooperation, and empathy skills. These findings demonstrate that the game functions not merely as a supporting medium but as a pedagogical variable with substantive

explanatory power. The more optimally the game is used, the more students' interpersonal intelligence develops.

This influence can be explained through the interactive, participatory, and collaborative nature of the game. During the game, students engage in direct interaction, group discussions, and joint decision-making. This situation creates an authentic social experience, allowing students to practice interpersonal skills within the learning context. Social studies learning becomes more contextual because social interactions are not only learned conceptually but also experienced in real life. Thus, the game provides a social learning environment relevant to indicators of interpersonal intelligence.

The *R-Square* value of 0.532 indicates that 53.2% of the variation in interpersonal intelligence can be explained by the use of games in learning. This figure demonstrates the strong explanatory power of games on students' social competence. The remaining influence is due to other factors such as the learning environment, individual characteristics, and teacher learning strategies. This finding confirms that game-based learning media plays a strategic role in shaping students' social aspects. Games are an effective pedagogical instrument in social studies learning.

This result is in line with the theory *Multiple Intelligences* of Gardner places social interaction as a prerequisite for the development of interpersonal intelligence. (Nurzaidah & Ruslaini, 2025). Group games provide a space for the simultaneous actualization of communication, cooperation, and empathy. This condition is also in line with the principles of *Learning Principles in Games* (Gee) which emphasizes learning through active participation and collaboration (As'ad et al., 2025). Gaming activities provide direct social experiences (*experiential social learning*). Thus, the research findings have a strong theoretical basis.

According to Pratiwi & Ayriza (2018), their finding supports this result that game-based learning can enhance interpersonal intelligence through intense social interaction. Games provide a space for students to express ideas, negotiate, and collaborate in a dynamic learning environment. In addition, research conducted by Sri Rika Amriani & Halifah (2024) also shows that active and collaborative learning contributes significantly to improving students' interpersonal intelligence, because social interaction is a major part of the learning process. This demonstrates that games not only increase learning engagement but also develop students' social competence. Therefore, the educational game of snakes and ladders is effective as a social learning strategy in social studies.

The Influence of the Educational Game Snakes and Ladders on Communication

The analysis results showed a path coefficient of 0.661 with a *t-statistic* of 15.136 and a *p-value* <0.05. These findings indicate that the educational game of snakes and ladders significantly influenced students' communication skills. The large path coefficient indicates a significant contribution to improving the ability to express opinions and discuss.

Communication is a crucial part of group game activities. Thus, the game creates a space for intense verbal interaction during learning.

Improved communication can be explained through the game's mechanics, which require active interaction between players. Students engage in discussions, exchange ideas, and make decisions together. This creates a communicative learning environment because students are encouraged to speak functionally. Communication emerges not because of teacher instructions, but because of the game's necessity. This demonstrates that communication develops naturally within the context of learning activities.

The *R-square* value of 0.437 indicates that games can explain 43.7% of the variation in students' communication skills. This figure indicates a moderate contribution of games to active communication patterns in the classroom. Other factors such as individual characteristics and teacher strategies also influence communication skills. Nevertheless, games still make a significant contribution to shaping students' verbal interactions. This demonstrates the effectiveness of games in fostering dialogic learning.

This finding is in line with Vygotsky's social constructivism theory which places dialogue as the main medium for social-cognitive development (Tohari & Rahman, 2024). Games create a dialogic space that allows students to learn through conversation. The interactions that occur during play foster active communication habits. Thus, communication develops through repeated social practice. Game design plays a role in fostering a communicative learning environment.

The results of this study are consistent with the findings Fajar & Zega (2023), which shows that game-based learning contributes significantly to improving students' communication and social interaction skills, because play activities provide a wider space for communication practice than lecture methods. In line with this, Putri Santika *et al.* (2025) reported that the use of the educational game Snakes and Ladders increased students' active engagement in learning, which directly impacted the frequency of communication during learning activities. Both findings confirm that the design of game-based learning activities has direct implications for the intensity of verbal interaction in the classroom.

Similar findings were put forward by Wahyuni *et al.* (2024), which states that the interactive snakes and ladders game can increase student activity and enthusiasm, so that communication between students takes place more intense and meaningful. This shows that improved communication is not solely determined by learning materials, but also by media design that can create a participatory and collaborative learning atmosphere. Thus, analytically, it can be confirmed that the educational snakes and ladders game is effective in improving students' communication skills because it provides a social context that encourages active, collaborative, and continuous verbal interaction in social studies learning.

The Influence of the Educational Game Snakes and Ladders on Cooperation

The hypothesis test results showed a path coefficient of 0.714 with a $p\text{-value} < 0.05$. This finding indicates that educational games have a significant effect on student cooperation. A high coefficient value indicates a strong contribution to fostering collaborative behavior. Games require coordination and shared responsibility within the group. Thus, cooperation develops as an integral part of learning activities.

The group-based nature of the game encourages students to share roles and help each other. Students recognize that the success of the game is determined by their collective contributions. This creates a positive interdependence among group members. Cooperation is not presented as a teacher's instruction, but as a necessity within the game. This environment allows collaboration to develop functionally.

The R-square value of 0.510 indicates that games can explain 51% of the variation in student cooperation. This figure indicates a fairly strong explanatory power of games on collaborative behavior. Other factors such as group dynamics and student social characteristics also influence cooperation. Nevertheless, games remain a significant variable in fostering collaboration, demonstrating the relevance of games in cooperative learning.

These findings confirm the relevance of the approach *collaborative learning* in social studies learning (Nadiatus Sarifah & Mamun Hanif, 2025). Structured group activities through play are more effective in fostering cooperation than individual approaches. Interaction during play strengthens group dynamics. Thus, educational games serve as an effective medium for cooperative learning. These findings confirm the relevance of the approach *collaborative learning* in social studies learning (Nadiatus Sarifah & Mamun Hanif, 2025). Structured group activities through play are more effective in fostering cooperation than individual approaches. Interaction during play strengthens group dynamics. Thus, educational games serve as an effective medium for cooperative learning.

This finding is also strengthened by Herdianti et al. (2024) which shows that the use of snakes and ladders media in social studies learning increases students' active involvement, which has a direct impact on the quality of group cooperation. This active involvement strengthens group dynamics because each student has a functional role in the game and is encouraged to contribute to achieving common goals. Thus, analytically, it can be confirmed that the educational game of snakes and ladders is effective in improving student cooperation because it provides a collaborative, interactive learning environment and is oriented towards structured group activities.

The Influence of the Educational Game Snakes and Ladders on Empathy

The analysis results showed a path coefficient of 0.605 with a $p\text{-value} < 0.05$. This finding indicates that educational games significantly influence students' empathy. Games train the ability to understand the feelings of peers during group activities. Social situations that occur

during the game provide a space for practicing social sensitivity. Thus, empathy develops through direct experience. The game's mechanics require students to wait their turn, accept the outcome of the game, and respect their peers. This fosters the ability to understand others' emotional responses. Empathy isn't taught normatively, but is practiced in real-life interactions. This situation strengthens students' social-emotional development. Thus, the game contributes to the affective dimension of learning.

The *R-square* value of 0.366 indicates that games can explain 36.6% of the variation in students' empathy. This figure indicates a moderate contribution of games to empathy development. Other factors such as social environment and parenting styles also influence empathy. Nevertheless, games still play a significant role in developing social sensitivity. This indicates that game-based learning impacts the affective aspect. These findings suggest that using the Snakes and Ladders game in social studies learning can create a space for social-emotional development through appropriate activity design. The game creates repetitive and contextual social experiences. Students learn to understand their peers' feelings through group dynamics. Thus, empathy develops as part of interpersonal intelligence.

The results of this study are consistent with the findings Aprilianto & Mariana (2018), which shows that the interactive game of snakes and ladders is effective in developing students' social skills, including empathy and social awareness. Group-based play activities provide a space for students to recognize, respond to, and understand the emotional states of their peers in a non-threatening learning environment. In line with this, Solichah et al. (2025), reported that the use of the snakes and ladders game increased the intensity of social interaction and student participation, which had implications for the development of contextual social-emotional abilities.

Yuni (2025) also emphasized that educational games can create an interactive and enjoyable learning atmosphere, thereby optimally encouraging students' emotional and social engagement. This engagement strengthens students' ability to understand others' feelings, demonstrate concern, and build positive social relationships during the learning process. Thus, analytically, it can be asserted that the educational game of snakes and ladders in social studies learning not only increases learning engagement but is also effective in developing empathy as an integral part of interpersonal intelligence through snake and ladder game.

CONCLUSION

This study proves that the educational game of snakes and ladders has a positive and significant effect on students' interpersonal intelligence in social studies learning at SMP Negeri 2 Pamanukan, Subang Regency. The results of the PLS-SEM analysis show that the educational game is able to improve students' communication, cooperation, and empathy with a path coefficient of 0.730 and an *R-Square* value of 0.532, which indicates strong explanatory power towards interpersonal intelligence. Qualitative findings also show that the

implementation of the game creates more active verbal interactions, spontaneous cooperation, negotiation skills, and social sensitivity of students during the learning process. Thus, the educational game of snakes and ladders is proven to be effective as a social studies learning strategy that is able to facilitate social learning experiences interactively, collaboratively, and contextually in developing students' interpersonal intelligence.

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