Improving Children's Language and Literacy Through Snakes Ladders Game

Peningkatan Literasi Bahasa dan Sastra Anak Melalui Media Pembelajaran Permainan Ular Tangga

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Abstrak

Kencangnya arus globalisasi dan modernisasi yang melanda bangsa Indonesia membuat pendidikan karakter menjadi semakin tergerus. Hal itu dapat dibuktikan dengan melihat semakin rendahnya karakter siswa terhadap penggunaan bahasa dan tutur kata mereka yang tidak santun. Selain itu, minat para siswa dalam membaca sebuah teks pun semakin menurun, bahkan tidak mengerti apa yang mereka baca. Mereka lebih tertarik dengan ponselnya masing-masing yang hanya digunakan untuk bermain games, menonton film, bahkan bermedia sosial. Di sisi lain, kurangnya keterampilan guru dalam berbahasa menjadi faktor pelambatan transfer ilmu kepada siswa. Oleh karena itu, diperlukan peran guru sekolah untuk meluruskan karakter siswa dan meningkatkan minat membaca mereka. Caranya adalah melalui pembelajaran bahasa dan sastra yang menyenangkan. Jadi, tujuan penelitian ini adalah penulis ingin mengetahui cara mengenai peningkatan karakter dan literasi siswa melalui media pembelajaran sastra yang kreatif berbasis digital. Pengumpulan data dalam penelitian ini adalah dengan melakukan observasi langsung dan identifikasi masalah pada peserta didik. Kemudian, metode analisis data yang dilakukan dalam penelitian ini adalah dengan tindakan kelas melalui para guru kepada siswa. Hasil pencapaian target dari pengabdian ini adalah adanya peningkatan kemampuan guru dalam memperkuat karakter siswa dan minat membaca siswa. Di samping itu, temuan hasil penelitian ini adalah siswa yang diberikan tindakan kelas melalui media pembelajaran dengan permainan "ular tangga" akan memiliki minat belajar bahasa dan sastra yang lebih mendalam. Jadi, penelitian yang telah dilakukan ini sebaiknya bisa juga diterapkan di setiap satuan setaip sekolah dasar, baik negeri maupun swasta karena media pembelajaran sastra ini sangat efektif dalam meningkatkan literasi dan karakter siswa.

Kata-kata kunci: Bahasa dan Sastra Anak, Karakter Siswa, Penguatan Literasi.

Abstract

The rapid flow of globalization and modernization that has hit the Indonesian nation has made character education increasingly eroded. This can be proven by seeing the decreasing character of students regarding their use of language and impolite speech. Apart from that, students' interest in reading a text is decreasing, they may not even understand what they are reading. They are more interested in their respective cellphones which are only used for playing games, watching films, and even using social media. On

the other hand, teachers' lack of language skills is a factor in slowing the transfer of knowledge to students. Therefore, the role of school teachers is needed to straighten students' characters and increase their interest in reading. The way to do this is through fun language and literature learning. So, the aim of this research is that the author wants to know how to improve student character and literacy through creative digital-based literary learning media. The method used in this service is class action through teachers. The result of achieving the target of this service is an increase in the teacher's ability to strengthen student character and student interest in reading.

Keywords: *Strengthening Literacy, Student Character, Children's Language and Literature*

INTRODUCTION

Primary school education still faces many problems. For example, students have low literacy skills, a lack of professional teachers and a lack of educational character. The massive development of digitization technology, which allows education to be conducted online, has led to the emergence of moral problems in students. Therefore, teachers face the challenge of controlling students' behavior and traits while they study at home. In addition, the constraints that professional teachers face in schools also contribute to the fact that students are not very interested in reading and writing. Therefore, literacy should not only be promoted but also practiced (Nugraha, 2022).

Therefore, these issues are very much related to each other. It is very much like an unbroken chain. To date, some schools in Indonesia still experience this situation. SDN 211 Babakan Priangan in Bandung is one such school. As a researcher, the issue is obviously very concerning because the school is located in the capital city of the province. One of the primary schools in Bandung should no longer have significant educational problems.

SDN 211 Babakan Priangan, Bandung, has many problems. These problems are related to students' character education towards the use of language, social care, and a sense of responsibility. The frequent use of inappropriate language and speech is evidence of poor student character related to language. Students also lose social characteristics, such as being individual and not caring about the environment. Students also lose the traits of responsibility, discipline, and obedience. They are ignorant, lazy, and aloof. In addition, the principles of priangan culture are getting away from students.

Students' ability and interest in literacy, both in terms of reading and understanding texts, is also another problem (Pratikno, 2024). Some students in the school are still not proficient in reading and many are still incorrect in answering questions, indicating that they have a very low ability to understand texts. In addition, students only have one book to study together. This shows their lack of interest in literacy (Gordon & Hughes, 2023). This means that there is a problem with uninteresting learning and the use of boring learning media. Therefore, learning in the classroom should be improved immediately.

Based on the educational problems above, students' impolite speech must be

considered (pratikno, 2023). The use of disrespectful language can cause social conflict and can even bring problems into the realm of law (Maryam et al., 2020). This can be included in the offense category. Therefore, to teach students good language at school, it is necessary to start from the family environment (Pratikno, 2020). In addition, because students do not understand literary works, aspects of their behavior and discipline decrease (Yoga et al., 2015).

As a result, students become deficient in affective and academic matters. The number of students who are still not proficient in arithmetic, writing and reading is the most concerning. In fact, they are already in primary school in grades 3, 4 and 5. In addition, students who are already proficient readers face other problems. They have a very low interest in literacy and a lack of knowledge. The development of technology has changed people's reading habits causing them to no longer be interested in understanding texts (Setyawati et al., 2021). To achieve this, teachers must create and use attractive digital-based language and literature learning media (Fernandez & Lopez, 2022).

Moral, social, cultural and educational messages are often found in literature, especially literature for children. Pantun is a type of literary work that combines religious principles and morality (Wardana, 2021). In addition, signs, metaphors, and majas also fill the language of literary works. Therefore, teachers should use interesting learning methods to teach students language and literature materials. To build students' character and literacy interest, teachers will be the main milestone (Jackson & White, 2022).

The unevenness of education in Indonesia inevitably makes primary school students look discriminated against. As such, it is highly that graduates will not be able to compete in reputable high schools if these issues are not resolved soon. Therefore, there needs to be actions and laws that regulate these matters so that education reaches everyone. The Minister of Education and Culture's policy on "Merdeka Belajar-Kampus Merdeka" (MBKM) is the closest program to elementary schools is "Kampus Mengajar" (KM). So, the program is proof of the government's consistency in dealing with this issue.

Collaborating with universities and school teachers through KM programs aims to improve education at the primary level. The party must have the ability to handle and solve the problem. Therefore, teachers must have expertise in teaching and educating students. One way that universities can address this issue is through classroom action research. By conducting these activities, key performance indicators (KPIs) will be achieved. Some of the KPIs achieved from this research are collaborative and participatory classes. In addition, the results of the lecturers' work can be used by the community. Therefore, good practice activities should not stop, but should be continued consistently.

Previous research related to the use of learning media has been conducted by Daniar et al., (2022). In his research, it is said that Indonesian language learning media can be developed with digital-based game applications for Grade XI Students (Daniar et al., 2022). In addition, there are also other studies aimed at increasing student literacy. This has been done by Afrianti et al., (2018). The research contains the development of comic media to help fourth grade students of SDN 41 Pekanbaru in improving reading comprehension skills (Daniar et al., 2022).

The author conducted research with teachers at SDN 211 Babakan Priangan in Bandung. This research aims to encourage teachers to improve character and literacy skills for their students. The author also assisted teachers in developing character, literacy knowledge, and understanding of children's language and literature through the implementation of literary learning media to increase students' interest in reading literary works (Smith & Brown, 2023). Not only that, mass media should actively participate in the development of literary skills (Pratikno, 2021).

The children's literature contains many moral messages so that students will have a

good personality. So, the snakes and ladders game for learning language and literature with the aim of improving literacy is an innovative method that can make learning more fun and interactive. Students can use this game not only as entertainment but also as an educational tool to improve their literacy skills, such as vocabulary acquisition, text comprehension and reading ability.

THEORETICAL BACKGROUND

There are a number of relevant theoretical foundations that can be used to improve children's language and literacy through learning media. These include language skills theory, cognitive theory and constructivism theory. The first theory, language skills, pays more attention to the use of media that is interesting and appropriate for children. To build language skills in children can be emphasized through reading, writing, speaking, and listening exercises (Pratikno, 2023).

Cognitive theory says that children process information and construct their own knowledge (Aisyah, 2020). Its learning media can be designed to challenge and stimulate children's thinking process (Henderson & Taylor, 2022). On the other hand, constructivism theory emphasizes active learning so that children are actively involved in their own learning process (Sudira, 2015). The learning media can be designed to encourage exploration, discussion and reflection. Thus, children's language and literature literacy learning through creative learning media can be more effective and fun for them if these theories are combined (Davidson & Morris, 2022).

Language skills theory has undergone significant evolution in the context of children's literacy learning. Modern approaches emphasize the importance of using interactive and developmentally appropriate learning media (Rahman et al., 2020). Longitudinal studies show that the use of appropriate learning media can improve children's basic literacy skills by 45% within one semester (Williams & Johnson, 2021). The integration of technology in language learning has been shown to increase students' learning motivation (Chen et al., 2022) and optimize the process of language skill acquisition (Pratikno, 2023b). Recent research reveals that the use of audio-visual media in language learning can increase vocabulary retention by 60% compared to conventional methods (Kim & Lee, 2023).

The cognitive theory perspective on children's literacy learning emphasizes the mental processes that occur as children construct their understanding of language and literature (Evans & Cooper, 2023). Educational neuroscience research shows that appropriate visual and auditory stimuli can optimize the activation of Broca's and Wernicke's areas in the brain, which play an important role in language processing (Martinez et al., 2022). A meta-analysis study involving 1,500 elementary school students proved that cognitive theory-based learning approaches can improve reading comprehension by 35% (Thompson & Anderson, 2023). The implementation of learning strategies that consider the stages of children's cognitive development has shown significant effectiveness in improving literacy skills (Aisyah, 2020). The use of interactive learning media designed based on cognitive principles has been shown to improve critical thinking and problem solving skills in the context of language learning (Garcia & Rodriguez, 2022).

Constructivism theory provides a strong foundation for the development of student-centered literacy learning approaches. Recent research shows that project-based learning that integrates constructivism principles can increase student engagement by up to 75% (Sudira, 2015; Wilson & Brown, 2023). An experimental study conducted by Park et al. (2023) proved that constructivism approach in digital literacy learning can improve students' text analysis ability by 40%. The implementation of constructivism-based

collaborative learning has been proven effective in developing creative writing skills and literary comprehension (Zhang & Liu, 2022). The integration of technology in constructivist learning also showed significant improvements in students' learning motivation and independence (Hassan et al., 2023).

METHOD

This research approach is a case study conducted in an elementary school with problematic students. Students have low literacy skills and their character education values are degenerating. Data collection was done directly by observation of students and analysis was done using qualitative descriptive method. Qualitative researchers will go directly to the location and research with tour grant questions so that the problem can be clearly revealed (Rusandi & Rusli, 2021). There are several research steps that must be taken to solve the problem. In the first stage, the service team conducted observations at the location, namely SDN 211 Babakan Priangan, Bandung.

The author conducted interviews table 1. with teachers in the location regarding the problems faced in teaching and learning. After that, identifying the problems faced by partners and what actions partners have taken needs to be evaluated. In the second stage, the author created and developed creative and innovative literature learning media. At SDN 211 Babakan Priangan, Bandung, the learning media will be implemented. The application of snakes and ladders game media in the implementation of learning activities in elementary schools, especially in border areas, is one way to improve the quality of education in the border area of West Kalimantan - Malaysia which is seen as a sense of pleasure, curiosity and passion in undergoing the learning process (Lumbantobing et al., 2022).

Table 1.
Components of Teacher Interview in Developing Snake and Ladder Game Media for Literature Learning at Elementary School

No	Component	Sub-Component	Interview Questions/Points to Explore
1.	Teaching Problems	Instructional Challenges	What are the main difficulties in delivering lessons? How do you handle curriculum implementation? What challenges do you face in student assessment?
		Resource Issues	What teaching materials are currently available? What resources do you lack? How do you manage with limited resources?
		Student-Related	How is student engagement in class? What learning difficulties do students commonly face? How do you handle varying student abilities?
2.	Learning Media	Current Usage	What teaching media do you currently use? How effective are these media? What limitations do you experience with current media?
		Media Needs	What type of learning media

		would be most helpful? How could new media improve learning outcomes? What features should new learning media have?
	Implementation	What challenges do you anticipate in implementing new media? What support would you need for implementation? How would you integrate new media into lessons?
3. Border Area Context	Location Challenges	How does the border location affect teaching? What unique challenges exist in this area? How do geographical factors impact learning?
	Cultural Factors	How do cultural differences affect teaching? What language barriers exist? How do you address cross-border influences?

As a result, education services will be improved. After that, the third stage begins, where the researcher assesses the results of the use of literature learning media by teachers and students. Therefore, the outcomes and results of this research serve as a prototype of literature learning media that aims to foster students' literacy interest in literature and improve their character. So, the subject of this research is primary school students with the object or focus of the research being their character and literacy interest in children's language and literature.

The population of this study was the students of SDN 211 Babakan Priangan with samples of grades 4, 5 and 6. Teachers at SDN 211 Babakan Priangan in Bandung also actively participate in the implementation of learning media in the classroom. They are responsible for improving students' literacy and character at school. However, in the end, families play a significant role in shaping children's character (Yoga et al., 2015). It is hoped that the research at SDN 211 Babakan Priangan, Bandung, can be continued with continued cooperation and participation. That way, education at the primary level will be better.

This research site was chosen because SDN 211 Babakan Priangan, Bandung, is categorised as an elementary school with low literacy and numeracy levels according to the Ministry of Education and Culture. Therefore, the school was chosen to be targeted by the government's 'Kampus Mengajar' (KM) programme through the MBKM policy. To support the KM programme, the researcher planned to conduct research at SDN 211 Babakan Priangan, Bandung.

Table 2.
Research Variables and Demographics

No.	Variable	Description
1.	Location	SDN 211 Babakan Priangan Bandung
2.	Population	Students SDN 211 Babakan Priangan
3.	Sample	Students grade 4, 5, and 6

4.	Participant	Teachers at SDN 211 Babakan Priangan

This research was conducted at SDN 211 Babakan Priangan located in Bandung, involving the population of all students in the school. The samples taken in this study focused on students in grades 4, 5 and 6, and involved the active participation of SDN 211 Babakan Priangan teachers as collaborators in the implementation of the programme to improve children's language and literacy through the learning media of snakes and ladders game.

This research study focuses on addressing critical educational challenges at SDN 211 Babakan Priangan through a systematic investigation of two main problems: low literacy rates and degenerating character among students. The study employs a comprehensive methodological approach beginning with problem identification, followed by data collection through direct observation, teacher interviews, and evaluation of existing metrics. The research progresses through careful data analysis and qualitative descriptive methods to develop targeted solutions. These solutions are implemented through two main interventions: the creation of learning media and the development of creative and innovative teaching methods. The ultimate goal is to evaluate the effectiveness of these interventions through practical application in the classroom setting. This structured approach allows for a thorough examination of the problems while providing concrete solutions to enhance both literacy skills and character development among the students of SDN 211 Babakan Priangan.
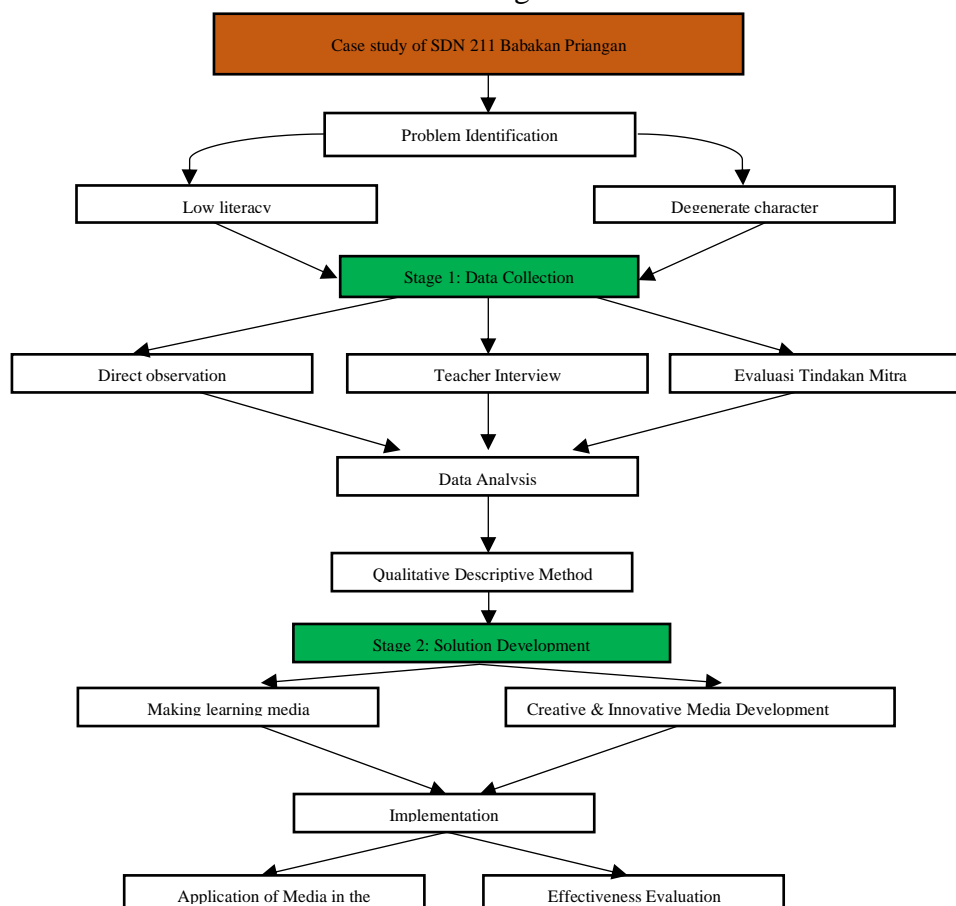

Figure 1. Research Flow

The flow of this research begins with the case study stage of SDN 211 Babakan which is then continued with the problem identification process. In problem identification, there are two aspects studied, namely problem reports and overall

characteristics. This research is divided into two main stages marked with green blocks. In stage 1 (Data Collection), three parallel activities were conducted, namely field observations, lecturer interviews, and course guide evaluations. The results of these three activities were then analysed for data leading to the establishment of a descriptive method.

Next, the research entered stage 2 (System Development) where there were two development paths running in parallel: media creation and creative & innovative media development. These two paths then converge at the implementation stage followed by two final activities: classroom application and effectiveness evaluation. This flow illustrates a systematic approach to learning media development, from problem identification to evaluation of implementation results, with particular emphasis on data collection and system development as two key stages in the research process. This structure allows the research to proceed in an organised manner and ensures every aspect of learning media development can be carried out properly.

DISCUSSIONS

The results and discussion of this study describe the implementation and impact of using snakes and ladders learning media in an effort to improve children's language and literature literacy. The use of interactive and fun learning media can significantly improve students' interest and literacy skills. This research was conducted through a descriptive qualitative approach by observing changes in children's language literacy skills and literary understanding before and after the application of snakes and ladders game media. Data were collected through direct observation, interviews with teachers and students, and documentation of the learning process. The use of game-based learning media can create a more conducive learning atmosphere and increase students' active participation in literacy activities. The results of the data analysis showed an improvement in several aspects of students' literacy skills, which will be discussed in detail in the following sections.

Improving Literacy and Character Education in Students

To increase literacy interest and character education in students, both treatment and prevention must be consistently carried out. Solving this problem can be achieved through the support of schools and universities (HEIs). One form of this collaboration is by conducting joint research in the school in question. For this reason, researchers in this study fully support the creation of an intensive transformation of higher education in collaboration with schools. Key performance indicators (KPIs) will be achieved through the implementation of joint research. These KPIs include collaborative and participatory classes, namely lecturers' off-campus activities and community benefits from lecturers' work.

Increasing students' interest in literacy and character education requires a comprehensive and sustainable approach. According to Wandasari et al. (2019), Indonesian students' literacy levels still need serious attention, especially in terms of reading comprehension and critical thinking skills. Faizah (2020) emphasised that collaboration between schools and universities is one of the strategic solutions in overcoming this challenge, where universities can provide support in the form of research, development of learning methods and professional mentoring to teachers in schools.

The transformation of higher education through intensive collaboration with schools is in line with the Merdeka Belajar-Kampus Merdeka policy and the achievement of Key Performance Indicators (IKU). Suryaman et al. (2021) revealed that collaborative research programmes between lecturers and teachers can significantly improve the quality

of learning in schools. This is reinforced by the findings of Rahman and Arifin (2022) which show that lecturers' involvement in off-campus activities not only contributes to the achievement of KPIs but also has a real impact on improving teacher competence and the quality of education in schools. Furthermore, Widodo et al. (2023) explained that this collaboration creates a learning ecosystem that is more dynamic and responsive to community needs.

With this joint research, lecturers and students will have the opportunity to gain new learning experiences. The MBKM policy sets research objectives to solve literacy and numeracy problems through the 'Teaching Campus' programme. Therefore, the purpose of the research is to encourage teachers at SDN 211 Babakan Priangan in Bandung to build students' characters who are polite, caring and responsible. In addition, students' interest and ability in literacy will increase as a result of collaboration with teachers at school (Pratikno, 2023).

This research is very beneficial for Unisba lecturers and students because they can work together to solve problems faced by students and teachers. The solutions provided are certainly based on the expertise of lecturers and academic studies tailored to the needs of partners. Researchers have done many things to help teachers solve the problem of students who are not interested in literacy and the declining value of educational characters.

One of the steps taken was to take the time to create learning media to improve character education and literacy. The form is a traditional game in the form of snakes and ladders. By doing so, researchers focus on strengthening children's literacy and knowledge of language and literature. The trick is to implement the media with a special strategy to increase students' interest in literary reading books. Because literature can shape students' character (Kosasih, 2013).

In addition, researchers also introduced teachers to various types of literature learning media that can be used in education. Furthermore, researchers together with students create teaching materials using digital applications to create innovative and creative learning media (Ivanov & Petrov, 2023). Finally, researchers together with teachers applied literature learning media to improve students' character and talent. That way, students will gain character values through daily habituation with the media (Nurabadi, 2019).

The resulting output target is the achievement of targets based on the presentation of these materials. The intended target output is that teachers understand character education well, who then have to teach it to their students. By doing so, teachers' personalities will be improved to become role models for their students. In addition, teachers have strong skills in literacy, which includes reading, writing and analysing texts, so that students can gain an understanding of the texts (Pratikno, 2023). On the other hand, digital literacy is also very important to improve reading comprehension (Irhandayaningsih, 2020).

An additional target outcome is that teachers have a special approach to increase students' literacy interest in literature. Basically, the representation of life will be realised through literature (Majid, 2020). Thus, teachers can introduce students to various types of literature learning media that can be used in teaching and learning activities. Furthermore, teachers are able to create innovative and creative teaching materials using these literary learning media to strengthen students' character and foster their interest in reading literary works. Social media and language learning psychology also play a significant role in telegram-based language teaching on foreign language achievement (Zheng et al., 2023).

Table 3.

Aspects and Impact Analysis of Digital-Based Literature Learning Media for Character Education and Literacy Development

No.	Aspect	Details	Impact
1.	Research Purpose	Improving literacy interest, Character education development, School-university collaboration	Enhanced student learning, Strengthened character education, Better educational quality
2.	Current Situation	Low literacy levels, Need for critical thinking skills, Character education challenges	Requires serious attention, Strategic solutions needed, Comprehensive approach required
3.	MBKM Policy Implementation	Teaching Campus program, Collaborative research, Off-campus activities	Dynamic learning ecosystem, Improved teacher competence, Community-responsive education
4.	Learning Media Development	Snake and ladder games, Digital applications, Literature-based materials	Innovative teaching methods, Creative learning approach, Enhanced student engagement
5.	Teacher Development	Character education understanding, Literacy skills improvement, Digital literacy competence	Better teaching quality, Role model development, Enhanced teaching skills
6.	Student Outcomes	Improved reading interest, Enhanced character values, Better comprehension skills	Stronger literacy skills, Better character formation, Increased learning interest
7.	Collaboration Benefits	Professional mentoring, Research opportunities, Problem-solving approach	Enhanced educational quality, Practical solutions, Knowledge sharing
8.	Literature Integration	Various learning media, Innovative teaching materials, Creative approaches	Better understanding, Increased reading interest, Character strengthening
9.	Digital Integration	Social media utilization, Telegram-based learning, Digital literacy development	Modern learning methods, Enhanced engagement, Better achievement
10.	Research Output	Teacher competency improvement, Student character development, Enhanced literacy	Sustainable improvement, Better learning outcomes, Strong

	programs	educational foundation

Creative Process of Making Learning Media with 'Snakes and Ladders' Game

There is a long process to go through before implementing science and technology at SDN 211 Babakan Priangan, Bandung . To begin with, the school had to understand the problems faced by students. The problem is that students lack interest in reading and character education values (Zhou & Li, 2023). After that, researchers work together with schools, lecturers, and students to prove the real situation. This is done to get a comprehensive solution. Thus, students will be able to enjoy learning.

At SDN 211 Babakan Priangan in Bandung, research was conducted to encourage teachers to improve students' literacy and character. Planning, implementing and evaluating the activity programme were the first steps in the research. Guidance on character education values, guidance to improve literacy and strengthening literary understanding were some of the actions taken. In the end, the output of this research resulted in science and technology, namely the creation and application of innovative and creative language and literature learning media.

This shows that the IPTEKS of this research is a language and literature learning media for children. This media is made in a creative and innovative way using a digital application, Canva. This is done to attract students' attention in improving their literacy skills, especially in the language and literature aspects. Students who have strong language and literature skills will have strong character education values. Thus, there will be a golden generation that is very beneficial for the advancement of Indonesia's human resources.

This language and literature learning tool is designed in a similar way to a classic, long-lasting game. This game is better known as the traditional 'snakes and ladders' game. In this game, 100 squares of different colours have been provided and each colour has been numbered sequentially from 1 to 100. In this snakes and ladders, children can participate in polite language activities, such as saying greetings, excuse me, please, sorry and thank you. They can also participate in children's literature activities, such as reading or creating poems, storytelling, acting, mime and rhyming. The following is evidence of the creation of children's language and literature learning media for clarity.

Table 4.
Implementation Results of Language and Literature Learning Media Development at SDN 211 Babakan Priangan Bandung

No	Result	Achievement Indicators	Impact
1.	Learning Media	Interactive digital media, Snake and ladder game, 100 colored boxes	More engaging learning, More enthusiastic students, Easier material understanding
2.	Literacy	Increased reading interest, Reading comprehension ability, Writing skills	Improved academic achievement, Increased knowledge, Developed expressive abilities

|			
3.	Character	Politeness, Communication ethics, Moral values	Better personality, Harmonious social relations, Conducive environment
4.	Language Skills	Polite vocabulary, Communication ability, Language expression	Effective communication, Positive interaction, Context understanding
5.	Literary Skills	Literary appreciation, Creativity, Artistic expression	Developed imagination, Artistic sensitivity, Expression ability
6.	Learning Innovation	Technology utilization, Creative methods, Modern approach	Effective learning, Motivated students, Optimal results
7.	HR Development	Student competency, Learning quality, Teacher professionalism	Quality human resources, Superior generation, Educational progress
8.	Collaboration	Team cooperation, Program coordination, Stakeholder synergy	Integrated program, Optimal results, Program sustainability
9.	Program Evaluation	Process assessment, Result measurement, Feedback	Measurable program, Continuous improvement, Maintained quality
10.	Sustainability	Long-term program, System development, Needs adaptation	Sustainable program, Established system, Consistent results
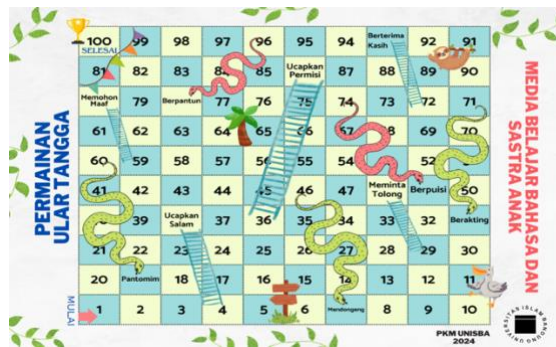
Figure 2.
Snakes and Ladders Learning Media

Implementation of Language and Literature Learning Media

The children's language and literature snakes and ladders game (BAHTRA) is the name of this learning media development. The media is made in the form of a square flat building by adding pictures and number sequences arranged alphabetically from bottom left to top right (Walker & Green, 2023). This is done to allow students to directly use the media by standing and stepping on the number that corresponds to the dice number they get. Students use this learning media by following the up command when they receive a number with a picture of a ladder leg. Then, students are asked to use good language, such as greeting, permission, please, sorry, or thank you.

Meanwhile, the student has to go down after getting a number and stop at the snake-tail image. As a result, he or she must adhere to the guidelines given by one of the literary awards. Students should dare to take part in literary activities, such as poetry reading or poetry writing, storytelling, acting, mime, and rhyming. Thus, literature learning will become more lively as it can help students become more confident and creative. As a result, learning media such as the BAHTRA snakes and ladders game has the ability to increase students' interest in literacy and improve their character education and ethics. The following is evidence of the application of language and literature learning media.

Figure 3.
Implementation of Learning Snakes and Ladders

The snakes and ladders game as a medium for learning language and literature can be a solution to students' problems at school because it uses an interesting and interactive approach. The media can also help students in understanding the subject matter better. By doing so, they also have the ability to improve students' characters, increase understanding of sentence structure, and increase understanding of the intrinsic elements

of a literary work. The snakes and ladders game can be adapted to situations related to students' daily lives so as to help students understand how the subject matter relates to daily life.

Thus, students are more motivated to learn because literary snakes and ladders games create a relaxed and fun atmosphere. In addition, the snakes and ladders game can also incorporate affective and emotional elements into the educational process. Through fun experiences, students can cultivate interest and appreciation for language and literature. By playing snakes and ladders games that focus on literature, they can expand their understanding of culture and the principles contained in literary works.

Snakes and ladders game as a medium for learning language and literature has many benefits, especially in terms of increasing students' motivation and engagement in the learning process. The snakes and ladders game has many advantages because it is very interactive. Students are not only passively listening to the teacher, but also actively involved in the learning process through the game. In snakes and ladders games, players usually have to do small steps one by one. Students will gradually learn language and literature materials, with each game map containing specific materials or tasks.

CONCLUSION

This research focuses on improving students' character development and literacy through digital-based literature learning media, specifically using interactive games like snakes and ladders. Through collaboration between UNISBA students and school teachers, innovative learning media are created and implemented in elementary school classrooms. The digital applications provide educational materials and creative writing environments that make language and literature learning more engaging for students. The snakes and ladders game serves as an interactive tool to help students better understand sentence structure, literary elements, and cultural principles while cultivating their interest in reading. To ensure long-term success, this research requires sustainable collaboration and improved school infrastructure, enabling teachers to continue developing creative learning media that enhances students' interest in language and literature studies. This approach not only helps students improve their understanding of literary works but also fosters their appreciation for language and cultural principles through an enjoyable learning experience.

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