

TREASURE BASED GAME STRATEGY INNOVATION IN LEARNING ISLAMIC RELIGIOUS EDUCATION

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Abstract

This research was motivated by the minimal use of fun learning models in honing students' critical thinking skills and solving problems as an effort to improve PAI learning outcomes at Kedungcangkering Elementary School. The solution to this problem is the use of the treasure-based game learning model. This research aims to determine the effect of using the treasure-based game model on students' learning outcomes. This type of research is R & D (Research and Develop) research with a 4D development model, this model includes define, design, develop and disseminate. Based on the analysis of evaluation test scores, there was an increase in students' cognitive learning outcomes. The resulting product aims to increase student learning motivation. Thus, it can be concluded that the use of the treasure-based game learning model can improve student learning outcomes. Based on data obtained from expert lecturers as a whole about treasure-based game strategies, a score of 95% was obtained. While the results of game trials in large groups with research subjects of 5 groups with an average score of 87 are categorized as successful, the results of the treasure-based strategy are feasible to be used in learning at school

Keywords: Learning Strategy, Treasure Based Game, PAI Subjects.



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INTRODUCTION

As time progresses, we as humans are required to be able to adapt to the times. One way to adapt to the times is to innovate. Humans must innovate in every aspect of their lives so as not to become outdated. One of the important things that must be innovated is learning. Learning innovation is part of educational innovation, namely efforts to make changes to achieve something better in the field of education. Has relative advantage something is said to be an innovation if it can provide benefits to those who receive it. The more profitable an innovation is, the faster it will spread to society.

There are compatibility of innovation and values. This also concerns the experiences and needs of those receiving the innovation. The first is complexity, namely the difficulty of understanding and using an innovation. Second is trial: whether the existing innovation can be

accepted or not by the recipient. Third is observation, the benefits of the innovation can be identified.

According to Kusnandi, educational innovation aims to achieve several objectives. Firstly, it seeks to adapt to the rapid advancements in science and technology. This adaptation ensures that education remains relevant and equipped to meet the challenges and opportunities brought about by modern developments. Secondly, educational innovation strives to promote fairness and equity in education delivery. By doing so, it aims to provide equal opportunities for learning and development to all individuals, regardless of their background or circumstances. Lastly, the innovation aims to overhaul the Indonesian education system, enhancing its effectiveness, efficiency, and overall quality. This transformation aligns the education system more closely with the evolving needs of society, preparing students to thrive in future environments effectively.

The aim of learning is essentially to explore students' hidden abilities and develop individual opportunities to achieve their abilities (La ' Ali Nur Aida et al., 2020, p. 43). Creating new innovations in learning is by updating existing learning and then packaging it based on encouraging new ideas (Norhikmah et al., 2022, p. 3901). The aim of new innovations in the field of study is to improve the quality of education, effectiveness and efficiency of education, as well as adaptation to the needs and developments of modern technology (Sholikhudin & Kholis, 2016, p. 359). Educational innovation is updating/modifying systems, functions and methods so that they lead to improvements that can be adapted to children's needs during educational activities (Norhikmah et al., 2022, p. 3901).

One method of learning innovation is Treasure Based Game. Treasure based game means "treasure". Meanwhile, Treasure-Based Game are looking for treasure. This method aims to find objects that represent concepts in learning. The treasure-based game method is an outdoor learning method that has the concept of looking for treasure. Research by Afrisia Ferari Manarwati shows that almost similar methods such as treasure hunts are effective in increasing learning activities and student learning outcomes, where the results of her research show that students are more involved and like learning with this method, making it an effective outdoor learning alternative. Treasure based game (TBG) is a learning method that combines games with learning. Different from traditional methods, this concept offers an interactive and fun learning experience. Students are invited to complete missions or look for treasure using lesson concepts. This method increases students' motivation, interest and involvement in learning and strengthens understanding of concepts (Djuhanida Setiati, 2017, p. 31).

In this method students are challenged to identify clues to reach the treasure (Ardini et al., 2022, p. 131). In this method students are given questions, challenges, or clues that must be

solved as part of the game. This method can be done in groups to build collaboration or cooperation between students. For every question or clue that can be solved, students will get points as a form of treasure.

To implement this method effectively, educators begin by outlining specific learning objectives tailored to their educational goals. These objectives may focus on reinforcing key concepts, cultivating collaboration among peers, or enhancing critical thinking abilities through interactive gameplay. Designing a captivating storyline or context that aligns with the curriculum is essential to immersing students in the learning process. Tasks and challenges within the game should be meticulously crafted to stimulate intellectual engagement and challenge students' comprehension and application of knowledge. Incorporating technology, such as digital platforms or apps, can enhance the gaming experience by facilitating task management, progress tracking, and providing timely hints or feedback.

Following the game, a debriefing session offers an opportunity for students to reflect on their experiences, discuss their learning outcomes, and explore how acquired skills can be applied beyond the classroom. Flexibility in adapting the game based on student responses and adjusting the difficulty level of tasks ensures continuous engagement and effective learning. Regular evaluation and feedback collection from participants provide insights into the method's effectiveness and opportunities for refinement in future implementations. This iterative process supports ongoing improvement and adaptation to meet the evolving needs of learners in educational settings.

The development of games as a learning medium can be combined with a contextual approach, so that students not only learn the material but will also practice solidarity between students. This is in accordance with Nurhadi's opinion that a contextual approach will make it easier for teachers to explain the material being taught. Guided by the background above, researchers will develop an interactive, flexible and easy treasure-based game using PAI material. The correlation between the problem-solving approach in teaching Islamic Religious Education and the treasure-based game method is that both approaches aim to develop high-level thinking skills in students. In the treasure-based game method, students are faced with challenges or problems that they must solve using creative and analytical thinking skills.

The correlation between the treasure-based game method and the demands for innovation in PAI learning is very relevant. The treasure-based game method provides an innovative and interesting approach to learning, which can effectively motivate students to learn more about religion (Mas'ulil Munawaroh, 2022, p. 286). Through challenging games, students

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are exposed to situations that allow them to experience the excitement of studying religion and solving problems related to religious content. Thus, this method can be a strong source of motivation for students in increasing their interest and involvement in religious learning (Badan Litbang dan Diklat Kementrian Agama RI 2024).

Apart from that, in the context of demands for innovation in PAI learning, religious teachers are required to develop teaching approaches, methods and techniques that are appropriate to current developments and students' needs. The use of the treasure-based game method is one innovative effort that allows religious teachers to meet these demands. By continuing to develop creative and effective learning approaches, religion teachers can play an important professional role in inspiring and guiding students in the understanding and practice of religion. Therefore, in carrying out their duties, religious teachers must demonstrate professionalism by committing to continuing to develop their competencies, spending time, and paying great attention to religious learning.

The teacher in this game acts as a facilitator who provides support to students to develop their problem solving abilities (Tamimatul, 2015, p. 199). Students learn to think critically and creatively as they attempt to find solutions to each challenge faced in the game. Thus, the treasure-based game method is in line with the problem solving approach in Islamic Religious Education learning, where both aim to strengthen students' abilities to think and solve problems in a more competent way (Muthoharoh, 2020, p. 131).

The research aims to develop and implement innovative Treasure Based Game (TBG) learning strategies for Islamic Religious Education (PAI) at SDN Kedungcangkring, Kec. Jabon, Sidoarjo. This involves designing interactive TBG activities that integrate PAI curriculum content, aimed at enhancing students' critical thinking and problem-solving abilities. The study also seeks to evaluate the effectiveness of these strategies in enhancing student engagement, motivation, and comprehension of PAI concepts. By focusing on interactive learning approaches, the research aims to contribute to the advancement of effective teaching methods that cater to the evolving educational needs and challenges in PAI learning contexts.

RESEARCH METHODS

This research uses the development method. A development method is a series of steps, approaches, or strategies used to design, develop, and implement a product, system, or program. The type of development method used in this research is the 4D development method proposed by Thiagarajan, Semmel (Evi Yunita & Lukman hakim, 2014, p. 1). The goal of the development

method is to achieve the desired results in an effective and efficient manner. In this research, the 4D development method is used, namely:

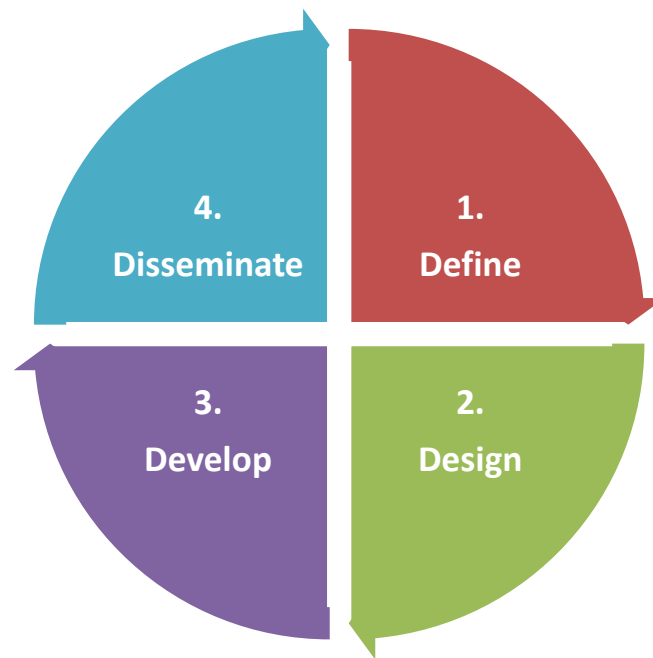


Figure 1. 4D Model in Research Development

1. Define

Thiagrajan (Endang Mulyatiningsih, 2016. p. 1) analyzing 5 activities carried out at the define stage, namely:

- a. Benefits and Analysis: At this stage the teacher makes an initial diagnosis to increase the effectiveness and efficiency of learning.
- b. Student analysis: at this stage students' characteristics are studied, for example: skills, learning motivation, background experience, etc.
- c. Task analysis: The teacher analyzes the main tasks that students must master so that students reach a minimum level of competency.
- d. Concept analysis: Analyze the concepts to be taught, formulate rational steps.
- e. Determine learning objectives: Write down the learning objectives, changes in behavior that are expected after learning operational verbs

2. Design

Thiagarajan divides the design stage into four activities, namely:

- a. Develop tests that refer to criteria as an initial measure to determine students' main skills and as an evaluation tool after activities are carried out.
- b. Choose a learning environment that suits the material and student characteristics.

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- c. The educational presentation format is chosen according to the educational media used. If the instructor plans to use audio-visual media, students are asked to view and evaluate the audio-visual media presentation during the lesson.
- d. Simulate the delivery of material with designed media and learning stages. In connection with the learning simulation, mutual evaluation is also carried out.

3. Develop

In the context of developing learning models, development activities are carried out with the following steps:

- a. Model validation by experts: Confirmed issues include instructions for using the model and learning tools. The group of experts participating in the validation process includes: learning technology experts, subject matter experts, learning outcome assessment experts.
- b. Check the model based on information received from experts during validation.
- c. Limited experimentation in classroom teaching based on real situations.
- d. d. Check the model based on test results.
- e. Application of the model to a wider area.

4. Disseminate

Thiagarajan divide the dissemination stages as follows:

- a. Validation testing, the product is checked at the development stage and then applied to the actual target. During implementation, goal achievement is measured. This measurement is carried out to determine the effectiveness of the product being developed. Once the product is implemented, developers need to see the results of achieving the goal. If the goal is not achieved, the solution must be explained so that the same mistake is not repeated after the product is launched. The final activity in the development stage is packaging.
- b. Distribution and adoption. This step is taken so that other people can use the product. Packaging of learning models can be done by printing instructions for implementing the learning model. After the book is printed, the book is distributed widely so that other people can adopt it (diffusion) or understand and use it (adoption) in their classes.

FINDINGS AND DISCUSSION

Development of Treasure Based Game Learning Strategies

Teachers have an active role in the learning process for their students. Therefore, creativity used in teaching and learning is really needed by teachers, so that the learning material

delivered can be well received by students so that learning objectives are achieved and maximized. One way to achieve learning objectives is by using a game in learning.

The function of a game itself in the learning process can improve the quality of learning without causing boredom in learning. In developing a Treasure Based Game based learning model, several important things that need to be considered are clearly determining learning objectives. Clear learning objectives will help in designing appropriate games to achieve these objectives. Apart from that, it is also necessary to design an interesting gameplay, with puzzles, clues and challenges that are appropriate to the student's ability level. Therefore, the learning process can run smoothly and help students understand the lesson material presented by the teacher. Apart from that, the game here is intended to provide new innovations in the learning process for students (Siti Halimah, 2021. p. 20).

There were several problems found in collecting initial condition data through observation and interviews. The problems that arise are the problem of unsatisfactory learning outcomes due to students' boredom following lessons, students having to carry out active and attractive learning, the choice of learning techniques that are not based on identification of student characteristics and the availability of school land that has not been used as a place to carry out the learning process. These problems are overcome through the use of treasure based game learning strategies. The condition of the field previously caused concern from the school and the students' parents.

This anxiety can have an impact on scientific development and is not good for children's psychology, children should have known a lot of knowledge since elementary school, but the wrong learning delivery process makes it difficult for students to receive and absorb the knowledge conveyed by the teacher because the learning process is wrong. seems monotonous. Apart from that, there is anxiety for the students themselves about increasingly advanced developments, if they cannot understand the knowledge conveyed by the teacher they will experience delays in their knowledge. Choosing the right media and technology is also important in developing a Treasure Based Game-based learning model. The use of appropriate media and technology, such as mobile applications, augmented reality (AR), or web-based platforms, can better facilitate play. Involving students in the game development process is also key to success. Finally, evaluation of the effectiveness of the Treasure Based Game learning model needs to be carried out periodically. If necessary, revisions must be made to improve the quality of learning. Thus, the development of a Treasure Based Game-based learning model can be more effective and in accordance with student needs (Husna & Fitria, 2023, p. 184).

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Learning methods are structured and formal ways of carrying out the learning process. Learning while playing is considered a complement to learning because it has many benefits that parents and teachers are not aware of. This method is simple and can be done at home by parents because it allows children to learn while playing. Learning that is too systematic can make students bored quickly, so using a learning model that involves play can help students grasp the material better. The game method also improves students' abilities in active thinking, sportsmanship, and cooperation with classmates. By playing in groups, students also learn to socialize and understand that each child has a different personality and way of expression (Thalib et al., 2023, p. 21).

Choosing the right media and technology is also important in developing a Treasure Based Game-based learning model. Use of appropriate media and technology, such as mobile applications, augmented reality (AR), or web-based platforms, can better facilitate play (Achmat Mubarak, 2018, p. 229). Involving students in the game development process is also key to success. Finally, evaluation of the effectiveness of the Treasure Based Game learning model needs to be carried out periodically. If necessary, revisions must be made to improve the quality of learning. Thus, the development of a Treasure Based Game-based learning model can be more effective and in accordance with student needs (Husna & Fitria, 2023, p. 184).

When researchers conducted observations at Kedungcangkring Elementary School, many students were not focused on the learning process, many of them got grades below average, and there was also learning that was taking place which seemed to lack interest from students in being interested in learning. Here, games in learning are really needed to attract students' interest in studying actively and regenerate their enthusiasm for studying. Because seeking knowledge is a very noble act that cannot be obtained instantly. Therefore, learning innovations must be further improved to achieve common goals.

Treasure Based Game or treasure-based game is a learning strategy that integrates game elements such as adventure, challenges and finding treasure with learning activities (Martia, 2023, p. 515). In this game, students are invited to solve puzzles, find clues, and gather information or knowledge needed to find the 'treasure' or final goal of the game (Kim, 2010, p. 1853).

The Treasure Based Game learning approach has a number of significant benefits. One of them is increasing student motivation and involvement in the learning process. With game elements such as adventure and challenges, students tend to be more motivated and actively involved in learning. Moreover, this approach also helps in developing problem-solving skills. Students are trained to think critically, analyze information, and solve various puzzles or problems encountered during the game. Not only that, Treasure Based Game-based learning also

facilitates collaborative learning. Treasure Based Games often involve teamwork, thereby improving collaboration and communication skills between students. This approach makes learning more fun. With elements of adventure and finding treasures, the learning atmosphere becomes more interesting and challenging for students. The Treasure Based Game learning approach has a positive impact in improving the quality of student learning (Husna & Fitria, 2023, p. 184). According to Shiralkar, treasure based games are games played in groups to find something hidden, whether through articles, locations or places using a series of clues. Apart from that, treasure hunting games are usually activities carried out indoors or outdoors, where the treasure is located.

Next, the treasure-based game (looking for treasure) is a game where students are involved in a game to simulate a certain task or topic. This method is an active learning strategy (A. Yusuf, 2013, p. 1). Active learning is any form of learning that allows students to play an active role in the learning process itself. Both in the form of interaction between students and between students and teachers. Active learning is also a very effective learning method that can provide a learning atmosphere that is interactive, interesting, fun and can increase motivation so that students are able to absorb new knowledge and skills (Mohtarom, 2016, p. 187). To play treasure hunt adults prepare hidden questions. The winner is the team that first finds all the items on the list.

The development of the Treasure Based Game Learning Model uses a 4D research model approach which consists of four stages: *The first stage* is definition, where a needs analysis is carried out such as identifying problems, curriculum, student characteristics, and learning environment. This analysis is important to determine the objectives for developing an appropriate learning model; *The second stage* is design, where based on the results of the analysis at the definition stage, a Treasure Based Game learning model is designed. This includes choosing the right media, methods and learning strategies (Nur Rokhmah I. & A. Yusuf, 2018, p. 103). Design also includes the development of teaching materials, evaluation tools, and treasure hunt game designs; *The third stage* is development, where the design of the Treasure Based Game learning model is realized. Activities carried out include developing materials, preparing questions, creating game-based learning media, and limited product testing. Input from experts and trials are used for improvements before implementation (Husna & Fitria, 2023, p. 184). *The final stage* is dissemination, where after going through testing and revision, the Treasure Based Game learning model is disseminated so that it can be used by teachers and students. Dissemination can be done through training, publication in journals or websites, or packaging in

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the form of commercial products. By applying this 4D model, the development of the Treasure Based Game learning model is expected to produce quality products that are effective and suit students' needs.

Based on data obtained from expert lecturers overall regarding the treasure based game strategy, a score of 95% was obtained. Based on data obtained from expert practitioners as a whole regarding treasure-based game strategies. The test results obtained an average rating on a scale of 4, from expert practitioners an average assessment was obtained on a scale of 4, the test from a small group with an average score of 91 was successful. Meanwhile, the results of the game trial in a large group with 5 groups of research subjects, with an average score of 87 were categorized as successful. Based on the data presented, it can be said that treasure based games are suitable for use in learning at school.

Implementation of Treasure Based Game Learning Strategies

The Treasure Based Game learning method is a learning approach that uses treasure hunting games to convey learning material. This approach integrates the principles of learning while playing to create an interesting learning environment that is able to motivate students. This method is able to increase student involvement in the learning process and allows them to learn in a more enjoyable way (Amrina Rosyada, 2023, p. 4220).

The model used in this development research is the 4D model. The stages of the 4D research model include define, design, development and disseminate. In this study, researchers used several methods to collect data. These methods include observation, interviews, questionnaires, tests and also documentation. The initial steps taken in carrying out research were observation, interviews and documentation. Observation activities are carried out by going into the field to see the real conditions of students.

1. Define

The define stage is the stage for establishing and defining the conditions needed for learning development. Determining the required requirements is carried out by paying attention to and adapting the learning needs of students. The purpose of the definition stage is to determine and define learning requirements starting with an analysis of the objectives of the limitations of the material being developed.

In this stage, an in-depth analysis of learning needs, student characteristics, concepts of the material to be conveyed, and learning objectives to be achieved are carried out. This step is very important to ensure that the game design that will be created meets the desired

learning needs. By carrying out this analysis, it is hoped that the game designed can provide an effective learning experience and suit the characteristics and needs of students.

The definition stage includes several main steps, namely:

- a. Student Analysis: In this student analysis, the author looks at the characteristics of students, namely students who like learning outside the classroom, students' lack of motivation to carry out learning and students who like learning while playing.
- b. Task Analysis: The teacher analyzes and formulates several materials that must be mastered by students which include: material on the migration of the Prophet Muhammad to Medina, Hajj and payment of zakat.
- c. Concept Analysis: The author created a new innovation, namely treasure based game, which is a learning strategy carried out outside the classroom that motivates students to be enthusiastic about learning.
- d. Formulation of Learning Objectives: The aim of the treasure based game is to motivate students to be enthusiastic about learning, train cohesiveness between students and provide understanding in learning pie more easily.

Meanwhile, interviews were carried out by researchers with teachers at SDN Kedungcangkring, Jabon District, Sidoarjo Regency. After the observation and interview data were deemed sufficient, the researcher then carried out direct practice with students using this game development.

Apart from that, researchers also used a questionnaire to see students' responses to the development of treasure-based games. Meanwhile, the test was carried out to see the differences in students' abilities in critical reasoning before and after learning using treasure-based game development.

After conducting research, it was found that there were learning problems at Kedung Cangkring Elementary School in Islamic Science (PAI) subjects, namely that students often felt bored and monotonous with the lecture method. To overcome this problem, a solution is needed to overcome this problem. Based on needs analysis, it is necessary to develop innovative learning strategies based on the characteristics of students and teaching materials, in order to increase students' learning motivation (Ninin Dwi Novita, 2019, p. 165).

2. Design

The purpose of the planning stage is to prepare a prototype of the learning device. The planning stage consists of four steps, namely, implementation is carried out by implementing the plans that have been made. During implementation, observations were also

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made of student activities in learning. The author creates innovations and appropriate learning strategies, namely the "treasure-based game" learning model. The author creates a learning model outside the classroom with the following steps:

- a. Create a group of 5 people.
- b. Each group must find 1 question that has been prepared at each post.
- c. When the group has found a question in the post that has been determined, students must complete the question that is already available
- d. When students have completed the questions, students return to the classroom to present the answers to the questions they have found.

The author maps the implementation of planning as follows:

- a. Planning is carried out by implementing the steps that have been prepared.
- b. Observations of student activities are carried out during the implementation of learning.
- c. The innovation and learning strategy used is the treasure-based game learning model.
- d. The learning model is implemented outside the classroom with detailed steps.

At this stage, game design is carried out such as storyline, game rules, questions, characters, interface display and other multimedia elements. The design is adjusted to the results of the analysis from the define stage. In this design process, all aspects that have been identified in the previous stage will be considered to ensure that the game being developed meets the needs and expectations of users. In addition, the design will also pay attention to the involvement of the development team and ensure that all game elements work in harmony to provide a fun and interesting gaming experience for players.

This analysis shows that the planning stage in PAI learning at Kedungcangkring Elementary School, Jabon District, Sidoarjo Regency was carried out clearly and structured. The steps set out in the plan provide concrete direction in implementing learning. The use of the "treasure based game" learning model shows an effort to increase student involvement and make learning more interesting.

3. Develop

The aim of the development stage is to produce revised learning tools based on input from experts. The development stage includes:

- a. validation of the device by experts followed by revision.
- b. simulation, namely the activity of operationalizing a teaching plan.
- c. limited trials with real students.

The author implements the learning model in class 4 with the following steps:

- a. The author divided into 5 groups, each group consisting of 5 people.

- b. The author provides a postal plan that is already available regarding pie subjects.
- c. After that, each group must find the questions provided in the post.
- d. Students have completed the questions provided in the post.
- e. Next, students return to class to present the answers to the pie subject questions they have found.

At the development stage, the game design will be implemented into a final product in the form of a complete Treasure Based Game application or game media. This process involves programming, creating visual assets, testing, and revising based on input from material and media experts. Each step in this development will be carried out carefully and meticulously to ensure that the final product produced meets the desired quality standards (Alifiyah et al., 2021, p. 6). The process of collecting relevant data and documents is carried out for designing learning media. The media is then developed and validated by media experts and material experts.

Based on the data obtained from expert professors overall regarding treasure-based game strategies, a score of 95% was achieved. Meanwhile, the results of large group testing with 5 research groups averaging a score of 87 are categorized as successful, indicating that the treasure-based strategy is suitable for use in school learning.

Analysis at the PAI learning development stage at Kedungcangkring Elementary School, Jabon District, Sidoarjo Regency, involved instrument validation through questionnaires given to students. After getting the instrument validation results, the researcher carried out an analysis of the data. The results of the analysis show that the researcher classified the data according to the effectiveness categories of indicators that have been determined, such as activeness in learning activities, enthusiasm in participating in the game, accuracy in completing or answering instructions, discipline in playing the game, and punctuality in completing the game (Alawiyah, 2016, p. 161). This analysis aims to ensure that the instruments used are in accordance with the learning objectives and can provide relevant information related to the effectiveness of implementing the "treasure-based game" learning model in the PAI learning context at the school.

4. *Disseminate*

After going through the development and refinement process, the Treasure Based Game will expand its scope to its main users, namely students and teachers. Dissemination can be carried out on a limited or wider scale, taking into account various needs and obstacles that may arise (Dewi Pebrani, 2021, p. 6).

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Dissemination of PAI learning at SDN Kedungcangkring, Jabon District, Sidoarjo Regency, involves implementing development in two trials. The first trial was carried out without using the treasure-based game method, while the second trial involved using this method with learning carried out outside the classroom.

This dissemination analysis highlights changes made in learning approaches. The use of the treasure-based game method as an alternative to outdoor learning shows an effort to increase student involvement and overcome boredom in learning. Validation by media experts and material experts adds validity and confidence to the effectiveness of the learning media being developed. Thus, this dissemination is an important step in spreading more interesting and effective learning innovations in the school environment (A. Marzuki & A. Yusuf, 2019, p. 1).

CONCLUSION

The research titled "Treasure-based Game Learning Innovations to Increase the Effectiveness of Islamic Religious Education Subjects at Kedungcangkring Elementary School, Jabon District, Sidoarjo Regency," yields several significant conclusions. Based on the data obtained from expert professors overall regarding treasure-based game strategies, a score of 95% was achieved. Meanwhile, the results of large group testing with 5 research groups averaging a score of 87 are categorized as successful, indicating that the treasure-based strategy is suitable for use in school learning. The development process is tailored to meet the needs and characteristics of students while respecting the values upheld in the school environment. The "treasure-based game" method emerges as an effective solution to boost student motivation by incorporating game elements into the learning process. Despite the initial complexity in understanding and implementing new innovations, the 4D model effectively addresses these challenges, resulting in the creation of efficient learning tools.

Observations and data analyses demonstrate that the method significantly enhances the effectiveness of PAI learning, as evidenced by increased student engagement, enthusiasm, accuracy in following instructions, discipline, and punctuality in completing tasks. The development and application of the PAI learning strategy using the 4D model and the "treasure-based game" approach have successfully introduced positive changes in the learning environment. This innovation aligns well with student needs and the school's context, proving effective in fostering student engagement and improving learning outcomes. The structured development process and thorough testing are crucial to the successful implementation of this

educational innovation, ensuring that it meets the intended goals and brings substantial benefits to the learning experience.

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