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The Effect of a Treasure-Hunting Game on Elementary Students' Interest in Learning Arabic: A Quasi-Experimental Study

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***Abstract* :** This study aims to determine the influence of using educational game treasure-hunting on the Arabic learning interest of third-grade elementary students. The issue of low student learning interest serves as the basis for the need for instructional innovation that can create an active, enjoyable, and motivating learning atmosphere. This research employed a quasi-experimental method with a nonequivalent control group design involving both control and experimental classes. The data collection instrument consisted of a learning-interest questionnaire administered before and after the treatment. In the experimental class, learning activities were conducted using the educational treasure-hunting game, while the control class received conventional instruction. The findings indicate an increase in learning interest in both classes. However, a significant improvement occurred in the experimental class. The independent sample t-test analysis yielded a sig. (2-tailed) value of 0.000 (<0.05), indicating that the educational treasure-hunting game has a significant effect on students' interest in learning Arabic. These results provide empirical evidence that educational games can serve as an effective alternative instructional strategy for enhancing primary school students' learning interest, particularly in Arabic language subjects.

INTRODUCTION

In the learning process, students' learning interest plays a significant role in achieving the intended learning goals and outcomes.[1] Interest is an internal drive within an individual to engage in an activity without external stimulation.[2] It is also described as a factor that generates a person's attention toward a particular object.[3] Thus, students' learning interest can be defined as the internal drive or factor that attracts their attention during the learning process.

Learning interest is one of the key factors that can influence students' academic success. Students who possess a high level of learning interest tend to

[1] Juan Zhang, "Learning Interest: A Review of Studies and Implications for Future Research Directions in Second Language Acquisition," *Teacher Education and Curriculum Studies* 7, no. 1 (2022): 15, https://doi.org/10.11648/j.tecs.20220701.13.

[2] Nurlina Ariani Hrp et al., *Buku Ajar Belajar Dan Pembelajaran*, ed. N. Rismawati, *Buku Ajar Belajar Dan Pembelajaran*, 1st ed. (Bandung: Widina Bhakti Persada, 2022).

[3] Zhang, "Learning Interest: A Review of Studies and Implications for Future Research Directions in Second Language Acquisition."

be more enthusiastic and motivated throughout the learning process, enabling them to achieve the desired learning outcomes.[4]

In the context of Arabic language learning, students' learning interest is particularly important because it can influence their willingness to participate in learning activities and interact with the language.[5] Previous studies have examined students' interest in learning Arabic and identified several factors that may influence it, including teaching methods,[6] learning media,[7] classroom activities,[8] and learning environment.[9] Ariyanti & Syarifah found that a high level of interest in learning will make students enthusiastic about their studies and enable them to easily achieve the desired competencies.[10] Similarly, Juryatinai & Amrin reported that students' lack of interest in Arabic language learning negatively impacts their academic outcomes.[11] These findings suggest that learning interest is an important affective aspect to consider in Arabic language instruction, particularly at the elementary school level, where students may require more interactive and enjoyable learning experiences.[12]

However, limited learning interest among elementary school students often becomes an obstacle and challenge in studying Arabic.[13] The complexity of the learning material, combined with teaching methods that lack variety and remain monotonous, leads students to lose interest in learning. Moreover, Arabic is neither their mother tongue nor their first or everyday language, causing

[4] Angga Setiawan, Wahyu Nugroho, and Dessy Widyaningtyas, "Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas Vi Sdn 1 Gamping," *TANGGAP : Jurnal Riset Dan Inovasi Pendidikan Dasar* 2, no. 2 (2022): 92–109, https://doi.org/10.55933/tjripd.v2i2.373.

[5] Assyfa Dwi Utami and Ahmad Maghfurin, "Optimizing Students' Interest in Learning and Mastery of Arabic Vocabulary Through the Use of Interactive Games Gimkit," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 11, no. 1 (2025): 1047–58, https://doi.org/10.30605/onoma.v11i1.5375.

[6] Retisfa Khairanis and Muhammad Aldi, "Increasing Interest In Learning Arabic With Interactive and Contextual Methods," *As-Sulthan Journal of Education* 1, no. 2 (2024): 118–32, https://ojssulthan.com/asje.

[7] Anggoro Mukti and Nasirudin Nasirudin, "The Impact of Image Based Visual Presentations on Students' Interest in Learning Arabic at Madrasah Aliyah," *Aphorisme: Journal of Arabic Language, Literature, and Education* 7, no. 1 (2026): 562–74, https://doi.org/10.37680/aphorisme.v7i1.9472.

[8] Dimas Prasetyo, "Teacher Creativity In Increasing Student Interest' In Learning Arabic Class VII SMPIT Insan Kamil Cikarang," *Shautul a'rab: Journal of Language Education* 4, no. 1 (2024): 57–73, https://doi.org/https://doi.org/10.51192/sa.v4i1.1253.

[9] Suharia Sarif et al., "The Effect of the Educaplay Platform on Students' Interest in Learning Arabic," *Langkawi Journal of The Association for Arabic and English* 12, no. 1 (2026): 74–87, https://doi.org/http://dx.doi.org/10.31332/lkw .v0i0.11886.

[10] Hari Ariyanti and Syarifah, "Strategi Pembelajaran Bahasa Arab Dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga," *Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2021): 45–55, https://doi.org/https://doi.org/10.32923/al-muarrib.v1i1.2080.

[11] Juryatina Juryatina and Amrin Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (2021): 40–49, https://doi.org/10.22515/jemin.v1i1.3459.

[12] Aep Anwar and Ajeng Kharisma Putri, "Improving Early Childhood Interest In Learning Arabic Through Play-Based Methods," *HADHANATUNA: Journal of Early Childhood Education* 2, no. 1 (2026): 131–41, https://doi.org/https://doi.org/10.52640/ak0pw063.

[13] Nikmatul Makfiro et al., "Problems of Learning Arabic in Elementary School," *Borneo Journal Of Language And Education* 6, no. 1 (2026): 16–27, https://doi.org/https://doi.org/10.21093/benjole.v6i1.11654.

students to feel that learning it is unnecessary.[14] Al Faruq & Wiranegara in their study noted that low student interest and motivation, driven by passive conventional teaching methods, remain a challenge in Arabic language instruction in Indonesia.[15] Similar findings were reported by Zulfa et al. who observed that students' low interest in learning Arabic is rooted in monotonous teacher instructional styles and the limited use of innovative and interactive learning media.[16]

The researcher identified a similar issue at MI (*Madrasah Ibtidaiyah*) Asas Islam Kalibening. Students at this school, particularly those in the third grade, exhibit relatively low learning interest and often express boredom during lessons. This condition requires teachers to adopt innovative and enjoyable approaches to attract students' interest in learning Arabic.[17] In response to this issue, games serve as one instructional strategy capable of creating an enjoyable and engaging learning atmosphere.[18] Educational games have been widely recognized as learner-centered instructional media that encourage active participation, collaboration, and meaningful learning experiences.[19] In Arabic language learning, where students often perceive the subject as difficult and less familiar, game-based learning provides opportunities for students to interact with learning materials in a more enjoyable and contextualized manner.[20]

The use of games in Arabic language instruction contributes to fostering a pleasant and appealing learning environment, thereby helping to enhance students' interest in learning.[21] However, the potential contribution of game-based learning should not be viewed only in terms of whether a game is used, but also in relation to the specific characteristics and learning processes

[14] Syifa Fahira Azzahir and Miatin Rachmawati, "Implementation of Word Search Games in Arabic Vocabulary Learning for Taufiqurrahman Integrated Islamic Elementary School Students," *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 7 (2024): 3267–79, https://doi.org/10.47467/reslaj.v6i7.3717.

[15] Umar Al Faruq and Dian Arsitades Wiranegara, "Wordwall-Based Arabic Language Learning Innovation: Increasing Student Interest and Understanding in the Digital Era," *Edukatif:Jurnal Ilmu Pendidikan* 7, no. 1 (2025): 253–62, http://repository.uin-malang.ac.id/23696/.

[16] Annida Zulfa et al., "Developing an Innovative Board Game Using a Cooperative Learning Approach to Foster Interest in Learning Arabic," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2025): 99–119, https://doi.org/10.19105/ajpba.v6i1.17834.

[17] Juryatina and Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher."

[18] Fitra Awalia Rahmawati, Ifa Rodifah Nur, and Muhammad Taqiyuddin, "Creative Language Games for Enjoyable Arabic Teaching," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 108–28, https://doi.org/DOI: 10.24042/albayan.v%vi%i.6917.

19 Muhammad Umer Zubair et al., "Enhancing Student Active Engagement in Class through Game-Based Learning: A Case of Civil Engineering Education," *Sustainability (Switzerland)* 16, no. 14 (2024), https://doi.org/10.3390/su16146010.

20 Amirotun Nasikha, Syamsuddin Ali, and Nuroh Aisyah, "Penerapan Model Game-Based Learning Untuk Meningkatkan Semangat Belajar Bahasa Arab Siswa Sekolah Menengah Atas," *Al Ibrah: Journal of Arabic Language Education* 8, no. 1 (2025): 24–33, https://doi.org/10.24256/jale.v8i1.5863.

[21] Ihsanul Amal and Jihan Alhanin Choir, "Innovation in Arabic Language Learning Methods in Elementary Schools: Enhancing Students' Interest and Abilities," *Journal of Practice Learning and Educational Development* 5, no. 1 (2025): 73–77, https://doi.org/10.58737/jpled.v5i1.326.

embedded in the game.[22] Different game structures may provide different forms of interaction with learning tasks, and these differences may influence how students attend to and respond to the learning activity.[23]

The treasure-hunting game is expected to serve as an appropriate strategy to address this issue. This game is not only appealing to students but also encourages greater enthusiasm and engagement, as it introduces elements of challenge and excitement into the learning process. More specifically, the treasure-hunting game involves an exploratory and goal-directed process,[24] in which students search for clues, respond to challenges, and progressively work toward finding a target.[25] These characteristics provide a different learning experience from game activities that primarily require students to respond to questions or compete within a fixed activity structure. The exploratory process may direct students' attention toward the learning task, while the search for clues and achievement of a goal may stimulate curiosity about the next stage of the activity.[26] Such mechanisms are relevant to learning interest because learning interest is closely related to students' attention and their internal inclination toward a particular activity.[27] Therefore, the potential value of the treasure-hunting game is not merely its entertaining nature, but also its exploratory, goal-oriented, and challenge-based structure, which may sustain students' attention and curiosity toward the learning task. Using educational game-based approaches such as the treasure-hunting game, students' interest in learning Arabic is expected to increase. This method is also anticipated to create an enjoyable and engaging learning atmosphere, thereby making the learning process more effective.

Previous studies have also explored the use of treasure-hunting activities and game-based approaches in language learning. In Arabic language learning, Alam & Khotimah reported that treasure hunt game drives students' engagement through heightened enthusiasm, ultimately promoting vocabulary

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[22] Surattana Adipat et al., "Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts," *International Journal of Technology in Education* 4, no. 3 (2021): 542–52, https://doi.org/https://doi.org/10.46328/ijte.169.

[23] Lan Dinh Thi, "Game-Based Learning in Improving Student Engagement," *International Journal of Research and Innovation in Social Science (IJRISS)* 9, no. 5 (2025): 5116–23, https://doi.org/https://dx.doi.org/10.47772/IJRISS.2025.905000397 Received:

[24] Ellwood Colahan, "Designing Effective Library Treasure Hunts: Theory, Practice, and Framework Alignment," *Journal of Academic Librarianship* 51, no. 3 (2025): 103048, https://doi.org/10.1016/j.acalib.2025.103048.

[25] Kiky Sakhi Amalia et al., "Treasure Based Game Strategy Innovation in Learning Islamic Religious Education," *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam* 9, no. 1 (2024): 53–70, https://doi.org/10.35316/edupedia.v9i1.4851.

[26] Ahmad Qablan et al., "Inquiry-Based Learning: Encouraging Exploration and Curiosity in the Classroom," *IGI Global Scientific Publishing Platform*, 2024, 1–12, https://doi.org/10.4018/979-8-3693-0880-6.ch001.

[27] Anang Saiful Wahdi, Agus Efendi, and Wiji Khurniawati, "The Relationship between Student Learning Interest and Learning Outcomes," *Journal of Informatics and Vocational Education (JOIVE)* 7, no. 1 (2024): 1–11, https://doi.org/https://doi.org/10.20961/joive.v7i1.81708.

acquisition and language proficiency.[28] Besides, Wahyudin et al. found that the use of tresure-hunting game in Arabic learning greatly enhance students' language skills through interactive, enjoyable activities, and encourage collaboration.[29] These studies indicate that treasure-hunting activities have potential as an instructional strategy in Arabic language learning because they combine learning tasks with exploration, challenges, and goal-oriented activities.

Earlier studies have consistently reported that educational games contribute positively to students' motivation, engagement, and learning outcomes.[30] However, the effects of game-based learning should not be assumed to be uniformly positive across different learners, game formats, and learning contexts. Although games can create enjoyable and interactive learning experiences, their implementation may also present challenges including dependence on extrinsic rewards,[31] excessive competition, increased cognitive load, and classroom management difficulties.[32] In addition, the effects of game-based learning may vary according to students' developmental characteristics and the type of game used,[33] including differences between digital and physical game environments.[34] Novelty effects may also temporarily increase students' attention or enthusiasm when a game is initially introduced, without necessarily indicating sustained learning interest.[35]

In the present study, learning interest is distinguished from motivation and behavioral engagement. Learning interest refers specifically to students' internal

[28] Azhar Alam and Kusnul Khotimah, "Peningkatan Penguasaan Kosa Kata Bahasa Arab Melalui Game Arabic Treasure Hunter," *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2021): 58–77, https://doi.org/10.35719/pba.v1i1.9.

[29] Dedih Wahyudin, Ade Arip Ardiansyah, and M. Fatwa Khoeruman, "The Role of the Treasure Hunt Approach In Advancing Students' Reading Skills In Arabic," in *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab Indonesia* (Malang: Prodi Magister Keguruan Bahasa Arab, Universitas Negeri Malang, 2024), 95–110, https://journal.pppbai.or.id/index.php/mudirrudh-dhad.

[30] Azzahra Fayoris Hafiza and Bambang Widi Pratolo, "A Systematic Review of the Effectiveness of Game-Based Learning in English Language Teaching," *International Journal of Education and Learning* 6, no. 2 (2024): 56–64, https://doi.org/10.31763/ijele.v6i2.1312.

[31] Rika Perdana Sari et al., "Exploring the Impact of Gamification Elements in Learning Management Systems on Intrinsic and Extrinsic Student Motivation: A Systematic Literature Review," *International Journal on Informatics Visualization* 10, no. 1 (2026): 321–34, https://doi.org/10.62527/joiv.10.1.5141.

[32] Jordi Carenys, "Competing to Learn: The Role of Competition in Students´ Flow, Cognitive Load, and Learning Gains in Game-Based Learning," *International Journal of Learning, Teaching and Educational Research* 24, no. 5 (2025): 174–97, https://doi.org/10.26803/ijlter.24.5.9.

[33] Michaela Arztmann et al., "Effects of Games in STEM Education: A Meta-Analysis on the Moderating Role of Student Background Characteristics," *Studies in Science Education* 59, no. 1 (2023): 109–45, https://doi.org/10.1080/03057267.2022.2057732.

[34] José Gabriel Soriano-Sánchez, Rocío Quijano López, and Diego Airado Rodríguez, "The Impact of Game-Based Learning on Motivation, Self-Efficacy, and Academic Achievement in the Natural Sciences: A Meta-Analysis," *Education Sciences* 16, no. 1 (2026), https://doi.org/10.3390/educsci16010122.

[35] Franz Coelho et al., *The Impact of Educational Gamification on Cognition, Emotions, and Motivation: A Randomized Controlled Trial*, *Journal of Computers in Education*, vol. 13 (Springer Berlin Heidelberg, 2026), https://doi.org/10.1007/s40692-025-00366-x.

inclination and attention toward a particular learning activity,[36] whereas motivation concerns the processes that initiate and sustain goal-directed behavior, and behavioral engagement refers to students' observable participation and involvement in learning activities.[37] This distinction is important because the present study examines learning interest as the primary affective outcome rather than motivation or behavioral engagement. Based on this conceptual distinction, the present study proposes that the potential influence of the Treasure Hunting Game on learning interest operates through the characteristics of the game itself. Its goal-directed,[38] exploratory, and challenge-based structure may direct students' attention toward the learning task and stimulate curiosity during the process of searching for clues and achieving the learning goal.[39]

Accordingly, this study focuses specifically on third-grade students at MI Asas Islam Kalibening and examines learning interest as the primary affective outcome of Arabic language instruction. The study does not examine other constructs such as motivation or learning achievement as its primary outcomes. The research question addressed in this study is: Does the implementation of the Treasure Hunting Game significantly influence the learning interest of third-grade elementary students in Arabic language learning? Unlike previous studies that mainly focused on students' motivation, engagement, or learning achievement, this study specifically examines students' learning interest as an affective outcome using a quasi-experimental design. Therefore, the study is expected to provide empirical evidence concerning the potential influence of the Treasure Hunting Game on students' learning interest and contribute to the development of innovative Arabic language teaching strategies, especially at the elementary school level. The remainder of this article is organized as follows: the next section presents the research methodology, followed by the results and discussion, and finally the conclusion and implications of the study.

METHOD

This study employed a quantitative research approach using a quasi-experimental design. A quasi-experimental design was selected because the study was conducted using existing class groups rather than randomly assigning

[36] Zhang, "Learning Interest: A Review of Studies and Implications for Future Research Directions in Second Language Acquisition."

[37] Muh. Nur Alamsyah et al., "Learning Engagement; Definition, Aspects, Measurement and Intervention Strategies," *KONSELING: Jurnal Ilmiah Penelitian Dan Penerapannya* 6, no. 1 (2025): 13–18, https://doi.org/10.31960/konseling.v6i1.2364.

[38] Yizhuo Wang, Shuzhu Tang, and Yang Meng, "Goal-Setting Mechanisms in Educational Management: A Psychological Perspective on Student and Teacher Behavior," *Frontiers in Psychology* 16, no. January (2026), https://doi.org/10.3389/fpsyg.2025.1680752.

[39] Qablan et al., "Inquiry-Based Learning: Encouraging Exploration and Curiosity in the Classroom."

individual students to the experimental and control conditions.[40] The design used in this study was a pre-test–post-test with a non-equivalent control group, consisting of two groups, an experimental group and a control group.[41] The experimental group received the treatment, while the control group did not.[42] The experimental group received instruction using an educational treasure-hunting game, whereas the control group participated in conventional learning activities. Both groups completed a questionnaire before and after the instructional treatment to measure changes in students' interest in learning Arabic.

The study was conducted at MI Asas Islam Kalibening, Salatiga**,** which was selected based on preliminary observation conducted by the researcher. The preliminary observation indicated that the students showed relatively low enthusiasm and learning interest during the learning process. Therefore, the school was considered an appropriate setting for investigating an instructional intervention intended to stimulate students' learning interest. The participants were third-grade students at MI Asas Islam Kalibening, Salatiga. The study involved 56 students, consisting of 28 (male: 16, female: 12) students in the experimental class and 28 (male: 14, female: 14) students in the control class**.** The participants were selected using purposive sampling by selecting two existing classroom groups as the experimental and control groups.[43]

The use of intact classroom groups means that students were not individually randomly assigned to the two conditions. Consequently, the possibility of pre-existing differences between the groups could not be completely ruled out. To describe the groups before the intervention, the pre-intervention questionnaire scores were compared descriptively. The mean pre-intervention score was 34.75 for the experimental group and 35.43 for the control group**.** These values indicate that the groups had relatively similar mean scores before the intervention. However, similarity in descriptive means alone was not considered sufficient evidence that the two groups were statistically equivalent at baseline.

The primary data were quantitative data obtained from students' responses to a self-developed closed-ended questionnaire measuring learning

[40] Jelena S.Osmanović Zajić and Jelena Maksimović, "Quasi-Experimental Research as An Epistemological-Methodological Approach in Education Research," *International Journal of Cognitive Research in Science, Engineering and Education* 10, no. 3 (2022): 177–83, https://doi.org/10.23947/2334-8496-2022-10-3-177-183.

[41] Irfan Abraham and Yetti Supriyati, "Desain Kuasi Eksperimen Dalam Pendidikan: Literatur Review," *Jurnal Ilmiah Mandala Education* 8, no. 3 (2022): 2476–82, https://doi.org/10.58258/jime.v8i3.3800.

[42] Jeroen Janssen and Ingo Kollar, "Experimental and Quasi-Experimental Research in CSCL," *International Handbook of Computer-Supported Collaborative Learning*, 2021, 497–515, https://doi.org/10.1007/978-3-030-65291-3_27.

[43] Omid Tajik, Jawad Golzar, and Shagofah Noor, "Purposive Sampling," *International Journal of Education & Language Studies Defining* 2, no. 2 (2024): 1–9, https://doi.org/10.22034/ijels.2025.490681.1029.

interest. The questionnaire was developed by the researcher based on four indicators of learning interest: students' feelings of enjoyment, students' interest, students' attention, and students' involvement in learning activities.[44] Based on these four aspects, the researcher developed 15 statements. The questionnaire consisted of nine positive statements and six negative statements and employed a five-point Likert scale consisting of *strongly agree, agree, neutral, disagree,* and *strongly disagree.*[45] Examples of questionnaire items included "I am interested in learning more Arabic" and "I don't enjoy learning Arabic". For positive statements, the scoring was as follows: *strongly agree* = 5, *agree* = 4, *neutral* = 3, *disagree* = 2, and *strongly disagree* = 1. For negative statements, reverse scoring was applied: *strongly agree* = 1, *agree* = 2, *neutral* = 3, *disagree* = 4, and *strongly disagree* = 5. This scoring procedure ensured that higher scores consistently represented higher levels of students' learning interest.

Because the questionnaire was developed by the researcher, its validity and reliability were examined before the instrument was used for data collection. Item validity was assessed by comparing the calculated correlation coefficient (*r* count) with the critical value (*r* table)**.** An item was considered valid when its *r* count met the predetermined validity criterion. The results showed that the questionnaire items met the validity criteria and were therefore considered valid for measuring students' learning interest. The internal consistency of the questionnaire was assessed using Cronbach's Alpha**.** The reliability test produced a Cronbach's Alpha coefficient of 0.753, indicating that the instrument demonstrated an acceptable level of internal consistency.[46]

Data collection was conducted through pre-intervention and post-intervention questionnaires. Before the instructional intervention, students in both the experimental and control groups completed the questionnaire to establish their initial level of learning interest. Following the pre-intervention measurement, the experimental group participated in learning activities using the educational treasure-hunting game, whereas the control group participated in conventional learning activities without the treasure-hunting game. After the instructional intervention was completed, both groups completed the same questionnaire as a post-intervention measurement. In addition to questionnaire data, observation and documentation were used as supporting sources of information during the research process.

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[44] Rintra Julis Primastami and Nur Hanifah Insani, "Investigating the Impact of Learning Interest on Student Achievement in Javanese Language Courses at State Senior High Schools," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 4 (2024): 5897–5908, https://doi.org/10.35445/alishlah.v16i4.5669.

[45] Malcolm Koo and Shih-wei Yang, "Likert-Type Scale," *Encyclopedia* 5, no. 18 (2025): 1–11, https://doi.org/doi.org/10.3390/encyclopedia5010018.

[46] Philip Dorsah, "The Use of Cronbach's Alpha Reliability in Educational Research: A Systematic Review," *European Journal of Contemporary Education and E-Learning* 4, no. 2 (2026): 39–50, https://doi.org/10.59324/ejceel.2026.4(2).04.

The quantitative data obtained from the questionnaires were analyzed using IBM SPSS Statistics**.** The analysis focused on examining differences in students' learning interest between the experimental and control groups following the intervention. The hypothesis was tested using an independent-samples t-test to determine whether there was a statistically significant difference between the learning-interest scores of the experimental and control groups.[47] The statistical significance level was set at α=0,05. Before conducting the hypothesis test, normality and homogeneity test were conducted. These preliminary analyses were used to determine whether the assumptions required for the selected statistical test were satisfied.[48] The results of the statistical analysis were then interpreted to determine whether the use of the educational treasure-hunting game was associated with a significant difference in students' learning interest compared with conventional learning activities.

RESULT AND DISCUSSION

The Educational Treasure-Hunting Game in Arabic Language Learning at Madrasah Ibtidaiyah

In the learning process, games serve as an instructional medium that can train concentration and provide students with opportunities to explore their potential, while also stimulating and strengthening children's motor skills.[49] The use of educational games in learning offers various benefits, such as making learning materials more engaging and interactive, providing immediate feedback to students, and supporting collaboration as well as healthy competition among learners.[50] Through gameplay, children imagine and express stored ideas, articulate their knowledge and emotions, acquire new information, gain direct and enjoyable real-life experiences, and develop a deeper understanding of themselves and their environment.[51]

One educational game applicable to classroom instruction is the treasure hunting game, also known as a treasure-hunt activity. Treasure hunting is a game in which the players (hunters) must find hidden treasure using a series of clues. This game can be carried out either outdoors or inside the classroom.

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[47] Ahmad R. Alsayed, "Independent-Samples T-Test Using JASP: Applications, Assumptions, and Interpretations in Research," *Preprints*, 2025, https://doi.org/10.20944/preprints202511.1715.v1.

[48] Nurhaswinda et al., "Uji Normalitas Dan Homogenitas Dalam Analisis Statistik," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 12, no. 1 (2026): 98–105, https://doi.org/doi.org/10.36989/didaktik.v12i01.11233.

[49] Hafiza and Pratolo, "A Systematic Review of the Effectiveness of Game-Based Learning in English Language Teaching."

[50] Suci Hanifah Nahampun et al., "Efektivitas Metode Pembelajaran Berbasis Game Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan* 3, no. 3 (2024): 63–68, https://doi.org/10.58192/sidu.v3i3.2415.

[51] Wahyunita Yulianti et al., "Efektivitas Alat Permainan Edukatif Dengan Memanfaatkan Lingkungan Sekitar Terhadap Motivasi Belajar Pada Pembelajaran Pendidikan Anak Usia Dini Di Tk Handayani Palampang," *Journal of Education Sciences: Fondation & Application* 4, no. 1 (2025): 13–24, https://doi.org/10.56959/jesfa.v4i1.113.

During the activity, players are given clues that guide them toward the location of the hidden treasure. They also receive a map containing instructions and checkpoints that must be passed before reaching the final treasured location. At each checkpoint, hunters are required to complete small tasks before proceeding to the next one. In the context of Arabic language learning, these small tasks consist of simple questions aligned with the Arabic learning material taught to the students. In this study, two participant groups were involved: an experimental class and a control class. The control class did not receive any treatment and was taught using conventional methods, while the experimental class received instruction incorporating the educational treasure-hunting game.

In implementing the treasure-hunting game, the 28 students in the experimental class were divided into four groups of seven students. Before the activity, the researcher determined and prepared the checkpoints that each group would pass through. Each group received a map containing clues leading to the hidden treasure. To proceed from one checkpoint to the next, the groups were required to complete simple tasks related to the Arabic material they had learned. All groups started the activity simultaneously and followed different routes according to their respective maps. The researcher supervised the groups and assessed their completed tasks. When a group completed a task correctly, it was allowed to proceed to the next checkpoint. The group that successfully found the treasure first received an additional reward.

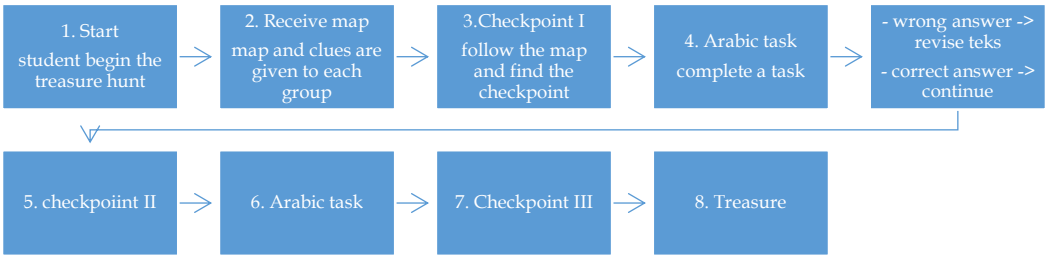


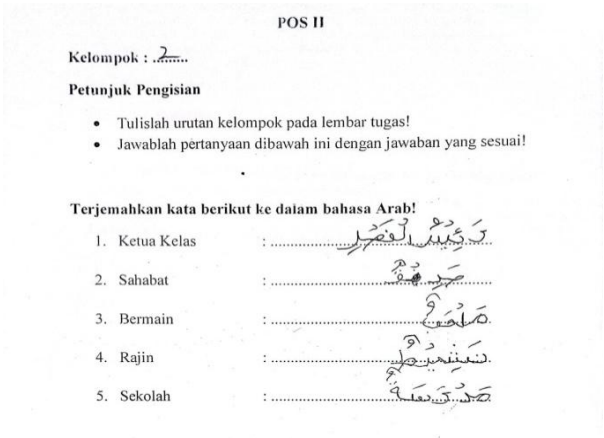
Figure 1. Structure of the educational treasure-hunting game



Figure 2. Maps and clues distribution



Figure 3. Students find the checkpoint



POS II

Kelompok : 2

Petunjuk Pengisian

- Tulislah urutan kelompok pada lembar tugas!
- Jawablah pertanyaan dibawah ini dengan jawaban yang sesuai!

Terjemahkan kata berikut ke dalam bahasa Arab!

1. Ketua Kelas : رَئِيْسُ الْفَصْلِ
2. Sahabat : صَدِيْقٌ
3. Bermain : يَلْعَبُ
4. Rajin : يَتَنَشَّطُ
5. Sekolah : مَدْرَسَةٌ

Figure 4. Arabic task

The Influence of Using the Treasure-Hunting Game on Students' Interest in Learning Arabic

Based on the pre-intervention questionnaires administered before the treatment, both the control and experimental classes showed average scores categorized as low. This initial finding aligns with the researcher's observations that third-grade students displayed lower learning interest compared to other grades due to monotonous teaching methods and a generally passive classroom atmosphere.

The treatment applied in the experimental class involved game-based learning through the educational treasure-hunting activity, which included group work, completing small Arabic-based learning tasks at each checkpoint, and searching for hidden treasure using map clues. According to the researcher's observations, the learning process became more active, competitive, and fostered greater student enthusiasm. After the treatment was administered, the post-intervention questionnaires results indicated an increase in learning interest in both classes. However, the degree of improvement differed significantly between the two groups.

Table 1. Descriptive Statistics

Statistic Descriptive				
	Mean	Median	Mode	Std.Deviation
Pre-respond Control	35,43	32,50	32	10,692
Post-respond Control	50,96	51,50	52	8,028
Pre-respond Eksperimen	34,75	32,00	30	11,844
Post-respond Experiment	62,21	62,50	59	6,746

Table 2. Class Intervals

Class Range	Categories
15-26	Very Low
27-38	Low
39-50	Moderate
51-62	High
63-75	Very High

Based on the table above, in the control class, students' learning interest increased from the low category (35.43) to the moderate category (50.96). Meanwhile, in the experimental class, learning interest increased from the low category (34.75) to the high category (62.21). The initial condition of students' interest in learning Arabic in both the control and experimental classes was equally categorized as low. However, after the treatment, a difference emerged between the two groups. Although both classes experienced an increase in learning interest, the improvement in the experimental class was substantially higher.

The findings of this study indicate that the use of an educational treasure hunting game significantly increased students' interest in learning Arabic in the experimental class. This result is consistent with international research on game-based learning (GBL), which emphasizes that learning through games can enhance students' interest, motivation, engagement, and positive attitudes toward language learning.[52] A study conducted by Gerungai et al. (2026) revealed that game-based learning effectively improves students' interest and engagement in foreign language learning contexts.[53] The same applies to a systematic review by Hafiza and Pratolo (2024) which state that game-based learning offers various benefits in the language learning process, one of which is enhancing students' interest.[54] These findings suggest that the positive impact of games on learners' interest is not limited to English but can also be applied to other foreign languages, including Arabic.[55]

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	1.901	.174	-5.603	54	.000	-11.250	2.008	-15.275	-7.225
	Equal variances not assumed			-5.603	52.048	.000	-11.250	2.008	-15.279	-7.221

Figure 5. Independent Sample T-test

The results of the independent-samples *t*-test indicated a significant difference in post-intervention learning- interest score between the experimental group and the control group. Prior to the analysis, the assumptions of normality and homogeneity of variance were examined. The normality test indicated that

[52] Hafiza and Pratolo, "A Systematic Review of the Effectiveness of Game-Based Learning in English Language Teaching."

[53] Vaness J X Gerungai, Tellma M Tiwa, and Gloridei L Kapahang, "Pengaruh Penggunaan Game Edukasi Wordwall Terhadap Minat Belajar Bahasa Inggris Siswa Kelas VII," *Paedagogie* 21, no. 2 (2026): 2163–72, https://doi.org/https://doi.org/10.31603/rkbwxw74.

[54] Hafiza and Pratolo, "A Systematic Review of the Effectiveness of Game-Based Learning in English Language Teaching."

[55] Hafiza and Pratolo.

the data were normally distributed (p= 0,667 in the control group and p= 0,074 in the experiment group), while Levene's test indicated that the assumption of homogeneity of variance was satisfied (p=0,174). Based on the assumption test, the equal-variances-assumed result was used. The independent-samples *t*-test showed a statistically significant difference between the two groups, $t(54) = -5.603$, $p < .001$. The mean difference between the groups was -11.250 (SE = 2.008), with a 95% confidence interval ranging from -15.275 to -7.225. The effect size was Cohen's d = 1,52 indicating a large effect. These findings indicate that the experimental group had higher post-intervention learning interest score than the control group.

Based on the decision-making criterion, a Sig. (2-tailed) value below 0.05 indicates that H0 is rejected and Ha is supported.[56] In this study, the Sig. (2-tailed) value was < .001, which was below the significance level of 0.05. Therefore, H0 was rejected and Ha was supported, indicating a statistically significant difference in students' Arabic learning interest between the experimental and control groups. The experimental group obtained a higher post-intervention mean score (M = 62.21) than the control group (M = 50.96), with a mean difference of 11.25 points. This finding indicates that the use of the educational treasure-hunting game was associated with higher students' interest in learning Arabic. The finding is consistent with the purpose of the study, which was to determine whether the educational treasure-hunting game could address the low level of Arabic learning interest among third-grade students.

When connected to the initial findings, the monotonous and outdated learning atmosphere was proven to be one of the causes of low student interest.[57] The implementation of educational games transformed the classroom dynamics into a more active, collaborative, and positively competitive environment.[58] Physical activities, problem-solving tasks, and group cooperation within the game allowed students to become more emotionally and cognitively engaged, thereby increasing their learning interest.

The results of this study are consistent with previous research showing that educational games can enhance learners' motivation, attention, and learning interest.[59] This finding is also aligned and reinforced by the study conducted by

[56] Grigorios Kotronoulas et al., "An Overview of the Fundamentals of Data Management, Analysis, and Interpretation in Quantitative Research," *Seminars in Oncology Nursing* 39, no. 2 (2023): 1–9, https://doi.org/10.1016/j.soncn.2023.151398.

[57] Ida Puspita Sari and Rohmani, "Enhancing Science Learning: The Role of Educational Games in Elementary Classrooms," *Indonesian Journal of Educational Research and Review* 7, no. 3 (2024): 581–92, https://doi.org/10.23887/ijerr.v7i3.84074.

[58] Amit Singha and Raj Kishore Pathak, "Understanding Educational Games and Their Role in Student Learning," *Educational Administration: Theory and Practice* 30, no. 09 (2024): 945–50, https://doi.org/10.53555/kuey.v30i9.9843.

[59] Utami and Maghfurin, "Optimizing Students' Interest in Learning and Mastery of Arabic Vocabulary Through the Use of Interactive Games Gimkit."

Anwar & Kharisma (2026), which states that learning through educational games has a strong positive effect on increasing students' interest in learning Arabic.[60] Thus, the application of treasure hunting as a learning strategy provides empirical evidence that game-based activities can increase students' self-reported interest in learning Arabic. This finding specifically concerns students' interest in learning Arabic and should not be interpreted as evidence of improvement in Arabic language learning outcomes, such as vocabulary acquisition, speaking proficiency, reading comprehension, or grammatical accuracy.

Besides that, several international studies have reported that game-based learning promotes higher levels of learning interest compared to conventional instructional methods.[61] This finding is also supported by another international study, which reported similar outcomes.[62] Studies conducted in elementary school settings demonstrate that integrating games into learning activities significantly boosts student interest,[63] while also promote greater engagement compared to traditional teaching approaches.[64] This supports the results of the present study, in which students in the experimental class demonstrated a higher increase in learning interest from a low to a high category, while students in the control class showed only a moderate improvement. The interactive and challenging nature of treasure hunting, which involves exploration, problem-solving, and collaboration, aligns with findings from previous studies that highlight the importance of active participation in fostering interest among young learners.

Furthermore, the significant difference in improvement between the control and experimental classes indicates that conventional learning methods are not sufficient to overcome students' feelings of boredom. Educational games provide a more enjoyable and meaningful learning experience,[65] which in turn

[60] Anwar and Kharisma Putri, "Improving Early Childhood Interest In Learning Arabic Through Play-Based Methods."

[61] Nova Maragañas and Elizabeth Dioso, "The Impact of Gamification on Enhancing Student Engagement and Science Achievement," *International Journal of Interdisciplinary Viewpoints* 1, no. 4 (2025): 401–21, https://doi.org/10.64612/ijiv.v1i4.26.

[62] Aisyah Zakaria and Nur Yasmin Khairani Zakaria, "The Impact of Digital Game-Based Learning Tools on Motivation, Engagement, and Performance in Language Education: A Systematic Literature Review," *International Journal of Academic Research in Progressive Education and Development* 14, no. 1 (2025): 2235–51, https://doi.org/10.6007/ijarped/v14-i1/24954.

[63] Muhammad Shahzad Ashfaq, "Exploring the Effectiveness of Game-Based Learning Approaches in Enhancing History Education among Elementary School Students," *Journal for Social Science Archives* 3, no. 4 (2025): 246–61, https://doi.org/10.59075/jssa.v3i4.392.

[64] Manoj Kumar, Xin Wei Chang, and Ameer Faqh, "Implementation of Game-Based Learning in Improving Learning Motivation of Elementary School Students," *International Journal of Educational Insights and Innovations* 1, no. 1 (2024): 19–23, https://ijedins.technolabs.co.id/index.php/ijedins/article/view/5.

[65] Douglas B Clark, Jesus E Hernandez-zavaleta, and Sandra Becker, "Academically Meaningful Play: Designing Digital Games for the Classroom to Support Meaningful Gameplay, Meaningful Learning, and Meaningful Access," *Computers and Education* 194 (2023): 1–37, https://doi.org/https://doi.org/10.1016/j.compedu.2022.104704.

increases students' interest and engagement with Arabic language material. Based on the hypothesis testing results, it is evident that the effect of the treasure-hunting game on students' interest in learning Arabic is not merely observational but statistically proven. Thus, this study supports the hypothesis that the use of the educational treasure-hunting game positively influences the learning interest of third-grade students at MI Asas Islam Kalibening.

Theoretically, the findings of this study align with the research conducted by Shodiq, Zakiyah, and Hajib (2021), which concluded that learning through the Grammatical-Hunting game has a significant effect on students' motivation and interest, particularly in the learning of *Qawāʿid*.[66] In the context of this study, the treasure-hunting game introduces elements of exploration, challenge, and clear objectives, encouraging students to participate actively in learning Arabic. The observational results, which revealed increased activeness and enthusiasm among students in the experimental class, are also consistent with the study "Yet Another Serious Game in Arabic" (2023), which demonstrated that mission-based and quest-oriented games can enhance elementary students' learning interest by providing contextual and enjoyable learning experiences.[67] These findings are relevant to the characteristics of the treasure-hunting game, which requires students to actively search and solve challenges based on Arabic vocabulary.

Other studies discussing digital games and mobile learning in Arabic language instruction provide relevant context for interpreting the findings of this study. Study on smartphone-assisted Arabic learning has highlighted the potential of mobile technology to support engaging learning experiences.[68] Building on this line of research, studies of mobile-based educational games such as the *Arabic Charade Game* indicate that the use of educational games can create a more engaging and interactive learning environment.[69] Similar findings were reported in studies by Daud et al. (2024)[70] and Sahren & Bakar (2024)[71] who

[66] Muhammad Jafar Shodiq, Zaimatuz Zakiyah, and Zainal Abidin Hajib, "The Effectiveness of Grammatical Hunting Game Method towards Students' Arabic Learning Motivation Muhammad," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab,* 13, no. 1 (2021): 40–57, https://doi.org/DOI: 10.24042/albayan.v%vi%i.7344.

[67] Younes Alaoui, Lotfi Elaachak, and Mohammed Bouhorma, "Yet Another Serious Game in Arabic," *ACM International Conference Proceeding Series*, 2023, https://doi.org/10.1145/3607720.3607782.

[68] Rosyawati Ab. Rahim, Radhwa Abu Bakar, and Wan Azani Mustafa, "Smartphones in Learning Arabic by School Students: A Comprehensive Structured Review," *The Barcelona Conference on Education 2024: Official Conference Proceedings*, 2025, 887–909, https://doi.org/10.22492/issn.2435-9467.2024.76.

[69] Mohamad Lukman Al Hakim Md. Noor et al., "Perception and Evaluation of the Effectiveness of a Mobile Application for an Educational Arabic Charade Game in Acquiring Arabic Skills," *Ijaz Arabi Journal of Arabic Learning* 7, no. 2 (2024): 766–75, https://doi.org/10.18860/ijazarabi.v7i2.20893.

[70] Wan Ab Aziz Wan Daud, Mohammad Taufiq Abdul Ghani, and Nur Adnin Binti Zuhar, "Student's Perceptions Towards Learning Arabic Language Through Digital Game," *Ijaz Arabi Journal of Arabic Learning* 7, no. 3 (2024): 881–92, https://doi.org/10.18860/ijazarabi.v7i3.27873.

[71] Anis Raihanah Sahren and Radhwa Abu Bakar, "Students' Perspective On Using Game-Based Learning In Learning Arabic Language Among International Islamic University Malaysia (IIUM) Students,"

found that students expressed positive perceptions of game-based Arabic learning because it was perceived as enjoyable and less monotonous. These findings are consistent with the present study, in which students in the experimental class appeared more active and enthusiastic during the learning activities.

This study is also related to experimental and game-based educational media studies in elementary Arabic education, including the use of (*Bamboozle*),[72] (*EducaPlay*),[73] (*Gamilab*),[74] (*Hangman*),[75] and (*Kahoot*).[76] These studies indicate that game-based activities can support students' interest and participation in Arabic learning. However, the present study does not directly compare treasure hunting with digital games and therefore cannot establish that treasure hunting is more effective than screen-based alternatives. Instead, the findings provide preliminary evidence that a physically interactive treasure-hunting activity, involving movement, exploration, group cooperation, challenges, and clues, can increase students' reported interest in learning Arabic. These features may help explain students' engagement during the activity, but their relative effectiveness compared with digital games requires direct comparative investigation in future research.

In addition, international literature emphasizes that key elements of game-based learning, such as challenges, feedback, collaboration, and meaningful tasks, contribute to increased learner engagement in foreign language classrooms. Studies published in international education journals indicate that students become more attentive, enthusiastic, and persistent when learning activities are designed in the form of games.[77] These observations are consistent with the qualitative findings of this study, where classroom observations revealed that students in the experimental class were more active,

Al-Qanatir: International Journal of Islamic Studies 33, no. 6 (2024): 402–16, https://www.al-qanatir.com/aq/article/view/912.

[72] Miftahul Mufid and M Saeful Anwar, "The Impact of the Educational Game Bamboozle on Arabic Vocabulary Comprehension Skills Among Students in the Arabic Language and Literature Program Study at UNUGIRI," *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 2 (2024): 335–50, https://doi.org/10.4108/eai.15-11-2019.2296256>4.

[73] Yulin Nada and Nunik Zuhriyah, "Development of Educaplay as Arabic Language Learning Media for Senior High School," in *1stInternational Conference On Islamic Education And Islamic Business (ICoBEI)* (Riau: Islamic Studies Faculty Universitas Islam Riau, 2024), 331–38.

[74] Muhammad Fajar and Miatin Rachmawati, "The Effectiveness of 'Gamilab' Media Online Games For Arabic Vocabulary Mastery at Junior High School," *Reslaj: Religion Education Social Laa Roiba Journal Volume* 6, no. 9 (2024): 4536–55, https://doi.org/10.47476/reslaj.v6i9.5159.

[75] Candra Wijaya, Renat Sarimov, and Universitas Muhammadiyah Malang, "Learning Memorize Arabic Vocabulary with Hangman Games Arabi : Journal of Arabic Studies," *Arabi : Journal of Arabic Studies* 8, no. 1 (2023): 11–21, https://doi.org/http://dx.doi.org/10.24865/ajas.v8i1.500.

[76] Mohammad Zaki, "Enhancing Arabic Vocabulary Mastery through Kahoot : Evidence from Elementary Madrasah Students," *Al-Ta'rib* 13, no. 2 (2025): 423–42, https://doi.org/https://doi.org/10.23971/altarib.v13i2.10544 Enhancing.

[77] Minjuan Chen et al., "A Systematic Review of Gamified Learning Motivation for English Language among Undergraduates," *International Journal of Evaluation and Research in Education* 14, no. 6 (2025): 5187–96, https://doi.org/10.11591/ijere.v14i6.34101.

enthusiastic, and engaged during Arabic learning activities compared to those in the control class. This suggests that treasure hunting not only improves students' interest in learning but also positively influences their learning behaviour.

Although many international studies on game-based learning focus primarily on English as a foreign language, the underlying mechanisms such as motivation enhancement, learner engagement, and experiential learning remain applicable to Arabic language instruction. The results of this study confirm that these principles can be successfully adapted to Arabic language learning at the elementary level. Moreover, previous research highlights that the effectiveness of game-based learning depends largely on instructional design and alignment with learning objectives. In this study, the treasure hunting game was intentionally designed to integrate Arabic vocabulary learning with collaborative and experiential activities, which may explain the higher level of improvement observed in the experimental class.[78]

Overall, the findings of this study reinforce international evidence that game-based learning is an effective pedagogical approach for increasing students' interest in language learning. Specifically, the use of an educational treasure hunting game provides a meaningful and enjoyable learning experience that actively engages students, thereby enhancing their interest in learning Arabic. These results suggest that activity-based and experiential educational games have strong potential to improve the quality of Arabic language instruction in elementary schools.[79]

Although the findings of this study align with numerous previous studies stating that educational games positively influence students' interest in learning Arabic, several differences should be noted. Earlier studies generally reported increases in learning interest ranging from moderate to high levels, yet most of them utilized digital quiz-based or online application games such as Kahoot,[80] Bamboozle,[81] EducaPlay,[82] and Gamilab.[83] In those studies, the increase in learning interest was often influenced by visual elements and score-based

[78] Hafiza and Pratolo, "A Systematic Review of the Effectiveness of Game-Based Learning in English Language Teaching."

[79] Maitha R Al-Khayat, Maha U Gargash, and Afra F Atiq, "The Effectiveness of Game-Based Learning in Enhancing Students' Motivation and Cognitive Skills," *Journal of Education and Teaching Methods ISSN* 2, no. 3 (2023): 50–62.

[80] Zaki, "Enhancing Arabic Vocabulary Mastery through Kahoot : Evidence from Elementary Madrasah Students."

[81] Mufid and Anwar, "The Impact of the Educational Game Bamboozle on Arabic Vocabulary Comprehension Skills Among Students in the Arabic Language and Literature Program Study at UNUGIRI."

[82] Nada and Zuhriyah, "Development of Educaplay as Arabic Language Learning Media for Senior High School."

[83] Fajar and Rachmawati, "The Effectiveness of 'Gamilab' Media Online Games For Arabic Vocabulary Mastery at Junior High School."

competition, whereas physical interaction and exploration of the learning environment were relatively limited.

In contrast to previous studies, this research employed the educational treasure-hunting game, which is active, collaborative, and involves students' direct physical engagement. The findings indicate that students' learning interest in the experimental class increased from the low category to the high category, whereas prior studies generally reported increases from low to moderate or moderate to high. This suggests that the treasure-hunting game has a potentially stronger impact on learning interest because it combines elements of gameplay, group collaboration, and direct experiential learning components that are not always present in digital-based games.

Additionally, differences in findings can be observed in the aspects of student activeness and enthusiasm during learning. Earlier studies reported that educational games increased learning interest,[84] yet students' engagement often remained individual and screen-centered.[85] Meanwhile, observations in this study show that students in the experimental class interacted more actively, engaged in discussions, and collaborated with their group members throughout the learning process. This indicates that the treasure-hunting game not only enhances learning interest but also strengthens social interaction and emotional engagement in Arabic language learning.

Another difference lies in the comparison between the experimental and control classes. In several previous studies, the control classes often showed relatively small improvements or remained stagnant. However, in this study, the control class also experienced an increase in learning interest from the low to the moderate category. This suggests that Arabic learning itself provides a positive impact, even without the use of educational games. Nevertheless, the higher improvement in the experimental class emphasizes that the treasure-hunting game has a more significant effect compared to learning without game-based activities. Thus, the differences between the findings of this study and previous research do not indicate any contradiction but rather enrich the scholarly discourse on the use of educational games in Arabic language learning.

CONCLUSION

This study concludes that the implementation of the Treasure Hunting Game was associated with a statistically significant difference in third-grade students' interest in learning Arabic at MI Asas Islam Kalibening. The experimental group obtained a higher post-intervention mean score than the

[84] Matipa Ricky Ngandu et al., "Capturing Student Interest in Software Engineering through Gamification: A Systematic Literature Review," *Discover Education* 2, no. 1 (2023), https://doi.org/10.1007/s44217-023-00069-4.

control group, indicating that the treasure-hunting activity was associated with higher students' self-reported interest in learning Arabic. The activity also provided an active, enjoyable, and interactive learning environment in which students participated in group-based tasks involving movement, exploration, clues, and Arabic learning activities.

These findings contribute empirical evidence to the use of game-based approaches in Arabic language instruction at the elementary school level, particularly through a physically interactive treasure-hunting activity. Rather than demonstrating superiority over digital or other game-based approaches, this study shows that integrating movement, exploration, cooperation, challenges, and task completion into Arabic learning can support students' interest in learning. Thus, the Treasure Hunting Game may serve as an alternative instructional approach for teachers seeking to create more engaging learning activities while maintaining a focus on students' interest in learning Arabic.

This study was conducted with a specific group of third-grade students in one educational setting and focused on students' self-reported learning interest rather than direct measures of Arabic language proficiency or academic achievement. Future research should therefore involve larger and more diverse participant groups and examine the approach in different educational contexts. Further studies could also investigate whether treasure-hunting activities influence specific Arabic learning outcomes, such as vocabulary acquisition and language skills, as well as related variables such as learning motivation and academic achievement.

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[85] Adipat et al., "Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts."

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