

Improvement of Symbolic Thinking Skills in Counting in Children Aged 5-6 Years Through Snake and Ladder Educational Game Tools

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INFORMASI ARTIKEL	ABSTRAK
Article History: Received: 07 June 2026 Revised: 16 June 2026 Accepted: 17 June 2026 Published: 31 July 2026 Kata Kunci: Berpikir Simbolik; Berhitung; Ular Tangga; Anak Usia Dini	Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan berpikir simbolik anak usia 5-6 tahun di PAUD SPS Mawar kelompok B, yang belum mampu mengenal angka dan huruf. Tujuan penelitian ini adalah untuk meningkatkan kemampuan berpikir simbolik dalam berhitung anak usia 5-6 tahun melalui permainan edukatif ular tangga. Jenis penelitian ini menggunakan penelitian tindakan kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam 3 siklus dengan subjek penelitian sebanyak 15 anak. Teknik pengumpulan data menggunakan observasi dengan instrumen lembar observasi skala 1-4. Analisa data menggunakan deskriptif kuantitatif. Indikator keberhasilan lebih dari 80% anak mencapai kriteria BSH/BSB. Hasil penelitian menunjukkan kemampuan berpikir simbolik berhitung anak mengalami peningkatan. Pada pratindakan 47,67%, siklus I menjadi 53,33%, siklus II menjadi 82% dan siklus III mencapai 85%. Kesimpulan dari penelitian ini adalah permainan ular tangga terbukti dapat meningkatkan kemampuan berpikir simbolik anak usia 5-6 tahun karena papan ular tangga menyajikan simbol angka secara konkrit dan menyenangkan.
Keywords: Symbolic Thinking; Counting; Snakes and Ladders; Early Childhood	ABSTRACT This research is motivated by the still low symbolic thinking ability of children aged 5-6 years in PAUD SPS Mawar group B, who have not been able to recognize numbers and letters. The purpose of this study is to improve the symbolic thinking ability in counting of children aged 5-6 years through educational games of snakes and ladders. This type of research uses classroom action research (PTK) Kemmis and McTaggart model which is carried out in 3 cycles with 15 research subjects. The data collection technique uses observation with an observation sheet instrument scale 1-4. Data analysis uses quantitative descriptive. The success indicator is more than 80% of children reach the BSH/BSB criteria. The results of the study show that children's symbolic thinking ability in counting has increased. In the pre-action 47.67%, cycle I became 53.33%, cycle II became 82% and cycle III reached 85%. The conclusion of this study is that the snakes and ladders game is proven to improve the symbolic thinking ability of children aged 5-6 years because the snakes and ladders board presents number symbols in a concrete and fun way. This is an open access article under the CC-BY-SA license. 

1. Introduction

Early childhood is an important period in the process of growth and development of children. During this period, children experience very rapid development, both in physical, cognitive, language, social-emotional, and moral aspects. Early childhood is often referred to as the golden age because at this stage children are very sensitive to various stimuli provided by the environment. Proper stimulation will be the basis for the success of the child's development in the next stage. Children's intelligence

development mostly occurs at an early age, so the education and stimulation provided must be carried out optimally so that every aspect of child development can develop according to their age stage (Dewi et al., 2024a; Fitria & Rayhani, 2023; Ubaidillah et al., 2024; Wahidah & Latipah, 2021).

One of the aspects of development that is important to develop in early childhood is the cognitive aspect, especially the ability to think symbolically. Symbolic thinking skills are related to the ability of children to recognize, understand, and use symbols such as numbers, letters, and pictures. This ability is the basis for children to understand the concept of counting and prepare themselves to enter the next level of education. According to Permendikbud Number 137 of 2014, children aged 5–6 years are expected to be able to pronounce the number symbol 1–10, use the number symbol to count, match the number with the symbol, and recognize various letter and number symbols (Yahmi, 2022; Yurintama & Nila Puspitasari, 2025). This stage of development is in line with Piaget's theory, which states that children aged 2–7 years are in the preoperational stage, which is the stage when children begin to be able to use symbols in their thinking process (Ramadanti et al., 2025; Sansena, 2022).

Although the ability to think symbolically is an important aspect of children's cognitive development, in reality it is still not optimally developed. Based on the results of observations in Cicayur Village, there are still many parents who emphasize reading, writing, and numeracy skills through additional tutoring without paying attention to the readiness of children's cognitive development. Some children are already able to pronounce numbers or letters, but do not understand the exact shape of the number and letter symbols. This condition shows that the learning process provided still tends to be oriented towards academic results and does not pay attention to the learning process in accordance with the characteristics of early childhood (Ramlah et al., 2023; Wardani & Suryana, 2021).

Learning in early childhood should be carried out through play activities because play is the most suitable way of learning for children's characteristics. Through play, children gain hands-on experience, explore, solve problems, and build their own knowledge. Play activities can also create a fun learning atmosphere so that children can more easily understand the concepts given. Therefore, teachers need creative and innovative learning media so that children's cognitive abilities, especially symbolic thinking skills, can develop optimally (Botutihe et al., 2020; Gea & Refni, 2025; Khomsin & Rahimmatussalisa, 2021; Ubaidillah et al., 2024).

One of the learning media that can be used to develop children's symbolic thinking skills is the snake and ladder game. The snake and ladder game is an interesting and fun educational game for early childhood. In this game, children can learn to recognize numbers, count, understand the sequence of numbers, and practice concentration and thinking skills. The snake and ladder game can also increase children's active participation in the learning process because it is carried out through direct play activities. Various studies have shown that snake and ladder games are effective in improving early childhood cognitive abilities, especially in recognizing the concept of numbers and numeracy skills (Angkur et al., 2023; Atika Setiawati & Suyadi, 2021; Fransisca et al., 2020; Rekysika & Haryanto, 2019a). The results of the study show that snake and ladder games can be interesting and interactive, and can optimally stimulate children's cognitive development.

However, research on the use of snake and ladder games in early childhood is still more focused on improving numeracy skills, number recognition, general cognitive development, and increasing children's confidence (Fransisca et al., 2020; Rohmah et al., 2022; Rekysika & Haryanto, 2019b). Research that specifically examines the use of snake and ladder games to develop symbolic thinking skills in early childhood is still relatively limited. In fact, the ability to think symbolically is an important foundation in children's cognitive development because it is related to the ability to understand the relationship between concrete objects and the symbols that represent them. These skills are the basis for the development of reading, writing, arithmetic, and problem-solving skills at the next stage of education. Therefore, there is still a need for research that specifically examines the use of snake and ladder games in developing early childhood symbolic thinking skills.

In addition, based on previous research, there have not been many studies that examine the use of snake and ladder games to develop symbolic thinking skills in children aged 5-6 years in the community of Cicayur Village. The novelty of this research lies in its focus on using snake and ladder games as a

medium for stimulating symbolic thinking skills in early childhood, not only in the aspect of numeracy or cognitive development in general. Thus, this research is expected to make a new contribution to the development of learning media that is in accordance with the characteristics of early childhood learning through educational and fun play activities.

Based on this description, this study aims to analyze the use of snake and ladder games in developing symbolic thinking skills of children aged 5-6 years in Cicayur Village. The results of this study are expected to be an effective alternative learning medium in stimulating early childhood cognitive development, especially symbolic thinking skills.

2. Research Methods

The method used in this study is Classroom Action Research (PTK). The data collection techniques that will be used in this study are observation, documentation, and interviews. Observations were made during the learning process, teacher activities, student activities, student responses while playing Snakes and Ladders, and students' ability to recognize number symbols (Nurjaman & Kartika, 2022). Classroom action research is practical research to improve learning in the classroom. This research is one of the efforts of teachers or practitioners, with various forms of treatment or activities carried out to improve the quality of learning in the classroom (Abdullah & Zohra, 2020). According to Hanum, classroom action research is a research activity in the context of the classroom that is carried out to solve learning problems faced by teachers, to improve the quality and outcomes of learning, and to try new things in learning to improve the quality and outcomes of learning (Millah et al., 2023).

In the Kemmis and McTaggart cycle, making the components of action and observation closely related to each other is inseparable from the implementation of class action research. The process of this activity must be accompanied by joint observation activities so that any changes or impacts of actions can be monitored directly. In this research model, it is repetitive, starting from planning, action, observation, and reflection. After one cycle is completed, it can be continued by revising or redesigning the implementation of the previous cycle. And so on until PTK is declared complete (Dewi et al., 2024b).

Classroom action research is research conducted by teachers in their own classrooms by planning, implementing, and reflecting on actions collaboratively and participatively to improve performance as teachers, so that student learning outcomes can improve. Classroom action research was carried out using a cyclical system. In each research cycle, classroom action consists of 4 stages that must be carried out by researchers, including (1) Planning stages, namely conducting research preparation, (2) Implementing stages, also known as acting, (3) Observing stages, (4) Reflecting or reflection stages (Rahmawati et al., 2023).

The research was carried out at PAUD SPS Mawar, Cisauk District, Tangerang Regency. This research was carried out in the even semester of the 2025/2026 academic year in April 2026. Cycle I will be carried out from April 6, 2026, to April 10, 2026; then Cycle II will be carried out from April 13, 2026, to April 17, 2026; and Cycle III will be carried out from April 20, 2026, to April 24, 2026. The subjects of this study are 15 students of PAUD SPS Mawar group B aged 5-6 years, consisting of 9 boys and 6 girls. The reason for choosing class B is because it is based on the results of pre-action observations on March 3, 2026, which show that 47% of children are not complete in symbolic thinking skills, such as still not knowing the concept of numbers.

The implementation of class action research (PTK) was carried out at PAUD SPS Mawar in cycles, namely cycle I, cycle II, and cycle III. Cycle II is highly determined by the results of reflection in cycle I, as well as cycle III depending on the results of reflection in cycle II. Cycle I was carried out for 3 meetings; cycle II and cycle III were also held for 3 meetings. Each cycle consists of several research steps.

Classroom action research is a series of steps consisting of four stages, namely: plan, action, observation, and reflection. The research consisted of two cycles, and each cycle was different from the previous cycle, which discussed the material and action plan with an emphasis on children's numeracy skills using snake and ladder games. The cycle will continue until the problems faced in the learning process are solved or solved. The research procedure was carried out in three cycles: the first

cycle, the second cycle, and the third cycle. In the third cycle, the results of the first cycle and the second cycle are very decisive.

The tools used to collect data in the study to measure children's activities are:

In this study, the observation format is used as a guideline to record various activities carried out during the teaching and learning process based on predetermined indicators. The aspects observed through the observation guidelines are related to the implementation of the learning process in the classroom. In addition, documentation is carried out using stationery outlined in daily activity plans, assessment sheets, and observation sheets, which are then compiled into portfolios. Documentation is also obtained through photos when children carry out ongoing learning activities.

The observation technique is carried out by observing children's activities during the teaching and learning process, then the observation results are recorded in the observation format that has been provided. Meanwhile, the documentation technique is carried out by collecting data on the results of children's activities, which can be seen through photo sheets and video recordings. The learning was analyzed using a percentage technique based on observation results and observation sheets.

The data is analyzed in percentages using the following formula:

$$P = \frac{F \times 100\%}{N}$$

Description :

P = Percentage number

F = Frequency being searched

N = Number of children in a class

Children's activities are said to increase if the percentage of children's activity results increases from the results of previous observations.

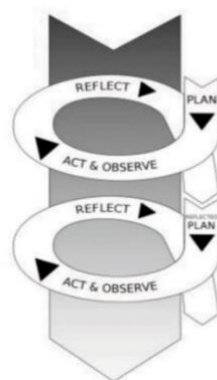


Figure 1. Chemical and McTaggart Model Class Action Research Flow

3. Results and Discussion

This study aims to develop symbolic thinking skills of children aged 5–6 years through snake and ladder games. The research was carried out in three cycles, which included the stages of planning, implementation of actions, observation, and reflection. Each cycle, learning improvements are made based on the results of the evaluation in the previous cycle so that children's symbolic thinking skills can develop optimally.

Based on the results of initial observations before the action is given, the child's symbolic thinking ability is still relatively low. Some children have been able to name numbers sequentially,

but still have difficulty in matching number symbols with the number of objects, recognizing letter and number symbols, and representing symbols in the form of pictures or writing. This condition shows that children's symbolic thinking skills still need stimulation that is in accordance with the characteristics of early childhood learning through fun play activities.

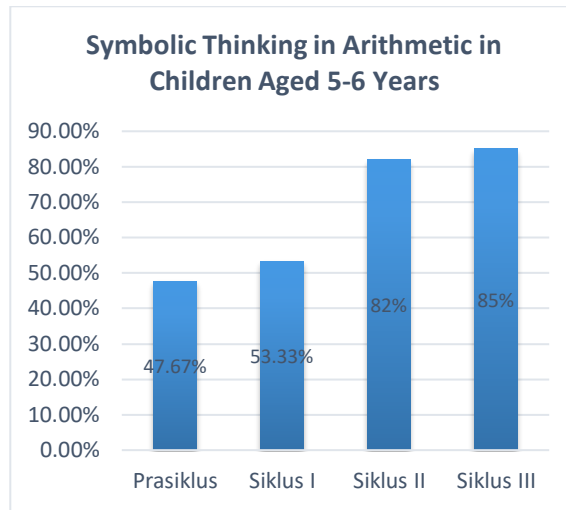


Figure 1. Percentage of Symbolic Thinking Skills Development of Children Aged 5–6 Years in Each Cycle

Based on Figure 1, children's symbolic thinking skills have increased in each learning cycle. In the pre-cycle stage, the percentage of children's symbolic thinking ability reached 47.67%. After being given action through the snake and ladder game in cycle I, the percentage increased to 53.33%. A more significant increase occurred in cycle II, with a percentage of 82%. Furthermore, in cycle III, the percentage of children's symbolic thinking skills increased to 85%.

The improvement shows that snake and ladder games can help children understand number and letter symbols through a concrete learning experience. Children become more active in recognizing number symbols, counting the number of steps according to the numbers obtained, matching symbols with the number of objects, and understanding the order of numbers through interesting and fun play activities.



Figure 2. Children's Activities Playing Snakes and Ladders

During the activity, the children looked enthusiastic about participating in the snake and ladder game. Children are actively involved in the learning process, from rolling dice, counting the number of steps, and recognizing the numbers on the game board to completing the tasks assigned to each game box. These activities provide opportunities for children to learn while playing, making the learning process more meaningful.

Discussion

The results of the study showed that the use of snake and ladder games was able to improve the symbolic thinking skills of children aged 5–6 years. The increase in symbolic thinking skills can be seen from the increase in the percentage of child development achievement in each cycle, namely from 47.67% in the pre-cycle to 53.33% in the first cycle, then increased to 82% in the second cycle and reached 85% in the third cycle. These results show that snake and ladder games can be an effective learning medium in stimulating early childhood cognitive development, especially symbolic thinking skills.

The improvement of children's symbolic thinking skills occurs because the snake and ladder game provides a concrete and fun learning experience. Through this game, children not only see the symbols of numbers visually, but also use them directly in activities such as counting, matching, and solving simple problems. Learning experiences that involve physical and mental activity at the same time help children understand symbolic concepts more easily.

The findings of this study are in line with Piaget's theory of cognitive development, which states that children aged 2–7 years are in the preoperational stage. At this stage, children begin to be able to use symbols to represent objects, events, and experiences they encounter. Therefore, the use of learning media that involves symbols concretely is needed to support the development of children's symbolic thinking skills.

The results of this study are also supported by research by Atika Setiawati & Suyadi (2021), which shows that snake and ladder games can improve early childhood cognitive development through fun play activities. Research by Angkur et al. (2023) also found that snake and ladder games are effective in helping children recognize number concepts and improve cognitive abilities. In addition, research by Fransisca et al. (2020) shows that educational snake and ladder games can increase children's involvement in the learning process, making learning more active and meaningful.

Based on the results of research and previous research findings, it can be concluded that the snake and ladder game is an effective learning medium to develop symbolic thinking skills in early childhood. Through play activities, children get the opportunity to know, understand, and use various symbols directly so that symbolic thinking skills develop optimally according to their developmental stages.

4. Conclusion

This study concludes that the snake and ladder game is effective in developing symbolic thinking skills of children aged 5–6 years in Cicayur Village. Based on the results of the study, there was an increase in children's symbolic thinking skills in each learning cycle. The percentage of children's symbolic thinking ability increased from 47.67% in the pre-cycle to 53.33% in the first cycle, then increased to 82% in the second cycle, and reached 85% in the third cycle. This increase shows that the use of snake and ladder games can provide optimal stimulation for the development of children's symbolic thinking skills.

The improvement in symbolic thinking ability can be seen in various indicators observed, namely the ability to name the symbols of numbers 1–10 in order, using number symbols to count, matching numbers with number symbols, recognizing various kinds of numbers and letters, and

representing various objects in the form of pictures or writings. Thus, snake and ladder games can be used as an effective and fun learning medium to develop early childhood symbolic thinking skills.

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Hopefully, this article will be useful for the development of early childhood learning, especially in improving symbolic thinking skills in early childhood numeracy.

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