

The Effect Treasure Hunt Game Method against the Activity and Result of Student Learning Class IV Primary School

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Abstract: *The purpose of this study was to examine the effect of the Treasure Hunt Game Method on the Activity and Learning Outcomes of Class IV Primary students. The study population was all fourth grade students of SDN 35 Jembatan Babuai. The research sample was class IVB students as an experimental class with 20 students and IVA grade SDN as a control class with 20 students. Data from the results of the study were obtained from activity questionnaires and student learning outcomes tests. The results of the study indicate that there is an effect of the Treasure Hunt Game Method on the activities and learning outcomes of fourth grade students of SDN 35 in Jembatan Babuai.*

Keywords: Treasure Hunt Game Method, learning activities, learning outcomes

1. Introduction

Education is an effort to pass on values, which will be a helper and guide in living life, as well as to improve the fate and civilization of mankind that can be done since still in the womb. Education becomes a medium that has an influence to determine the direction of the country's success (Sulthon, 2014; Listiyani, Indriana Mei, Widayati, Ani, 2012). The Indonesian government realizes the importance of preparing students to meet the 21st century and global competition by improving and improving learning in schools through curriculum changes by the government, by applying the 2013 Curriculum that is oriented to produce productive, creative, innovative, and affective Indonesian people through reinforcement attitude (know why), skill (know how), and knowledge (know what) is integrated. 2013 curriculum develops students' abilities holistically and is oriented towards balanced competence between attitudes, skills, and knowledge.

The 2013 curriculum uses an integrated thematic approach. Integrated thematic learning is a learning approach that integrates various competencies from various subjects into various themes (Majid and Rochman, 2014: 24). With the application of thematic learning in Elementary School (SD) will help students, because according to the developmental stages of students who still see everything as a whole (holistic). Tyler (Jacobs, 1989: 25) has suggested that separate learning be more integrated, because if experiences are not linked, learners will develop learning activities that are not related to one another and are not effective in dealing with everyday life.

Thematic learning needs to be prepared to the maximum, with variations in activities that use a variety of learning methods, learning methods function as tools or ways to

achieve learning goals. Thematic learning places more emphasis on the involvement of students in the learning process or directs students actively in the learning process, so that students gain direct experience and are trained to find out their own various knowledge learned through observation or observation, not just notice from educators, this learning also examines a concept from various sides of the subject, so as to enable students to understand a concept more mature and in the future students will be wiser in addressing various things, not just seeing things from one side. With thematic learning students gain direct experience and are trained to find their own various knowledge that is learned holistically, meaningfully, authentically and actively and also helps the efforts of students to improve the activities and learning outcomes of students.

Learning Activity is the most important thing to support student learning outcomes. There is no learning if there is no activity, without any activity, the learning process cannot take place properly. That is why activity is a very important principle or principle in teaching and learning interactions. With the existence of learning activities students are expected to improve learning outcomes (Sardiman, 2001).

Learning activities also affect student learning outcomes. Learning outcomes are also defined as changes in behavior. Behavior as a result of learning in its understanding includes the fields of cognitive, affective and psychomotor. Therefore, in the assessment of learning outcomes, the role of instructional objectives that contain the desired abilities and behaviors mastered by students becomes an element carried out by students and teachers in achieving teaching goals (Sudjana, 2012).

The teacher is expected to be able to plan the right learning method, considering the learning method is one of the supporting factors for learning success. In addition, it is also

able to increase the activity of students in learning. The use of appropriate learning methods can encourage the growth of students' sense of pleasure towards learning, foster and increase motivation, in doing assignments, making it easy for students to understand lessons so as to enable student learning activities to improve and better learning outcomes (Aunurrahman 2009). Fun learning is a learning process that involves students, so that they will feel happy, interested, and comfortable in attending the learning process (Proity, 2015). Pleasant learning places students as the main characters in the learning process and the teacher as a facilitator. Pleasant learning can enhance students' imaginative abilities, trigger learning enthusiasm, and motivate students to continue learning (Kohn, 2010; Shirah, 2006). Through fun learning, holistic learning can be implemented naturally because student emotions, socialism, and cognition will occur indirectly integrated and clearly seen in learning. Therefore, a teacher must make a pleasant situation in learning to trigger student enthusiasm. In pleasant learning, the teacher is free to apply any learning design that supports fun concepts (Wei, Lee, & Chen, 2011).

One of the learning methods that can be implemented in fun learning is by applying the treasure hunt method. The Treasure Hunt method (Treasure Hunt) is one of the learning models that have a very high element of cooperation. In this learning method students are also required to be active in learning, to increase learning activities with students by providing clues to find treasure. The clue intended in this game is to answer every question related to the material explained by the teacher. The treasure in this game is a gift in the form of stationery such as books, pens, pencils etc. By answering each clue, students can understand the material explained by the teacher before, this method also requires collaboration between groups to break the clue in order to get the treasure in the end. This is supported by the results of research by Raka (2016), the results of this study indicate that there is an increase in activity as evidenced by an increase in scores on each indicator of learning activities and in the aspect of learning outcomes, Fitri Nurjannah (2009). the effect of meode treasure hunt on learning outcomes, activities and student learning outcomes will increase if the teacher can apply a variety of methods in an integrated thematic learning process.

Based on observations in the reality field that occur thematic learning has been carried out by referring to the Teacher's book and student books, but in the learning process carried out by some educators still using conventional learning, which method of delivering material with lecture and question and answer methods, then learning ends with provide practice in the form of questions. What students should be directly involved in the learning process only acts as a good listener. Most of the tasks contained in the student book are answered by the educator in question and answer activities. Students are more silent and hear explanations from educators, with this activity they will lose natural and direct learning experiences. The above constraints make students less aware of the subject matter, students forget more quickly about the material because they do not understand the concepts of the material being studied, it

makes them memorize the material given without understanding the concept of the material.

Various studies have proven that the treasure hunt game method can empower learning activities and student learning outcomes. Siti Nurjannah (2013) research results with a cooperative learning model with a game of treasure hunt, Vina Anggia. (2016) using the treasure clue game method, and Lilis Wahyuningrum (2015) using treasure hunt games, can improve learning activities, learning outcomes, reading skills. Based on some of the results of these studies it is proven that the treasure hunt game method with a variety of learning can potentially empower learning activities and results.

Based on this description, this research is important to do in an effort to improve student learning activities and also improve learning outcomes. For this reason, the author seeks to develop an ideal study in the form of quasi-experimental research by implementing learning using the method of treasure hunt game learning on the activities and learning outcomes of fourth grade elementary school students.

2. Research Methods

This study is a quasi-experimental study. This research is a quasi-experimental study to look for the influence of certain variables on other variables in controlled conditions Riduwan (2010: 50). The design of this study uses the nonequivalent posttest only control group design (Lestari and Mokhamad, 2015: 136)

This research was conducted in the fourth grade of SDN 35 Jembatan Babuai in the 2018/2019 school year. The research subjects were 40 students divided into 20 experimental class students and 20 control class students.

The instruments used were two, namely the activity questionnaire and the student learning outcomes test. Instruments in the form of questionnaires to obtain data about the level of student learning activities and instruments in the form of tests used to obtain data about student learning outcomes. The data analysis technique used is the t-test

3. Research Results

3.1. Research result

3.1.1. Test of Hypothesis I

Testing the first hypothesis in this study uses the t-test. The t-test was carried out on pretest and posttest data. The results of hypothesis testing carried out can be seen in the following table the results of the t test on the posttest results shown by table 4.13 obtained the tcount of 2.4130, while t table = 2.0244.

Table 1: Hypothesis Test

Kelas	N	T_{hitung}	T_{tabel}	Ket
Eksperimen	20	2, 413	2, 0244	Terima H_1
Kontrol	20			

It can be concluded that H1 is accepted because of $t_{count} > t_{table}$. Thus it can be concluded that there is a difference between student learning activities after being taught with the Treasure Hunt Game method in the experimental class and student learning activities taught with conventional learning in the control class.

3.1.2. Test of Hypothesis II

Testing the second hypothesis in this study also uses the t-test. The t-test was carried out on the posttest data. T-test. The results of hypothesis testing carried out can be seen in the following table.

Table 2: Hypothesis Test

Kelas	N	T_{hitung}	T_{tabel}	Ket
Eksperimen	20	3,418	2,0244	Terima H_1
Kontrol	20			

the results of the t test on the posttest results indicated by the table are obtained by the value of t_{count} of 3.418, while $t_{table} = 2.0244$. It can be concluded that H1 is accepted because of $t_{count} > t_{table}$. Thus it can be concluded that there are differences in student learning outcomes after being taught with the Treasure Hunt Game method in the experimental class and student learning outcomes taught with conventional learning in the control class.

3.2. Discussion

3.2.1. Effect of Treasure Hunt Game Method on Learning Activities

Based on the results of the study it was seen that the learning activities of the experimental class students taught using the Treasure Hunt Game method were higher than the learning activities of the control class students taught with conventional learning. This can be seen from the results of data analysis reinforced by the results of testing the first hypothesis using the t test obtained by the combined variance of the two samples is 38.355 for the real level $\alpha = 0.05$ dk 38, so the resulting t_{count} is 2.4130. While the table obtained is 2,0244. Because t_{count} is greater than t_{table} , then H_0 is rejected and H_1 is accepted. This means that the learning activities of students taught by the Treasure Hunt Game method are better than the learning activities of students taught with conventional approaches.

The fact that the implementation of the Treasure Hunt Game method model successfully influences student learning activities in learning is because, this method has learning steps that can create fun learning for students. This method in its implementation looks for hidden clues as its trademark in creating fun learning for students (learning while playing).

The clues must be searched by group members in their order. Each member who has found the clue is given to the next sequence; the questions answered in the previous clue paper are answered first. Here between groups try quickly to complete or look for clues that have been hidden by the teacher. The group that finds the first treasure is the winner.

Competition between students also resulted in students becoming enthusiastic and passionate about learning

After the clue is collected and the group members get the treasure they are looking for, then each group draws a concept map from today's lesson, when searching for clues group members collect pictures or instructions to be collected arranged into concept maps. After completing the concept map, each group presents the results they get from looking for the treasure in front of the class. This can be seen from the activity of students which continues to increase in every learning meeting that the researchers do

Not only from the implementation, proving that the Treasure Hunt Game method can affect the improvement of student learning activities can also be seen from the advantages it has. Raka (2016), Lilies (2015) revealed that the advantages of the Treasure Hunt Game method of giving passion and motivation to solve each question, foster enthusiasm for students in solving problems. able to educate students in collaborating to find hidden objects, creating a happy atmosphere in learning, being able to create learning that is fun for students, able to increase students' confidence, and each active student to master the material.

Unlike the Treasure Hunt Game method, the conventional approach places students as learning objects that act as passive recipients of information. In general, the delivery of learning uses lecture, question and answer, and assignment methods. Teachers always dominate learning activities, while students receive more from the teacher. This is in accordance with the opinion according to Kurnia, Degeng, & Soetjipto (2017) if in the learning process only using conventional methods and models, the learning activities that occur tend to be passive and have an impact on the low learning outcomes of students. This can be seen when the research took place, students taught by conventional approaches showed passivity. Students listen to explanations from the teacher, take notes, and answer the teacher's questions if the teacher asks. Do not have the initiative to communicate with fellow students to discuss matters relating to the subject matter being studied. Then do the exercises assigned by the teacher.

The dominance of teachers in conventional learning results in students being less active and listening to explanations from the teacher than finding their own knowledge, attitudes, and skills needed, because in learning students act as passive learning objects whose activities listen to the teacher's description, learning according to the teacher's teaching speed and take a test on the material being studied (Nasution, 1995: 209). The results of student learning tests in the control class show that student learning outcomes are getting good results but are still low compared to the learning outcomes of students who are taught using the Treasure Hunt Game method

Based on the description above, from the results of research findings and data analysis that has been carried out it can be concluded that there are differences in learning activities of students who are taught using the Treasure Hunt Game method with conventional learning. In addition, the results of the study using the Treasure Hunt Game method also

strengthened the results of previous studies conducted by previous researchers about the use of the Treasure Hunt Game method, such as research conducted by Rasidah, et al. (2015) showing that the treasure hunt method had an impact on student learning activities, which is characterized by increasing student learning activities in each cycle. Furthermore, Siti Nurjanah's research (2013) also shows that the method of learning treasure hunt games can further enhance learning activities.

3.2.2. Effect of Treasure Hunt Game Method on Learning Outcomes

The results of testing the second hypothesis revealed that the learning outcomes of the experimental class students taught using the Treasure Hunt Game method were higher than the learning outcomes of the control class students taught with conventional learning. This can be seen from the average learning outcomes of students taught using the Treasure Hunt Game method is 87.50 or higher than the average learning outcomes of students taught with conventional approaches with an average of 81.33.

This research has revealed that the Treasure Hunt Game method successfully influences student learning outcomes in learning, this method has learning steps that can create fun learning for students. This method in its implementation looks for hidden clues as its trademark in creating fun learning for students (learning while playing).

The clues must be searched by group members in their order. Each member who has found the clue is given to the next sequence; the questions answered in the previous clue paper are answered first. Here between groups try quickly to complete or look for clues that have been hidden by the teacher. The group that finds the first treasure is the winner. Competition between students also resulted in students becoming enthusiastic and passionate about learning

After the clue is collected and the group members get the treasure they are looking for, then each group draws a concept map from today's lesson, when searching for clues group members collect pictures or instructions to be collected arranged into concept maps. After completing the concept map, each group presents the results they get from looking for the treasure in front of the class. This can be seen from the activity of students which continues to increase in every learning meeting that the researchers do

The above expression is also reinforced by the opinion The above statement is also reinforced by the opinion of Ridwan (2013), Shaleh (2014), Hamid (2014) which explains that the treasure hunt method is a game method in which students are involved in games for simulation a certain task or topic. This method is one of the active learning learning strategies. Active learning is all forms of learning that allow students to play an active role in the learning process itself. Both in the form of interactions between students and between students and teachers. Active learning is also one of the most effective learning methods to be able to provide an interactive, interesting, fun, and able to improve learning activities so

that students are able to absorb knowledge and improve learning outcomes.

The expert phrase above is also in line with what the researchers found when the study took place. During the learning process taking place in the experimental class using the Treasure Hunt Game method, students in the experimental class have an attitude that strongly responds to what is conveyed by the teacher because learning begins with a pleasant learning process. Furthermore, student activities in learning also look very good. All students look enthusiastic and active in learning. This is because each student in his study group has a different task. So this makes it possible for no student not to work in his study group. Seriousness and active involvement of student students in learning automatically increases students' knowledge of the subject matter being studied and certainly has an impact on improving their learning outcomes

Unlike the students who were taught the Treasure Hunt Game method. Students taught with conventional models in the control class are more passive in learning. This is because learning is more dominated by lectures, question and answer and assignments. At the time of the implementation of learning some students were quite responsive to the questions posed by the teacher and student learning outcomes also increased, but the increase was less than the experimental class using the Treasure Hunt Game method. This is because the learning patterns used are less fun for students. According to Kurnia, Degeng, & Soetjipto (2017) if the learning process only uses conventional methods and models, the learning activities that occur tend to be passive and have an impact on the low student learning outcomes.

Based on the description above, from the results of research findings and data analysis that has been carried out it can be concluded that there are differences in learning outcomes of students taught using the Treasure Hunt Game method with conventional learning. In addition, the results of the study using the Treasure Hunt Game method also strengthened the results of previous studies carried out by previous researchers about the use of the Treasure Hunt Game method, such as research conducted by Lilis, et al (2015). The results of the study show that there is a significant effect of using the Treasure Hunt Game method on student learning outcomes in determining the direction of the wind. Furthermore, the results of Lubis's research, et al (2015) also show that the use of the Treasure Hunt Game method has a positive effect on student learning outcomes in Indonesian subjects.

4. Conclusions and Suggestions

4.1. Conclusion

The conclusions of this study are: 1) Learning activities of students taught using the Treasure Hunt Game method are higher than the learning activities of students who are taught using conventional learning in grade IV elementary school. 2) Learning outcomes of students taught using the Treasure Hunt Game method are higher than the learning outcomes of

students who are taught using conventional learning in grade IV elementary school.

4.2. Suggestion

Based on the findings obtained in this study, suggestions were made 1) For teachers to apply the Treasure Hunt Game method in learning better, so as to be able to create an effective and enjoyable learning process that is able to improve student learning activities and outcomes. 2) For principals to be able to provide guidance to teachers to understand the application of the Treasure Hunt Game method in class through training, seminars, or workshops. 3) For other researchers can conduct research on variables related to the findings in this study that have not been revealed and discussed by researchers.

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