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HEALTH PROMOTION EFFORTS USING THE SNAKES AND LADDERS GAME AS A HOLISTIC STIMULATION STRATEGY FOR CHILD DEVELOPMENT : IMPACT ON THE KNOWLEDGE OF MOTHERS WITH PRESCHOOL-AGED CHILDREN

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ABSTRACT

The development of preschool-aged children (3–6 years) is a crucial phase that establishes the foundation for their cognitive, socio-emotional, language, and motor skills. The aim of this study was to determine the effect of health promotion using the Snakes and Ladders game on the knowledge of mothers of preschool-aged children regarding child development. The sample in this study consists of mothers of preschool-aged children. The sampling technique used is total population sampling.Data analysis was conducted using the Wilcoxon test. Based on study, the knowledge level of mothers of preschool-aged children regarding child development prior to the health promotion intervention can be described as follows: the vast majority of respondents (81.82%) possessed a low level of knowledge, a small proportion (11.36%) had a fair level of knowledge, and 6.82% had a good level of knowledge. Conversely, the knowledge level of these mothers following the health promotion intervention showed that the vast majority (86.36%) possessed a good level of knowledge, a small proportion (13.64%) had a fair level of knowledge, and no respondents had a low level of knowledge. Statistical analysis using the Wilcoxon signed-rank test revealed a p-value of 0.01, which is less than the alpha value of 0.05 (0.01 < 0.05); consequently, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Based on the research findings, it can be concluded that using the "Snakes and Ladders" game to deliver health promotion regarding child development influences mothers of preschool-aged children.

Keywords: Snake and Ladders Game, Health Promotion, Knowledge Mother of A Preschool-Aged Child

INTRODUCTION

The development of preschool-aged children (3–6 years) is a crucial phase that establishes the foundation for their cognitive, socio-emotional, linguistic, and motor skills. This period is often referred to as the "golden period" because it is characterized by rapid brain development and the laying of a foundation for essential skills; these factors influence a child's readiness for the next stage of education as well as their health outcomes in adulthood (World Health Organization, 2023; Ministry of Health of the Republic of Indonesia, 2024). The mother's role as the primary caregiver is vital in the process of providing stimulation. Mothers are responsible not only for meeting physical needs but also for creating a safe, loving environment rich in developmental stimulation through daily interactions. A mother's knowledge regarding child development stages and

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effective stimulation methods is a key factor determining the quality of a child's growth and development. When a mother's knowledge of child development and stimulation is limited, the stimulation provided is often inappropriate or inconsistent, potentially leading to negative impacts on the child's cognitive and socio-emotional abilities (UNICEF, 2023; Ministry of Women Empowerment and Child Protection, 2022).

However, various reports and recent research findings indicate that mothers' knowledge regarding the holistic stimulation of preschool children's development remains suboptimal. Some mothers continue to focus primarily on physical aspects and early academic skills, while language, socio-emotional, and character development receive insufficient or unbalanced stimulation. This situation can result in stimulation that misses the mark and potentially increases the risk of developmental delays in preschool-aged children (World Health Organization, 2023; UNICEF, 2022). Health promotion serves as a strategic approach to enhancing parents' knowledge, attitudes, and skills in supporting their children's growth and development. Modern health promotion emphasizes empowering the target audience through participatory, communicative, and contextual methods. Health promotion initiatives designed with an interactive approach have proven more effective at improving mothers' understanding and engagement compared to conventional educational methods (Notoatmodjo, 2021; World Health Organization, 2022).

The use of educational games has emerged as an innovative approach to health promotion that has gained increasing popularity in recent years. Educational games facilitate an enjoyable learning process, encourage active participation, and enhance information retention. Recent research indicates that utilizing educational games in family health education is effective in increasing mothers' knowledge and fostering positive behavioral changes regarding child-rearing (Suyanto, 2021; Fitriani, 2021). One form of educational game that is easy to implement and holds significant potential as a health promotion tool is Snakes and Ladders. This game can be modified by incorporating health messages and material on holistic child development stimulation into the game's steps. The "learning by playing" concept applied in Snakes and Ladders has been shown to boost learning motivation and participant engagement, as well as improve understanding of the educational content being conveyed (Suyanto, 2021; World Health Organization, 2022).

The holistic stimulation approach to child development emphasizes the importance of addressing all developmental aspects—physical, cognitive, linguistic, socio-emotional, and moral—in a balanced and integrated manner. Consistent holistic stimulation provided by mothers within the family environment supports optimal child development appropriate for the child's age stage (Ministry of Health of the Republic of Indonesia, 2024; UNICEF, 2023). Given this context, there is a need for an innovative health promotion initiative utilizing the "Snakes and Ladders" game as a strategy for holistic developmental stimulation to enhance the knowledge of mothers with preschool-aged children. This medium is expected to serve as an effective, engaging, and practical health education tool that can be applied in daily life, thereby contributing to the optimization of preschool-aged children's development.

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METHOD

This study employs a pre-experimental design, specifically a one-group pretest-posttest design. The independent variable is the knowledge of mothers of preschool-aged children regarding child development, while the dependent variable is health promotion via the "Snakes and Ladders" game. The research instrument used is a questionnaire. The instruments used in this study were adopted from previous research in the same field; therefore, their validity and reliability were established based on those earlier studies.The population of this study consists of all mothers of children in Kindergarten A and Kindergarten B at Mardi Putra Kindergarten, Kediri City, totaling 44 children. The sample for this study consisted of the mothers of all children in the TK A and TK B classes at Mardi Putra Kindergarten in Kediri City, totaling 44 children. The sampling technique used in this study is total population sampling. The instrument used in this study is a questionnaire.

The data collection process began by administering a questionnaire on child development to the respondents, followed by the delivery of health promotion via the "Snakes and Ladders" game. The health promotion session lasted approximately 100 minutes. Subsequently, a post-test was conducted to measure knowledge regarding child development. The data collection procedure began by obtaining permission from the Head of Mardi Putra Kindergarten in Kediri City. Upon receiving permission, the researcher explained the study's objectives to potential respondents; those willing to participate were invited to sign a consent form. The completed questionnaires were retained by the researcher for data processing, which was carried out after the intervention was concluded. Next, the data processing stage is carried out. This process involves several steps, including: editing—which entails verifying the accuracy of the obtained or collected data (performed either during or after data collection)—and coding, which involves assigning numerical codes to data categorized into various groups. The data analysis used in this study is the Wilcoxon statistical test.

RESULTS AND DISCUSSION

RESULTS

Table 1. Characteristics of respondents based on the occupation of mothers with preschool-aged children at Mardi Putra Kindergarten, Semampir, Kediri City

Mother's Occupation	N	%
IRT	17	38,64
Enterpreneur	10	22,73
Farmer	5	11,36
Private Sector Employee	9	20,45
Others	3	6,82
Total	44	100

Research findings regarding the occupational characteristics of mothers with preschool-aged children at Mardi Putra Semampir Kindergarten in Kediri City indicate that nearly half of the respondents—17 (38.4%)—are housewives.

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Table 2. Characteristics of respondents based on the education of mothers with children of preschool age (toddlers) at Mardi Kindergarten, Semampir, Kediri City

Mother's Education	N	%
Basic (Elementary, Junior High)	8	18,18
Secondary (Senior High)	33	75
Higher Education (University)	5	11,36
Total	44	100

Based on the research findings regarding respondent characteristics based on education—specifically among mothers with preschool-aged children at Mardi Putra Kindergarten in Semapir, Kediri City—the majority of respondents (75 or 33%) held a secondary education (high school) qualification.

Table 3. Frequency Distribution of Respondents Based on the Knowledge of Mothers of Preschool-Aged Children Prior to Health Promotion on Child Development via the Snakes and Ladders Game

No.	Knowledge	N	(%)
1.	Good	3	6,82
2.	Enough	5	11,36
3.	Not Enough	36	81,82
	Total	44	100

Based on the research findings, it can be interpreted that nearly all respondents—specifically 36 individuals (81.82%)—possessed insufficient knowledge regarding the development of preschool-aged children prior to receiving health promotion.

Table 4. Frequency Distribution of Respondents Based on Mothers' Knowledge Regarding Preschool-Aged Children Following Health Promotion on Child Growth and Development via the Snakes and Ladders Game

No.	Knowledge	N	(%)
1.	Good	38	86,36
2.	Enough	6	13,64
3.	Not Enough	0	0
	Total	44	100

Based on the research findings, it can be interpreted that nearly all respondents—specifically 38 individuals (86.36%)—possessed good knowledge after receiving health promotion regarding the development of preschool-aged children.

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Table 5. Crosstabulation of the Frequency Distribution of Mothers' Knowledge Regarding Preschool-Aged Children's Development and After Health Promotion by Snakes and Ladders

Game

Health Promotion	Knowledge Level						Total	
	Good		Enough		Not Enough			
	F	%	F	%	F	%	F	%
Before	3	6,82	5	11,36	36	81,82	44	100
After	38	86,36	6	13,64	0	0	44	100
p value = 0,01		α= 0,05						

Based on Table 5 above, the knowledge level of mothers of preschool-aged children regarding child development prior to the health promotion intervention can be described as follows: the vast majority of respondents (81.82%) possessed a low level of knowledge, a small proportion (11.36%) had a fair level of knowledge, and 6.82% had a good level of knowledge. Conversely, the knowledge level of these mothers following the health promotion intervention showed that the vast majority (86.36%) possessed a good level of knowledge, a small proportion (13.64%) had a fair level of knowledge, and no respondents had a low level of knowledge. Statistical analysis using the Wilcoxon signed-rank test revealed a p-value of 0.01, which is less than the alpha value of 0.05 (0.01 < 0.05); consequently, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. This indicates that health promotion regarding child development had an effect on the knowledge of mothers of preschool-aged children at Mardi Putra Kindergarten in Semampir Urban Village, Kediri City.

DISCUSSION

Child development is a continuous process of quantitative and qualitative change across various domains—physical, cognitive, linguistic, socio-emotional, and motor—spanning from birth through childhood. The preschool years (ages 3–6) constitute a sensitive period characterized by high brain plasticity; consequently, appropriate stimulation during this time significantly impacts a child's learning abilities, social adaptation, and long-term health (UNICEF, 2023). Optimal development requires the simultaneous fulfillment of several basic needs: nutrition, protection, responsive care, early learning opportunities, and a safe environment. A holistic approach emphasizes that stimulation in one domain (e.g., cognitive) must be integrated with stimulation in others (e.g., socio-emotional and linguistic) to ensure balanced growth and development (WHO, 2023). Child development is influenced by internal and external factors, including genetics, nutrition, parenting styles, environmental stimulation, and learning experiences. The role of parents and educators is crucial in providing an environment that is safe, responsive, and supportive of a child's exploration. A lack of stimulation can lead to developmental delays, particularly in the social and cognitive domains (Harmiardillah et al., 2024).

Parents and educators create an environment that supports the stimulation of child development through daily interactions, responsiveness to children's needs, and opportunities for structured play. Parent-education interventions that enhance stimulation capabilities have been shown to improve children's

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developmental skills in both home and school settings (Harmiardillah et al., 2024). One approach to increasing the knowledge of parents and educators regarding child development stimulation is through health promotion. Health promotion is the process of empowering individuals and communities to increase control over the factors that influence health, thereby enabling them to improve their health status independently (WHO, 2023). Health promotion goes beyond merely conveying information; it fosters behavioral change, raises awareness, and cultivates environments that support health (Tri Sunarsih et al., 2024). Health promotion efforts encompass health education, advocacy, policy development, and community empowerment, aiming to encourage individuals to adopt healthy behaviors and maintain the health of their families and surrounding environments (WHO, 2023; Tri Sunarsih et al., 2024). Health promotion efforts target not only children but also parents or primary caregivers, aiming to strengthen their ability to care for and stimulate child development (Sunarsih et al., 2024). Educating parents about developmental milestones enables them to monitor for and detect signs of developmental delays and to implement appropriate stimulation from an early stage (Sunarsih et al., 2024). Educational programs delivered via webinars, digital groups, or community-based initiatives have been shown to enhance parental knowledge and foster enthusiasm for managing their children's health (Sunarsih et al., 2024). Media used in health promotion can take the form of print, audiovisual, or digital materials, educational games, or personal communication (Harsono et al., 2025). Educational games and "learning-through-play" approaches are increasingly prioritized today because they capture participants' interest, actively involve both parents and children, and enhance emotional engagement in health-related learning (Harsono et al., 2025). In this study, the medium used for health promotion is the game of Snakes and Ladders.

Snakes and Ladders is an educational tool that can be used to convey health promotion messages in an interactive and enjoyable manner. This medium enables active participation from both children and parents, thereby enhancing comprehension of the material and fostering emotional engagement in the learning process (Harsono et al., 2025). Board games like Snakes and Ladders can be integrated with cognitive, social, linguistic, and motor stimulation, serving as a holistic strategy that supports the multidimensional development of preschool-aged children (Sari et al., 2025). Snakes and Ladders is a traditional board game that has been modified and developed into an educational tool for children's learning; it facilitates active interaction through simple rules that can be adapted to specific educational content (Sun et al., 2024). In an educational context, Snakes and Ladders functions as a learning tool that incorporates play-based learning, encouraging children's active engagement in the process of learning through play (Rahayu et al., 2024). The game of Snakes and Ladders is highly effective at fostering child engagement by combining simple decision-making, social interaction, and elements of chance—making each game unique and consistently appealing to preschoolers (Sun et al., 2024). In its educational version, the game can incorporate instructions or questions that challenge players to recognize numbers, vocabulary, or other concepts aligned with learning objectives; thus, it serves not merely as entertainment but also as a tool to promote cognitive development (Sun et al., 2024). **Cognitive**: Children are required to count steps, understand sequences, and solve simple challenges within the game, which enhances logical thinking and problem-solving skills (Akbar, 2025). The game of Snakes and Ladders has proven effective in stimulating cognitive aspects—such as

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number recognition, step counting, and understanding the sequence of events—all of which serve as early foundations for logical thinking and numeracy skills in young children (Sun et al., 2024). Implementing Snakes and Ladders in early childhood numeracy education demonstrates that the game can boost children's interest and counting skills, particularly regarding number recognition, game sequencing, and the understanding of simple quantity concepts (Sun et al., 2024). Qualitative research at RA Al-Fattah Jangga Baru found that elements of the game—such as number recognition and sequencing concepts—directly support basic numeracy development in preschoolers while also enhancing communication skills through social interaction during play (Sun et al., 2024). Studies indicate that Snakes and Ladders helps preschoolers recognize number symbols and numerical sequences, while also strengthening memory through the repetition of counting activities inherent in the game (Sun et al., 2024). Language: Interactions with parents or playmates during the game expand vocabulary and improve communication skills (Amalia & Sundari, 2025). In another study conducted at a kindergarten in Jombang, the use of a vocabulary-focused educational Snakes and Ladders game proved effective in improving children's word and vocabulary recognition through interactive activities integrated into each step of the game (Winarni et al., 2025). This demonstrates the potential of Snakes and Ladders as a medium for language learning, as children learn indirectly through an engaging and motivating game context (Winarni et al., 2025). Social-Emotional: Children learn to take turns, manage emotions when winning or losing, and collaborate with other players (Wahyudi, Arisanti, & Muttaqin, 2024). The game of Snakes and Ladders can also support children's social-emotional development, including skills such as turn-taking, emotional regulation when facing unfavorable game outcomes, and interacting with peers and adults during play (Sun et al., 2024). These social interactions are crucial for fostering cooperation, empathy, and the ability to resolve minor conflicts that arise during the game (Sun et al., 2024).
Fine and Gross Motor Skills: Moving game pieces, rolling the dice, and managing moves enhance hand-eye coordination and fine motor skills (Istifadah et al., 2025).
2.3.2 The Role of Snakes and Ladders in Holistic Stimulation.

This game can be adapted to enhance mothers' knowledge regarding child developmental stimulation. For instance, each square on the Snakes and Ladders board could feature a brief message about nutrition, immunization, Clean and Healthy Living Behavior (PHBS), or tips for stimulating child development (Harsono et al., 2025). This strategy encourages mothers to learn through play, boosts motivation, and facilitates a contextual understanding of health information (Sunarsih et al., 2024). The approach also strengthens positive mother-child interactions, enabling consistent implementation of developmental stimulation at home (Ivaniarahma & Putri, 2025).

A mother's knowledge regarding child growth and development plays a crucial role in determining the quality of daily interaction and stimulation provided to the child (Ramadhani & Iskandar, 2024). Mothers with a good level of knowledge tend to be more responsive to their child's developmental needs, capable of distinguishing the requirements of different age stages, and able to create an environment that supports optimal growth and development (Ayuningtyas et al., 2024). Conversely, low maternal knowledge can lead to delays in a child's language, social, and cognitive development due to inappropriate or inconsistent stimulation (Wulandari & Putra, 2025). A mother's knowledge serves as the foundation for her behavior regarding stimulation practices at home.

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Mothers with adequate knowledge tend to be more consistent in implementing stimulation activities—such as shared reading, educational play, and activities that foster language and social development (Wulandari & Putra, 2025). Research indicates that increased maternal knowledge regarding child developmental stimulation is positively associated with the frequency and quality of stimulation activities carried out at home (Putri & Lestari, 2023).

CONCLUSION AND RECOMMENDATIONS

Based on the research findings, it can be concluded that using the "Snakes and Ladders" game to deliver health promotion regarding child development influences mothers of preschool-aged children. It is recommended that healthcare professionals enhance health promotion efforts—specifically concerning child development—targeting mothers of preschool-aged children and diversify their health promotion methods to make them more engaging and ensure objectives are met.

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