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Implementation of the Treasure Hunt Game Model to Increase Motivation to Learn Science Subjects for Grade V Students of SD Negeri 6 Watang Sidenreng Sidrap

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Abstract

Students' limited motivation to learn Natural and Social Sciences (IPAS) indicates the need for engaging instructional models that promote active participation in elementary classrooms. This classroom action research aimed to improve the learning motivation of fifth-grade students at SD Negeri 6 Watang Sidenreng through the Treasure Hunt game model. The study involved 23 students and was conducted in two cycles, each comprising planning, implementation, observation, and reflection. Data were collected through observations of teacher and student activities during instruction and an evaluation instrument used to assess students' learning motivation. The findings demonstrated a substantial improvement from the first to the second cycle. In Cycle I, only 9 students (39.13%) met the completion criterion, whereas 14 students (60.87%) had not yet achieved it. Following instructional improvements and more effective implementation of the Treasure Hunt model in Cycle II, all 23 students (100%) met the completion criterion, with an average score of 84.65. Teacher activity increased from 93.75% to 100%, while student activity improved from 91.67% to 100%, both reaching the very good category. These

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findings indicate that the Treasure Hunt game model can enhance students' learning motivation by creating an active, enjoyable, and challenging learning environment. The study concludes that this model represents a practical alternative for strengthening student engagement and motivation in elementary-level IPAS instruction.

Keywords: Elementary Education; Game-Based Learning; Learning Motivation; Natural and Social Sciences; Treasure Hunt

INTRODUCTION

Innovation in teaching materials and methods is crucial for academic success in all areas of education, especially in primary education. Conventional teaching styles focused on lectures and memorization no longer meet the needs of students who have a wealth of materials and electronic devices to access information in today's dynamic and rapidly changing world (Rahma et al., 2024). This requires a more engaging, engaging, and relevant approach to real-world situations. These innovative methods go beyond simply providing information; they encourage students to discover more knowledge.

Indonesia must continue to improve the quality of its education. This is in accordance with the National Education Standards, Government Regulation Number 57 of 2021, as amended by Government Regulation Number 4 of 2022. According to this regulation, the goal of education is to produce students who are faithful and devoted to God Almighty, possess noble morals, character, are intelligent, and creative, and possess the skills necessary for life in society, the nation, and the state. Furthermore, the regulation emphasizes that education must be implemented democratically, fairly, and inclusively, and guarantee the equal rights of every student without discrimination, so that every individual has the same opportunity to develop optimally.

This law encourages innovation in education to address modern educational challenges (Siregar et al., 2024). The government encourages interactive, participatory, and student-centered teaching methods, aimed at developing student participation and learning outcomes. This law includes the use of educational games. Therefore, there is a strong foundation in Indonesian education policy that supports the use of innovative learning methods, such as the Treasure Hunt discovery game model, to develop student skills, particularly in science subjects in elementary schools.

However, in reality, fifth-grade science lessons at Watang Sidenreng 6 Elementary School often face various challenges that directly impact the teaching and learning process. Some students find monotonous lessons like social studies, history, geography, and economics, for example, boring. This is further exacerbated by the teacher-centered approach, which uses somewhat monotonous strategies that tend to focus on memorization and do not motivate students to think critically and understand more complex tasks. As a result, some students face difficulties in understanding the concepts taught. Consequently, they lack motivation to learn, and their educational outcomes do not meet expectations.

This research focuses on educational game models and active learning approaches, targeting increased student engagement. Active learning approaches enable students not only to acquire data but also to explore, analyze, and discover knowledge. Educational game models are a type of active learning that utilize game elements to make lessons more enjoyable and effective (Khairan, 2024).

Based on the real situation of science learning at SD Negeri 6 Watang Sidenreng, which generally still faces major challenges in developing learning methods. Based on the results of initial observations, the teaching of educators is dominated by traditional teaching approaches, for example giving assignments and how to explain, which tend to focus on the educator, so it does not involve students in the teaching process. This method is often unable to foster interest and reduced student desire to learn, which results in poor learning. This condition is an obstacle for SD Negeri 6 Watang Sidenreng in achieving the established learning standards. In addition, data from the school found that if students receive rewards that meet the requirements.

The lack of achievement in the assigned grades in science and poor understanding of the material suggests that more interactive learning should be conducted directly with students. It is hoped that game-based learning models, such as treasure hunt discovery games, can contribute to improving student academic achievement in a more engaging and engaging way. These data are crucial to this study because they emphasize the importance of improving learning strategies in improving the quality of education in Indonesia.

In fifth grade at SD Negeri 6 Watang Sidenreng, complex and non-concrete problems are engaging for students and are a major challenge in the science learning process. This situation demonstrates that students face challenges when exploring conceptual ideas that require high-level reasoning, resulting in low levels of active engagement and critical

thinking skills during the teaching process. Therefore, a teaching approach or model is needed that can concretize the material, engage multiple senses, and encourage students to actively implement their knowledge. Students tend to be more responsive to concrete and visual learning experiences at this age (Cahyani Kusuma et al., 2023). Many students are still in the cognitive development stage, where they require visual and contextual support to understand abstract concepts (Mukhlis, 2024). Consequently, overly theoretical teaching methods often fail to meet students' needs (Isma et al., 2023). Consequently, teachers are mandated to create teaching conditions that support students' active, interactive, and enjoyable participation (Unaenah, 2023). So that students' learning motivation can be a success factor in the learning process.

Similarly, the author's concern stems from the connection between science lessons and everyday life; many students find them uninterested. This forces educators to find ways to connect lessons to students' real lives (Nursarofah, 2022). Appropriate teaching models are a solution to address this problem, particularly interactive learning models, such as the use of educational games (Anggraini et al., 2021). Through educational games, learning materials can be implemented in students' daily lives, thereby attracting their attention and fostering their interest in learning (Mochamad Surya et al., 2020). This can increase student motivation and serve as a means of developing creative learning skills.

The level of student engagement during the learning process is influenced by their learning motivation, which ultimately impacts student learning outcomes (Prabowo et al., 2023). Students who are motivated to learn tend to be more engaged in learning activities and show improved academic achievement compared to unmotivated students. Many factors can influence student learning motivation in this context, such as their interest in the subject matter and the learning methodology used, and the support they receive from teachers and the school environment (Suwartiningsih, 2021).

Student engagement in learning is a crucial factor demonstrating motivation to learn (Nurrindar & Wahjudi, 2021). In most cases, students who actively participate in the learning process have a good understanding of the topic and are more motivated to complete assignments. Conversely, students who are less engaged tend to feel bored and lose interest in the lesson, ultimately resulting in suboptimal teaching outcomes (Susanti et al., 2024). Teachers have a responsibility to create a learning environment that encourages student participation. They can do this by using engaging teaching approaches and providing helpful

feedback (Jadidah et al., 2023). Students who are highly motivated to learn can also be motivated to take initiative and participate more actively in the learning process.

Innovative approaches to teaching and learning activities, such as games, have become a public topic in recent years (Panjaitan & Fardana, 2023). Compared to conventional learning approaches, educational games, especially those based on physical and mental activities, are considered to make the learning experience more interactive and immersive. One creative method that has emerged is the Treasure Hunt Discovery Game, a game-based learning model that combines elements of exploration and challenges to encourage students to participate in the learning process while searching for solutions or answers, competition, and forcing students to seek knowledge or information related to the material (Christianti, 2023).

Game models like Treasure Hunt are intended to enhance student learning through fun and challenging methods (Sudarto, Asriadi, 2024). Students are not only instructed to memorize subject matter, but are also challenged to think critically, collaborate with classmates, and complete teacher-given challenges. Students at SD Negeri 6 Watang Sidenreng, studying science, can apply this method more effectively in context and with applicability through this game.

The use of Treasure Hunt games provides an educational stimulus in learning activities and can develop students' engagement during instruction, their involvement in the learning process, and their learning outcomes. Students feel more motivated to complete assigned tasks due to the fun and competitive nature of the game. Instructional games can also boost students' confidence because they can see how far they've progressed toward achieving the game's goals (Safaringga et al., 2022).

Considering the challenges faced in teaching science in fifth grade at SD Negeri 6 Watang Sidenreng, the use of the treasure hunt educational game model is highly relevant. The research results show that many students are not interested in learning science, and their teaching output is relatively low. This situation demonstrates the need for new teaching methods to develop students' interests while increasing their insight into the topic.

Numerous previous studies, both domestic and international, have shown that educational games aid learning, supporting the empirical basis of this research. An Indonesian study by Yulianto (Widayati et al., 2023) found that educational games increased student participation and understanding in elementary school mathematics lesson plans.

International research, such as that by James Paul Gee, echoes this finding. (Nurhaliza et al., 2024) found that educational games can make classes interactive and engaging, encouraging problem-solving and critical thinking. Students can find a more enjoyable way to learn through games, which stimulate their natural motivations.

Empirical evidence shows that motivation and learning outcomes are enhanced by game-based learning. Research in the United States by Marc Prensky (Rahmadhea, 2024) found that students using educational games retained more information than those receiving conventional learning approaches. It is estimated that implementing the Treasure Hunt game model will produce comparable results, significantly increasing the motivation of fifth-grade students at SD Negeri 6 Watang Sidenreng to learn and developing their learning outcomes.

The study aims to obtain field facts related to the extent of the effect of the Treasure Hunt game learning model in increasing the motivation, engagement, and teaching output of fifth-grade students at SD Negeri 6 Watang Sidenreng. In addition, the study aims to provide criticism to teachers at SD Negeri 6 Watang Sidenreng regarding ways they can improve the teaching output of students. As a result, the study findings are guided to contribute to the development of new approaches to learning at the elementary level, especially those related to Social Studies education. Consequently, this research is not only relevant to SD Negeri 6 Watang Sidenreng, but also strives to be useful for other schools facing similar problems in Social Studies learning.

METHODS

This study employs a descriptive qualitative approach, with analysis conducted in written or spoken language rather than numerical (statistical) data. The research type is Classroom Action Research (CAR). This study will be conducted over two cycles, with a series of interconnected steps between the first and second cycles. The following is the planned action cycle flow for this study:

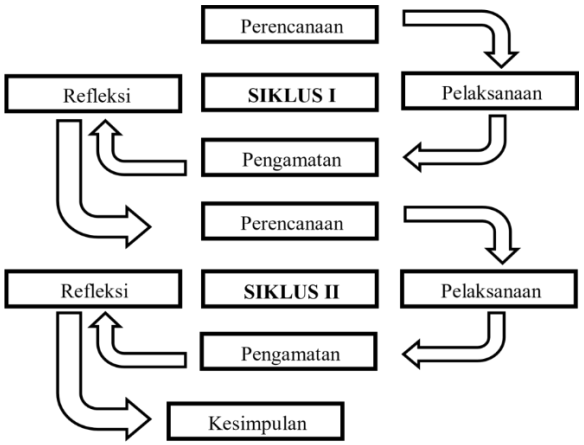


Chart 1. Cycle Flow (Sugiyono, 2019)

The study subjects were 23 fifth-grade students of SD Negeri 6 Watang Sidenreng, 11 boys and 12 girls. The planned PTK period is a maximum of 6 months, starting in mid-January and will be completed in June 2026, during the first semester of the 2025/2026 school year. The focus of this study is SD Negeri 6 Watang Sidenreng.

The research was designed in several cycles: planning, implementing, observing, and repeating. Information collection methods included observation, questionnaires, and documentation. The instruments used were an observation guide and a learning motivation questionnaire. Information processing consisted of three steps: data reduction, information presentation, and summarization and verification.

The conditions for successful teaching progress when the Treasure Hunt model is implemented effectively include:

Table 1. Qualifications % of Teaching & Student Activities

Scale	Criteria
80% - 100%	Good (B)
65% – 79%	Enough (C)
< 65%	Less (K)

Table 2. Conditions for Student Learning Motivation:

Based on Mastery Level	Qualification
80% - 100%	Good (B)
65% – 79%	Enough (C)
< 65%	Less (K)

RESULTS

The study output explains information regarding students' motivation in teaching science and the implementation of learning progress through the application of the Treasure Hunt game model by fifth-grade students at SD Negeri 6 Watang Sidenreng, Sidenreng Rappang Regency. The study was conducted in two stages, each stage consisting of two actions. The results of the study can be described as follows:

1. Presentation of Information Stage I

The activities carried out in science teaching for fifth-grade students at SD Negeri 6 Watang Sidenreng, Sidenreng Rappang Regency, in the first stage of treatment consisted of planning, implementing, observing, and repeating. Each phase of the activity can be explained as follows:

a. Planning the Meeting Stage I

Planning the treatment carried out by the author with the fifth grade homeroom teacher is an effort to increase teaching motivation in the science subject through the implementation of the Treasure Hunt game model. In this phase, the author and the fifth grade teacher prepare a meeting schedule for each stage, discuss the steps for implementing the Treasure Hunt game model in science learning, and determine future teaching topics. Teaching topics are based on student characteristics and the needs of science teaching in fifth grade.

b. Conducting Stage I Meeting

The implementation of the first stage meeting was carried out in 2 actions, namely action 1 on Monday, April 20, 2026 and action 2 on Tuesday, April 21, 2026.

1) Meeting 1

a) Preliminary Activities

The initial activity lasted approximately ten minutes. The teacher greeted the class, then one student led a prayer based on their faith. Next, the teacher took attendance. The teacher then set the learning objectives: students should be able to read a map and identify Indonesia's geographical location.

b) Core activities

The core activity takes approximately 50 minutes and uses a Treasure Hunt game model. In the initial stage (stimulation), the teacher displays an image of a map or atlas of Indonesia using a projector and explains that students will be playing a "treasure hunt" to

find information from the map. Next, the teacher poses initial questions such as "What is the definition of a map?" and "What can you learn from a map?" to foster students' curiosity. The teacher also explores how students use maps or atlases every day.

In the advanced core activity stage, the teacher and students identify map elements such as the title, legend, scale, symbols, and cardinal directions. The teacher then provides a brief explanation of the geographic location and conditions of Indonesia.

Afterward, students were divided into small teams. Each team was given a Treasure Hunt instruction sheet containing map-based questions or challenges, such as finding a specific province or determining Indonesia's borders. Students worked collaboratively in groups to examine the map, search for information, and record their answers. Next, each team presented their findings to the public. The teacher then contributed opinions, reinforcement, and clarification to the students' answers. Some students were also asked to directly point out the location of regions on the map.

In the final stage of the core activity, the teacher leads a class discussion to summarize the material on Indonesia's geographic location and its status as an archipelagic nation. Students then write down key points as a form of reflection on their learning.

c) Final Activities

The final activity takes approximately 10 minutes. The teacher administers a final exam to deepen the students' knowledge. Then, the teacher and students summarize the lesson. The teacher also asks students to share their feelings during the Treasure Hunt lesson. The activity concludes with a prayer and greetings.

2) Action 2

a) Initial Activities

In the initial activity, the teacher opens the lesson with a greeting and a prayer led by one student. The teacher then takes attendance and checks student readiness. Next, the teacher sets the learning objectives: to explore the advantages of Indonesia's location and the impact of weather and seasons on community activities.

b) Core activities

The core activity takes approximately 50 minutes and uses a Treasure Hunt game model. Initially, the teacher displays a map of Indonesia and depicts community activities, such as farming and fishing. The teacher relates the material to Indonesia's geographical and weather conditions. The teacher then asks lead questions such as, "What are the advantages

of Indonesia having so many seas?" and "How do the seasons affect community activities?" The teacher then explains the rules of the Treasure Hunt game.

Students were divided into small teams, and each team received a clue card containing a question or challenge related to the advantages of Indonesia's location and the influence of weather and seasons. Students carried out a data-gathering activity through map observation, team collaboration, and searching for teaching resources. Next, each group presented the output of their collaboration. The teacher provided feedback, reinforcement, and clarification on the students' answers. The teacher also emphasized that Indonesia's strategic location offers many advantages and that weather and seasons significantly influence people's lives.

In the final stage of the core activity, the teacher and students summarize the benefits of Indonesia's geographical location and the influence of weather and seasons on daily life.

c) Final Activity

In the final activity phase, the teacher conducts a pre-test to determine students' understanding. Next, the teacher and students summarize the topic. The teacher also asks students to describe their learning experiences during the activity. The lesson concludes with a prayer and closing greetings.

c. Cycle I Action Observation

The results of observations of teacher activities in actions 1 & II are:

1) Teacher aspect

a) Meeting 1

Based on observations of the teaching implementation in the first phase of the first action, a score of 11 out of 16 (68.75%) was obtained, or in the sufficient category. This condition indicates that the teaching implementation was progressing according to the stages of the Treasure Hunt game model, but not optimally.

Some activities that have been carried out have good qualifications: the teacher formulates teaching objectives, explains the questions that should be solved to the team, and provides opportunities for students to present the team's output.

The following observation output can be reviewed through the following table:

Table 3. Results of Teacher Observations Cycle I Meeting 1

Meeting 1	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	3	5	Enough
Total Score	6	5	
Total Score Obtained	11		
Percentage	68.75%		

$$\text{Percentage of learning implementation} = \frac{skor\ perolehan}{skor\ maksimal} \times 100\%$$

a) Meeting 2

The following teacher observation output can be reviewed in this table:

Table 4. Results of Teacher Observations Cycle I Meeting 2

Meeting 2	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	5	3	Good
Total Score	10	3	
Total Score Obtained	13		
Percentage	81.25%		

1. Student Aspect

The output of student observations on teaching progress through the Treasure Hunt game model can be described as follows:

a) Meeting 1

Based on the observation output regarding student engagement in stage I of action I, a score of 7 out of 12 (58.33%) was obtained, indicating a low qualification. This condition proves that student engagement in teaching is not good. Some activities that have begun to be seen include students respecting each other's opinions in groups. However, most other indicators are still not implemented well, such as active participation in groups, initiative in seeking information, the ability to express creative ideas, active questioning and answering, and understanding of the concepts taught. The low student engagement in the first meeting was caused by students still in the phase of adjusting to the Treasure Hunt learning model which they have never used before. The results of student observations can be reviewed in the following table:

Table 5. Student Observation Output Stage I Action 1

Meeting 1	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	1	5	Not enough
Total Score	2	5	
Total Score Obtained	7		
Percentage	58.33%		

b) Meeting 2

Based on the observation output in the second phase of the second action, a score of 9 out of a maximum of 12 (75%) was obtained, indicating sufficient qualification. This condition demonstrates the emergence of student engagement development compared to the first meeting. Most student activities have begun to develop, such as students actively participating in groups, respecting each other's opinions, and starting to actively ask and answer questions during discussions. This condition proves that students are familiar with the implementation of the Treasure Hunt game model.

The output of student observations can be reviewed in the following table:

Table 6. Observation output of Peserdik Phase I Action 2

Meeting 2	Qualification		Category
	Good	Not Implemented	
Total Earnings	3	3	Enough
Total Score	6	3	
Total Score Obtained	9		
Percentage	75%		

2. Data Analysis of Student Teaching Encouragement Stage II

Evaluation of the success of the meeting in stage I was carried out through a test evaluating the teaching motivation of qualified students in the form of scores. The criteria for completion used were a score ≥ 75 was considered complete, while a score < 75 was considered incomplete. Based on the information processing output obtained, it was known that in stage I, there were 4 students who achieved completeness (20%). Meanwhile, there were 16 students who did not achieve completeness, with a percentage of 80%. These results prove that there are still students who did not achieve the predetermined success criteria.

The average score obtained by students in phase I was 71.90, proving that classically, the teaching output of students did not reach the formulated Minimum Competency (KKM).

Therefore, it can be concluded that the implementation of meetings in phase I was less than optimally successful, so improvements and refinements are needed in cycle II.

The following is the % of students who completed and did not complete stage I, including:

Table 7. % of students who completed and did not complete stage I

Information	Frequency	Percentage
Completed Peserdik	4	20%
Peserdik who did not complete	16	80%
Amount	20	100%

a. Cycle I Reflection

Reflection activities were obtained according to the collaborative output from the author and the homeroom teacher of class V regarding the implementation of the meeting in stage I. The implementation of reflection used information from the observation output of the teacher's and student's activities and then an evaluation test of the student's teaching at meetings 1 and 2.

Based on observations by educators and students, as well as evaluations of student teaching motivation, various difficulties were encountered during Cycle I, resulting in suboptimal student motivation for science teaching. This can be explained as follows:

1) Teacher learning progress

a) The teacher has formulated learning objectives and explained the tasks in the Treasure Hunt activity, but at the first meeting there were still shortcomings in group management, so that students were not well organized.

b) In the first meeting, the teacher was not optimal in dividing groups and accompanying students, so that several teams still encountered obstacles when completing assignments.

c) The provision of feedback during the game at the first meeting was still lacking, so that students did not fully understand their mistakes or the results of their work.

d) In the second meeting, the teacher began to show improvement in dividing groups, providing assistance, and directing presentation activities, although providing feedback and reinforcing concepts still needed improvement.

e) Teachers have provided opportunities for students to present and collaborate, but not all students have participated in these activities.

2) Student teaching process

a) At the first meeting, student participation in groups was still low (58.33%). Many students were not active in discussions, showed little initiative, and were unable to express ideas during the Treasure Hunt game.

b) Students have begun to show an attitude of respecting each other's opinions, but their critical thinking skills and active questioning skills are still low.

c) At the second meeting, there was an increase in student activity (75%), it was seen that students were able to get involved in the team, dared to ask questions, and participated in collaboration.

d) However, there are still students who have not shown creativity or initiative in seeking information, and have not fully understood the learning material.

e) Students' confidence in conveying the results of discussions should be developed further, because some students are hesitant to express their opinions.

1. Presentation of Information for Stage II Meeting

a. Cycle II Action Planning

Planning in stage II is expected to be able to resolve the obstacles that occurred in stage I, so that teaching can run optimally and also aims to improve the teaching support of students to be achieved optimally.

b. Implementation of Cycle II Actions

Teaching action meeting II was held 2 x action 1 on Tuesday, April 28 2026 then action 2 on Wednesday, April 29 2026.

1) Action 1

Implementation of stage II action 1 was carried out for 2 x 35 minutes with the topic My Indonesia is Rich in Life (biodiversity and its distribution) covering 3 activities, namely the beginning, core activities and the end. The description of the activities is as follows:

a) Initial Activities

Initial activities last 10 minutes or longer. The teacher opens the lesson with a greeting, then one student leads a prayer. Next, the teacher takes attendance and checks students' readiness for the lesson. The teacher also provides reinforcement by linking the topic to students' experiences, such as asking about types of plants or animals they have seen

in other areas. At the end of the introductory activities, the teacher sets the learning objectives.

b) Core Activities

The core activity lasts approximately 50 minutes and involves implementing a Treasure Hunt game model. In the initial (stimulation) stage, the teacher displays images of flora and fauna from various regions in Indonesia and asks prompting questions, such as the reasons for the differences in the types of living things in each region.

Next, the teacher gives a brief explanation regarding:

- Understanding biodiversity
- Classification of flora and fauna in Indonesia
- Causes of its spread

During the game, the teacher explains the rules of the Treasure Hunt, where students will search for "information treasures" through pictures, distribution maps, and textbooks. The teacher then divides students into small teams and gives each group clue cards or challenges. Students observe, discuss, and write their answers on the worksheet. As the activity progresses, the teacher circulates around the students to guide them and ensure all groups are engaged.

Afterward, each team presented their findings, while the other teams listened and offered their opinions. Educators then expressed their opinions, clarified their answers, and emphasized that Indonesia has a rich biodiversity that needs to be protected and preserved. The core activity concluded with a joint conclusion between teachers and students.

c) Final Activity

The final activity takes approximately 10 minutes. The teacher administers a final test to assess students' knowledge. Then, the teacher and students summarize the topic. The teacher asks the students to share their feelings or experiences during the lesson. The activity concludes with a prayer and greeting.

2) Meeting 2

Carrying out cycle II meetings at the second meeting for approximately 2 x 35 minutes on the topic of the benefits of biodiversity consisting of initial, core and final activities:

a) Initial Activities

The initial activity lasts approximately 10 minutes. The teacher opens the lesson with a greeting, then leads students in prayer. Next, the teacher checks students' attendance and tidiness. The teacher provides reinforcement by relating the topic to the students' daily lives, such as asking about plants and animals they frequently encounter in their surroundings. The teacher then sets the learning objectives.

b) Core Activities

The core activity takes place for approximately ± 50 minutes with a Treasure Hunt model. In the initial stage, the teacher displays pictures of plants and animals and asks provocative questions, such as the benefits of living things for human life.

The teacher then briefly explains the material regarding:

- Examples of biodiversity in the surrounding environment
- Benefits of biodiversity for humans

The teacher then re-explains the rules of the Treasure Hunt game, divides the students into small teams, and distributes challenge cards. Students read the textbook, observe the pictures, and discuss the answers. The teacher circulates the class, guiding the teams assigned to the challenges.

Each group then presented the collaborative output, while the other teams offered their opinions. The instructor conducted an apperception and emphasized that biodiversity has various uses in individuals' daily lives and that its sustainability must be preserved. The core activity concluded with a joint conclusion.

c) Final Activity

The final activity takes approximately 10 minutes. The teacher administers a final exam to assess students' knowledge. Then, the students and the teacher summarize the topic. The teacher also invites students to share their impressions of the lesson. The activity concludes with a group prayer and closing remarks.

c. Cycle II Action Observation

The following is the output of observations of teacher and student activities obtained during teaching activities stage II, meeting 1 and meeting 2, as follows:

a. Teacher aspect

a) Meeting 1

Based on the results of observations on the implementation of science learning using the Treasure Hunt game model at meeting 1, the score obtained was 15 out of a maximum score of 16 (93.75%), so it is included in the good category (B).

This output shows that the instructor has implemented almost all teaching syntax effectively. The instructor was able to clearly formulate teaching objectives, effectively form students into teams, and also provide easy-to-understand explanations regarding the Treasure Hunt activity. Furthermore, the instructor also actively guided students in completing group assignments and provided feedback throughout the game. However, one activity was not implemented optimally, namely the aspect of providing conceptual reinforcement, so some improvements are needed to optimize learning.

The following is the output of the teacher's observations in stage II:

Table 8. Output of Teacher Observations Stage II Action 1

Meeting 1	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	7	1	Good
Total Score	14	1	
Total Score Obtained	15		
Percentage	93.75%		

b) Meeting 2

Based on the observation output in meeting 2, a score of 18 out of a maximum score of 18 with a percentage of 100% was obtained, which is classified as good (B). All learning indicators were implemented optimally. The teacher was able to manage learning very well from the initial, core, to closing activities. The teacher provided clear explanations, guided students evenly, facilitated group discussions, and provided maximum reinforcement of concepts. Then the teacher also succeeded in creating effective, fun, and interactive teaching conditions through the Treasure Hunt game.

The following output of educator observations can be reviewed in the following table:

Table 9. Output of Teacher Observations Stage II Action 2

Meeting 2	Qualification		Category
	Implemented	Not implemented	
Total Earnings	8	-	Good
Total Score	16	-	
Total Score Obtained	16		
Percentage	100%		

2) Student Aspect

a) Meeting 1

Based on the observation output of student activities in Action I, a score of 11 out of a maximum of 12 was obtained, with a percentage of 91.67%, thus categorizing as good (B). This proves that the majority of students were involved during the teaching. Students were able to collaborate in teams, respect each other's perceptions, and demonstrate initiative in seeking information during the Treasure Hunt activity. In addition, students were also involved in asking questions and solving problems during the discussion.

The student observation output can be reviewed in the table below:

Table 10. Output of Student Observations Stage II Action I

Meeting 1	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	5	1	Good
Total Score	10	1	
Total Score Obtained	11		
Percentage	91.67%		

b) Meeting 2

Based on the observation output of student activities in action 2, a score of 12 was obtained out of a maximum score of 12 with a percentage of 100%, so it is included in the good category (B). All students showed very active involvement in teaching. Students were able to collaborate optimally in active teams by asking questions and discussing, and demonstrating creativity and a good understanding of the material being studied. In addition, students also had a sense of confidence when presenting the output of team collaboration. This proves that the Treasure Hunt game model can develop student teaching motivation simultaneously.

The results of student observations can be reviewed in the table below:

Table 11. Results of Student Observations Cycle II Meeting 2

Meeting 1	Qualification		Category
	Implemented	Not Implemented	
Total Earnings	6	-	Good
Total Score	12	-	
Total Score Obtained	11		
Percentage	100%		

2) Data Analysis of Students' Science Learning Motivation in Cycle II

Evaluation of the success of the second phase meeting was carried out by administering a questionnaire on encouraging science teaching to students. Based on the data analysis output obtained, it can be seen that in the second phase, all 20 students (100%) had achieved the predetermined success. There were no students in the unsuccessful qualification.

This proves that the Treasure Hunt game model was implemented very well in phase II and optimally increased students' motivation in teaching science. All students demonstrated simultaneous development compared to the previous phase, as seen in their engagement and output.

Table 12. % of Students who completed and completed Stage II

Information	Frequency	Percentage
Completed Peserdik	20	100%
Peserdik who did not complete	-	-
Amount	20	100%

The comparison of students' motivation to learn science is presented in the following table:

Table 13. Comparison of Science Learning Motivation in Cycle I & Cycle II

Information	Cycle I		Cycle II	
	F	%	F	%
Succeed	4	20%	100	100%
Not yet successful	16	80%	-	-
Amount	20	100%	20	100%

d. Cycle II Reflection

Teaching progress activities in stage II showed simultaneous development compared to the previous stage. This was reflected in the observation output of teacher activities and students who made progress from the first action to the second meeting. The percentage of learning implementation by teachers increased from 93.75% in action I to 100% in action II. Similarly, student activities increased from 91.67% to 100%. In general, the implementation of learning using the Treasure Hunt game model was qualified as good and very optimal, thus having a positive impact on students' motivation to learn science:

1) Teacher learning process

a) Teachers' skills in managing learning have been developed through SB. In the first activity, learning implementation was at a B level, but in the second activity, it improved to very

optimal (100%). Teachers were able to formulate learning objectives clearly, deliver activity instructions systematically, and manage learning with greater confidence and direction.

b) Classroom management became more effective and organized. Teachers were able to divide groups evenly, guide students in Treasure Hunt activities, and provide more optimal support to all groups. Furthermore, learning time management was also effective, enabling all stages of learning to be implemented optimally.

c) Feedback and concept reinforcement have improved. Teachers actively provide feedback during games and are able to provide clear reinforcement of the material at the end of the lesson. Reflection activities have also been implemented effectively, effectively guiding students in exploring the topic.

2) Student learning process

Overall, student activity in Phase II demonstrated excellent development. Students appeared enthusiastic, active, and motivated while participating in the learning process using the Treasure Hunt game model.

DISCUSSION

1. ProcessScience Learning Through the Application of the Treasure Hunt Game Model to Increase Learning Motivation of Class V Students of SD Negeri 6 Watang Sidenreng

Based on the research output that has been conducted, the process of learning science through the implementation of the Treasure Hunt game model proves that there is an improvement in the quality of teaching from stages I to II. In stage 1, the implementation of learning is still not optimal, reviewed from the activities of the guide or student involvement. Teachers are still in the adjustment stage in implementing the steps of the Treasure Hunt game model, so that several stages of learning do not take place optimally. This has an impact on student activities who are still passive, lack confidence in discussions, and are not fully involved in teaching activities.

In Stage I, observations showed that the teacher's activities were of sufficient to good quality, while the students' activities were considered adequate. Students did not fully understand the game's flow and were still confused about collaborating in teams, asking questions, and expressing opinions. This resulted in a learning environment that was not fully interactive and encouraging, so students' motivation for teaching was not effectively enhanced.

Following the improvements made in phase II, the learning process developed simultaneously. Teachers were able to implement more structured instruction, from conveying learning objectives and explaining the rules of the Treasure Hunt game, dividing students into groups, to providing feedback and reinforcing the material. Teachers also participated in guiding students throughout the activity, creating a more efficient and enjoyable learning environment.

In Phase II, teacher activity increased to the very good category, with 100% implementation in Phase II. Student activities also developed simultaneously, with students participating more actively in groups, demonstrating initiative in seeking information, and demonstrating confidence when presenting collaborative output. Students also gained a better understanding of the material through exploration activities in the Treasure Hunt game.

The implementation of the Treasure Hunt game model provides a diverse learning experience for students. Students receive data in an inactive manner, but participate directly in the process of discovering information through a treasure hunt for answers or learning concepts. This activity encourages students to think analytically, collaborate, and actively interact with their group mates. This makes the learning process enjoyable, fun, and meaningful for students.

2. The Implementation of the Treasure Hunt Game Learning Model Can Increase the Motivation to Learn Science in Grade V Students of SD Negeri 6 Watang Sidenreng

Based on the processing output obtained, it can be concluded that the motivation for students' science teaching has experienced a very significant increase through the implementation of the Treasure Hunt game model. In stage I, the motivation for students' teaching was low, where 4 out of 20 students (20%) achieved success indicators, while 16 students (80%) did not achieve completion. This condition proves that in the initial stage of implementing the action, students were in the process of adjusting to the teaching model used.

However, after the improvements in phase II, students' teaching motivation improved significantly. All 20 students (100%) achieved success indicators. 0 students were in the unsuccessful category. Furthermore, the average score increased to 84.65 (exceeding the KKTP score of 75). These results demonstrate that the Treasure Hunt game model is effective in increasing students' teaching motivation.

The development of motivation is due to the Treasure Hunt game model, which creates an active and enjoyable learning environment. Students are directly involved in teaching activities through information seeking, discussions, and presentations of group work. The game component in the learning process encourages students' enthusiasm and prevents boredom during the learning process. Furthermore, the model encourages students to collaborate in teams, share opinions, and develop self-confidence. Students become engaged when asking questions, solving problems, and expressing their ideas. This demonstrates the significant development of students' intrinsic motivation in science teaching.

The study's findings echo expert opinion, which asserts that game-based learning can foster students' motivation to learn by providing a fun and interactive learning experience. Learning models like Treasure Hunt can also simultaneously develop students' cognitive, affective, and social aspects.

Thus, it can be concluded that the implementation of the Treasure Hunt game model has proven effective in increasing the motivation of fifth-grade students in science teaching at SD Negeri 6 Watang Sidenreng. This model not only improves teaching output but also creates active, participatory, and student-centered learning.

CONCLUSION

ProcessScience teaching through the application of the Treasure Hunt game model to fifth grade students of SD Negeri 6 Watang Sidenreng took place in stages and developed from stage I to II. In stage II, teaching had been very good, shown by the increasing activities of teachers and students as well as a more active, fun, and focused teaching atmosphere on students.

The implementation of the Treasure Hunt game model has been proven to increase students' motivation to learn science. This is indicated by an increase in the success rate from 20% in stage I to 100% in stage II, as well as an increase in students' average grades. Therefore, the Treasure Hunt game model is effective in increasing students' motivation to learn.

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