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The Influence of the Snake and Ladder Game on the Learning Outcomes of Hadith among Third-Grade Students

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Abstract

The low learning outcomes of third-grade Madrasah Ibtidaiyah students in hadith are due to the learning process, which is still dominated by conventional methods, causing students to easily become bored and less active. This study aims to determine the effect of using snake and ladder learning media on the learning outcomes of third-grade students at MIN 1 Surabaya. This study is a quantitative study with a quasi-experimental design using a pretest-posttest control group design. The research sample consisted of two classes, namely class III-A as the experimental class and class III-B as the control class, each with 23 students. The data collection technique used learning outcome tests in the form of pre-tests and post-tests, while data analysis was performed using the Mann Whitney U nonparametric statistical test. The results showed that the average learning outcomes of students in the experimental class were higher than those in the control class, namely 77.23 in the experimental class and 54.26 in the control class. The Mann Whitney U test results showed a significance value of $0.000 < 0.05$, which means that there was a significant effect of using the snake and ladder media on students' learning outcomes in hadith. The snake and ladder media proved to be able to increase student activity, enthusiasm, and understanding in hadith learning. Therefore, the snake and ladder media is recommended as an effective alternative learning media to improve hadith learning outcomes in Madrasah Ibtidaiyah.

Keywords: snake and ladder game, learning outcomes, hadith learning

INTRODUCTION

The teaching of the Qur'an and Hadith in Madrasah Ibtidaiyah plays an important role in shaping the religious understanding and character of students from an early age. The Hadith, as the second source of Islamic teachings after the Qur'an, serves to explain and reinforce Islamic values that are applicable in everyday life. Therefore, Hadith learning does not only emphasise the ability to memorise texts, but also the understanding of their meaning and application in students' behaviour. However, in practice, Hadith learning at the primary school level still faces various obstacles, especially in terms of the learning methods and media used. (Arifin, 2018)

Initial observations indicate that the learning outcomes of third-year students at MIN 1 Surabaya have not yet reached an optimal level. This condition is characterised by students' low understanding of the content of the hadith and difficulty in remembering passages and meanings of the hadith over a long period of time. One of the factors influencing this condition is the learning process, which is still dominated by conventional methods, particularly lectures, with the use of media limited to textbooks. (Azizah, 2022) Monotonous learning patterns tend to reduce students' motivation to learn and cause them to easily become bored during the learning process.

On the other hand, the characteristics of primary school students who are in the concrete development phase and enjoy playing require a more interactive and enjoyable learning approach. Educational game-based learning media are considered capable of creating an active learning atmosphere

and encouraging students to be directly involved in the learning process. Game media not only serve as a means of entertainment, but also as pedagogical tools that can improve students' understanding of concepts and their memory of the material being studied.(Arsyad A, 2011)

One type of learning media that has potential for use is educational snakes and ladders. This media is a modification of a traditional game that has been adapted to learning objectives and materials. The use of snakes and ladders in learning allows students to learn through play while thinking, making learning more interesting and meaningful. Several studies show that educational games can improve student learning outcomes, especially in cognitive aspects, because students are actively involved in the learning process.(Wati, 2021)

Based on these issues, an empirical study is needed to determine the effectiveness of using innovative learning media in improving hadith learning outcomes. This study focuses on the use of snakes and ladders as an alternative learning medium for hadith among third-grade students at MIN 1 Surabaya. The main question in this study is whether the use of snakes and ladders has a significant effect on students' learning outcomes in hadith. Thus, this study is expected to contribute to the development of more effective Al-Qur'an Hadith learning strategies that are in line with the characteristics of primary school students.

METHOD

This study used a quantitative approach with a quasi-experimental design. The design used was a pretest–posttest control group design, which aimed to determine the effect of using snake and ladder learning media on students' hadith learning outcomes. In this design, there were two groups, namely the experimental group, which was given treatment in the form of using snake and ladder media, and the control group, which was given conventional learning methods without game media.

The data collection technique used learning outcome tests in the form of pre-tests and post-tests compiled based on the hadith material taught. Pre-tests were given before the treatment to determine the students' initial abilities, while post-tests were given after the treatment to determine the improvement in student learning outcomes. The test instruments were first tested for validity and reliability to ensure their suitability as measuring tools.

The data obtained were analysed using descriptive statistics and inferential statistics. A prerequisite test was conducted using a data normality test. As the data were not normally distributed, the analysis of the difference in learning outcomes between the experimental class and the control class was conducted using the Mann Whitney U test. Hypothesis testing was conducted at a significance level of 0.05 to determine whether or not the snake and ladder media had an effect on students' learning outcomes in hadith.

RESULTS AND DISCUSSION

This study aims to determine the effect of using snakes and ladders on the hadith learning outcomes of third-grade students at MIN 1 Surabaya. Learning outcome data were obtained through pre-tests and post-tests in the experimental and control classes.

The results of descriptive statistical analysis show that the average score of the control class using the conventional method was 54.26, while the average score of the experimental class using the snake and ladder game was 77.23. The difference in average scores indicates that there was a higher increase in learning outcomes among students who participated in learning using the snake and ladder game compared to students who participated in learning without the game.

Table 1. Difference in average scores

Class	Minimum Score	Maximum Score	Mean
Experiment	58	91	77,23
Control	25	83	54,26

Before conducting hypothesis testing, the data was tested for normality. The results of the normality

test showed that the data was not normally distributed, so that the normality test was shifted to a non-parametric test using the Wilcoxon test. (Sugiyono, 2013) Based on these results, it can be concluded that the use of snake and ladder media has a positive effect on the hadith learning outcomes of third-grade students at MIN 1 Surabaya.

The results of the study indicate that the use of snakes and ladders in teaching hadith significantly improves student learning outcomes. This improvement can be seen from the difference in average scores between the experimental class and the control class, with the experimental class achieving higher learning outcomes.

The snake and ladder game as a game-based learning medium can create a more enjoyable and interactive learning atmosphere. Students do not only act as recipients of information, but are also actively involved in the learning process through play-based learning activities. This is in line with learning theories which state that active student involvement in learning can improve understanding and memory of the material being studied. In learning hadith, students often experience difficulties in memorising and understanding the meaning of hadith when learning is conducted conventionally. The use of snake and ladder media helps students understand hadith material through repetition of questions, group discussions, and healthy competition between students. (Maulana et al., 2025) This process indirectly strengthens students' cognitive aspects, particularly in their ability to understand and remember hadith material. (Fauziah, 2021)

In addition, the snake and ladder game also contributed to improving the affective and psychomotor aspects of the students. The students showed enthusiasm, excitement, and good cooperation during the learning process. Activities such as throwing dice, answering questions, and discussing in groups trained the students' social skills and confidence in expressing their answers.

The results of this study are in line with previous studies which state that educational game-based learning media can improve student learning outcomes. Thus, snakes and ladders can be used as an effective alternative learning medium, especially for Al-Qur'an Hadith subjects at the Madrasah Ibtidaiyah level. (Rismawati et al., 2024)

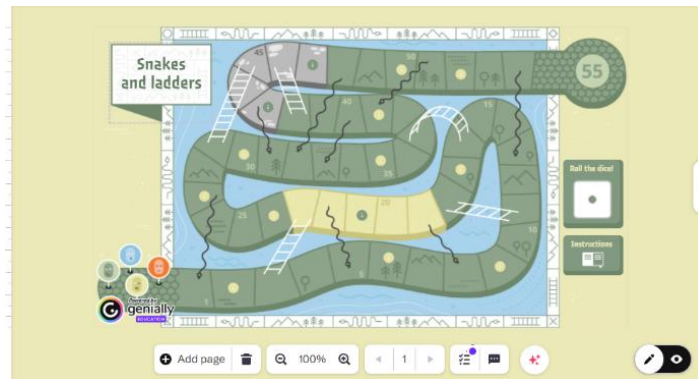


Figure 1. Snake Ladder Media Display

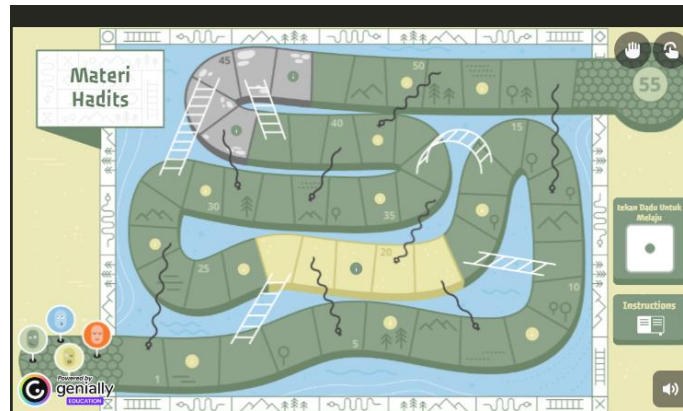


Figure 2. snake and ladder game based on hadith material

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of snakes and ladders significantly affects the learning outcomes of third-grade students at MIN 1 Surabaya. This is indicated by the higher average learning outcomes of students in the experimental class compared to the control class.

The Mann Whitney U test results show a significance value of 0.000, which is smaller than the significance level of 0.05, so the alternative hypothesis is accepted. Thus, hadith learning using the snake and ladder game is proven to be more effective than conventional learning.

The use of snake and ladder media can increase students' activity, enthusiasm, and understanding of hadith material. This media not only has an impact on improving cognitive aspects but also supports the development of students' affective and psychomotor aspects through interactive and enjoyable learning.

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