



DEVELOPMENT OF SNAKE AND LADDER GAME MEDIATO ENHANCE THE CAREER EXPLORATION OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Development Of Snake And Ladder Game Media To Enhance The Career Exploration Of Junior High School Students, Yogyakarta. Thesis. Yogyakarta: Faculty of Education, Yogyakarta State University, 2025. This study developed a snake and ladder game as a guidance media that is feasible, practical, and effective for improving students' career exploration. Using the ADDIE development model, the research was conducted at SMP Negeri 3 Prambanan with 106 students (15 in a small-scale trial and the rest in two experimental classes and one control class). Data were collected through observation, questionnaires, and confidence scales, then analyzed qualitatively and quantitatively. The results show that the game media was rated very feasible by media and material experts. Its practicality was confirmed by teachers (188/190, very practical) and students (122.07/150, practical). Effectiveness testing indicated higher increases in career exploration in experimental classes (N-gain = 0.502 and 0.500) compared to the control class (0.295). ANOVA results ($F = 294.205$; $p < 0.05$) further confirmed a significant effect, demonstrating that the snake and ladder game effectively enhances junior high school students' career exploration.



INTRODUCTIONS

Adolescents are individuals who are undergoing a transition phase from infancy to adulthood, which is characterized by substantial physical, emotional, and psychological transformation (Nasution et al., 2023). This transition phase is characterized by increased emotions, changes in physical shape, rapidly developing interest in new things, and the development of increasingly complex behavior patterns (Supriatna, 2013). If these changes are not properly managed, teens can face a variety of psychological problems, including stress. Adolescent stress usually stems from an inability to adjust to the new roles and responsibilities inherent in their developmental activities. Unfortunately, many adolescents react negatively to this stress, pointing to antisocial behavior as a means of releasing emotions and internal conflicts that are not well managed (Siswanto, 2008).

Adolescents who face challenges in their developmental trajectory require focused attention from various stakeholders (Haqiqi, 2017). Developmental psychologists view adolescence as a crucial period characterized by rapid



progress in the biological, cognitive, moral, psychological, and other developmental dimensions. Hurlock (1986) identifies the characteristics of adolescence as: (1) a crucial phase for adult life, (2) a transition phase, (3) a transformation phase, (4) the search for identity, (5) a time with often unrealistic expectations, and (6) a gateway to adulthood (Hurlock, 1986). This view is in line with Suherman (2008), who emphasizes that adolescence is a stage of identity formation and a period full of challenges in directing individual potential towards maturity (Suherman, 2008). Students aged 15–18 years have reached the formal operational stage of cognitive development (Supriatna, 2013), so work preparation becomes an important issue during adolescence (Pilosusan et al., 2021). This signifies that students are investigating their career options during adolescence. In this phase, students begin to think about the future, but often still experience confusion in determining career choices that suit their interests and abilities. Thus, understanding adolescent development is an important basis in efforts to plan career choices that are effective and in accordance with the needs of students.

Career discovery includes an effort to gather knowledge about careers and various occupations, with the aim of planning and developing a career that aligns with one's potential, interests, and abilities (Pilosusan et al., 2021). To encourage career advancement, one must increase their self-awareness and understanding of the work environment through a global initiative called career exploration (Taveira et al., 2003). The exploration stage is one of the five phases of career development as described by Super, which includes growth, exploration, formation, maintenance, and decline (Sharf, 1992; Super & Knasel, 1979).

The exploratory phase, which is often experienced by adolescents, involves individuals in assessing their identity, experimenting with diverse roles, and investigating potential career paths, academic majors, and jobs in an educational setting as a first step in professional development (Fatimah et al., 2024). This process includes the collection of self-information and an understanding of the external environment, which underlies the formulation of more mature professional options (Greenhaus & Callanan, 2006). In addition, career exploration includes knowledge seeking about the type of work, career planning, available opportunities, and a variety of alternatives that align with students' interests and abilities (Aditama, 2020; Levi & Ziegler, 1993).

This viewpoint is in line with that articulated by the Association for Career and Technical Education (ACTE) (2017: 2), which classifies career exploration as an effort to foster an understanding of oneself and the professional landscape. Furthermore, Super (1979) and Faulkner (2006: 22) explain that career exploration is an effort by an individual to understand his or her social environment, gain knowledge about it, and identify appropriate roles in life that align with his/her personality, interests, and abilities ((Faulkner et al., 2006; Super & Knasel, 1979). Blustein (1988) and Wall, Brown, and Lent (2005: 235) argue that career exploration mostly occurs during adolescence and early adulthood, when individuals gain insight into themselves and the professional world, which then make early choices regarding education and career (Blustein, 1988; Brown & Lent, 2005). Schools, as formal educational entities, play an important role in facilitating exploration, particularly through career counseling services (Bachtiar & Rosada, 2022).

Career counseling services are essential in assisting students in their career exploration (Zahra et al., 2025). The main purpose of these services is to help students achieve fulfilling and productive lives, foster harmonious social integration, and align their ambitions with their abilities (Tidjan et al., 1993). In carrying out this service, Guidance and Counseling (BK) teachers must be proficient in designing a tailor-made career guidance program that includes students' work interests and developing relevant abilities (Zilai, 2024). Therefore, the application of methods and media is essential to improve the effectiveness of services (Syahputri et al., 2021), ensure that guidance materials are well received by students and facilitate informed career decision-making (Wang et al., 2022).

However, the reality on the ground shows that the implementation of career guidance services in schools, especially at the junior high school level, is still conventional. Based on an initial interview with BK teachers at SMP Negeri 3 Prambanan, information was obtained that the media used so far is still limited to worksheets, text modules, and PowerPoint presentations, which are informative but less interesting for students. As a result, students tend to be passive, bored quickly, and less emotionally engaged in the process of career exploration. BK teachers also said that most students do not understand the importance of career exploration from an early age and are more waiting for



instructions than looking for information independently. This shows that one-way and textual approaches have not been able to foster a motivation for deep exploration.

This condition shows that obstacles to career development are still commonly faced in the educational environment. Many adolescents experience a period of uncertainty before making a definite career choice, due to a lack of self-understanding, lack of information on career options to continue their education to the next level, and low decision-making skills (Putri, 2021). As a result, students often delay or leave career decisions to others, which can ultimately affect their readiness for their career choices. Data from the Central Statistics Agency (BPS) shows that the unemployment rate in Indonesia will reach 7.20 million people in February 2024, while the Special Region of Yogyakarta Province recorded an unemployment rate of 3.18% (BPS DI Yogyakarta, 2025). This figure reinforces the urgency to equip students with career exploration skills from junior high school age, because the ability to design a career is not innate, but rather the result of a repetitive and systematic learning process (Zahra et al., 2025).

Direct observation of students at SMP Negeri 3 Prambanan shows that enthusiasm for career guidance services increases when activities are delivered with an interactive and game-based approach. On the other hand, conventional activities without interesting media make students quickly lose focus. Based on these conditions, practical, contextual, and adaptive media innovations are needed for the characteristics of junior high school students. Therefore, the development of game media for career exploration is a potential solution to overcome the low participation of students in career guidance services.

In the context of learning and guidance, games (game-based learning) are one of the innovative media that are effective in overcoming student engagement problems. Bachtiar and Rosada (2022) show that games are able to enhance career exploration through active involvement and students' curiosity (Bachtiar & Rosada, 2022). Games play a role not only as entertainment, but also as an educational instrument that encourages interaction, critical thinking, and self-reflection (Ningsih et al., 2023). Tedjasaputro (2003) emphasized that game-based learning provides space for students to understand complex topics in a fun and meaningful way.

One of the game media that has great potential to be developed in career guidance services is the board game "Snake Ladder". The game is still popular among children and adolescents because it has visual appeal, simple rules, and positive competitive nature (Anggraini et al., 2023). In addition to being entertaining, Snake and Ladder also has high pedagogical potential because it encourages students to think strategically, interact socially, and learn from the consequences of actions in the game. This game has visual appeal through visuals that attract attention and help students in illustrating certain topics (Haqiqi, 2017; Novitasari & Kristin, 2021). Rifa's (2012) research shows that traditional games such as Snake and Ladder can develop students' social, emotional, moral, and problem-solving skills which are important aspects in children's career development (Rifa, 2012). This is relevant to the early adolescence phase, when junior high school students begin to build their self-identity and begin to recognize work values. Thus, the game is not just entertainment, but a means to cultivate career awareness naturally and contextually.

Another advantage of this medium is its flexibility to be modified according to the needs of the service. Game content can be integrated with elements of career exploration such as professional knowledge, educational paths, interests and talents, and work values (Bachtiar & Rosada, 2022). For example, each box in the game board can contain reflective questions about aspirations, profession information, or career challenges, while the elements of snakes and ladders can be interpreted as symbols of successes and obstacles in a career journey. This symbolic approach is able to help students understand that the career journey is not always linear, but full of dynamics and important decisions. This approach is not only fun but also helps students understand the dynamics of career planning in a concrete and interactive way.

Snakes and Ladders have the ability to adapt their format and content to align with the purpose of the service (Bachtiar & Rosada, 2022). Snake and Ladder is a traditional game that is globally famous (Anggraini et al., 2023). The Snake and Ladder game has been adapted into a teaching instrument in the learning process (Andrianto et al., 2021). Therefore, snake and ladder games serve as an interesting and participatory instrument for children to learn and investigate other vocations as well as the world of work. The game can be used in career counseling services by integrating elements related to career knowledge, skills needed in various professions, values in the workplace, and



career planning stages. The dynamics of these games effectively engage students in the learning process, fostering interest and motivation while helping in understanding potential, job interests, and appropriate career paths. The game encourages social contact, discourse, and contemplation, which is vital for independent and informed professional decision-making.

This medium allows students to actively learn about the types of work, personal interests and talents, as well as educational paths that must be taken to achieve their goals. Through the dynamics of the game, students are invited to explore the value of work, face challenges, and make more mature career decisions, as well as build confidence and independence in their future planning. Thus, the development of the Career Exploration Snake Ladder media is not only a means of entertainment, but as an innovative guidance strategy to facilitate a fun, meaningful, and student-oriented career exploration process as a whole.

Researchers may seek to create unique and effective media for career guidance services aimed at students (Syahputri et al., 2021). Career guidance media includes all the tools used to communicate the message of career guidance, thereby stimulating students' cognition, emotions, focus, and motivation to understand their potential, understand the professional landscape, make informed decisions, and strategize their future careers (Bachtiar & Rosada, 2022). Therefore, the researchers sought to create a snake and ladder game by integrating several game formats, including cards, board games, dice, and pawns, to enhance students' career discovery. The incorporation of media in career guidance services is a strategy used by guidance educators to create an engaging and meaningful service environment, which aims to increase the effectiveness of career assistance in educational institutions.

LITERATURE REVIEW

Guidance and Counseling Services Media

A. Definition of Media

According to Sadiman (1993:6), the media conveys messages from sender to recipient (Sadiman et al., 2010). Educational media, or guidance and counseling service media, includes radio, television, books, newspapers, and magazines that are used to achieve educational goals, according to Sanjaya (2010). The analysis technique divides the guidance and counseling service media into various categories (Sanjaya, 2010).

B. Types of Media

Jannah (2009) classifies guidance and counseling service media into several types, namely based on their form (two-dimensional and three-dimensional media), based on the recipient's sensory apparatus (visual, audio, and audiovisual media), based on their users (individual, group, and large group media), and based on technological developments (conventional media and high-tech media). Two- and three-dimensional media function to present information in a visually concrete way, while audio and audiovisual media strengthen understanding through hearing and a combination of sight-hearing. In terms of use, media can be adjusted for individual and group needs, while from a technological aspect, conventional media such as printed materials, educational games, and real experiences remain relevant side by side with modern digital media. Based on this classification, the Snake and Ladder game for the exploration of junior high school students' work can be positioned as an effective medium for conventional guidance and counseling services because it is able to create a fun, interactive, and contextual learning atmosphere, while encouraging experiential learning that helps students recognize and explore various career options directly.

C. Media Functions

Asyhar (2012) stated that guidance and counseling service media has six main roles, namely semantic, manipulative, fixative, distributive, sociocultural, and psychological. In the context of the use of snake and ladder games, semantic functions are seen in their ability to concretize abstract concepts of career exploration through symbols, images, and gamelines that are easy for students to understand, while manipulative functions allow for the presentation of simulated real-world experiences that cannot be presented directly in the classroom. The fixative function makes career information easier to capture, remember, and repeat because it is packaged in the form of a game, while the distributive function allows for the flexible delivery of the information without the limitations of space and time. In addition, sociocultural functions support the introduction of diverse professions from different social and cultural backgrounds,

thereby broadening students' career horizons, and psychological functions play a role in increasing students' attention, motivation, and emotional involvement during the process of exploring the world of work.

D. Media Selection Criteria

The criteria for designing and selecting guidance and counseling service media emphasize the suitability of the material with the learning needs of students and their ease of use. Widodo and Jasmadi (2008) and Fa'uni (2020) emphasized that good material must be self instructional, self contained, stand alone, adaptive, and user friendly, so as to allow students to learn independently through material that is complete, easy to understand, flexible to the development of science and technology, and presented systematically and interestingly. In terms of media selection, Sudjana and Rivai (2010), Wiarto (2016), and Sanaky (2015) emphasized the importance of media suitability with learning objectives, student characteristics, material content, methods, availability of resources, costs, and ease of access and use. The media must also be safe, durable, visually appealing, and able to encourage active student engagement. Based on the synthesis of the experts' views, the media assessment in this study includes aspects of learning, quality and presentation of content, and accessibility, which is then used as the basis for the preparation of instruments to assess the feasibility and practicality of the Snake and Ladder game as a medium for guidance and counseling services according to the perception of experts and teachers.

E. Student Assessment Criteria

The assessment criteria for guidance and counseling services for students are compiled based on the synthesis of standards put forward by material and media experts. Wiarto (2016) emphasized that learning media must be presented in an attractive, concise, clear manner, and use structured language so that it is easy for students to understand. In line with that, Widodo and Jasmadi (2008) and Fa'uni (2020) emphasized that educational media content needs to be instructive, with learning objectives that are explicitly formulated, clarity of content, and the use of language that is straightforward, communicative, and in accordance with the development stage of students. In addition to the aspect of clarity and comprehension, the attractiveness of the media is also an important criterion, because an engaging media can increase students' attention and motivation to engage in the learning message conveyed, especially for junior high school students who are in the early stages of cognitive and emotional development.

Snake and Ladder Game Media

The snake and ladder game is included in the category of non-digital interactive media, because it involves direct interaction between students and the media as well as between students in the learning process. Students not only receive information passively, but also actively participate through dice rolling, switching tiles, answering questions, and discussing the content of the game. These activities create a cycle of stimulus and response that is the main characteristic of interactive media (Sadiman et al., 2010). In addition, snake and ladder games combine visual, cognitive, and affective elements that are able to increase student interest, motivation, and involvement during activities (Rahmawati et al., 2022; Raudah et al., 2024). Thus, snake and ladder games can be categorized as simple interactive media that are effective in supporting active learning as well as guidance and counseling services in schools (Syahputri et al., 2021).

Snake and Ladder Game Media to Enhance Career Exploration on Career Guidance Services

Education should include guidance and counseling to help students study, choose, strategize, and decide to achieve their goals (Sukardi, 1985). Guidance and counseling services in educational institutions substantially assist students in realizing their full potential (Meivani et al., 2023). Further, these services can be enhanced with technology that encourages greater student engagement, creativity, and interactivity in the service process (Nurihsan, 2007).

RESEARCH METHODS

The development and evaluation of educational products is part of R&D, according to Borg & Gall (1983: 775). The project aims to provide products of scientific value for feasibility testing (Borg & Gall, 1983). The resulting product is an educational medium for snake and ladder games. The snake and ladder game was created to evaluate the feasibility, practicality, and efficacy of a product in enhancing the career exploration of junior high school students.

The researchers used a five-step research and development framework: analysis, design, development, implementation, and assessment. Its methodical operational process and focus on developmental learning objectives,

including guidance and counseling service media, make this model suitable for development (Suryani et al., 2018). As stated by Alannawa & Hidayati, (2021), the ADDIE development model has advantages because of its systematic framework, with a straightforward and easy-to-implement process (Alannawa & Hidayati, 2021).

RESEARCH AND DISCUSSION RESULTS

Initial Product Development Results

This research and development aims to create a snake and ladder game media product aimed at students, facilitated by guidance and counseling services, to enhance their career exploration at SMP Negeri 3 Prambanan. The development of this media aims to assess the feasibility, practicality, and effectiveness of the snake and ladder game in facilitating students' career discovery. The research uses a five-stage research and development framework: analysis, design, development, implementation, and assessment. The ADDIE development model, introduced by Robert Maribe Branch, became the basis of the development process. The results of the next stages of the development process are as follows.

Analyze

The analysis stage was carried out to ascertain the need for the development of educational media in the form of snake and ladder games in the career exploration service of junior high school students through observation and interviews with BK teachers as well as direct observation of students. The results show that career guidance services have not run optimally due to time constraints, methods that are still dominant in one direction, lack of creative media, and low interest and student participation. On the other hand, the characteristics of ninth-graders who like visual activities, games, and collaborative work demand a more interactive approach so that career awareness and understanding can grow meaningfully. Therefore, the development of career exploration-based snake and ladder games is seen as relevant to help students recognize their potential, obtain career information, and be actively involved in the future planning process.

Design

The design stage is focused on designing a systematic, interactive, and educational snake and ladder game media, as an alternative to conventional career guidance methods that are less effective. The game design includes a board containing career exploration content, challenge cards and career choices, pawns, dice, and game rules that emphasize cooperation, self-reflection, and active student engagement. Symbolic elements such as ladders and snakes are used to represent progress and obstacles in achieving career goals, so that students understand the relationship between their attitudes, decisions, and futures. In addition, the game is equipped with attractive visual aspects, storyboards, user manuals, and assessment instruments to ensure that the media is easy to use, relevant to the purpose of guidance and counseling, and effective in increasing the understanding and career exploration of junior high school students.

Development

The development phase is carried out after the design stage by realizing the design of the snake and ladder game into the initial product of guidance and counseling service media that is ready to be used. At this stage, the production of game boards, challenge cards and career choices, pawns, dice, and the unification of all components into a single game unit that supports the career exploration of junior high school students. The development is also complemented by the preparation of a guidebook on the use of media so that teachers and students can make optimal use of games, both inside and outside the classroom. After the initial product is completed, validation is carried out by media experts and material experts, preceded by instrument validation, to ensure that the snake and ladder game has complied with the purpose, content, and standards of guidance and counseling services.

Implementation

The implementation stage was carried out through a preliminary trial of snake and ladder game media which had been validated by material and media experts at SMP Negeri 3 Prambanan involving ninth-grade students. The trial divided participants into two experimental groups that used snake and ladder games in career guidance services and one control group that continued to receive services through conventional methods in the form of lectures and presentations. In the experimental group, the BK counselor facilitated the game in groups, starting from explaining the rules, playing activities, to career reflection at the end of the session. The comparison of the results of the two groups provided an overview of the effectiveness

of the snake and ladder game media, as well as produced data on student engagement, media usefulness, and feedback from students and teachers.

Evaluation

The assessment stage is carried out to assess the feasibility, practicality, and effectiveness of snake and ladder games as a career guidance service medium. The assessment began with the validation of media and material experts to ensure the suitability of the design, content, and appearance of the game, then continued with the evaluation of the implementation results through the analysis of student responses, BK teachers' responses, and a comparison of the level of student career exploration before and after the use of media. Input from students and teachers is used as the basis for modifying products to make them easier to use, interactive, and in accordance with the characteristics of junior high school students. Based on the overall assessment process, the snake and ladder game is declared practical and useful as a supporting medium for career guidance services, equipped with a guidebook that allows for independent and group use.

Discussion

A. Product Trial Results

1. Product validation

Product validation involves 2 experts consisting of material experts and media experts as follows.

a) Media Expert Validation

The media validation was carried out by Prof. Dr. Haryanto, M.Pd., a lecturer at the Faculty of Social and Political Sciences, Yogyakarta State University. This media validation assessment includes suitability, quality, content delivery, accessibility, and student engagement. The media feasibility evaluation questionnaire for the game Snake and Ladder consists of 26 questions. The transformation results data from the media validation evaluation are shown in the following table.

Table 12. Material Validation Assessment Conversion Results Data

Score Interval		Category	
Suitability			
X	$>$	25.2	Highly Worth It
20.4	$< X \leq$	25.2	Worthy
15.6	$< X \leq$	20.4	Quite Decent
10.8	$< X \leq$	15.6	Less Worthy
X	\leq	10.8	Very Less Worthy
Quality			
X	$>$	16.8	Highly Worth It
13.6	$< X \leq$	16.8	Worthy
10.4	$< X \leq$	13.6	Quite Decent
7.2	$< X \leq$	10.4	Less Worthy
X	\leq	7.2	Very Less Worthy
Content Presentation			
X	$>$	50.4	Highly Worth It
40.8	$< X \leq$	50.4	Worthy
31.2	$< X \leq$	40.8	Quite Decent
21.6	$< X \leq$	31.2	Less Worthy
X	\leq	21.6	Very Less Worthy



Ease of Access			
X	>	8.4	Highly Worth It
6.8	$< X \leq$	8.4	Worthy
5.2	$< X \leq$	6.8	Quite Decent
3.6	$< X \leq$	5.2	Less Worthy
X	\leq	3.6	Very Less Worthy
Student Engagement			
	>	8.4	Highly Worth It
6.8	$< X \leq$	8.4	Worthy
5.2	$< X \leq$	6.8	Quite Decent
3.6	$< X \leq$	5.2	Less Worthy
	\leq	3.6	Very Less Worthy
Overall Access			
	>	109.2	Highly Worth It
88.4	$< X \leq$	109.2	Worthy
67.6	$< X \leq$	88.4	Quite Decent
46.8	$< X \leq$	67.6	Less Worthy
	\leq	46.8	Very Less Worthy

The results of the media feasibility assessment for the game of Snake and Ladder conducted by media experts are shown in the following table.

Table 13. Evaluation Results by Media Members

No. Item	Media Member Score
Compatibility	
Statement 1	4
Statement 2	5
Statement 3	5
Statement 4	4
Statement 5	4
Statement 6	5
Total	23
Category	Worthy
Quality	
Statement 7	5
Statement 8	5
Statement 9	5
Statement 10	5
Total	20
Category	Highly Worth It
Content Presentation	



Statement 11	4
Statement 12	4
Statement 13	5
Statement 14	4
Statement 15	4
Statement 16	4
Statement 17	5
Statement 18	4
Statement 19	4
Statement 20	5
Statement 21	4
Statement 22	5
Total	52
Category	Highly Worth It
Ease of Access	
Statement 23	4
Statement 24	5
Total	9
Category	Highly Worth It
Student Engagement	
Statement 25	4
Statement 26	4
Total	8
Category	Worthy
Overall Total	112
Category	Highly Worth It

Overall, the total score obtained from media experts was 112 out of a maximum total score of 130. The score is included in the very decent category. These results show that the developed snake and ladder game media has met the standards of feasibility of the media for use in the study with some improvements based on input from experts. The necessary improvements are:

- 1) The Snake and Ladder Board should be given the UNY logo
- 2) All cards are also given the UNY logo even though they are small
- 3) Hint point 3 change to, "If landing in the snake head box-down to the snake tail box"
- 4) Instruction point 4 change to, "If landing on the bottom stairs-go up to the top ladder box".

b) Subject Matter Expert Validation

The material validation was carried out by Dr. Agus Basuki, M.Pd., who is one of the lecturers at FIP UNY. The validation test of this material includes aspects of relevance, depth, integration and clarity. The animated film media developed has met the basic eligibility standards for use in the research with some improvements based on comments and suggestions from subject matter experts. The necessary improvements are.

The validation of the material was carried out by Dr. Indriyana Rachmawati, M.Pd., who is one of the lecturers at FIP UNY. This material validation test includes aspects of *self instructional*, *self contained*, *adaptive*, and *user friendly*. *The questionnaire for assessing* the feasibility of the material on the snake and ladder game media consists of 28 statements. The data from the conversion of the validation assessment is presented in the following table.



Table 1. Conversion Results of Subject Matter Expert Validation Assessment

Score Interval			Category
Self Instruction			
X	$>$	45.8	Highly Worth It
40.8	$< X \leq$	45.8	Worthy
31.2	$< X \leq$	40.8	Quite Decent
21.6	$< X \leq$	31.2	Less Worthy
X	\leq	21.6	Very Less Worthy
Self Contained			
X	$>$	25.2	Highly Worth It
20.4	$< X \leq$	25.2	Worthy
15.6	$< X \leq$	20.4	Quite Decent
10.8	$< X \leq$	15.6	Less Worthy
X	\leq	10.8	Very Less Worthy
Adaptive			
X	$>$	8.4	Highly Worth It
6.8	$< X \leq$	8.4	Worthy
5.2	$< X \leq$	6.8	Quite Decent
3.6	$< X \leq$	5.2	Less Worthy
X	\leq	3.6	Very Less Worthy
User Friendly			
X	$>$	33.6	Highly Worth It
27.2	$< X \leq$	33.6	Worthy
20.8	$< X \leq$	27.2	Quite Decent
14.4	$< X \leq$	20.8	Less Worthy
X	\leq	14.4	Very Less Worthy
Overall Aspects			
X	$>$	117.6	Highly Worth It
95.2	$< X \leq$	117.6	Worthy
72.8	$< X \leq$	95.2	Quite Decent
50.4	$< X \leq$	72.8	Less Worthy



X	≤	50.4	Very Less Worthy
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The results of the feasibility assessment by the subject matter expert are presented in the following table.

Tabel 2. Penilaian Validasi oleh Ahli Materi

No. Item	Score By Material Expert
Self Instructional	
Statement 1	5
Statement 2	5
Statement 3	5
Statement 4	4
Statement 5	4
Statement 6	4
Statement 7	4
Statement 8	5
Statement 9	5
Statement 10	4
Statement 11	5
Statement 12	5
Total	55
Category	Highly Worth It
Self Contained	
Statement 13	5
Statement 14	5
Statement 15	5
Statement 16	5
Statement 17	4
Statement 18	4
Total	28
Category	Highly Worth It
Adaptif	
Statement 19	4
Statement 20	5
Total	9
Category	Highly Worth It
User Friendly	
Statement 21	5
Statement 22	4
Statement 23	4
Statement 24	4
Statement 25	5
Statement 26	5
Statement 27	5
Statement 28	5
Total	37
Category	Highly Worth It
Overall Total	129



Category	Highly Worth It
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Overall, the total score obtained from the subject matter expert is 129 out of a maximum total score of 140. The score is included in the very decent category. These results show that the developed snake and ladder game media has met the standards for the feasibility of the material for use in the study with some improvements based on input from experts. The necessary improvements are:

- 1) Write a check back
- 2) The introduction should also include an overview of the contents of the guidebook
- 3) References should be before the author's profile

In the introduction I have not found any need in the field related to the guidelines that have been prepared because only the problems are conveyed, so please add the needs in the field for the products that are developed.

1. The Practicality of the Product by Students

The practicality questionnaire by students involved 15 students consisting of 5 people each from grades 9A, 9B, and 9C of SMP Negeri 3 Prambanan. This questionnaire was given during a small-scale trial to find out the extent to which the medium of guidance and counseling services for snake and ladder games can be used easily, interestingly, and to help students understand the material. The questionnaire instrument consists of 30 statements developed from both aspects using an assessment scale of 1–5. The data on the results of conversion of practicality by students is presented in the table below.

Table 3. Data on Practicality Score Conversion Results by Students

Score Interval			Category
Content Material			
X	$>$	75.6	Very Practical
61.2	$< X \leq$	75.6	Practical
46.8	$< X \leq$	61.2	Quite Practical
32.4	$< X \leq$	46.8	Impractical
X	\leq	32.4	Very Impractical
Media Attractiveness			
X	$>$	50.4	Very Practical
40.8	$< X \leq$	50.4	Practical
31.2	$< X \leq$	40.8	Quite Practical
21.6	$< X \leq$	31.2	Impractical
X	\leq	21.6	Very Impractical
Overall Aspects			
X	$>$	126	Very Practical
102	$< X \leq$	126	Practical
78	$< X \leq$	102	Quite Practical
54	$< X \leq$	78	Impractical
X	\leq	54	Very Impractical

The findings of the student practicality questionnaire for the Snake and Ladder game media are detailed in full in the appendix. The findings of the student practicality questionnaire for the Snake and Ladder game media are



summarized in the following table:

Table 4. Results of Students' Practicality to the Media

No. Item	Average Score
Content Material	
Statement 1	3.33
Statement 2	3.67
Statement 3	5.00
Statement 4	4.00
Statement 5	3.67
Statement 6	3.33
Statement 7	3.87
Statement 8	3.80
Statement 9	4.13
Statement 10	3.87
Statement 11	3.00
Statement 12	3.87
Statement 13	3.87
Statement 14	3.87
Statement 15	3.93
Statement 16	3.93
Statement 17	4.00
Statement 18	3.67
Total	68.80
Category	Practical
Media Attractiveness	
Statement 19	3.93
Statement 20	3.93
Statement 21	4.93
Statement 22	4.93
Statement 23	4.60
Statement 24	4.87
Statement 25	4.07
Statement 26	3.93
Statement 27	4.80
Statement 28	3.87
Statement 29	4.67
Statement 30	4.73
Total	53.27
Category	Very Practical
Overall Total	122.07
Category	Practical

Based on the results of a practicality questionnaire given to 15 students on the snake and ladder game media to improve students' career exploration, the results were obtained that the media was considered to be in the practical category in the aspect of material content and very practical in the aspect of media attractiveness. Overall, the total average score obtained was 122.07 out of a maximum score of 150. The score is included in the practical



category. Thus, the snake and ladder game media is used for the next stage.

2. The Practicality of the Teacher

The practicality questionnaire by the teacher involved 2 teachers, namely Mrs. Iin Septiyani Laily S. Sos and Mrs. Kasmiyati S. Pd., from SMPN Negeri 3 Prambanan who were companions in the media trial activities of guidance and counseling services. This questionnaire aims to find out the extent to which snake and ladder game media is easy to use in the learning process, in accordance with the characteristics of the material, and supports the achievement of learning goals.

The teacher's practicality questionnaire includes aspects of learning, content presentation, and ease of access. The teacher practicality questionnaire instrument consists of 38 statements developed based on these three aspects. The assessment of this questionnaire uses a scale of 1-5. The results of the teacher's practicality questionnaire are then converted into the form of an average score and presented in the practicality category. The data on the conversion of practicality scores by teachers is presented in the following table.

Table 5. Data on Conversion Results of Practicality Score by Teachers

Score Interval			Category
Learning			
X	$>$	42	Very Practical
34	$< X \leq$	42	Practical
26	$< X \leq$	34	Quite Practical
18	$< X \leq$	26	Tidak Praktis
X	\leq	18	Very Impractical
Content Presentation			
X	$>$	92.4	Very Practical
74.8	$< X \leq$	92.4	Practical
57.2	$< X \leq$	74.8	Quite Practical
39.6	$< X \leq$	57.2	Tidak Praktis
X	\leq	39.6	Very Impractical
Ease of Access			
X	$>$	25.2	Very Practical
20.4	$< X \leq$	25.2	Practical
15.6	$< X \leq$	20.4	Quite Practical
10.8	$< X \leq$	15.6	Tidak Praktis
X	\leq	10.8	Very Impractical
Overall			
X	$>$	117.6	Very Practical
95.2	$< X \leq$	117.6	Practical



72.8	$< X \leq$	95.2	Quite Practical
50.4	$< X \leq$	72.8	Tidak Praktis
X	\leq	50.4	Very Impractical

The results of the practicality questionnaire by teachers on the media of snake and ladder games are presented in full in the appendix. The results of the teacher's practicality questionnaire on the medium of the snake and ladder game are presented in the following table.

Table 6. The Results of Teachers' Practicality Towards the Media

No. Item	Teacher 1	Teacher 2
Learning Aspects		
Statement 1	5	5
Statement 2	5	5
Statement 3	5	5
Statement 4	5	5
Statement 5	5	5
Statement 6	5	5
Statement 7	5	5
Statement 8	5	5
Statement 9	5	5
Statement 10	5	5
Total	50	50
Category	Very Practical	Very Practical
Content Presentation Aspects		
Statement 11	5	5
Statement 12	5	5
Statement 13	5	5
Statement 14	5	5
Statement 15	5	5



Statement 16	5	5
Statement 17	5	5
Statement 18	5	5
Statement 19	5	4
Statement 20	5	4
Statement 21	5	5
Statement 22	5	5
Statement 23	5	5
Statement 24	5	5
Statement 25	5	5
Statement 26	5	5
Statement 27	5	5
Statement 28	5	5
Statement 29	4	5
Statement 30	4	5
Statement 31	5	5
Statement 32	5	5
Total	108	108
Category	Very Practical	Very Practical
Aspects of Ease of Access		
Statement 33	5	5
Statement 34	5	5
Statement 35	5	5
Statement 36	5	5
Statement 37	5	5
Statement 38	5	5



Total	30	30
Category	Very Practical	Very Practical
Total Overall Score	188	188
Category	Very Practical	Very Practical

Based on the results of a practicality questionnaire given to two teachers on the medium of snake and ladder games to improve students' career exploration, the results were obtained that the media was considered to be in the very practical category by the two teachers. Overall, the teacher gave a total score of 188 out of a maximum score of 190. Both of these scores are in the very practical category. Thus, the medium is suitable for use for the next stage.

3. Analysis of Student Career Exploration Enhancement

The student's career exploration evaluation includes a questionnaire containing 21 items that address two dimensions: self-exploration and environmental investigation. Career exploration evaluations were conducted in three classes: 9A and 9B as experimental groups, and 9C as control groups. This evaluation aims to evaluate the level of students' career exploration before and after participating in the game Snake Ladder. The results of the pre-test and post-test evaluations of students' career exploration are shown in the following table.

Table 7. Data on the Results of Student Career Exploration Level Assessment

	Classes	Average Score		Gain	Criteria
		Pre-test	Post-test		
1.	Experiment 1	31.25	68.25	0.502	Medium
2.	Experiment 2	26.61	67.29	0.500	Medium
3.	Control	27.39	50.32	0.295	Low

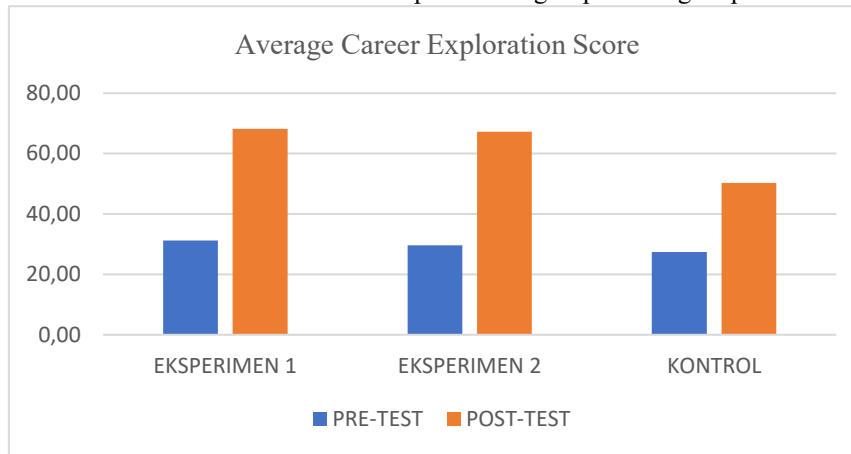
The results of the career exploration assessment showed that the average pre-test score for experiment class 1 was 31.25, while for experiment class 2 it was 26.61. Furthermore, at the next meeting, a game of snakes and ladders is used to facilitate career discovery, and the questionnaire is given back. The average score achieved in experimental class 1 was 68.25, while in experimental class 2 it was 67.29. Comparison of pre-test and post-test results showed an increase of 37 points in experimental class 1, with an increase of 0.502, and an increase of 40.68 points in experimental class 2, with an increase of 0.500. Both of the increase values are classified in the moderate increase group.

The evaluation of the control class career exploration resulted in a pre-test average score of 27.39. During subsequent meetings, standard guidance service protocols were maintained, and career exploration assessment questionnaires were re-provided. The average score achieved is 50.32. A comparison of pre-test and post-test scores showed an increase of 22.93, with a gain value of 0.295, which signifies an increase in the low category. The figure below illustrates a comparison diagram of pre-test and post-test scores for the experimental and control groups.

Figure 1. Student PreTest and PostTest Score Results



The graph above illustrates that the control and experimental groups had higher post-rates than pre-test scores. The



experimental group experienced a greater increase in scores than the control group. This shows that the game of Snake and Ladder improves student learning, especially career exploration. The N-Gain calculation showed that the experimental group achieved a higher score improvement than the control group. Thus, the game Snake and Ladder helps ninth grade students at SMP Negeri 3 Prambanan explore careers. This was effective because the experimental group learned better than the control group.

2. Prerequisite Test

a) Normality Test

Student career exploration evaluation data were normalized using the Kolmogorov-Smirnov and Shapiro-Wilk tests from IBM SPSS Statistics 25. Normality is determined by significance. A significance value of >0.05 indicates regularly distributed data. The following table shows the normality findings of the experimental and control groups.

Table 8. Normality Test Results

Tests of Normality

Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Post Score Difference						
Experiment 1	.137	32	.132	.936	32	.059
Experiment 2	.139	31	.133	.944	31	.109
Control	.155	28	.082	.953	28	.232

a. Lilliefors Significance Correction

The results of the normality test showed that the career exploration assessment data of students in experimental class 1, experimental class 2, and control class produced a significance level of > 0.05 . The data



from the evaluation results of the student's career exploration, as seen in the table above, is normally distributed.

b) Homogeneity Test

The homogeneity test of student career exploration assessment data was carried out using IBM SPSS Statistics 25 through the one-way ANOVA approach. The determination to perform the homogeneity test depends on the criterion that if the significance value (Sig.) > 0.05, the data is considered homogeneous. The results of the homogeneity test for the student's career exploration assessment data are in the following table.

Table 9. Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-Post Score Difference	Based on Mean	.659	2	88	.520
	Based on Median	.650	2	88	.524
	Based on Median and with adjusted df	.650	2	83.701	.525
	Based on trimmed mean	.661	2	88	.519

The results presented in the table above show a substantial value of ≥ 0.05 . The analysis of the table above shows that the assessment data of students' career exploration is uniform.

3. ANOVA Test

This hypothesis test compared the increase in career exploration in the experimental group that used snakes and ladders with the control group that did not use snakes and ladders. ANOVA compares the average of multiple groups on a single dependent variable (post-data vs. pre-rates). The ANOVA test in this study uses IBM SPSS Statistics 25. The following ANOVA hypotheses are tested:

H₀: There was no statistically significant difference in the improvement of students' career exploration between the experimental and control groups.

H₁: There was a significant difference in the increase in students' career exploration between the experimental and control groups.

The ANOVA test rejects the null hypothesis (H₀) if the significance value (Sig.) is less than 0.05, which shows a significant difference in the increase in career exploration between the experimental and control groups. If a significance value of ≥ 0.05 , H₀ is accepted, which indicates no significant difference in the improvement of students' career exploration between the experimental and control groups. The ANOVA findings can be seen in the table below.

Table 10. ANOVA Test Results

ANOVA

Pre-Post Score Difference

Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	4029.479	2	2014.739	294.205	.000
Within Groups	602.631	88	6.848		
Total	4632.110	90			

The results of the ANOVA hypothesis test, as shown in the table, show a significance value of less than 0.05. The ANOVA test findings showed a rejection of H_0 , which signifies a substantial difference in career exploration progress between students who use the Snake and Ladder games and those who do not. As a result, it can be concluded that the game of Snake and Ladder enhances student investigation, as shown by the findings of ANOVA.

CONCLUSIONS AND SUGGESTIONS

The research and creation of snake and ladder games to improve students' career exploration at SMP N 3 Prambanan resulted in three main conclusions.

1. The game of snake and ladder is considered the right medium of guidance and counseling services to facilitate students' career exploration. This feasibility study is based on the validation findings of two experts: a subject matter expert and a media expert, who provide the following assessment:
 - a. The validation of the subject matter expert resulted in a total score of 192, above the maximum score of 140, which is classified as very appropriate.
 - b. Media expert validation resulted in a score of 112 out of a possible 130, which is classified as very appropriate.
2. The snake and ladder game meets the requirements of practicality in its use to enhance the student's career exploration. The teacher's practical answer obtained a score of 188 out of a maximum of 190, which was classified as very practical, while the student's score obtained a score of 122.07 out of a maximum of 150, which was classified as practical.
3. The snake and ladder game has been shown to increase career exploration among junior high school students. The effectiveness of this medium is evidenced by the results of the pretest and posttest for the experimental and control groups, as described below.
 - a. The N-gain value in the control group was 0.295 (low category), but in the experimental group it was 0.502 and 0.500 (medium category). In summary, students' career exploration increases significantly after the use of snake and ladder games.
 - b. The findings of the ANOVA test showed substantial group differences, evidenced by an F value of 294.205 and a significance level of 0.000 ($p < 0.05$). Snake and ladder games significantly improve students' job exploration compared to traditional tutoring services.

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