



The Development of Inclusive Snakes and Ladders Game: Guidance Strategies in Enforcing Inclusive Values in Kindergarten

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Abstract. Inclusive education is an open system in responding to the various needs of each child through increasing children's involvement in learning and reducing exclusivity in society. However, there are still many problems that hinder the implementation of inclusive education, one of which is that inclusive values have not been enforced. So the purpose of this research is (1) to examine the concept and objective conditions regarding the inculcation of inclusive values in Kindergarten, (2) to develop a snake and ladder-shaped guidance strategy to enforce inclusive values, and (3) to try out the game. snake and ladder inclusion in the field. There are three stages carried out by the research team. This study uses Design-Based Research (DBR) in developing a game tool to instill inclusive values in Kindergarten. This research went through 3 stages, namely: exploration, development and implementation. This research was conducted at the Bunga Bangsa Kindergarten, East Jakarta. The result of this research is a snake and ladder board game consisting of 50 boxes equipped with systematic numbers. Has inclusion values content which technically contains 15 (fifteen) positive statements with the reward of going up the stairs and going forward a few steps, four negative statements with the penalty of going down through the snake or taking a few steps back.

Keywords: development, game, snake and ladder, inclusive values.

1 Introduction

The community better understands inclusive education as a strategy for the entry of Children with Special Needs (ABK) into public schools, in the same class as children their age. This is confirmed by several experts who define inclusive education as a special service system that requires that all children served at the nearest school in regular classes together with friends of their age [1][2]. Inclusive education is a process of addressing and responding to the diversity of needs of all learners through participation in learning, culture, society and reducing educational exclusivity [3], because there is no improvement to be separated.

In the legal order, inclusive education has become a global education goal that is expected to be achieved by 2030[4]. This is stated in the Sustainable Development Goals (SDGs) in point 4 (four) regarding quality education, namely ensuring inclusive and equitable quality education and increasing opportunities lifelong learning for all. In Indonesia, inclusive education has also become a mandate that must be carried out based on the Regulation of the Minister of National Education Number 70 of 2009, namely: Providing the widest opportunity for all students who have physical, emotional, mental, and social disorders, or potential intelligence and / or special

talents to obtain quality education according to their needs and abilities. Realizing the implementation of education that respects diversity, and is not discriminatory for all students.

Some of the problems in the implementation of inclusive education in Indonesia identified by [5], include: (1) difficulties in aligning service standards for children with special needs in regular schools; (2) schools have not been able to provide appropriate programs for children with below average intelligence; (3) there is no evaluation system for learning outcomes that are in accordance with the characteristics of children with special needs; (4) lack of accessible facilities to accommodate the mobility and learning needs of children with special needs; (5) not all teachers have competence in providing services for ABK; (6) although it is not a requirement, there are still very few inclusive schools that have special tutors; (7) not all school members have an understanding of inclusive education; (8) there is an assumption that the presence of ABK will affect the completion of study at the end of the year, as a result, ABK is transferred to SLB before the exam; (9) inclusive services have not been integrated into the school system, so there is a label for students with special and regular needs; (10) not all policy makers understand the inclusive system; (11) the implementation of inclusive education is not prepared in an inclusive manner; and (12) the provision of teaching materials that meet the needs of children with special needs is not yet optimal.

In addition, teachers tend not to be able to be proactive and friendly to all children, cause "complaints" from parents, and make children with special needs make fun of [6]. As happened at the Bunga Bangsa Kindergarten where the research was conducted, the problem was that students made fun of their friends who looked different, and the teacher ignored them. In addition, teachers only focus on learning activities and are lacking in inculcating inclusive, friendly and anti-discriminatory values.

The essence of guidance and counseling lies in the process of manifesting individual development in their environment. Therefore, guidance and counseling efforts are aimed at building a healthy environment for human development. Guidance and counseling studies focus on developing individual behavior to realize self-function in the environment, helping individuals develop effectively [7].

Guidance and counseling in Kindergarten is a process of assistance carried out by teachers in Kindergarten not only to help reduce or eliminate various obstacles faced by children, but to help the process of child development, so that children can develop themselves optimally without experiencing obstacles.[8].

What kind of approach is most suitable for early childhood, namely meaningful lessons that are interesting and related to them; curriculum adapted to the needs and interests of children; involve children actively, both in physical and psychological aspects; and providing hands-on practice with concrete objects and tools [9].

Based on this, the research team was interested in conducting a research entitled Development of Inclusive Snakes and Ladders Game: Guidance Strategies in Enforcing Inclusive Values in Kindergarten.

2 Research Methods

This study uses Design-Based Research (DBR) in producing a guidance strategy in instilling inclusive values in inclusive kindergartens, as a solution to problems in inclusive education, especially the lack of inclusion of inclusive values [10]. Specifically, this study aims to (1) examine the concepts and objective conditions regarding the inculcation of inclusive values in

Kindergarten, (2) develop a snake and ladder-shaped guidance strategy to enforce inclusive values, and (3) test pilot the inclusion of snake and ladder game in the field. There are three stages carried out by the research team, namely:

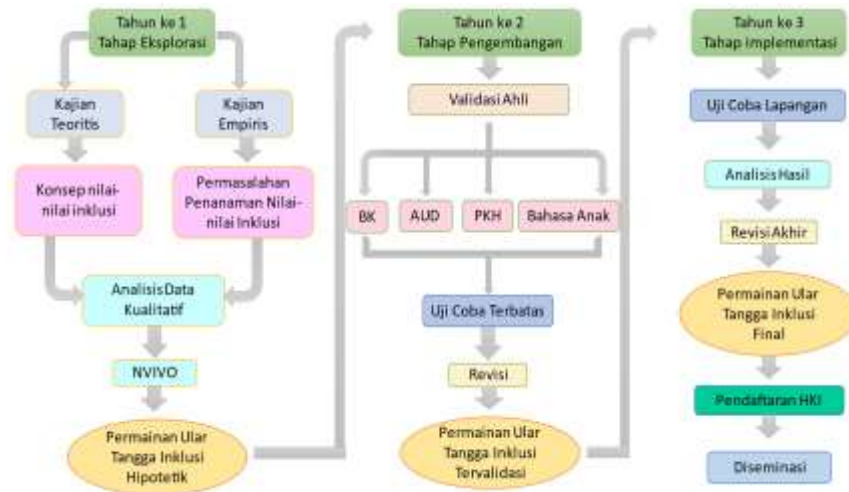


Fig. 1. Research stages

Stage 1, is an exploration stage where the research team conducts a theoretical study on upholding inclusive values [11] and conducts an empirical study on the description of upholding inclusive values at the Bunga Bangsa Kindergarten (TK) which is located at Jalan Cililitan Kecil I No. 48 RT 014/007 Cililitan Village, Keramat Jati District, East Jakarta 13640. The data analysis used in this exploration stage uses the NVIVO program with the Project Map feature so that the results will be in the form of images/charts that will make it easier for readers to understand the research results. After the concept and findings were obtained, the research team compiled a board game including snakes and ladders in a hypothetical form.

Stage 2, is the development stage. After the hypothetical inclusion snake and ladder game was formed, researchers looked for experts who could provide assessments and input to improve the quality of intervention strategies that were getting better. Expert validation was carried out by four experts from several scientific fields, including experts in the field of Guidance and Counseling, expertise in the field of Early Childhood Education, expertise in the field of Special Education and expertise in the field of Children's Language.

Table 1. Expert feedback on inclusion snakes and ladders

No	Expert's Name	Recommendation
1	Prof. Dr. Ahman, M.Pd (Guidance and Counseling Expert)	a. Give children gifts when they want to do activities b. Reduce the number of snakes in snake and ladder game.
2	Dr. MubyarAgustin, M.Pd (Early Childhood Education)	Use larger paper

	Expert)	
3	Prof. Dr. Endang Rochyadi, M.Pd (Special Education Specialist)	Simplify language
4	Dr. Jendriadi, M.Pd (Children's Language Specialist)	a. The title of the snake and ladder is placed at the top. b. Use larger paper

After getting input from experts, the researcher conducted a limited trial with 1 teacher and 4 students, then evaluated and revised so that a validated Inclusive Snakes and Ladders Game was formed.

Stage 3, is the implementation stage, where the research team conducts field trials by teaching all students and teachers to play Inclusion Snakes and Ladders, and giving A4 size snakes and ladders to students to play at home. After evaluating the results of the trial, the snake and ladder game was included in the final analysis and revision so that the application of school readiness instruments for children was tested. The final stage of the instrument is registered with Intellectual Property Rights and then disseminated at scientific meetings and journal publications.

3 Results and Discussion

3.1 Stage 1 exploration stage

Based on the results of the interview, the following will describe how the Bunga Bangsa Kindergarten in upholding inclusive values, as follows:

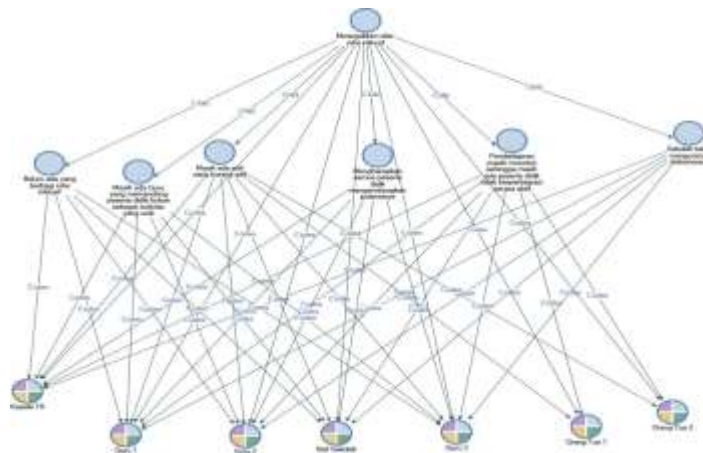


Fig. 2. Overview of aspects of upholding inclusive values

Bunga Bangsa Kindergarten teachers and staff do not fully understand their role as educators in inclusive schools. Teachers and staff in inclusive schools should take part in developing an inclusive culture in the school environment. Based on observations, there are still teachers and

staff who do not respect all students fairly by using bad words or high intonation when communicating with students. They reasoned that because of their cultural background, they are accustomed to this style of speaking, even though the principal has often reprimanded the teacher not to speak like that: “...the way of speaking to each other is different, to B the intonation is a bit high...already I am reminded that Betawi people don't have to be loud when they talk.” It also shows that teachers and staff discriminate against students. This statement also means that teachers have not shared one of the inclusive values, namely anti-discrimination. Some of the inclusive values embedded in an inclusive culture include being friendly, anti-discrimination, collaboration, and mutual respect. Teachers who treat students with respect and trust will be more successful in creating a conducive learning environment [12].

One parent who has a child with special needs once saw a staff member talking to their child: “You are just a big body, but you can't do anything”, this statement made the mother feel open and did not fit the inclusive culture that expects all parties using polite language [12]. This is also not in accordance with the meaning of inclusive education which requires schools to provide good education for all students regardless of their various abilities [13]. Even in Permendiknas number 70 of 2009, one of the objectives of implementing inclusive education is the realization of education that respects diversity, and is non-discriminatory for all students.

In addition, teachers and staff still view children with special needs not as unique individuals, so that the intervention and assessment given is the same as for other students. This was acknowledged by a teacher who said:

“Yes, just like the others, ma'am. It's like this (showing R's work, a nest like a special needs), if you've been working on it for a long time, ma'am, sometimes it's not finished, you have to be reminded often, "Brother R, do it first" you have to remind yourself often. So this is a lot of "with the help" of all, if the others are already independent, like confused this is R design”.

Teachers view student differences as not yet used as a resource to encourage learning, different students are still seen as problems that must be overcome [11]. So that teachers have not been able to remove learning barriers and encourage the active participation of all students. As stated by the school principal: "Every evaluation the question is always the same, what can be done with A...this B can't be calm, C can't do anything about it". Even based on observations, it is often found that students leave the class during class hours. So that the existing curriculum and learning cannot be accessed by all students, in fact inclusive can also mean the acceptance of students who have certain barriers to be able to access the commonly used curriculum, environment and social interaction [14][15].

The dimension of creating an inclusive culture aims to create security, acceptance, collaboration, stimulate society, where each individual is valued as the foundation for the highest achievement. This develops together with inclusive values that are conveyed to all teachers, staff, principals, students and parents/guardians. The principles and values in an inclusive culture guide policy decisions and practices in the classroom, so that school development becomes a continuous process[11]. Indeed, creating an inclusive culture is the basis for the development of other dimensions in inclusive education.

In building communities and enforcing inclusive values, staff and teachers have not civilized all parties to respect students, share inclusive values, all students are valued fairly, treat students as whole human beings, and do not appear to be trying to remove learning barriers. and there are still students who have not participated in learning. In general, in building a culture in an inclusive development environment, teachers and staff do not yet have a complete understanding of their role as educators who must also create an environment that is friendly to learning related to social relations, approaches and learning materials [2]. Upholding inclusive values can be seen from expecting all students to develop their potential; all parties share

inclusive values; all students are rewarded fairly; treat each other as whole people and have equal roles; staff and teachers try to remove barriers to learning and encourage active participation of students; and schools try to minimize all forms of discrimination [11].

Based on the field findings that have been described, in the aspect of upholding inclusive values, only a few indicators have appeared, namely: (1) teachers and staff expect all students to develop their potential and (2) schools try to minimize all forms of discrimination. Unfortunately, many indicators are not yet visible, it can be concluded that teachers and staff have not been able to understand their role as educators who must uphold inclusive values in Bunga Bangsa Kindergarten. The things that appear are: (1) there are still teachers and staff who do not respect students fairly; (2) not all parties share inclusive values; (3) the teacher has not treated students as whole human beings and has the same role; and (4) teachers have not been able to remove learning barriers and encourage active participation of students. Based on the explanation above, a hypothetical snake and ladder game is formulated as follows:

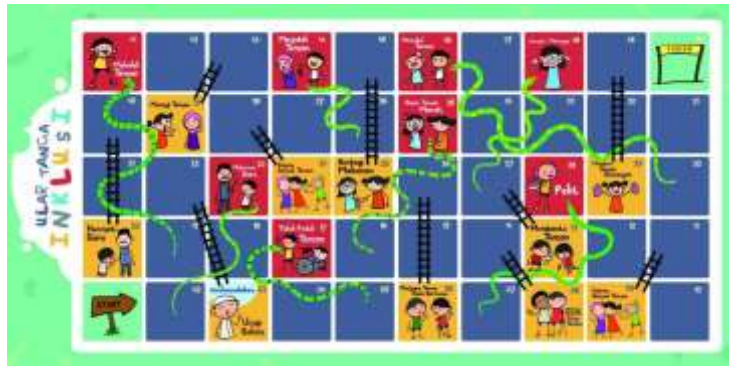


Fig. 3. Hypothetical snakes and ladders game

In the design of the hypothetical strategy, the number of snakes is 8 which indicates there are 8 negative values, so that when students set foot on the red box (there is a snake) then students must go down to the box on the snake's tail.

3.2 Stage 2 development stage

3.2.1 Expert validation process

The hypothetical inclusion snake and ladder game was validated by four experts from several scientific fields, namely expertise in the field of Guidance and Counseling, expertise in the field of Early Childhood Education, expertise in the field of Inclusive Education and expertise in the field of Children's Language. In general, the ecological intervention strategy to build an inclusive development environment can be used with a few revisions. The following will present expert input to improve the strategy so that it can be used in the field:

3.2.1.1 Guidance and counseling expert

The first input is giving gifts to students who want to do activities, these gifts are in a concrete form that can motivate students to be able to play and interpret the values in the game. The

research team decided to make a Pin whose picture was taken from the game of snakes and ladders itself.



Fig.4. Pin as a gift for every student who participates in the game

The second input is from the inclusive snake and ladder game, the number of snakes should be reduced because there are too many so that it is feared that students will lack enthusiasm in playing the game. In the initial design, the number of snakes and ladders is almost the same, this illustrates the balance of indicators of positive and negative inclusive values. This was also followed up by researchers so that students could get more positive inclusive values from the snake and ladder game. By referring to the reward system as giving feedback that can strengthen the cognitive structure and new behavior of students in understanding inclusive values [7], when students are willing to take part in playing snake and ladder activities, the environment must provide positive feedback as appreciation. So that students will learn a lot of positive values from inclusive education in this inclusive snake and ladder game.

In the design of the hypothetical strategy, the number of snakes is 8 which indicates there are 8 negative values, so that when students set foot on the red box (there is a snake) then students must go down to the box on the snake's tail. The number of snakes is considered very large because the number of stairs is only two, namely 10 boxes, so going down and going up has the same possibility. Figure 5 is an inclusive snake ladder design which has been revised by reducing the number of snakes and increasing the number of ladders.

3.2.1.2 Early childhood education expert

The input from early childhood education experts is to increase the size of the paper used, so that more children can follow.

3.2.1.3 Inclusive Education Expert

The input given by inclusive education experts is to simplify the language so that children can easily understand inclusive values.

3.2.1.3 Children's Language Expert

The input given by children's language experts, namely in the snake and ladder game section, the title should be kept above, in the hypothetical snake and ladder game the title snake and ladder is written on the right side of the game board, and the input is accepted.

The following is a Snake and Ladder Game that has been improved according to expert input.



Fig.5. Snakes and ladders game validated

A game to enforce inclusive values in kindergarten, consisting of a board game (1) consisting of 50 squares equipped with systematic numbers. Has inclusion values content which technically contains 15 (fifteen) positive statements with the reward of going up the stairs and going forward a few steps, four negative statements with the penalty of going down through the snake or taking a few steps back. To help the game run, each player chooses a pawn (3) that represents the player to step on the game board (1). In this game, the dice (2) is used to indicate the number of moves the player must make. If there is writing in the stop box on the game board (1), then the writing must be read aloud and obey the instructions. The ladder image shows the player going up to the box at the top of the ladder, while the snake image means the player has to go down to the box where the snake's tail is. After the game is over, all players get a prize in the form of a pin containing positive inclusion values in the game.

3.3 Stage 3 implementation

In instilling values, parents reported to teachers that the inculcation of inclusive values had been carried out at home. But what the teacher can be sure of is the inclusive snake and ladder game that is often done by students at school. The teacher participates in the inclusive snake and ladder game during recess. Before the intervention, the games played by students during breaks tended to be uncontrollable, which often led to bullying. With the participation of

teachers playing snakes and ladders inclusive, it has an impact on reducing cases of bullying in schools. Students in grades A and B like the big and small inclusive snake and ladder game (which is in the parent and teacher module). In the Play Group class, students prefer fairy tale activities in inculcating inclusive values. Some mothers often borrow story books in class. Students do not understand the commands in the inclusive ladder snake. The TU staff confirmed the statement that some mothers often borrowed books in the Play Group class. The head of the kindergarten realizes that it takes a long time to inculcate values and collaboration from various parties. However, because the activities are carried out during breaks, it reduces bullying that usually occurs during breaks.



Fig.5. Trial of inclusion snakes and ladders game in kindergarten

Inclusive values can be communicated in various ways, ranging from displayed materials, books and other media, schedules, assignments, interactions of all parties related to the school [12]. In addition to the "Mother Teaching" and "Individual Interventions for All" activities for students, the inculcation of inclusive values is shared through the game "Inclusion Snakes and Ladders" during the break:

"Yes, ma'am, I joined in playing, now when I take a break, I play with the children, ma'am, it's pretty good that R never cries again when I take a break. Previously, the previous teacher said that R often cries when he is resting and is bullied by his friends, now it's pretty good that he never cries because his friends don't jail him again when they are resting".

In the game "Snakes and Ladders of Inclusion" teachers develop not only inclusive values, but inclusive experiences for children with and without special needs including a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. them [16][17].

In addition, so that all students understand that there are friends who have special needs, they are called games that can instill inclusive values. This game is also a policy setting to reduce bullying (K2h). In the implementation of this game, the teacher participates in the inclusive snake and ladder game during breaks. Previously, the intervention was given, when students' game breaks were often uncontrollable, so that it often led to bullying. So that with the

participation of teachers playing snakes and ladders inclusive, it has an impact on reducing cases of bullying in schools.

"Yes, ma'am, I joined in playing, now when I take a break, I play with the children, ma'am, it's pretty good that R never cries again when I take a break. Previously, the teacher said that R used to cry when he was resting and his friends made fun of him, now it's pretty good that he never cries because his friends don't jail him again when he's resting."

Principals must establish policies to reduce bullying because in building an inclusive environment, the environment is always friendly [18] and friendship and cooperation between students with special needs and those categorized as non-special needs are the norm [14].

After the snake and ladder game was tested and received a positive response, the research team registered the product to be registered with Intellectual Property Rights. After that, it was disseminated in this international seminar.



Fig.7. Letter of registration of works

4 Conclusions

Based on the field findings that have been described, in the aspect of upholding inclusive values, only a few indicators have appeared, namely: (1) teachers and staff expect all students to develop their potential and (2) schools try to minimize all forms of discrimination. Unfortunately, many indicators are not yet visible, it can be concluded that teachers and staff have not been able to understand their role as educators who must uphold inclusive values in Bunga Bangsa Kindergarten. The things that appear are: (1) there are still teachers and staff who do not respect students fairly; (2) not all parties share inclusive values; (3) the teacher has not treated students as whole human beings and has the same role; and (4) teachers have not been able to remove learning barriers and encourage active participation of students. Based on the explanation above, it is formulated a game to enforce inclusive values in kindergarten, consisting of a board game (1) consisting of 50 squares equipped with systematic numbers. Has inclusion values content which technically contains 15 (fifteen) positive statements with the

reward of going up the stairs and going forward a few steps, four negative statements with the penalty of going down through the snake or taking a few steps back. To help the game run, each player chooses a pawn (3) that represents the player to step on the game board (1). In this game, the dice (2) is used to indicate the number of moves the player must make. If there is writing in the stop box on the game board (1), then the writing must be read aloud and obey the instructions. The ladder image shows the player going up to the box at the top of the ladder, while the snake image means the player has to go down to the box where the snake's tail is. After the game is over, all players get a prize in the form of a pin containing positive inclusion values in the game.

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