



Sexual Violence Prevention Education through Snakes and Ladders Game for Adolescents at Thamavitya Mulniti School Thailand

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Track Record Article	Abstract
<p>Revised: 24 March 2025 Accepted: 02 June 2025 Published: 30 September 2025</p> <p>How to cite : Hasibuan, R., Kholijah, S., Siregar, P. A., Panjaitan, N. W., & Mapa, A. (2025). Sexual Violence Prevention Education through Snakes and Ladders Game for Adolescents at Thamavitya Mulniti School Thailand. <i>Contagion : Scientific Periodical of Public Health and Coastal Health</i>, 7(2), 251–261.</p>	<p><i>Child sexual abuse is increasingly common in many countries and is a global concern. The Multi-disciplinary Teams (MDTs) reported 2,250 children recorded cases involving other forms of sexual violence such as molestation with a range of 561 boys and 1,689 girls. Child sexual abuse is still frequent and unresolved in Thailand. Sex education is essential for health promotion, and media plays an important role in promoting individual health status and prevention efforts. This study aims to educate the prevention of sexual violence through educational game media, namely snakes and ladders for adolescents to see the level of knowledge of adolescents regarding the prevention of sexual violence. This study is a quantitative study using a one group pretest posttest design, namely by conducting a pretest and posttest on 31 students at Thamavitya Mulniti School Thailand. Data on pre-test scores and post-test scores were analyzed using Paired Samples T-test with a 95% confidence level. Students' knowledge was obtained before education and snake and ladder games with an average score of 74.97 and students' knowledge after education and snake and ladder games with an average score of 83.16. The results of the study obtained $P\text{-Value } 0.006 \leq 0.05$ means that at Alpha 5% there is a difference between the average knowledge of Pre-Test and Post-Test. There was an increase in student knowledge between before the intervention and after the intervention. The conclusion of this study is that there is an effect of sexual violence education with snakes and ladders on increasing adolescent knowledge.</i></p> <p>Keyword: Adolescent, sexual violence, snakes and ladders game</p>

INTRODUCTION

Adolescents are people who have undergone a transition from childhood to adulthood consisting of early adolescence, middle adolescence, and late adolescence characterized by physical, social, emotional and cognitive changes (Rahmawati et al., 2023). The stages of adolescence consist of early adolescence aged 11-13 years, middle adolescence aged 14-16 years and late adolescence aged 17-20 years (Aisyaroh, 2017).

Sexual violence as a term for deviative sexual behavior or deviant sexual relations, harming the victim and destroying peace in society (Mudjrimin, 2023). The World Health Organization states that child abuse is any form of abuse or mistreatment of a child that causes physical, emotional, sexual harm, neglect of care, or exploitation for commercial gain that is harmful to health. Globally, there are about 650 million or 1 in 5 girls and women alive today who have been victims of sexual violence as children. Meanwhile, about 410 and 530 million

boys or adult men or about 1 in 7 experienced sexual violence in childhood (Unicef, 2024). In 2022, there were 2,393 children spread across Thailand who had been victimized in rape cases with a range of 630 boys and 1,763 girls. The Multi-disciplinary Teams (MDTs) also reported 2,250 children recorded cases involving other forms of sexual violence such as molestation with a range of 561 boys and 1,689 girls (Abhasakun, 2023).

Child sexual abuse is a serious problem that deprives children of necessary protection, limiting physical and mental growth and development. The suffering of victims of sexual violence is a serious consequence that requires attention. Sex education is essential for health promotion, and the media plays an important role in promoting individual health status and prevention efforts (Siregar, 2020). Sexuality education is not only concerned with knowledge of the biological aspects of sexuality but also includes social, cultural, and moral values that shape healthy and responsible sexual behavior. Ignorance about sexuality can lead to irresponsible behavior, which can then lead to sexual violence (Samsudin, 2019). Providing a good and correct understanding of sexual education is very important, especially for children and adolescents. The importance of sexual education at an early age can prevent misunderstandings or sexual deviations (Mudjrimin, 2023).

Sexual violence is a widespread problem and affects a large number of the population regardless of age group or gender. It is the responsibility of health professionals to promote knowledge about child sexual abuse and self-protection. The interactive educational program adopted in this study was found to be highly effective as it increased the level of knowledge (Arulmohi et al., 2017). The results of the study (Magta, 2022) show that child sexual abuse is an urgent problem that requires concerted efforts from the government, educational institutions, and families, with parents playing an important role in educating their children.

Incidents of child sexual abuse are increasingly common in many countries and in Thailand the problem remains unresolved. This issue is being responded to by the international community as child sexual abuse is a human rights violation that can cause physical and mental damage. Based on The Asean Post survey, it shows that most experiences of sexual abuse seem to occur in public places, such as public transportation (27%), nightclubs (18%), schools/universities (17%), and other public places (29%) (Gustianti et al., 2023). Thailand is also working to reduce the number of sexual violence against children by cooperating with International Organizations such as UNICEF through electronic and print media promotion.

The results of research (Rahmi, 2019) show that providing early sex education will increase understanding of reproductive organs and health, reduce the likelihood of sexual harassment, and increase their awareness of environmental influences. Therefore, research is

needed on sexual violence prevention education through sexual violence education interventions. This education or intervention uses the snakes and ladders game media on adolescents to see the level of knowledge of adolescents regarding the prevention of sexual violence.

METHODS

This study is a quantitative study using a one group pretest posttest design, namely by conducting a pretest (before) and posttest (after) treatment in each group. The activity begins by giving a pretest then proceeds with the presentation of material by the researcher or implementer of the activity, followed by playing educational games by dividing students into several teams as well as discussion sessions so that students can ask questions related to things that have not been understood, finally a posttest is carried out to see the increase in knowledge. This research was conducted in October 2024. The sample in this study were 31 students at thamavitya Mulniti School Thailand. The data analysis used was bivariate and univariate using SPSS. Data on pre-test scores and post-test scores were analyzed using Paired Samples T-Test (Dependent T-Test) with a 95% confidence level. Paired Sample T-Test is designed to compare pretest and posttest scores of the same group. In this context, each student in the same class is measured twice, so the data are interrelated. The analysis aims to determine the difference in knowledge before and after the intervention, where the measurement is carried out twice, before the intervention is called the pre-test and after the intervention is called the post-test. The results obtained are a significant increase if the measurement results show a p value <0.05 .

RESULTS

Table 1. Characteristics of Respondents (n=31)

Variable	Frequency	%
Age		
13 Years	12	38.7
14 Years	12	38.7
15 Years	6	19.4
16 Years	1	3.2
Gender		
Male	31	100
Female	0	0
Experienced sexual violence		
Ever	31	100
Never	0	0

Based on Table 4.1, it is known that the majority of students are 13 years old (38.7%) and 14 years old (38.7%) with the same number. All students are male (100%). All respondents have never experienced sexual violence.

Table 2. Categories of Student Knowledge Level

Knowledge	Snake Ladder Media			
	Pre-Test	%	Post-Test	%
Good	16	51.6	26	83.9
Fair	15	48.4	4	12.9
Poor	0	0	1	3.2
Totally	31	100	31	100

Based on table 4.4 shows that the level of knowledge before education and snakes and ladders games (Pre-Test) was in the good category as many as 15 people (51.6%), 15 people (48.4%) in the fair category. Meanwhile, after education and snake and ladder games (Post-Test) in the good category as many as 26 people (83.9%), 4 people (12.9) in the fair category and 1 (3.2%) in the poor category. According to Arikunto (2013), knowledge is divided into 3 categories, namely: Good (76-100), Fair (56-75), Poor (40-50).

Table 3. Results of Dependent T-Test to See Differences in Knowledge

Variabel	f	Mean	Std. Deviation	P-value
Based on value				
Pre-Test	31	74.97	15.536	0,006
Post-Test	31	83.16		

From the analysis results in the table above, it is known that student knowledge before education and snakes and ladders games (Pre-Test) with an average value of 74.97 and student knowledge after education and snakes and ladders games (Post-Test) with an average value of 83.16. Obtained P-Value $0.006 \leq 0.05$ means that at Alpha 5% there is a difference between the average knowledge of Pre-Test and Post-Test.

DISCUSSION

The results of statistical tests show differences in the average level of student knowledge after the intervention. After the intervention using snakes and ladders media there was an increase in the average level of student knowledge. The level of knowledge of students is divided into 3 categories, namely good, sufficient and deficient. The results of data collection showed that 83.9% of students had a good level of knowledge. The Snakes and Ladders game as an interactive method allows students to be actively involved in the learning process, which improves students' memory and understanding of sexual violence prevention. This interaction helps children more easily understand important concepts such as consent and personal boundaries. Furthermore, discussions related to what has been learned can help students

internalize the information and understand its practical application in everyday life, so the intervention through snakes and ladders education led to an increase in students' knowledge.



Figure 1. Sexual Violence Prevention Education Activities

Information on the prevention of sexual violence is delivered using game media. Snakes and ladders game as one of the educational media, in which there is content and messages conveyed. Comprehensive sexuality education as a curriculum-based teaching and learning process that addresses the cognitive, emotional, physical and social aspects of sexuality (Lanus et al., 2024). The provision of educational interventions using snakes and ladders games was carried out because this media has the advantage of eliminating boredom in learning, where there should be a balance between a fun atmosphere and seriousness in learning. In this study, researchers designed snakes and ladders images with attractive and informative designs. In this media, students will be invited to play directly to express their ideas and opinions about reproductive health and prevention of sexual violence freely. Each caption in this media will answer various problems that are still a question for students..

The snakes and ladders educational game media in this study is organized in a simple form to include sexual violence prevention education that is easy to understand. This supports and motivates students to take the activity seriously until the end of the activity. So that this educational activity provides an increase in prevention of sexual violence with snakes and ladders game sexual violence prevention education.



Figure 2. Snakes and Ladders Media Design

In this study, when filling out the knowledge questionnaire regarding efforts to prevent sexual violence, there were items that had the least correct answers during the pre-test, namely the question “Sexual Grooming has an influence on a child, namely accelerating the process of critical realization that he is a victim of sexual abuse” which must be answered with Yes / No options with a percentage of correct points of 22.6%. There are still many students who do not know the term Sexual Grooming. Grooming is an attempt by a person to build a relationship, trust, and emotional connection with a child or adolescent so that the perpetrator can manipulate, exploit, and abuse the victim (Andaru, 2021). Students still rarely hear the term due to the different language used and students are still mistaken that sexual grooming does not speed up but slows down the victim's awareness process. Sexual grooming has an influence

on a child, namely slowing down the process of critical realization that he is a victim of sexual abuse. Sexual grooming is a process of manipulation carried out by the perpetrator to build relationships, trust and control over the victim. The crime of grooming occurs when a child unknowingly forms a relationship with the perpetrator that makes the child trust him or her and feel emotionally connected. This allows the perpetrator to easily manipulate, exploit, abuse or sexually harass the targeted child or adolescent (Hardiyanti & Harefa, 2021).

During education with snakes and ladders media, students who had difficulty understanding the content of the material were assisted by researchers and teachers. This difficulty is due to language differences. When helped with a simple explanation, students can slowly understand the material provided. This is evidenced by an increase in the average score. Students feel interested in playing snakes and ladders and are happy because this snakes and ladders game is also very rarely played. In addition, students can discuss with other friends. The selection of snakes and ladders as a medium in education because it contains information and pictures so that adolescents will think about the relationship between the information in the picture and the question sheet obtained so that they experience cognitive development.

Preventing violence in schools requires a comprehensive approach as it is a complex problem. Various research results show that the effectiveness of prevention programs is strongly influenced by policies, training and the involvement of all stakeholders. Violence-safe schools need to be created to support students' academic and social-emotional development. Creating a safe school environment from sexual violence is done through consistent implementation, involvement of all parties, continuous capacity building, evidence-based evaluation, adaptation and innovation, and a focus on long-term impact (Noer et al., 2024). The results of this study can be used as a strategy to prevent sexual violence in schools. In this study, educational activities were carried out with innovation and involved students, stakeholders such as school management and educational institutions.

Providing information about preventing sexual violence behavior is a form of health promotion that can increase adolescent knowledge. This is in line with research (Sumiyarrini et al., 2022) which shows that sexual education media with the snakes and ladders game "Dylan" is proven to have an influence in improving children's perceptions and understanding of sexual health and sexual violence. Furthermore, research (Nurbaya & Simon, 2019) explains that there is an effect of the application of sex education (snakes and ladders media) on the ability to prevent sexual violence in street children in Savana village, Makassar City. Research (Dewi et al., 2023) states that adolescent sexual health education is important to be given to adolescents to prepare themselves and recognize themselves when entering the adult stage, as

well as respond to changes that occur to themselves. It is known that through educational activities, it was found that there was an increase in knowledge of SB Muhammadiyah Kepong students, Malaysia by 132.3%.

Prevention must start early through early sexual education, open communication, courage, independence, supervision, and education about the impact of sexual violence (Simatupang, 2022). Sexuality education is structured to provide knowledge that is practical and can be applied in everyday life. Educational materials should cover various topics, such as reproductive health, prevention of sexual violence, and ethical and moral values in interpersonal relationships. The function of sexuality education is not only as a tool to prevent sexual violence, but also as a means to form individuals who are more responsible and have high social awareness with the support of a conducive environment (Freska, 2023). With proper education, everyone can understand the importance of consent, respect sexual rights, and avoid risky behaviors, including sexual violence (Sundari, 2024).

Based on the results of research (Solehati et al., 2022) that health education is effective in increasing the level of knowledge and attitudes of adolescents in preventing sexual violence. Health education as one of the effective intervention and resource management efforts in improving adolescent reproductive health.

The issue of sexual violence that is increasingly emerging has led to various responses from the surrounding environment, one of the phenomena that often arises is victim blaming. Victim blaming is a situation of blaming the victim when they want to fight for the violence they have experienced so that victims find it difficult to speak up because they are afraid. This community response ultimately makes victims reluctant to report the events they experience and prefer to remain silent, for fear of receiving stigma by the community (Ma'arief, 2019).

Furthermore, verbal sexual harassment is a form of harassment that is often experienced by the community. (Hidayat & Setyanto, 2019) explained that catcalling is a real thing and can be witnessed using the five senses. Perpetrators of catcalling are often men but it does not rule out the possibility that men can also be victims and the perpetrators are women.

In this study, there are still many students who still lack understanding related to Sexual Grooming. The results showed that students' knowledge during the pre-test related to sexual grooming material was 22.6%. Sexual Grooming has an influence on a child, namely slowing down the process of critical realization that he is a victim of sexual abuse. Sexual Grooming is a process of manipulation carried out by the perpetrator to build relationships, trust, and control over the victim. In general, grooming has 3 types of perpetrators, the first type is a distorted attachment offender who wants a relationship with the child. The second type is the adaptable

online groomer who wants to satisfy sexual desires by seeing the target as a capable and mature person. Finally, the hypersexualized offender where the offender feels addicted to child pornography and has a significant relationship with other offenders (Gottschalk, 2011).

From the results of the study, it can be concluded that students' knowledge has increased. Before education and snakes and ladders game (Pre-Test) with an average value of 74.97 and student knowledge after education and snakes and ladders game (Post-Test) with an average value of 83.16. Obtained P-Value $0.006 \leq 0.05$ means the difference between the average knowledge of Pre-Test and Post-Test. This is in line with research (Taufik, 2019) that there is an increase in students' knowledge and attitudes regarding sexuality education after being given the snakes and ladders sexuality media with a p value of $0.000 \leq 0.05$. Sexuality education with snakes and ladders games is effective in increasing students' knowledge and attitudes.

In this study, there were limitations in the implementation of intervention activities, namely the difference in language use, the researcher presented Indonesian and explained with a mixture of English. However, some students did not understand both languages. In this case, the teacher also assisted with explanations using Thai. The existence of these language differences is a challenge for students in understanding the meaning of the questions presented by the researcher.

CONCLUSIONS

Adolescents had good knowledge (51.6%) about preventing sexual violence before education with snakes and ladders media, after the intervention the level of knowledge increased to a good category of 83.9%. Statistically there is a difference in knowledge at pre-test with an average value of 74.97 and post-test with an average value of 83.16 with a P-Value of $0.006 \leq 0.05$. From the results of this study, there is an effect of sexual violence education with snakes and ladders on increasing adolescent knowledge.

Providing education with snakes and ladders media makes it easier for students to understand the material and discuss the prevention of sexual violence so that it affects the increase in knowledge level. Educational efforts through snakes and ladders media can be used as a tool for campaigns and education on reproductive health and prevention of sexual violence by schools and public health workers. In this study, the researcher suggested that future research should expand the sample to female students to find out differences in knowledge and perceptions of different genders. Schools can carry out various innovative activities to provide education and interventions for students to prevent sexual violence by collaborating with

various parties and including sexual violence prevention education in the learning curriculum by using other interesting educational games.

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