

# The Use of Snakes and Ladders Educational Media In Empowering Integrated Child Protection Groups In Handling Cases

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## Abstract

Candirpari Village is an advanced village in terms of government and human resource development. The town declares itself as a tourist village which aims to increase welfare for the community and is safe for children. Many children's cases involve domestic violence and special crimes such as narcotics and sexual violence. The village tries to resolve the case at the village level and then refer it to the authorities. The Community-Based Integrated Child Protection Group has problems in strengthening the capacity to handle child cases at the village and referral levels. The service carried out from August to November 2024 is carried out with training using adult education methods. The educational media used is snakes and ladders for protection and handling of children's cases. This educational teaching aid makes it easier to explain the process in child cases, and the use of restorative justice including the role and function of PATBM cadres and the Candipari village authorities. The use of APE snakes and ladders positions all participants as active and involved by thinking about the statements on the cards used to mark ladders and snakes. The service activity ran smoothly because the participants were in a position to directly handle cases that were solved by pawns facing snakes or ladders.

Keywords: educational props, case handling, child protection

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## Introduction

Handling cases of Gender Based Violence (KGB) for children and teenagers is more complex because of their weak bargaining position. This is because victims often experience obstacles in obtaining justice and recovery[1]. Victims believe that perpetrators often take advantage of their power relations, so that there is no justice for victims to speak out. On the other hand, there is a stigma that people often trust perpetrators who tend to have religious and

religious authority more than victims [2]. In villages, one of the inhibiting factors in dealing with violence is the limited ability of village cadres to provide treatment and recovery for victims. In Candipari village, Karang Taruna and children's forums or PKK do not yet have special programs for preventing and handling sexual violence. Violence that is not handled comprehensively will have a psychological impact on the victim, disrupting their reproductive health and social life.

Candipari Village, Candi District, Sidoarjo Regency, is dominated by violence against children and teenagers in addition to domestic violence cases and crime cases. There were 162 cases from January to June 2023 in Sidoarjo Regency which ranks third as the district with the highest violence in East Java, after Surabaya and Jember [3]. Children and teenagers in Candipari village do not have a large playing space, even in the refugee flats from Sampang Regency, there is no special play area for children and teenagers. This condition causes them to choose alternative games using smartphones and social media.

The government's steps in dealing with violence, namely the Sidoarjo Regency Women's Empowerment and Child Protection Service, have spearheaded the Village Children's Forum and the Community-Based Integrated Child Protection/PATBM group. It is hoped that these two communities can create a village environment that is safe from violence. The Candipari Village PATBM consists of PKK elements, elements of religious and community leaders, and village level education figures whose role is to prevent sexual violence through education. The Candipari Village PATBM consists of 20 village volunteers to carry out efforts to prevent and handle violence against children and teenagers. As a village-level community organization, PATBM does not have a sustainable source of funds unless budgeted by the village for village empowerment. So far, activities have been carried out independently or voluntarily. Activities that have been carried out by PATBM include socializing child protection at village study forums, and socializing children's rights. However, PATBM does not yet have good capabilities in handling public complaints. The problems or cases reported varied, namely domestic violence, fighting over children, inheritance, violence between children, seduction and bullying via social media, invitations to have sexual intercourse, and coercion to view pornographic videos.

PATBM does not yet have an understanding of gender-based violence, handling child cases, domestic violence, and SEXUAL violence so it requires education or improving the quality of human resources. PATBM requires capacity building in the form of education for PATBM so that they know in depth about violence against children and women as well as family law. In handling cases, they need information regarding initial handling for further

referral to the police, the regional technical service unit for the protection of women and children, and non-governmental organizations. Therefore, service is carried out by empowering and educating the PATBM of Candipari village. In addition, educational media for snakes and ladders and spinners were prepared for Candipari village so that the implementation of service and learning with cadres was more easily accepted.

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## Methodology

The implementation method will be carried out using the Community Organizing (CO) approach often known as mobilization. This method was chosen as an organizing tool in building and strengthening PATBM in handling forms of violence at the village level. Through the method of implementing active mobilization, it becomes an empowerment model that is suitable for strengthening cadres in identifying community problems and collectively taking action to prevent and handle cases of violence. [4].

Based on this method, the steps taken in service include:

1. Coordination with the village government and Candipari Village PATBM
2. Preparation of snakes and pinners as educational teaching aids
3. Making a book or template for receiving reports and initial handling
4. Training or **Advocacy School regarding gender-based violence with special material on violence against children and women in PATBM** which focuses on strengthening understanding of the concept and forms of gender-based violence, how to identify violence, paralegal concepts, and understanding the ethics of handling cases. At the KGB advocacy school, case studies were also carried out to build violence identification skills and develop important advocacy steps. As for this school, the aim is not only to improve the quality of PATBM but also to optimize the role of PATBM in efforts to address violence that is not reported but victims suffer. So this step is part of a social movement in society that will become a moral standard for protecting children and teenagers.
5. Case handling training. PATBM requires initial violence handling training to improve service quality. This training strengthens PATBM skills in conducting counseling, registering cases, and making case referrals. These steps are adjusted to the standard operational procedures prepared. With

this training, PATBM will have the ability to provide better services to strengthen victims or reporters and their families to deal with the stress or violence they experience. The treatment provided by PATBM is voluntary or free of charge, and there is a referral system for services with free services. Women and child protection services are part of efforts to increase gender equality without charging fees and this is a mandate from the Legal Aid Law.

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## **Results and Discussion**

### **Gender-based anti violence education and training for women and children in Candipari village**

In the last ten years, sexual crimes against women have continued to increase and the types of crimes continue to develop, cases of abuse of migrant workers have not decreased, poverty among women and female heads of households continues to occur, extremism involving women as perpetrators and victims of crime continues to occur, there is no increase in the percentage Women's representation in the legislature, although in public leadership has increased. The many problems experienced by women are the impact of social constructs that influence the laws that exist in society and normative laws. [5] Not only women, but children also experience similar things, namely violence in the form of physical, psychological, sexual, and economic violence.

Cases of Violence can occur regardless of geographic boundaries, the status of the perpetrator and victim, including their social environment. Violence occurs directly against the victim or occurs on the internet via social media in various forms. Victims of online violence include children and teenagers, although there are adults who are also victims of violence. Teenagers' social environment, whether at school, at home or in their closest social circle, should be a safe and comfortable place for their growth and development. Unfortunately, online social media has become a place frequented by teenagers and fosters violence in various forms. Not to be missed, educational institutions are also places where violence against children occurs, this is a significant issue that affects the credibility of the educational ecosystem. Violence against children and adolescents takes various forms, such as physical, psychological, and sexual violence.

The National Commission on Human Rights for Women/Komnas Perempuan recorded that 99% or 339,782 were Gender Based Violence/KGB. The number of cyber cases in 2022 in the personal realm will be 821 cases, dominated by sexual violence and mostly committed by ex-girlfriends (549 cases) and boyfriends (230 cases). Meanwhile, most cyber cases in the public domain were committed by "social media friends" with 383 cases [6]. Based on this data, it can be seen that with the use of technology during the pandemic, the medium for carrying out violence has also developed, becoming a cyber crime.

Handling cases of Gender-Based Violence (KGB) for children and adolescents has its complexities considering the rapid spread of information and digital traces that are difficult to erase. On the other hand, handling KGB cases has become more complex because of the weak bargaining position of children and teenagers. This is because victims often experience obstacles in obtaining justice and recovery. Victims believe that perpetrators often take advantage of their power relations, so that there is no justice for victims to speak out. On the other hand, there is a stigma that people often trust perpetrators who tend to have religious and religious authority more than victims. In villages, one of the inhibiting factors in dealing with violence is the limited ability of village cadres to provide treatment and recovery for victims. In Candipari village, Karang Taruna and children's forums or PKK do not yet have special programs for preventing and handling sexual violence. Violence that is not handled comprehensively will have a psychological impact on the victim, disrupting their reproductive health and social life.

Problems of violence are often handled by reconciling the perpetrator and victim, which has the potential for repeated violence because there is a lack of deterrent effect for the perpetrator and recovery for the victim. However, restorative justice efforts can position perpetrators as being responsible, unfortunately this only applies to certain types of violence committed by children with a maximum sentence of 7 years. The government is trying to resolve child violence by forming a Community-Based Integrated Child Protection Group/PATBM. It is hoped that this community can create a village environment that is safe from violence. The Candipari Village PATBM, chaired by Abah Munif, consists of PKK elements, elements of religious and community leaders, and village level education figures whose role is to prevent violence, sexual violence and domestic violence through prevention education and early handling of cases. The existence of PATBM Deca Candipari needs strengthening because it does not yet have a pick-up system in cases of child abuse or handling referrals.

Untag Surabaya, namely Wiwik Afifah and Erny Herlin Setyorini, organizes various activities including gender education and advocacy, case handling and case recording to content creation. The service medium used for Candipari PATBM is Snakes and Ladders for Child Protection.

Training on case handling and child protection which will be held on 19-20 September 2024 at the Candipari village hall is part of a series of community service. In this training, there was a lot of dialogue carried out by PATB cadres with resource persons from the Sidoarjo Regency National Narcotics Agency (BNN), and the service team, namely Erny Herlin and Wiwik Afifah. Dialogue with BNN regarding the impact of narcotics on children, how to handle children who are addicts, and legal treatment for children who become addicts and dealers. Meanwhile, for Mrs. Erny Herlin, the dialogue that is often carried out is the complaint process to the police which is not carried out by the victim, the type of punishment, the length of the punishment, and the impact of child abuse. The dialogue was carried out with Mrs. Wiwik Afifah regarding how to prevent child violence, types of evidence regarding sexual violence, the role of villages and PATBM, and procedures for referring cases.

Some of the participants' questions were very critical, for example, how to protect a woman who heads a poor family and receives threats, on the other hand, her child is a person with disabilities who is also a victim of sexual violence. Protection is not only needed by children, but also by their mothers. In this condition, both mother and child will receive protection as stipulated in the witness and victim protection law. PATBM can act as a companion or paralegal in these cases and access the Sidoarjo Regency Women and Children Protection Center. For people with special conditions, the state is obliged to provide special treatment. This is by the right to receive special treatment. Article 28H paragraph (2) reads "Every person has the right to receive special facilities and treatment to obtain the same opportunities and benefits to achieve equality and justice".

The meaning of the article is that the protection and fulfillment of constitutional rights must take into account the differences in abilities possessed by citizens. This means that for every citizen to have the same abilities and be able to obtain the same protection and fulfillment of constitutional rights, special treatment is needed for certain groups, because only with special treatment can equality of treatment be achieved in the protection and fulfillment of the constitutional rights of every citizen. One group of citizens whose condition requires special

treatment is women. Protection and fulfillment of constitutional rights without special treatment will tend to maintain discrimination against women, so that substantive justice will not be achieved. [5]

### **Snakes and Ladders Game as an Educational Media for Preventing and Handling Violence in Children**

Education and training are carried out using the adult education method (POD). The learning media used is Snakes and Ladders educational props (APE). The use of APE snakes and ladders is intended to refresh the atmosphere in addition to strengthening the substance of the material and practice making decisions from the statements presented. APE is used as a tool to hone participants' criticality regarding the conditions presented in children's cases. This APE has the theme of preventing and handling child and family cases including procedural law.

APE Snakes and Ladders has 20 ladders and 20 snakes which represent positive things and village efforts or pride or the process of handling cases that have a good impact on the victim. Meanwhile, snakes represent inadequate legal efforts, wrong steps, insufficient evidence, modes of violence, and a variety of violence that must be resolved. Snakes and ladders measuring 3 x 3 meters can be played by 6 people at once with 1 dice. The large size is intended so that people watching the game can observe and identify cases, the case handling process and the institutional responsibilities of PATBM or the village. The small version is sized like a snake and a ladder in general.



Gambar 1. Permainan Ular Tangga dengan menjelaskan proses penanganan kasus anak

How to use snakes and ladders in general, but there are steps. When a player moves his pawn and his pawn is on a number with a picture of a snake, the referee or another player will read his education card. For example, player A occupies number 25 which shows a snake's tail, then a card is read that says "Touching, stroking, touching, holding, hugging, kissing and/or rubbing parts against another person without consent or with forced consent is sexual violence, even if it is done by the biological father". Another example in number 42 "Sexual violence that occurs in a room and no one witnesses, cannot be prosecuted because there is only 1 piece of evidence, namely the victim's clothing. This is a wrong statement".

Meanwhile, if a pawn occupies a number that shows a picture of a ladder, it can continue its journey to a higher number as a form of shortcut. There are several positive card contents on the stairs, for example "The village has a system for monitoring and preventing violence that occurs in the village through PATBM", "Sexual violence that occurs in the room and no one witnesses, can be prosecuted because there is evidence in the form of a post-mortem certificate. et repertum and the victims themselves." After the pawn travels up to 2 rounds for each player, the cards are discussed or discussed so that there is an understanding of the cadre.



There are 2 types of cards provided, namely this statement explains negative and positive things. The statement is stated in the auxiliary card which is read by the game referee. This positive statement concerns how to report, forms of parental support, legal processes such as the existence of evidence, and village support for children. Meanwhile, negative statements about the bad attitude of the perpetrator, the indifference of law enforcement officials, the lack of support from the victim, and even criminal behavior. The following is an example of the card used.



Gambar 2. Kartu pernyataan yang bersifat negatif dan positif dalam kasus dan penanganan kasus anak

The activity was exciting with participants discussing each pawn's journey. Mr Heru as a participant stated "Events like this make it easier for us to absorb the material" This was confirmed by Mrs Nurasiah as PATBM "The presence of snakes and ladders makes the activity not boring or sleepy, it can even be discussed in detail because it is appropriate to the conditions of the community. So there are questions and answers, and there are discussions too. This is also fun if adults do it, not just children like so far".

Participants were very enthusiastic and active in the case handling and child protection training which was held on 19-20 September 2024 at the Candipari Village Hall with the help of snakes and ladders props. Mr. Nur Hadi the village head stated "Training activities for village cadres and village officials are very useful to help handle cases in the village. Not only will the village head handle it as usual, but there are many cadres who receive cases, handle cases, and of course continue to coordinate with the village head. "Cases are handled in the village so that

not everyone reports it to the police, but in the spirit of harmony, it is resolved in the village to protect the victim so that violence does not happen again."

This activity, which lasted for 2 days, was carried out as a community service task by the University of 17 August 1945 Surabaya. As head of the service team, Wiwik Afifah explained that this service was carried out routinely and that there was indeed cooperation between Untag Surabaya and Candipari village. This activity takes place continuously in the form of KKN, lecturer service and other activities. This PATBM empowerment activity is to strengthen community institutions as part of the village level child protection system. PATBM should receive regular reinforcement from the Sidoarjo Regency Government apart from the village, so that it has the skills to handle cases and the ability to reach people who do not dare to report directly.

Testimonials on the use of caterpillars were given by several participants, for example Mr. Abah Munif / chairman of PATBM "I am grateful that I was helped by Untag Surabaya. Because if parents like me are told to study or take part in training, they will feel sleepy. But if the training is in a model like this, there is exposure and there are games, we think more deeply and we become more active and understanding." Next, Mrs. Reni Wulandari completes the statement made above, namely, with this game of snakes and ladders, we are more active in thinking so that we can reach the ladder or be able to handle the case, we also know how to report cases to the police, know the kinds of actions that are dangerous for children. "

The use of snakes and ladders media is an implementation of adult education (POD). Agung Wibowo (2020) stated that adult education is critical education or liberating education because what prospective instructors and community empowerment facilitators will face is the community, which generally falls into the adult category. These are the people who will be the subject of adult learning.[7] The learning media used in the training hone participants' criticality regarding the conditions of violence experienced by victims. Not only that, they also answer community needs regarding the role of villages in conflicts between communities. Paulo Freire (2002) classifies human consciousness into three, namely magical consciousness, naive consciousness and critical consciousness. POD is in line with the tasks of social theory, namely the process of raising awareness of systems and structures that are considered oppressive. [8]

Another testimony was conveyed by Mrs. Umihanik, "I am happy to take part in this training because it is not boring, there are snakes and ladders which remind me of playing when I was a child. But the games here are educational. We hope that these toys are left in the village so that only those of us who take part in the training don't find out. Maybe residents can use it if there's an event." Mr Suharika "The training activities are fun because while playing you also learn. It just took me a long time to reach the finish line because I often got snake statements." Based on the testimony above, participants accepted the use of educational methods or teaching aids because it made it easier for them to understand the material, and even became the learning material needed by PATB and Candipari village.

In education or learning activities, adults are no longer objects of socialization who seem to be shaped and influenced to adapt themselves to the desire to hold authority over themselves, but the aim of adult learning or education activities is of course more directed towards achieving the consolidation of their own identity. to be himself; or, to borrow Rogers' term in Knowles (1979), learning activities aim to lead individuals to become individuals or discover their identity. In terms of learning or education, it is a process of becoming a person. It is not a process of formation or process of being shaped, namely a process of controlling and manipulating to suit other people; or, to borrow Maslow's (1966) term, learning is a process to achieve self-actualization. [9]

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## **Conclusion**

Increasing the capacity of Candipari Village PATBM in preventing and handling child cases is carried out through training and mentoring. Training with community/village cadres requires an adult approach. Child protection snakes and ladders as an educational prop that makes it easier to convey material because it is visualized in game images and encourages active participants in the training. The snakes and ladders game has been adapted to child protection material, handling child cases. Although there are participants who feel that it takes a long time to reach the end of the game because they get snake cards too often. The service implementer suggests is that these educational teaching aids be used as a learning medium for both cadres and community leaders to facilitate the process of empowerment and increasing human resource capacity building in the village. Apart from that, it is hoped that there will be ongoing training that will strengthen the abilities of village cadres in dealing with new cases.

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