



“FROM SHY TO SHINE”: INNOVATION OF SNAKES AND LADDERS MEDIA TO ENHANCE STUDENTS’ SELF-CONFIDENCE

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Abstract

Self-confidence is an important aspect of students’ personal and social development. However, many students still exhibit passive behavior, hesitation, and reluctance to participate in school activities. This study aims to determine the effectiveness of using the Snakes And Ladders Game as an innovative tool in group guidance services to improve students’ self-confidence. The research employed a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest design. The study involved six students selected purposively based on the criterion of having a low level of self-confidence. The research instrument used is a Self-Confidence Scale that had been tested for validity and reliability, with a Cronbach’s Alpha score of 0.882. The hypothesis testing using the Wilcoxon Signed Ranks Test yielded a Z value of -2.207 and $p = 0.027 < 0.05$ that indicating a significant difference between pre-test and post-test scores. These results indicate that the Snakes And Ladders Game is effective in enhancing students’ self-confidence.

Keywords: Snakes and Ladders Media, Self-Confidence, Student

1. Introduction

Adolescence is a transitional period from childhood to adulthood (Jackson & Goossens, 2020). During this stage, adolescents often perceive themselves to be on the same level as adults, leading them to feel that they do not require supervision—even when solving problems. The word "adolescent" originates from the Latin word *adolescere*, which means "to grow" or "to be in the process of growing" into a mature individual. Based on age, adolescence is categorized into three phases: early adolescence (ages 10–15), middle adolescence (ages 15–18), and late adolescence (ages 18–22) (Jackson & Goossens, 2020). It is during this transitional period that self-confidence issues may arise in adolescents, particularly when they struggle to clearly define their identity and sense of self.

Many people consider adolescence to be both the most enjoyable and the most confusing stage of life. Suhardita (2011) states that adolescence is often associated with a period full of pressure. One of the common sources of pressure or problems faced by adolescents is a lack of self-confidence in expressing or actualizing themselves. This is also conveyed by Fitriyah & Siti (2013), who explain that adolescence is a time filled with thoughts about ambitions, hopes, and desires. However, during this same phase, adolescents begin to experience problems as they try to reconcile their personal aspirations with the expectations of their surrounding environment. As a result, adolescence is often described as a stressful period, frequently leading to a diminished sense of self-confidence.

According to Walgito (1986), self-confidence is an ability possessed by an individual that makes it unnecessary to compare oneself with others. Furthermore, Hakim (2002) defines self-confidence as an attitude and a sense of assurance in one’s own abilities, accompanied by a strong sense of responsibility for one’s actions, a lack of anxiety about one’s behavior,

politeness in interacting with others, and an awareness of one's strengths and weaknesses. Similarly, Lauster (2008) states that self-confidence is an essential aspect of personality because it enables individuals to control and actualize their potential. In addition, Bandura (1977) suggests that self-confidence is related to a person's belief in their ability to exert personal control over motivation, cognition, and affect in relation to their social environment.

Self-confidence is the most fundamental asset that an individual, especially a high school student, must possess in order to actualize themselves. Self-confidence determines how a person values and appreciates themselves; thus, it serves as a positive form of self-actualization that enables the optimal development of their talents, interests, and potential. Zamroni (2019) states that individuals with a high level of control over various life situations and experiences are better able to protect themselves from potential dangers arising from academic pressure (academic stress), allowing them to grow and develop positively.

Referring to the Teaching Assistance activity report conducted at SMA Negeri 1 Batu, the researcher found that 55% of students felt they lacked self-confidence. This was also supported by classroom observations, where the researcher noted that students tended to remain silent when asked to express their opinions during guidance and counseling sessions, showed limited social interaction within the classroom environment, and were inclined to reject compliments directed at them. In addition, the researcher conducted several interviews with students, which revealed that they were reluctant to share their opinions due to a fear of being wrong, lacked confidence in their physical appearance, felt insecure about socializing with their peers, and did not believe in their own potential.

According to Widjaja (2016), there are two factors that can influence self-confidence: internal and external factors. Internal factors include self-concept, self-esteem, physical condition, physical appearance, and life experiences. External factors include education, environment, and life experiences. Meanwhile, Ghufroon and Risnawita S (2011) state that factors influencing self-confidence include personal abilities, social interaction, and self-concept. These claims are also supported by several studies. For instance, research conducted by Nofembri et al. (2021) found a significant correlation between self-disclosure and self-confidence, with a correlation value of $r = 0.415$ among tenth-grade students at SMK Negeri 9 Padang. Research by Irawan and Dewi (2022) also found a significant relationship between self-confidence and overweight conditions among high school students in East Lampung Regency. Furthermore, a study by Hadijah et al. (2023) stated that there is a relationship between bullying behavior and adolescent self-confidence at "X" Senior High School in Banjarmasin.

Low self-confidence has several negative impacts on students, such as low learning motivation, poor academic achievement, reluctance to attend school, and a tendency to withdraw from their surroundings. Conversely, high self-confidence contributes positively to student development, as reported in various studies. Rizki's (2024) research found that self-confidence contributes 10.2% to the improvement of academic achievement among tenth-grade students at SMAN 2 Tanjung Pinang. Sihotang (2022) reported a significant positive correlation of 0.499 between self-confidence and students' intrinsic learning motivation at SMA Negeri 6 Kota Jambi. Furthermore, Kusuma (2023) found a significant positive correlation of 0.828 between self-confidence and learning motivation among students at SMK Negeri 2 Purwodadi.

School counselors have the primary responsibility of helping students overcome their problems at school. Students who experience low levels of self-confidence require guidance and counseling services, both preventive and curative, so they can overcome their self-

confidence issues and achieve the competencies outlined in the Student Independence Competency Standards (Standar Kompetensi Kemandirian Peserta Didik/SKKPD). One effective approach to support student development is through group guidance services by incorporating various media, such as the snakes and ladders simulation game.

The snakes and ladders game media is designed to enhance students' self-confidence. This game is conducted in groups using six pawns that move based on the roll of a die. Because snakes and ladders is a game already well known to the general public and is simple to play, it can be easily implemented with the aim of helping students boost their self-confidence and become independent individuals in dealing with the problems they face.

2. Method

This study employed a quantitative approach using a pre-experimental method in the form of a one-group pretest-posttest design. The research was conducted in several stages: (1) **Pre-test** – students completed a self-confidence scale before participating in group counseling; (2) **Intervention implementation** – a group counseling session was conducted using the game-based media "From Shy to Shine" with the Snakes and Ladders format; (3) **Post-test** – students completed the same scale again to assess changes in their scores; (4) **Observation and reflective notes** were also used to strengthen the quantitative findings.

The research subjects were six tenth-grade students from class X-6 at SMAN 1 Batu, selected purposively through observation and a needs assessment based on the criteria of having low to moderate levels of self-confidence. The instrument used was a Self-Confidence Scale developed based on six aspects proposed by Lauster (2008), namely: (1) belief in one's own abilities, (2) optimism, (3) objectivity, (4) responsibility, (5) rationality, and (6) sense of reality. The scale consisted of 21 statement items using a 4-point Likert scale.

The data were analyzed quantitatively by calculating the average scores of the pre-test and post-test. The Wilcoxon Signed-Rank Test was used to test the hypothesis and answer the question of whether there was a statistically significant increase in self-confidence scores after the intervention. The success criteria were determined based on an increase in the average score and a significance value of $p < 0.05$.

3. Results and Discussion

3.1 Result

Based on the reliability test of the Self-Confidence Scale instrument using Cronbach's Alpha with a total of 58 respondents, the result was 0.882, indicating that the instrument falls into the "very good" category. Validity testing was conducted on 24 statement items using the corrected item-total correlation technique, with a validity criterion of ≥ 0.30 . The results showed that 21 items were declared valid, while 3 items were invalid. Therefore, the measurement of the self-confidence variable during the pre-test and post-test only used the 21 valid statement items.

The items that were declared valid had correlation values ranging from 0.345 to 0.727. The highest correlation was found in item P15, with a value of 0.727, indicating a very strong relationship with the total score. The lowest correlation value among the still-valid items was found in item P8, with a value of 0.345. This indicates that the majority of the statement items are reasonably representative in measuring the intended construct. Meanwhile, the three invalid items were: P1 with a correlation of 0.190, P2 with 0.272, and P7 with -0.008.

The results of the hypothesis test on the effect of group counseling using the snakes and ladders media can be seen from the Wilcoxon test, which showed that all participants (N = 6) experienced an increase in their post-test scores compared to their pre-test scores. This is indicated by the number of positive ranks totaling 6, while negative ranks and ties were both 0. In other words, none of the participants experienced a decrease or no change in scores. All participants showed an increase in self-confidence scores before and after participating in the group counseling activity, as presented in Table 1.

Table 1. Self-Confidence Scores in Pre-test and Post-test

No	Name/Initials	Pre-test Score	Category	Post-test Score	Category
1	MPK	61	Low	76	Moderate
2	KC	70	Moderate	85	High
3	NAZD	61	Low	80	Moderate
4	KDAZ	66	Low	82	High
5	JCT	61	Low	79	Moderate
6	A	63	Low	77	Moderate

The Wilcoxon test statistic yielded a value of $Z = -2.207$ with a p-value of $0.027 < 0.05$. Based on these results, it can be concluded that there is a significant difference between the pre-test and post-test scores. Thus, the treatment provided was proven to be effective in enhancing students' self-confidence through group guidance using the snakes and ladders media.

3.2 Discussion

The reliability test of the instrument showed a Cronbach's Alpha value of 0.882, which falls into the "very good" category. This aligns with Creswell's (2012) classification of psychological instrument reliability, which includes the following ranges: 0.20–0.35 = poor; 0.35–0.65 = fair; 0.66–0.85 = good; and 0.86–1.00 = very good. This indicates that the instrument used in the study has high internal consistency and is appropriate for measuring students' self-confidence. The high reliability strengthens the validity of the findings, as it shows that the instrument can measure the construct in a stable and consistent manner.

The validity testing on 21 out of 24 statement items were found to be valid based on item-total correlation values ≥ 0.30 . This indicates that the majority of the items were able to representatively measure the aspects of students' self-confidence. Azwar (2014) states that statement items in an instrument should be able to distinguish between individuals with high and low levels of a psychological attribute—in this case, self-confidence. The item with the highest correlation (P15) demonstrates the strongest contribution to the total score, while the three invalid items need to be re-evaluated for clarity or relevance to the intended construct.

The effectiveness of using snakes and ladders media in group guidance services is evident from the results of the Wilcoxon Signed Ranks Test. All participants (N = 6) showed an increase in self-confidence scores in the post-test compared to the pre-test. There were no decreases or unchanged scores, and the test result showed a Z value of -2.207 with a significance level of $p = 0.027$ ($p < 0.05$). This indicates a significant difference between scores before and after the intervention, demonstrating that the use of the snakes and ladders media successfully increased students' self-confidence in a significant way. This finding is further supported by student feedback, such as: *"Saya sangat senang dan semangat untuk mengikuti*

game ular tangga tersebut karena saya dapat meningkatkan rasa kepercayaan diri, lebih memahami diri sendiri dan menghargai teman (I was very happy and excited to join the snakes and ladders game because it helped me boost my self-confidence, better understand myself, and appreciate my friends)."

These findings reinforce that creative and enjoyable approaches, such as educational snakes and ladders games, can serve as effective media in group guidance. This type of group game provides an active, interactive, and reflective learning experience, allowing students to build self-confidence through activities such as speaking up, expressing opinions, taking on roles, and facing challenges embedded in the game. This aligns with the view of Chen & Rybak (2004), who proposed six basic premises regarding the origins and sources of individual problems, the strengths that develop within a group, and how those problems can be resolved through relationships formed within the group.

These findings are supported by several previous studies. For instance, research by Wulandari and Wahyuni (2021) demonstrated that the use of educational game media in group guidance significantly increased junior high school students' self-confidence. Similarly, Lestari's (2020) study found that a play-based approach effectively encouraged students to be more active in expressing their opinions and showing courage within the group—both of which are indicators of self-confidence.

These results are also consistent with Bandura's (1977) social learning theory, which emphasizes that self-confidence can be improved through mastery experiences, modeling, and social support. In group games such as snakes and ladders, students gain all three aspects simultaneously: they attempt (and succeed in) completing challenges, observe confident peers, and receive positive feedback from the group.

Thus, the use of snakes and ladders media not only increases participation motivation but also serves as a means to create positive emotional experiences that strengthen students' self-confidence. Therefore, counselors should consider incorporating group-based game media as a strategy to support the development of positive aspects in students' growth, particularly in fostering their self-confidence.

4. Conclusion

Based on the results of the study, it can be concluded that there was a significant increase in students' self-confidence after participating in the counseling service, as indicated by the comparison of pre-test and post-test scores. The Wilcoxon test results showed that all participants (N = 6) experienced an increase in self-confidence scores in the post-test compared to the pre-test with Z value of -2.207 and a significance level of $p = 0.027$ ($p < 0.05$). This confirms that the group counseling service using the snakes and ladders game media was effective in enhancing the self-confidence of tenth-grade students at SMA Negeri 1 Batu.

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