

Implementation of the Treasure Hunt Learning Model in Mathematics Subjects

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ABSTRACT

Mathematics is a subject that must be studied from elementary to upper level. 85% of Mathematics teachers only use learning in the classroom and do not use innovation in learning. Therefore, this research was conducted involving 22 students from class IV of Mantup 1 State Elementary School, consisting of 11 girls and 9 boys, with the aim of creating innovation in Mathematics learning that can increase students' interest and collaboration in multiplying decimal numbers. using the Treasure Hunt model. Data was collected in two research cycles through the use of questionnaires, notes and student observation sheets. According to the data analysis carried out, the Treasure Hunt method seems to have helped students learn multiplication and division of decimals. Only 15% of students in the low category completed collaborative tasks before the intervention. The results of this research are that learning mathematics can not only be done indoors, but can be done outdoors, such as using the Treasure Hunt learning model. The use of the Treasury Hunt learning model in Mathematics subjects involves all aspects of teacher activities, student participation, and student learning activities. So with the Treasure Hunt learning model, students are more motivated and learn new things.

Keywords: mathematics, interest in learning, collaborative, treasure hunt.

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INTRODUCTION

In Indonesia, Mathematics is a subject that students must take (Widyastuti et al., 2020) Mathematics is an integral part of human life when it is involved in every activity. The presence of Mathematics is very important in various aspects of life, so that many human activities are unconsciously part of Mathematics (Yuniar & Pujiastuti, 2020). Over time, Mathematics has become an inherent part of human culture from the past to the present.

According to research conducted by Laurens et al., (2018), many students in elementary schools still struggle with anxiety in Mathematics lessons. This is because students find it abstract and difficult to understand mathematical concepts. However, Mathematics has an important role as a basis for understanding other sciences. At the elementary school level, Mathematics focuses on learning Basic Arithmetic which aims to prepare students for higher level education. The large amount of material that must be studied makes students face difficulties, but not all students respond to the information taught by the teacher with the same knowledge of Mathematics (Samrin et al., 2023). This problem is not only caused by the high learning load of students, but also caused by the way the material is delivered is sometimes less diverse. To overcome this fear, it is hoped that teachers can make classes more interesting and enjoyable for students which can increase their enthusiasm in participating in Mathematics lessons.

Good planning will make learning more successful by enabling students to perform better and show greater interest in the teaching and learning process (Maharani, 2023). Basically, activities that are well designed to help someone learn effectively, in accordance with

learning objectives are called teaching and learning. Therefore, learning has meaning as an external condition of teacher-directed activities to facilitate students' learning process (Wahyuni et al., 2023).

According to Andini (2018) the application of learning techniques that do not involve students can cause a decrease in students' interest in the lesson. The reason is because the learning method is repetitive so that it becomes monotonous. Where the learning process involves emotions such as feelings of happiness or sadness, playing an important role in absorbing and storing information in long-term memory. Every teacher hopes that the material taught to students will be embedded in their memories and be more meaningful. As educators, teachers should develop their skills to overcome these problems by giving students the opportunity to be actively involved and fully committed to the learning that will be carried out (Masniladevi, 2022). Teachers also need to be responsible for building strong relationships between students, fellow teachers and the community (Efendi & Utami, 2019). In this way, it is hoped that students' interest or motivation towards learning can increase and the absorption of learning material will become more effective and memorable in students' memories.

The Treasure Hunt learning model is a play learning approach that is stimulating, challenging, and has the potential to increase students' interest in the learning process (Putri et al., 2020). This learning model has the potential to disseminate knowledge in the world of education. Apart from that, it can be applied in various learning contexts (Wahyuni et al., 2023). Combining the Treasure Hunt learning model with

games will encourage students to participate in group and individual work. It is hoped that learning outcomes and learning activities can be improved as the final result. Implementing games that are fun and involve student participation is expected to increase the level of student involvement and enthusiasm during the learning process (Satria et al., 2021). According to Rofiah (2017), the benefit of the Treasure Hunt learning model is to create a collaborative attitude, increase students' enthusiasm and interest in solving every clue in learning through the Treasure Hunt model.

Outdoor Learning is an approach used to improve students' learning skills and also as motivation for them to connect the theories in books with real experiences (Ariesandy, 2021). Because students can directly experience nature, witness it with their own eyes, and even interact directly with nature, learning that utilizes natural resources has proven to be very successful in increasing and expanding knowledge (Evayani, 2020). Additionally, learning outside the classroom helps children apply the knowledge they have. Outdoor learning offers students more interesting challenges and can connect theoretical ideas found in books with real-world experiences (Taqwan, 2019). The use or application of outdoor learning can motivate, encourage and make students more active (Cite & Sulisty, 2019).

According to Oppy Eria Trisnawati & Achmad Fathoni (2023) with the atmosphere of the learning process that has changed, from ordinary learning in the classroom to learning outdoors, students can directly interact and observe the objects they are studying, thus encouraging the emergence of high learning motivation and creativity. in the learning process.

Direct observation of learning objects through outdoor learning leads to a deeper understanding of concepts and the achievement of more optimal learning outcomes for students. This shows that students who receive learning using traditional teaching methods tend to take a passive learning approach because they only pay attention to the teacher's explanations and take notes (Doni Ferdiansyah & Honest Umami Kaltsum, 2023).

On the other hand, the use of the Treasure Hunt learning model has a positive impact on student learning, because it makes students more motivated to learn. When using this learning model with implementation outside the classroom, students can actively look for and solve problems (Putri et al., 2020). In the end, the Treasure Hunt learning model has a positive impact on students' interest in learning. Therefore, the researcher will raise the title "Implementation of the Treasure Hunt Learning Model in Increasing Students' Interest in Learning and Collaboration at Mantup 1 State Elementary School".

METHOD

This research uses a classroom action research approach with the Kemmis and Mc Taggart model, each cycle containing 4 stages, namely planning, action, observation and reflection (Khasanah, 2019). This research took place at the Mantup 1 State Elementary School with a research focus on class 4 students, totaling 22 students, on the material of multiplying decimal numbers in Mathematics. The research was carried out in the 2022/2023 academic year. During the research, students will carry out activities in groups (1 group of 5-6 people each).

The data in this research was analyzed through a combination of qualitative and quantitative analysis. Qualitative analysis produces conclusions from data presented in the form of individual words or phrases grouped into categories. Qualitative data is used to describe how students learn by applying the Treasure Hunt

learning model (Satria et al., 2021). On the other hand, quantitative analysis uses data in the form of numbers obtained from calculations or measurements (Cahya et al., n.d.). The categories of participant learning activities are based on the following criteria.

Table 1. Collaborative Assessment Rubric

Indicator	Mark
Communication between group members	1-5
Contributions in groups	1-5
Courage in giving opinions	1-5
Participation in carrying out assignments	1-5
On time in completing tasks	1-5

Table 2. Criteria for Collaborative Management of Students

Student Activities	Percentage	Predicate
Very Active	85%-100%	A
Active	75%-84%	B
Quite active	65%-74%	C
Less Active	<64%	D

The success of this classroom action research will be achieved if learning activities at Mantup 1 Elementary School reach a success rate of at least 80% of the number of students involved in learning and achieve a success rate in the good category.

RESULTS AND DISCUSSION

In implementing the Treasure Hunt model, there are 5 posts that students must pass before reaching the winning post. The learning process using the Treasure Hunt model is carried out with the following learning

Results of Cycle I Activities

In the planning stage, the researcher applied a learning method using the Treasure Hunt model and planned a strategy for implementing this model. The procedure for planning activities is managing learning tools,

procedures: 1) Each group of students contains three to four other students and a leader. 2) Each group is responsible for discussing and completing assignments or challenges that have been prepared by the teacher. 3) Each group member, including the chairman, has the obligation to convey the results of the group discussion in turn. 4) The first group to complete the mission will receive a reward. After carrying out the learning, researchers measured students' interest and enthusiasm for learning through interviews. The following are the results of the research.

including preparing teaching modules and Student Worksheets as well as asking for teacher cooperation to observe students and their learning activities in Mathematics learning using the treasure hunt model.

Implementation and Observation of Cycle I

On Thursday 23 February 2023, the first meeting in cycle I was held, with the main discussion being multiplication of decimal numbers. At this meeting the researchers focused on introducing the Treasure Hunt learning model and strengthening material on multiplication of decimal numbers. Reinforcement is carried out by providing questions interspersed with ice breaking to arouse students' interest in learning.

The second meeting in cycle I will be held on Saturday 25 February 2023, at this meeting students will be divided into 4 groups, each group consisting of 5 to 6 children. Before carrying out the mission, students will be explained where the post is located which will be used as a mission solver. Students will be given a worksheet to fill out when they arrive at the post. To determine the group that goes first, the teacher will

ask questions about multiplication, the group that can answer first and get the correct answer is the group that goes. Students will pass 5 posts, where at each post there is a mission that must be completed before continuing the journey to the next post. Researchers observed how students collaborated with each other to complete the mission. When students arrive at the final post, each group will make a presentation about the missions that have been completed in each previous mission.

At this stage the researcher will also observe the students' cohesiveness and collaborative attitude. From these observation activities, the results were obtained that the use of the Treasure Hunt model in learning activities was not optimal. Students have not been able to complete assignments on time, this arises from a lack of communication between group members.

Table 3 Results of Cycle I Activities

Student Activities	Frequency of student activities				Number of frequencies	Maximum Frequency	Average
	Q1	Q2	Q3	Q4			
Communication between members							
P1	4	3	3	2	12	20	60%
P2	4	4	3	3	14	20	70%
Contribution in groups							
P1	3	2	2	3	10	20	50%
P2	3	3	3	4	13	20	65%
Courage in giving opinions							
P1	4	3	2	2	11	20	55%
P2	5	3	3	2	13	20	65%
Participation in carrying out assignments							
P1	2	3	3	2	10	20	50%
P2	3	4	4	3	14	20	70%
On time in completing tasks							
P1	2	1	3	1	7	20	35%
P2	3	3	4	2	12	20	60%
Total					124	200	62%

Information:

P1-P2: Meeting 1 - Meeting 2

Q1-Q4: Group 1 - Group 4

The research results in table 3 show the activities of students who were divided into 4 groups consisting of 5-6 children. The summary of activities in cycle I obtained results in communication achievements between group members of 60% and increased at the second meeting by 10%. The contribution achievement in the first meeting group showed a figure of 50% and increased at the second meeting by 20%. The achievement of students'

courage in giving opinions showed a figure of 55% at the first meeting and increased by 10% at the second meeting. Student participation in completing assignments showed a figure of 50%, which increased at the second meeting by 20%. The achievement of punctuality in completing tasks showed a figure that was considered low because it was only 35%, but there was an increase in the second meeting, namely 25%. After students complete all stages in cycle I both in meetings 1 and 2, the following results are obtained:

Table 4. Cycle I Learning Results

Mark	Frequency	
	P1	P2
95	1	1
90	2	4
85	4	4
80	4	5
75	2	4
70	4	2
65	4	2
60	1	0

Table 4 shows that at meeting 1 the highest score was obtained by 1 student with a score of 95 and the lowest was achieved by 1 student with a score of 60, however the results

increased with the lowest score being 65 achieved by 1 student. The results of the students are accumulated in the following table.

Table 5. Accumulation of Cycle I Learning Results

Mark	Information	Frequency		%	
		P1	P2	P1	P2
85-100	Very Active	7	9	31,81%	40,91%
75-84	Active	6	9	27,28%	40,91%
65-74	Quite active	8	4	36,37%	18,18%
<65	Less Active	1	0	4,54%	0%
Total		22	22	100%	100%
Completeness		Average			
Complete	>75	13	18	59,10%	81,9%
Not finished yet	<74	9	4	40,90%	18,1%

Based on table 5, the learning results obtained in cycle I, meeting 1, include the value categories in terms of less to very active, namely 1, 8, 6, and 7 students. Meanwhile, at the second meeting in cycle I, the categories were less to very active, namely 0, 4, 9, 9 students. The accumulated results were that 9 of the 22 students had not completed at the first meeting and this decreased to 4 students at the second meeting. Based on the data obtained above, it is known that students' completeness is still less than 75% or it can be said to be incomplete.

Cycle I Reflection

From the analysis of data collected during the research, the researchers obtained that the results of students' collaborative activities were categorized as good, this can be seen from their enthusiasm in learning using the Treasure Hunt learning model. However, there are some students who have not shown activeness in learning activities at the first or second meeting. This is caused by the use of the Treasure Hunt model in learning activities which is not yet optimal due to the difficulty of coordinating class conditions. Judging from the learning results, it shows that learning mastery has not yet reached 75% of students, this shows that the learning outcomes of students have not met the KKM. Therefore, as a follow-up to this reflection, the researcher decided to continue to cycle II.

Results of Cycle II Activities

Planning

The researcher continued cycle II as a follow-up to the results of the evaluation of the implementation of cycle I. Planning was made to support learning using the Treasure Hunt model

in cycle II stage. The steps taken are almost the same as cycle I, namely by preparing learning tools in the form of teaching modules and student worksheets. The questions or missions used are almost the same, the only difference is the numbers. The new thing in this second cycle is in the form of a different itinerary and different post locations. Apart from that, researchers also varied learning by providing a touch of play to increase students' interest in learning.

Implementation and Observation of Cycle I

On February 27 2023, the first meeting in cycle II d was held, followed by the second meeting on March 1 2023. Teaching and learning activities were carried out in accordance with the teaching module that had been prepared using the Treasure Hunt learning model. At the first meeting in the second cycle, researchers focused on students' courage in expressing their opinions.

At the second meeting, researchers focused on improving the value of students' collaborative attitudes and punctuality in completing assigned tasks or missions. Namely by giving a mission in each post which must be completed as a group. So that students will work together to be able to continue to the next post. Before students carry out the mission, students will be given a map containing the post points and mission points that must be solved. After finding questions by working together and answering them, students can submit answers to the teacher who is on guard at each post. With the involvement of students participating in meeting activities 1 and 2, they can observe how students' activities increase with the teamwork that must be carried out and how they ask each other questions or provide

suggestions or convey their opinions to their group to complete game challenges and answer questions. The

results of cycle II are presented as follows.

Table 6. Results of Cycle II Activities

Student Activities	Frequency of student activities				Number of frequencies	Maximum Frequency	Average percentage of frequencies
	Q1	Q2	Q3	Q4			
Communication between members							
P1	5	5	5	4	19	20	95%
P2	5	5	5	5	20	20	100%
Contribution in groups							
P1	4	3	4	4	15	20	75%
P2	4	4	4	4	16	20	80%
Courage in giving opinions							
P1	5	5	4	4	18	20	90%
P2	5	5	5	4	19	20	95%
Participation in carrying out assignments							
P1	4	4	4	3	15	20	75%
P2	5	4	5	3	17	20	85%
On time in completing tasks							
P1	3	3	4	3	16	20	80%
P2	4	3	5	4	17	20	85%
Total					172	200	86%

Table 6 shows that the increase in student activity scores in each learning achievement in cycle II was around 10% from cycle I. After making observations related to the activities

carried out by students, the researcher also wrote down the test results from answering questions about the relationship of decimal numbers in the following table.

Table 7. Cycle II Learning Results

Mark	Frequency	
	P1	P2
95	0	2
90	2	4
85	4	4
80	4	5
75	5	5
70	5	2
65	1	0
60	1	0

Seen from table 7, the learning results in cycle II show that at the first meeting 2 students had a score of 95 and the lowest was obtained by 1 student with a score of 65, but there was an increase in the second meeting,

namely the highest score was 100 obtained by 2 students and the lowest score was 70. obtained by 1 student. The learning results are accumulated in the following table.

Table 8. Accumulation of Cycle I Learning Results

Mark	Information	Frequency		%	
		P1	P2	P1	P2
85-100	Very Active	10	15	45,46%	68,18%
75-84	Active	10	6	45,46%	27,27%
65-74	Quite active	2	1	9,08%	4,55%
<65	Less Active	0	0	0%	0%
Total		22	22	22	100%
Completeness		Average			
Complete	>75	20	21	90,91%	95,45%
Not finished yet	<74	2	1	9,09%	4,55%

Judging from the table of accumulated score results above, it shows that 95% of students have achieved completeness at meetings 1 and 2.

Cycle II Reflection

After carrying out cycle II, the researcher carried out an overall comparison of the results of cycle I and cycle II which are described in the following table.

Table 9. Increased Activities and Learning Results

Problem	Cycle				Ascension
	I		II		
Collaborative Activities	62%		86%		24%
Learning Results	P1	P2	P1	P2	36,35%
	59,10%	81,9%	90,91%	95,45%	

Table 9 shows the increase in activity and results in cycles I and II. An increase of 24% in learning activities and learning outcomes increased by 36.35%.

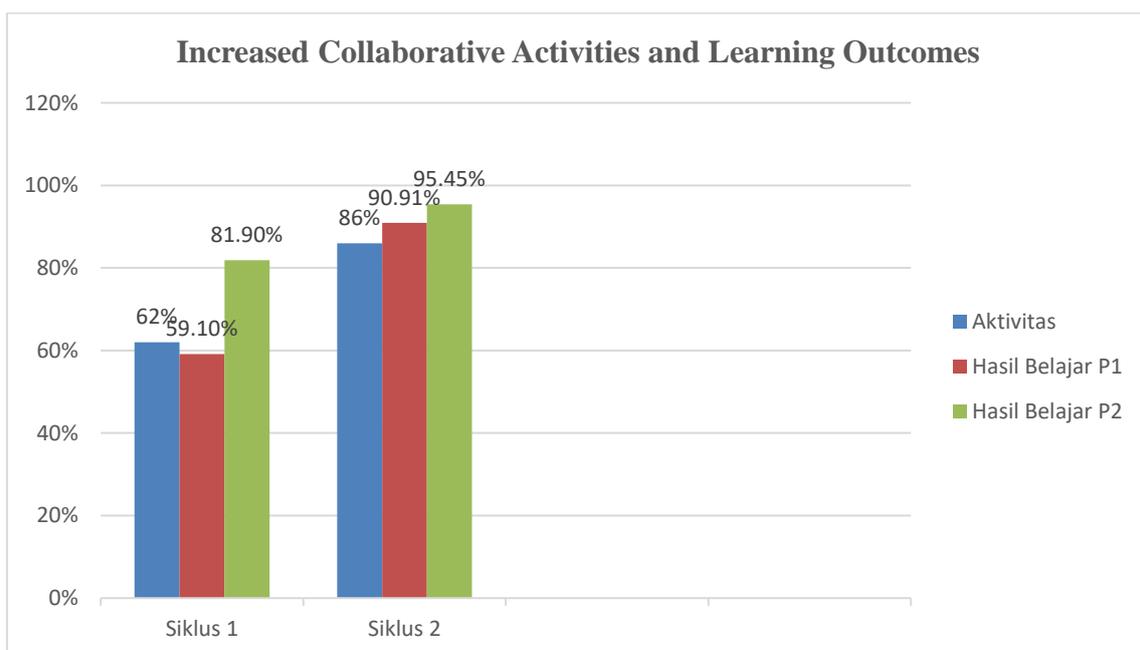


Figure 1. Increase in Collaborative Activities and Learning Outcomes in Cycle I and Cycle II

Based on the results depicted in the diagram above, it shows that the use of the Treasure Hunt learning model in cycle I to cycle II has increased. The use of the Treasure Hunt model in cycle I obtained an average score of 62% and in cycle II obtained an average score of 86%. Students' interest in learning also increased which can be seen from the students' learning outcomes after implementing the Treasure Hunt learning model, an average of 59.10% - 81.9% and increased in cycle II with an average value of 90.91% - 95.45 %.

These results show that the use of the Treasury Hunt learning model has proven effective in overcoming students' lack of interest in learning in mathematics subjects, especially in multiplication of decimal numbers. A study conducted by Hadi Satria in 2021 also showed that the average results of students' collaborative activities increased after implementing the Treasure Hunt learning model, reaching 92 which was better than before implementation which only reached an average of 60. In this research, collaborative activities Students also experienced improvement after implementing the Treasure Hunt learning model. The use of the Treasury Hunt learning model in Mathematics subjects involves all aspects of teacher activities, student participation, and student learning activities.

CONCLUSION

Based on the results of research conducted at Mantup 1 Elementary School in class IV, the results show that mathematics learning can be done outdoors using the Treasure Hunt learning model. So with the Treasure Hunt learning model, students are more motivated and learn new things. Learning mathematics can not only be done indoors, but can be done outdoors. This can change the mindset of students and the public regarding mathematics, which is generally considered something boring and can only be done with traditional learning, but can actually be varied with a more fun learning model such as Treasure Hunt. The Treasure Hunt learning model has the advantage of being able to increase students' collaborative attitudes, because this learning model requires collaboration between teams to complete its mission. Thus, the Treasure Hunt learning model can be said to be successful in increasing students' collaborative attitudes and interest in learning Mathematics, especially multiplication of decimal numbers.

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