P-ISSN: 2722 - 7138
E-ISSN: 2722 - 7154

JSP: JURNAL SOCIAL PEDAGOGY
(Journal of Social Science Education)
Available online : https://e-journal.metrouniv.ac.id/index.php/social-pedagogy

Vol. 7, No.2, July–December 2026
Pages: 88 - 109

Scavenger Hunt: Innovative Social Studies Learning Through Educational Games to Improve Student Motivation

Ummul Padillah[1], Cheri Saputra[2*], Andre Mustofa Meihan[3]
[1,2]University of Lampung, Jl. Prof. Sumantri Brojonegoro No. 1, Gedong Meneng, Bandar Lampung, Indonesia
[3]University of Jambi, Jl. Jambi–Muara Bulian No. KM 15, Mendalo Darat, Jambi Luar Kota Sub-district, Muaro Jambi Regency, Jambi.
[1]ummulpadillah@gmail.com [2]cherysaputra@fkip.unila.ac.id,
[3]Andremustofameihan@unja.ac.id

Received: 17 Maret 2026; Revised: 25 Mei 2026; Approved: 30 June 2026
Permalink/DOI: http://dx.doi.org/10.32332/social-pedagogy.v7i1.14158

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan permainan edukatif *Scavenger Hunt* terhadap motivasi belajar siswa kelas IX pada mata pelajaran IPS di MTs N 2 Lampung Selatan. Jenis penelitian kuantitatif dengan metode *quasi experimental* menggunakan desain *Nonequivalent Control Group Design*. Sampel penelitian terdiri atas kelompok eksperimen dan kelompok kontrol yang dipilih melalui teknik *purposive sampling*. Instrumen penelitian yang digunakan berupa angket motivasi belajar. Data dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, uji Independent Sample t-test, serta analisis effect size dan N-Gain. Hasil menunjukkan adanya peningkatan motivasi belajar, kelompok eksperimen mengalami peningkatan yang lebih signifikan dengan rata-rata skor dari 47,42 menjadi 72,33, sedangkan kelompok kontrol dari 47,38 menjadi 56,13. Hasil uji hipotesis menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,000 (< 0,05), yang berarti terdapat perbedaan yang signifikan antara kedua kelompok. Hasil effect size menunjukkan nilai Cohen's d sebesar 2,733 yang termasuk kategori sangat besar. Selain itu, nilai rata-rata N-Gain kelompok eksperimen sebesar 46,87 (kategori sedang), sedangkan kelompok kontrol sebesar 16,11 (kategori rendah). Penggunaan permainan edukatif *Scavenger Hunt* berpengaruh signifikan dan efektif terhadap peningkatan motivasi belajar siswa. Kondisi tersebut terjadi karena *Scavenger Hunt* menghadirkan aktivitas pembelajaran yang interaktif, menantang, dan kolaboratif sehingga mendorong keterlibatan aktif siswa, meningkatkan rasa ingin tahu, serta menciptakan suasana belajar yang lebih menarik dan menyenangkan.
Kata Kunci: Permainan Edukatif, Motivasi Belajar, Scavenger hunt, Pendidikan IPS

Abstract: *This study aimed to examine the effect of the Scavenger Hunt educational game on the learning motivation of ninth-grade students in Social Studies at MTs N 2 South Lampung during academic year. This quantitative study employed a quasi-experimental method with a Nonequivalent Control Group Design. The sample consisted of an experimental group and a control group selected through purposive sampling. Data were collected using a learning motivation questionnaire and analyzed through descriptive statistics, normality and homogeneity tests, an Independent Sample t-test, effect size, and N-Gain analysis. The results showed that learning motivation increased in both groups, with the experimental group demonstrating a greater improvement, from 47.42 to 72.33, compared to the control group, which increased from 47.38 to 56.13. The hypothesis test yielded a significance value (Sig. 2-tailed) of 0.000 (< 0.05), indicating a significant difference between the two groups. The effect size analysis produced a Cohen's d value of 2.733, categorized as very large. Furthermore, the mean N-Gain score of the experimental group was 46.87 (moderate), while the control group obtained 16.11 (low). These findings indicate that the Scavenger Hunt educational game has a significant and effective impact on improving students' learning motivation by providing interactive, challenging, and collaborative learning experiences that encourage active participation and curiosity.*
Keywords: Educational Game, Learning Motivation, Scavenger Hunt, Social Sciences Education

INTRODUCTION

Education is a consciously designed and implemented endeavour to develop the full potential of learners so that they can fulfil their roles and responsibilities in society, the nation and the state (Citriadin, 2019). In the context of 21st-century education, the learning process is not only focused on the acquisition of knowledge, but is also directed towards fostering critical thinking skills, the ability to work collaboratively, creativity, and a high level of motivation to learn. One component of the learning process that plays a vital role in achieving these objectives is Social Studies (Nurohmah et al., 2023). Social Studies education serves to equip pupils with an understanding of social life, national values, and the ability to analyse various phenomena found within the community. Social Studies lessons need to be designed in an engaging and meaningful way so as to encourage pupils' active participation in learning activities.

The teaching and learning process in schools should not merely focus on the presentation of material by teachers to pupils; rather, it requires an atmosphere that motivates pupils to learn and creates a vibrant environment to spark their interest in learning with enthusiasm (Mulyani, 2023). Education in the 21st century no longer emphasises solely cognitive output, but rather the development of various skills required by pupils to navigate increasingly complex global uncertainties. These skills include critical thinking, creativity, communication and collaboration often referred to as the 4Cs (Karsiwan, Sari, et al., 2023). By mastering these skills, individuals are expected to be able to analyse a wide range of problems in depth, generate innovative ideas, collaborate effectively with others, and communicate their thoughts clearly and systematically (Wullida, G dkk, 2025).

The study of Social Sciences is, in essence, an examination of the relationship between the individual and society within the context of the physical environment and socio-cultural phenomena (Puspito & Suyono, 2026). The concepts taught in Social Studies are drawn from various aspects of life within society at large. Social Studies, as one of the subjects at primary and secondary level, was introduced alongside the implementation of the 1975 curriculum. Social Studies has distinct characteristics compared to other disciplines as it involves research that is integrated, interdisciplinary, multidimensional and cross-disciplinary (Nashrullah, 2022).

The teaching of Social Studies still faces various challenges, particularly in creating a learning environment capable of capturing pupils' interest and stimulating their motivation. Social Studies is a subject that makes a significant contribution at lower secondary school (SMP/MTs) level, as it serves to shape pupils' understanding of society, the social environment and national values (Karsiwan, Pujiati, 2018). However, based on the results of observations and interviews conducted by the researcher on 18 May 2025 with Ms Luth Fitriana, S.Pd., a Social Studies teacher at MTs Negeri 2 Lampung Selatan, it was found that the Social Studies learning process still faces challenges in creating a learning atmosphere capable of optimally capturing students' interest, motivation and active participation.

Motivation is the drive that prompts a person to exert effort and sustain their

behaviour, thereby spurring them to take action towards achieving their desired goals. In this era of digital technology, the challenges facing education are becoming increasingly complex. Learners are not only expected to understand the subject matter, but must also be able to adapt to technology, think critically, and possess adequate emotional intelligence. Therefore, the integration of educational psychology into the education system is essential to ensure a holistic and humanistic approach to learning (Amirah dkk., 2025).

Motivation in education is determined by various factors, both those originating from within the individual student (internal) and those arising from the external environment (external). Internal factors include interest, goals, self-confidence and individual needs. Meanwhile, external factors may include teaching techniques, the learning atmosphere, interactions with teachers and peers, and support from family members. Furthermore, a teacher's character can also contribute to enhancing pupils' motivation to learn (Irma Julita dkk, 2025). Low motivation to learn can result in pupils being less active during the teaching and learning process, meaning that the learning outcomes achieved do not reach their full potential. Teachers play a vital role as motivators in the learning process (Hidayat & Nizar, 2021).

This situation is in line with the views of Victor H. Vroom in his book Work and Motivation, in which he puts forward Expectancy Theory, explaining that a person's motivation arises as a result of the goals they wish to achieve and their belief that the actions they take will lead to the achievement of those goals. If a person strongly desires a particular outcome and has high expectations that this outcome can be achieved through their own efforts, then their level of motivation will be high (Marrón et al., 2023). Conversely, if an individual's expectation that their motivation is influenced by these three key components is low, their motivation will also weaken. Vroom states that motivation is determined by three main components: expectancy, instrumentality and valence. Expectancy refers to an individual's belief in their ability to succeed in a task. Instrumentality is the belief that the effort expended will lead to a specific achievement. Valence, meanwhile, relates to how valuable and important the outcome is to the individual. Motivation to learn can be said to be good or high if all three components are at a high level: that is, the student is confident in their ability, believes that their efforts will yield results, and views the learning outcomes as something of value to themselves (Rachman, 2015).

According to Vroom's Expectancy Theory, pupils' motivation to learn is influenced by their belief in their own ability, the relationship between effort and outcome, and the value of the outcome achieved. In the case of Social Studies learning in Year 9 at MTs N 2 South Lampung, the variations in motivation to learn observed in the field can be explained by the low level of one of these components. Some students in classes with low motivation tend to lack confidence in their ability to understand Social Studies material (low expectancy), do not feel that their learning efforts will have a direct impact on their learning outcomes (low instrumentality), and do not yet view Social Studies learning as important or interesting (low valence). This situation

indicates that learning motivation has not yet been optimally established; therefore, teaching strategies are required that can enhance these three aspects.

During the pre-research stage, in addition to observations and interviews with social studies teachers, the researcher also distributed a questionnaire on learning motivation to Year 9 pupils at MTs N 2 South Lampung to obtain an initial picture of their level of learning motivation before the intervention was carried out. Observation is the systematic monitoring of human activities and the physical conditions in which these activities take place, carried out continuously in natural settings to obtain accurate data or facts (Putri Adinda Pratiwi dkk., 2023).

Table 1. Initial Motivation Data of Students

Class	Students	Average	Category	Calculation
IX A	33	80	High	High: ≥ μ + 0.75 σ ≥ 74.9 + (0.75 × 6.57) ≥ 74.9 + 4.92 ≥ 79.82
IX B	36	75	Medium	Medium: μ − 0.75 σ Up to μ + 0.75 σ 74.9− 4.92 Up to 74.9 + 4.92 69.98 − 79.82
IX C	31	79	Medium	Medium: μ − 0.75 σ Up to μ + 0.75 σ 74.9− 4.92 Up to 74.9 + 4.92 69.98 − 79.82
IX D	30	78	Medium	Medium: μ − 0.75 σ Up to μ + 0.75 σ 74.9− 4.92 Up to 74.9 + 4.92 69.98 − 79.82
IX E	24	80	High	High: ≥ μ + 0.75 σ ≥ 74.9 + (0.75 × 6.57) ≥ 74.9 + 4.92 ≥ 79.82
IX F	32	76	Medium	Medium: μ − 0.75 σ Up to μ + 0.75 σ 74.9− 4.92 Up to 74.9 + 4.92 69.98 − 79.82
IX G	24	63	Low	Low: ≤ μ − 0.75 σ ≤ 74.9 – (0.75 × 6.57) ≤ 74.9 - 4.92 ≤ 69.98
IX H	24	80	High	High: ≥ μ + 0.75 σ ≥ 74.9 + (0.75 × 6.57) ≥ 74.9 + 4.92 ≥ 79.82
IX I	21	75	Medium	Medium: μ − 0.75 σ Up to μ + 0.75 σ 74.9− 4.92 Up to 74.9 + 4.92 69.98 − 79.82
IX J	24	63	Low	Low: ≤ μ − 0.75 σ ≤ 74.9 – (0.75 × 6.57) ≤ 74.9 - 4.92 ≤ 69.98

Source: (Researcher's data analysis, 2025)

Based on the results of the questionnaire on learning motivation amongst 9th grade students at MTs N 2 South Lampung, it was found that students' learning motivation was not uniform. Three classes fell into the high category (IX A, IX E, and IX H), five classes fell into the moderate category (IX B, IX C, IX D, IX F, dan IX I), and two classes fell into the low category (IX G dan IX J). These differences in categories indicate variations in learning motivation between classes, with average scores ranging from 63 to 80. This situation suggests that some pupils still have low learning motivation, necessitating a teaching and learning process that is more engaging and actively involves students.

The disparity in learning motivation across classes suggests that the learning process has not yet been able to accommodate all pupils equally. This is a cause for concern as learning motivation is a key factor influencing pupils' engagement in the learning process and ultimately impacts their learning outcomes. This urgency is particularly evident in classes categorised as having low motivation (IX G and IX J), where some pupils tend to be passive, unresponsive to teaching, and do not engage optimally in classroom activities. If this situation is allowed to continue, the gap in learning outcomes between classes will widen, and pupils' understanding of social studies material will decline. Furthermore, the variation in motivation between classes also indicates that the teaching methods employed have not yet been fully successful in creating a consistent and engaging learning experience for all students.

Low motivation to learn is a condition that requires serious attention to prevent it from leading to a decline in pupils' learning activities and outcomes. Even moderate levels of motivation to learn still require the teacher's attention through appropriate teaching strategies so that such motivation can be enhanced and reach a high level. Learning motivation, as a holistic force, is an internal drive within learners that triggers learning activities, sustains the learning process, and directs these activities so that the intended learning objectives can be achieved (Fernando dkk, 2024). In other words, motivation acts as a driving force, a guide, and a regulator that ensures the continuity of learning. If learners' motivation increases, these three vital functions will operate optimally, making the learning process more focused and enabling learning objectives to be achieved more easily.

Students with high levels of motivation to learn generally demonstrate greater self-confidence and a stronger sense of responsibility when taking part in learning activities than those with low motivation. Strong motivation encourages students to participate actively, persevere, and not give up easily when faced with difficulties in the learning process. High learning motivation enables students to achieve optimal learning outcomes (I. N. Haris dkk, 2024). An alternative approach to enhancing learning motivation is to incorporate educational games as part of learning activities. Learning delivered through game-based activities can create a more enjoyable, challenging and interactive learning environment, thereby encouraging pupils to engage actively in learning activities (Mulyasa, 2006). Through games, students not only gain meaningful learning experiences but also have the opportunity to interact, collaborate and develop their thinking skills in tackling various learning challenges.

To achieve educational objectives optimally, efforts are required to develop children's physical, social, mental and moral aspects. One way to support this development is through play. Through play, children have the opportunity to demonstrate and enhance their physical skills, socialisation abilities, self-confidence, as well as their moral and spiritual development (Ratnawati & Karsiwan, 2024). These values can be instilled through the principles of fair play and sportsmanship, namely playing honestly, politely, and upholding a sporting attitude (Susanto, 2017). The form of educational play found to be effective in the learning process for Social Studies in

this study is the Scavenger Hunt. A Scavenger Hunt is a learning activity that encourages pupils to search for and discover information based on specific clues, either individually or in groups. This game encourages students to think critically, solve problems, work together, and actively explore information in a fun learning environment (Palangi, 2023). Scavenger Hunt allows students to engage both physically and mentally, thereby enhancing their attention, enthusiasm, and motivation to learn throughout the learning process (Rosyidi dkk., 2023).

This game combines interactive elements with a form of stimulus and challenge that can stimulate pupils' higher-order thinking skills through the processes of analysis, evaluation and the creation of creative solutions to social arithmetic problems (Soemantri dkk., 2025). The effectiveness of using a scavenger hunt in learning has been demonstrated by various studies. Several studies indicate that scavenger hunts are effective in improving the quality of learning. A study (Amalia, 2020) entitled "The Effect of Scavenger Hunt Games on Students' Reading Comprehension of Descriptive Text" suggests that the use of Scavenger Hunt games supports higher learning outcomes compared to conventional teaching methods. Furthermore, a study (Palangi, 2023) entitled "The Effect of Using Scavenger Hunt Games on Science Learning Outcomes among Year 8 Pupils at Bosowa School, Makassar" shows that scavenger hunts can significantly improve pupils' learning outcomes through a learning process that is actively designed, creative and pupil-centred, making it more engaging and participatory. Furthermore, Andri (2024), through his study "The Use of Scavenger Hunt Games to Improve the English Language Learning Environment", found that scavenger hunt games can boost pupils' enthusiasm, engagement and focus during the learning process.

A scavenger hunt can foster a more active, enjoyable and student-centred learning experience. These characteristics align with the requirements of social studies learning, which demands not only a grasp of concepts but also student engagement in finding information, analysing problems and collaborating in groups. Through the direct activities of searching for information and solving challenges, pupils gain a more meaningful learning experience compared to learning that is solely centred on the teacher's explanations. This has the potential to increase pupils' interest, attention, participation and enthusiasm during the learning process, which are key elements in learning motivation. Scavenger hunts can be viewed as one of the innovations in Social Studies learning based on educational games that have the potential to boost pupils' learning motivation.

Based on the above discussion, the implementation of the Scavenger Hunt as an educational game-based innovation in Social Studies teaching is a relevant alternative for addressing the issue of sub-optimal student motivation. This teaching innovation is designed to provide a more active, enjoyable and student-centred learning experience through activities involving information-seeking and the completion of challenges related to the learning material. Therefore, this study aims to analyse the implementation of the Scavenger Hunt as a social studies learning innovation in

enhancing students' learning motivation. The results of this study are expected to contribute to the development of social studies learning that is more interactive, engaging and meaningful, thereby encouraging active participation and enhancing students' learning motivation throughout the learning process.

METHOD

This study employed a quantitative, quasi-experimental method aimed at determining the effect of one intervention on another, by comparing an experimental class with a control class to analyse the impact of using the 'Scavenger Hunt' educational game on pupils' motivation to learn during Social Studies lessons. The research design used was a Nonequivalent Control Group Design, with the selection of the experimental and control classes not involving randomisation. The research was conducted during the second semester of the 2025/2026 academic year at MTs Negeri 2 Lampung Selatan.

The population in this study consisted of 277 Year 9 pupils at MTs Negeri 2 South Lampung, divided into ten learning groups. The sample was selected using purposive sampling, which involves selecting a sample based on specific considerations, such as the pupils' initial level of motivation to learn, the number of pupils in each class, and input from subject teachers (Ummul Aiman, 2022). Based on these considerations, Class IX J was designated as the experimental group, whilst Class IX G served as the control group. Each of these two groups comprised 24 pupils, bringing the total sample size used in this study to 48 pupils. The selection of Classes IX G and IX J was based on recommendations from the Social Studies teacher, the results of the initial motivation questionnaire indicating relatively low learning motivation, the fact that both classes had the same number of pupils (24), and that both classes were taught by the same teacher. These considerations were taken to ensure that the characteristics of the two classes were relatively comparable, so that the effect of using the Scavenger Hunt on learning motivation could be observed more objectively.

The data collection techniques used included observation, interviews, documentation and the distribution of a learning motivation questionnaire (Sugiyono, 2018). The main research instrument was a learning motivation questionnaire comprising 20 statements using a five-point Likert scale. Before being used in the study, the instrument was first tested for validity and reliability to ensure its suitability for use. The research data were analysed using several stages of statistical testing, namely the Shapiro-Wilk normality test, the homogeneity test, a paired-sample t-test to analyse differences in learning motivation before and after the intervention, and an independent-sample t-test to compare learning motivation outcomes between the experimental and control groups. Furthermore, the effectiveness of the Scavenger Hunt educational game was analysed by calculating the effect size using Cohen's d formula.

Table 2. Research Instrument Matrix

No	Indicator	Item	Question
1.	A desire and ambition to succeed	1,2,3,4,5	Active in learning Enjoys learning Does not give up easily Is not easily satisfied with the results achieved Perseveres when faced with learning difficulties
2.	A drive and need to learn	6,7,8, 9,10,11	Having clear learning objectives Curiosity Receiving feedback An interest in learning
3.	Hopes and aspirations for the future	12,13	Looking for things related to learning Perseverance in learning
4.	Engaging learning activities	14,15,16, 17	Avoiding punishment Praise (rewards) Achieving good results in class Achieving good results in class
5.	A conducive learning environment	18,19,20	The atmosphere in the classroom I enjoy the way the teacher teaches in class

(Source: Adapted from Krismony, 2020)

Based on the series of methods employed, it is hoped that this study will serve as an objective source of information regarding the impact of implementing the 'Scavenger Hunt' educational game on enhancing the learning motivation of grade IX students in Social Studies lessons at MTs Negeri 2 South Lampung.

Research data were obtained through a student learning motivation questionnaire administered before (pre-test) and after (post-test) the lessons. The data were then analysed using SPSS 27. Descriptive statistical analysis was used to describe the level of students' learning motivation based on mean scores and learning motivation categories. Prior to hypothesis testing, the data were first tested for normality and homogeneity to ensure that the statistical assumptions were met. Subsequently, a Paired Sample t-test was used to determine differences in students' learning motivation before and after the intervention in each class.

An independent samples t-test was used to determine the difference in learning motivation between the experimental and control classes after the intervention had been administered. In addition, an N-Gain analysis was carried out to determine the extent of the increase in students' learning motivation, whilst an effect size calculation was used to determine the magnitude of the impact of using the 'Scavenger Hunt' educational game on students' learning motivation. The results of these analyses were used as the basis for drawing conclusions regarding the effectiveness of the Scavenger Hunt as an educational game-based innovation in social studies to enhance pupils' learning motivation.

RESULTS AND DISCUSSION

Results

1. Increase in Average Learning Motivation Scores

To understand the improvement in students' learning motivation following the implementation of the Scavenger Hunt educational game method, an analysis was carried out on the pre-test and post-test results of the experimental and control groups. The results showed an increase in learning motivation scores in both groups; however, the increase observed in the experimental group was greater than that in the control group. In the experimental group, the average learning motivation score rose from 47.42 in the pre-test to 72.33 in the post-test, representing an increase of 24.91 points. In contrast, in the control group, the mean learning motivation score rose from 47.37 to 56.12, an increase of 8.75 points. These data indicate that the use of the 'Scavenger Hunt' educational game resulted in a greater increase in learning motivation compared to conventional teaching. The results of the descriptive analysis regarding pupils' learning motivation are presented in Table 2 below to provide an overview of the state of learning motivation before and after the intervention:

Table 3. Average Scores for Pupils' Learning Motivation

Group	Pre-test	Post-test	Improvement
Experimental	47,42	72,33	24,91
Control	47,37	56,12	8,75

(Source: Data analysis in SPSS 27)

Table 3 above shows that pupils who took part in lessons using the 'Scavenger Hunt' educational game experienced an increase in motivation.



Figure 1. The Process of Completing the Pre-test and Post-test
Source: Researcher's documentation, (2026)

The image shows pupils completing a learning motivation questionnaire independently as part of the pre-test and post-test activities. These activities were carried out to determine the pupils' level of learning motivation by taking measurements before and after the intervention, which involved the use of the 'Scavenger Hunt' educational game in social studies lessons. The data obtained was used to examine changes in the pupils' learning motivation and to analyse the impact of the 'Scavenger Hunt' educational game on their learning motivation.

2. Shifts in Motivation Categories

Student motivation levels were analysed by categorising scores across five achievement scales: very low, low, moderate, high and very high. This categorisation was carried out to provide an overview of students' motivation levels and to observe changes in motivation levels within the experimental and control groups before and after the learning process.

In this study, students' learning motivation was measured through questionnaires administered before the learning process (pre-test) and after the learning process (post-test). The pre-test was conducted to determine the initial state of students' learning motivation prior to the implementation of the Scavenger Hunt educational game, whilst the post-test was used to determine changes in learning motivation after students had participated in the learning process. A comparison of the pre-test and post-test scores serves as an indicator of the extent to which the learning process was able to influence students' learning motivation. The greater the increase in scores obtained in the post-test compared to the pre-test, the stronger the indication that the implemented learning process successfully enhanced students' learning motivation. Therefore, the pre-test and post-test results in this study were used as the basis for assessing the effectiveness of the Scavenger Hunt in enhancing students' learning motivation in Social Studies lessons. As shown in Table 4 below:

Table 4. Results of the Categorisation of Pupils' Learning Motivation

Motivation Category	Experimental Group Pretest	Experimental Group Post-test	Pretest Control	Posttest Control
Very High	0	1	0	0
High	0	19	0	2
Medium	2	4	2	12
Low	21	0	21	10
Very Low	1	0	1	0
Total	**24**	**24**	**24**	**24**

(Source: Researcher's data analysis)

Based on the data in Table 3, the initial level of learning motivation among students in the experimental and control groups showed that the majority of students fell into the 'low' category, with 21 students in each group. Following the intervention which involved learning through the educational game 'Scavenger Hunt', there was an increase in learning motivation within the experimental group. This is evident from the increase in the number of students who achieved a high level (19 students) and a very high level (1 student). In contrast, in the control group, after participating in conventional learning, the majority of students were at a moderate level (12 students), whilst the remaining 10 students were still classified as being at a low level. This demonstrates that the implementation of the 'Scavenger Hunt' educational game resulted in a more significant increase in learning motivation in the experimental group compared to the control group.

3. The Effect of the ‘Scavenger Hunt’ on Students’ Learning Motivation

Based on the results of the Independent Samples t-test, the mean learning motivation score for students in the experimental group was 72.33, whilst that for the control group was 56.13. The difference in means of 16.20 points indicates that the learning motivation of students who participated in lessons using the Scavenger Hunt educational game increased more than that of students who followed conventional lessons.

Table 5. The Effect of Student Learning Motivation

Mean Eksperimen	Mean Kontrol	t	Sig.	Cohen's d
72,33	56,13	9,467	0,000	2,733

(Source: Data analysis in SPSS 27)

The results of the statistical analysis showed a t-value of 9.467 with a significance level (Sig.) of 0.000 (< 0.05). These findings indicate that there was a significant difference in student learning motivation between the experimental and control groups after the intervention was administered. The use of the ‘Scavenger Hunt’ educational game was found to have an impact on students’ learning motivation in social studies lessons.

The magnitude of the treatment’s impact can be seen in the Cohen’s d value, which reached 2.733. According to Cohen’s standards, this figure falls into the category of a very large effect size. These results indicate that the ‘Scavenger Hunt’ educational game is not only statistically significant but also has an exceptionally strong influence on boosting students’ learning motivation.



Figure 2. The Learning Process Using a Scavenger Hunt
Source: Researcher’s documentation, (2026)

The image shows pupils carrying out a learning activity in groups using the educational game ‘Scavenger Hunt’. The pupils can be seen working together to observe and complete the clues or tasks set. This activity demonstrates the pupils’ active engagement in the learning process, characterised by discussion, cooperation and enthusiasm in tackling the challenges presented. Furthermore, this activity demonstrates the use of technology in learning, which encourages students to learn actively, independently and interactively. Through the process of searching for information via QR codes, students are directly involved in exploring the learning material, thereby

enhancing their curiosity, enthusiasm and motivation to learn. Students do not merely act as recipients of information, but also participate directly in searching for, processing and finding answers, both independently and as part of a group.

A scavenger hunt offers a learning experience that differs from conventional teaching as it combines elements of play with learning activities. The presence of challenges, inter-group competition, and rewards given to teams that successfully complete the challenges fosters a sense of enthusiasm, motivation and a desire amongst pupils to succeed in their learning. This is in line with the characteristics of Social Studies learning, which requires pupils' active engagement in understanding various social phenomena and aspects of community life. Through information-gathering and task-completion activities carried out in groups, pupils also have the opportunity to interact, exchange views and develop critical thinking skills in finding answers to the problems presented.



Figure 3. Awarding Prizes to Boost Student Motivation
Source: Researcher's documentation, (2026)

The image shows one of the pupils sticking points onto the group's scoreboard after successfully completing a task in the educational Scavenger Hunt game. The scoreboard was used as a form of reward and feedback on each group's achievements throughout the activity. This points system encouraged pupils to participate actively, collaborate with their group members, and boosted their enthusiasm and motivation in tackling each learning challenge presented.

Discussion

1. **Enhancing Student Learning Motivation Through the Educational Game 'Scavenger Hunt'**

The implementation of the educational Scavenger Hunt game in Social Studies lessons has proven effective in enhancing the learning motivation of Grade IX pupils at MTs N 2 South Lampung. Quantitatively, this is demonstrated by the increase in the average learning motivation score of pupils in the experimental group, from 47.42 (pre-intervention) to 72.33 (post-intervention). Furthermore, there was a significant shift in motivation categories. Before the game was implemented, students' learning motivation was predominantly in the 'low' category; however, following the implementation of the Scavenger Hunt, the majority of students fell into the 'high' category. This data demonstrates that educational games can transform the classroom atmosphere into a more engaging one and encourage students to participate actively.

This increase in motivation was also directly evident from changes in the students' attitudes during the learning process. Students became more enthusiastic, actively

sought information based on the clues provided, were willing to discuss in groups, and were challenged to complete each mission (B. R. Saputra & Karsiwan, 2024). In this way, students did not merely receive the material passively, but took direct action to discover and construct their own knowledge.

Teachers play a vital role in imparting knowledge, developing skills and guiding students through social studies lessons. For the learning process to be effective, teachers need to possess adequate competence and employ appropriate teaching strategies. Pupils' interest in learning makes it easier for them to understand the material, and this is influenced by the methods teachers use in the classroom (Fikri dkk., 2025). Motivation drives a person to do anything, including learning. The greater the teacher's encouragement, the greater the pupils' desire to learn. There are two types of motivation for learning: intrinsic and extrinsic (Manral et al., 2026). Every student has an intrinsic drive to do something, so they do not need external stimuli. External motivation arises because students lack the desire to engage in certain activities, and each learner has different reasons for learning. Some learners display increased enthusiasm for learning, whilst others appear to have low levels of motivation. There are certainly factors that influence the decline in learning motivation among certain learners (Alfiah dkk., 2021). There are six indicators that demonstrate motivation in learning, namely: a desire and ambition to achieve success; a need for and motivation in the learning process; dreams or future goals; recognition of academic achievement; engaging activities during learning; and a supportive learning atmosphere, enabling a student to learn effectively (Zamsir dkk, 2021).

The findings of this study reinforce the results of relevant previous research. This study is consistent with (Rosyidi dkk, 2023) who noted that the activities of seeking information and problem-solving in a Scavenger Hunt can enhance student engagement in the classroom. Furthermore, (Karimah dkk, 2025) also stated that this game provides a more meaningful learning experience as students discover knowledge first-hand. This is further supported by the view of (Veronica, 2018) who refers to Gee's (2003), theory that educational games can create a learning environment that encourages students to actively explore, thereby automatically increasing their interest and motivation to learn.

The similarity between this study and previous research lies in the Scavenger Hunt's ability to create an active, enjoyable and student-centred classroom. However, the added value or novelty of this study is its success in quantitatively demonstrating this improvement through concrete figures or scores, rather than relying solely on visual observations in the classroom. When analysed using Hamzah B. Uno's (2016), heory of learning motivation, all six indicators of motivation were evident in the students' activities throughout the Scavenger Hunt:

a. The drive and desire to succeed: Evident in the pupils' hard work in tackling each challenge.
b. The motivation and need to learn: Emerges when pupils strive to find the correct answers in order to score points for their team.
c. Hopes and aspirations for the future: Reflected in the pupils' dedication to

participating in every round of the game to maximise their learning outcomes.

d. Recognition for learning: Achieved through the immediate awarding of points and praise for the winning team.
e. Engaging learning activities: Realised through an exciting treasure hunt and the use of QR code technology.
f. A conducive learning environment: Created through solid teamwork and positive interaction amongst team members.

The educational Scavenger Hunt game can boost students' motivation to learn as it offers an active, challenging and enjoyable learning experience. The combination of information-seeking, group work, healthy competition and a points system can make students enjoy social studies lessons more (Marrón et al., 2023). The Scavenger Hunt strategy can be an effective alternative for teachers to stimulate students' motivation to learn in the classroom. The impact of the Scavenger Hunt educational game on student learning motivation can be explained by the characteristics of the learning process, which is designed to place students at the centre of the learning process (Congreso & Ciruela, 2025). Students are encouraged to actively engage in searching for clues, exploring information, and constructing their own understanding of the material being studied, as well as solving problems, discussing, and collaborating to complete the challenges set. This active engagement creates a more engaging and meaningful learning experience, thereby enhancing the emergence of learning motivation. Through the process of searching and discovery, learners are naturally encouraged to explore information, draw conclusions, and connect clues to a broader learning context (Rosyidi dkk, 2023).

The effectiveness of the Scavenger Hunt is also supported by the elements of challenge, curiosity, cooperation and rewards that are integrated into the learning process. The challenges to be completed encourage students to strive to find answers, whilst group cooperation provides an opportunity for students to exchange ideas and build a shared understanding. Furthermore, the rewards given during the game can strengthen students' motivation to participate actively in every learning activity.

2. **Characteristics of the Scavenger Hunt in Enhancing Learning Motivation**

Based on the research findings, the educational Scavenger Hunt game not only influences an increase in students' learning motivation but also demonstrates characteristics as an interactive learning innovation capable of creating a more active and meaningful learning experience (B. R. Saputra & Karsiwan, 2024). Throughout the learning process, students' learning motivation is evident at every stage of the activity. When students receive clues and challenges, a sense of curiosity and a desire to complete the tasks successfully emerge. Furthermore, during the stages of information gathering, group discussion and challenge completion, students demonstrate a high level of engagement in the learning process. In addition, awarding points and prizes to groups that successfully complete the tasks helps to boost students' enthusiasm and excitement

in taking part in social studies learning activities.

Motivation in learning plays a crucial role in driving pupils' educational achievement. Students with high levels of motivation will be enthusiastic about learning, participate actively, and demonstrate perseverance in completing academic tasks (Fuad et al., 2025). The success of the Scavenger Hunt in boosting motivation to learn is closely linked to the nature of the game, which integrates elements of challenge, cooperation, competition and reward into the learning activities. During the game, students not only acquire knowledge from the teacher but also actively participate in the process of discovery, gathering information, completing tasks and discussing with their group members.

The Scavenger Hunt method is rooted in constructivist theory, in which the learning process is viewed as an active endeavour by students to construct their own knowledge (Puspito et al., 2026). In this theory, students connect new information with prior experience or knowledge, thereby enabling a stronger, more comprehensive and meaningful understanding (Masruddin & Munawir, 2022). Activities such as the Scavenger Hunt allow students to adapt and reconstruct prior knowledge with new information acquired during the game.

Through group-based search and problem-solving activities, students demonstrate active engagement at every stage of the learning process. Furthermore, the Scavenger Hunt encourages cooperation, social interaction, and creates an engaging and enjoyable learning experience, thereby helping students to understand the learning material more effectively (Kamal, 2023). This creates an active, interactive and enjoyable learning environment, thereby increasing pupils' participation during the learning process. The challenge of completing the tasks and earning rewards also encourages pupils to give their best effort (Marrón et al., 2023). These findings are in line with the view of Hamzah B. Uno, who states that engaging learning activities are one of the key factors in fostering motivation to learn (Uno, 2016).

Furthermore, the results of the motivation categorisation indicated a shift in the learning motivation categories within the experimental group, from a predominance of the 'low' category to a predominance of the 'high' category following the implementation of the Scavenger Hunt (Hizzett et al., 2026). This change demonstrates that educational games are capable of creating a more conducive learning environment and increasing students' enthusiasm for social studies lessons (Karsiwan, Retno Sari, et al., 2023). Intrinsically, the Scavenger Hunt stimulates curiosity, presents challenges, and fosters a desire to succeed in completing each clue or task set. The activities of searching for answers, solving problems, and finding information in groups make learners feel challenged and motivated to engage actively in the learning process.

From an extrinsic perspective, the Scavenger Hunt creates a fun, competitive and collaborative learning atmosphere. Students work in groups, discuss ideas with one another, and strive to be the fastest or best at completing the challenges. This process provides social rewards in the form of recognition, appreciation and a sense of pride upon successfully completing a task (Bustami et al., 2023). Furthermore, an active and

dynamic learning atmosphere makes the learning environment more conducive to learning.

According to Thomas W. Malone, motivation to learn through play is influenced by the elements of challenge, curiosity and fantasy (imaginative engagement). These elements feature very strongly in a Scavenger Hunt, as pupils must interpret clues, search for information and find answers through a process of exploration. In a Scavenger Hunt, every clue successfully solved brings the students closer to the final goal and provides a real sense of achievement (Congreso & Ciruela, 2025). Although other educational games such as Snakes and Ladders have also been shown to boost motivation to learn, the Scavenger Hunt has the advantage of combining exploration, problem-solving, cooperation, healthy competition and rewards within a single learning activity. This combination of elements engages pupils more physically, cognitively and emotionally, resulting in a stronger and more meaningful boost to their motivation to learn.

Analytically speaking, the success of the Scavenger Hunt as an interactive learning innovation stems from the fact that this strategy combines various learning components into a single integrated activity, namely information exploration, problem-solving, group cooperation, healthy competition and the use of technology (Karsiwan, Wardani, et al., 2023). This combination encourages pupils to think critically, communicate, collaborate and take an active role throughout the learning process. This contrasts with conventional learning, which tends to be teacher-centred and provides limited scope for pupils to explore knowledge independently.

In the context of Social Studies, this innovation is particularly relevant as the nature of the subject requires pupils to understand various social phenomena through observation, analysis and problem-solving (Yulfiani & Karsiwan, 2025). Through the QR Code-based Scavenger Hunt, pupils gain a learning experience that resembles an investigative process, namely searching for information, linking various facts, analysing findings, and formulating answers based on the results of their exploration. This active and contextual learning experience is capable of enhancing pupils' curiosity, engagement, and motivation to learn throughout the learning process.

3. **Scavenger Hunt as an Interactive Learning Innovation to Boost Student Motivation**

Research findings show that the educational game 'Scavenger Hunt' has proven to be an effective interactive learning innovation that stimulates student motivation at every stage. When students receive mysterious clues, their curiosity and desire to succeed are immediately sparked. Moving into the clue-hunting and group discussion stages, pupils are encouraged to communicate actively and work together to solve problems (Congreso & Ciruela, 2025). Furthermore, the inclusion of a points system or rewards at the end of the session successfully boosts pupils' enthusiasm and motivation whilst participating in social studies lessons. Students' motivation to learn is evident at every stage of the Scavenger Hunt game. When students receive challenges and clues, a

sense of curiosity and a desire to succeed emerge (Mayzar & Karsiwan, 2024; Rasyid et al., 2025). Furthermore, when pupils search for clues, discuss, and complete tasks in groups, they are encouraged to learn actively and work together to solve problems. Moreover, awarding points or prizes to successful groups helps to boost students' enthusiasm and motivation during the learning process.

Scavenger hunts can boost pupils' engagement and enthusiasm through information-seeking and problem-solving activities. Furthermore, the scavenger hunt method can enhance pupils' cooperation, exploratory skills and motivation to learn, whilst also increasing their active participation and focus throughout the learning process (Ratnawati & Karsiwan, 2024). These consistent findings reinforce the view that the Scavenger Hunt is an effective learning tool as it combines elements of challenge, curiosity, cooperation and reward. These elements encourage students to engage actively, strive to complete tasks successfully, and enjoy the learning process.

The use of a scavenger hunt introduces a fresh approach to learning mechanisms that piques students' curiosity; this study incorporates an innovative element that sets it apart from previous research (Mufarrihah & Ridwan, 2026). This innovation lies in the integration of the Scavenger Hunt game with the use of barcode technology as a medium for accessing learning clues and information (Pasha & Karsiwan, 2020). The use of barcodes serves as an element within the game system, whilst also providing a more engaging learning experience that is suited to the characteristics of learners in the digital age (Manral et al., 2026). Through the process of scanning barcodes, pupils are encouraged to explore information independently, complete challenges step by step, and participate actively in every stage of the learning process. Learning is a process in which individuals strive to bring about a comprehensive transformation in their behaviour as a result of experiences gained whilst interacting with their surroundings. This process also occurs within the context of the relationship between teachers and students (Saputra dkk, 2023).

The implementation of the Scavenger Hunt in this study was systematically designed to integrate elements of exploration, problem-solving, group collaboration, healthy competition and the use of technology into a single learning activity. This combination results in a more complex learning process compared to traditional educational games, as learners are not only required to understand the content but also to enhance their critical thinking, communication, collaboration and digital literacy skills.

This innovation is particularly relevant to Social Studies as the subject requires pupils to understand various social phenomena through observation, analysis and problem-solving. Through the barcode-based Scavenger Hunt, pupils are given the opportunity to learn in a more contextual and meaningful way through information-seeking activities that resemble an investigative process. This approach fosters curiosity, enthusiasm and a strong motivation to learn amongst pupils as the learning process unfolds (Widiyani & Karsiwan, 2024). The Scavenger Hunt is not only an efficient educational tool for boosting pupils' enthusiasm for learning, but also introduces a

learning method that combines elements of play and technology. This method can provide a dynamic, challenging, interactive and pupil-centred learning experience, making it a suitable learning strategy that meets the demands of 21st-century education.

CONCLUSION

This study shows that the Scavenger Hunt, as an educational game-based innovation in Social Studies, has a positive and significant effect on the learning motivation of Grade IX students at MTsN 2 South Lampung. The results of the hypothesis test indicate a significance value of 0.000 (< 0.05), supported by a Cohen's d value of 2.733, which falls into the 'very large' effect category. Furthermore, the results of the effectiveness test showed that the N-Gain value in the experimental class reached 46.87, meeting the 'moderate' criterion, whilst in the control class it only reached 16.11, meeting the 'low' criterion. These results indicate that the increase in students' learning motivation was greater in the class that implemented the Scavenger Hunt compared to the class that used conventional teaching methods.

This increase in learning motivation was demonstrated by a rise in the average learning motivation scores of student participants, as well as a shift in their motivation categories to a higher level following the intervention. The research findings indicate that the elements of challenge, exploration, cooperation, competition and reward inherent in the Scavenger Hunt were able to foster student engagement and enthusiasm throughout the social studies learning process. The Scavenger Hunt, as an educational game-based innovation in social studies, has proven effective in enhancing students' learning motivation. Further research is recommended to examine the impact of the Scavenger Hunt on other aspects of learning, such as learning outcomes and students' critical thinking skills.

ACKNOWLEDGEMENTS

The author would like to express his gratitude to his supervisor, the Head of MTsN 2 South Lampung, the social studies teachers, and all 9th grade students who have made a significant contribution to the completion of this research. Furthermore, the author would also like to thank all those involved who provided support, assistance and advice throughout the planning, implementation and data processing stages, right through to the drafting of this research article, enabling it to be successfully completed.

REFERENCES

Alfiah, S., Istiyati, S., & Mulyono, H. (2021). Analisis penyebab rendahnya motivasi belajar dalam pembelajaran ips peserta didik kelas V sekolah dasar. *Didaktika Dwija Indria*, *9*(5), 1–5. https://doi.org/10.20961/ddi.v9i5.49328

Amalia, M. (2020). THE EFFECT OF SCAVENGER HUNT GAME ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT. In *Proceedings of the National Academy of Sciences* (Vol. 3, Issue 1).

Amirah, N., Nirwana, H., & Neviyarni. (2025). Konsep Dan Penerapan Motivasi Dalam Belajar. *Jurnal Pendidikan Sosial Dan Konseling*, *02*(03), 406–410.

Bustami, A., Suwindri, I., & K Karsiwan. (2023). *Merancang Pembelajaran IPS*

berbasis PJBL dengan tema sejarah lokal dan Cagar Budaya (1st ed.). CV. Laduny Alifatama.

Citriadin, Y. (2019). *PENGANTAR PENDIDIKAN*. Fakultas Tarbiyah dan Keguruan UIN Mataram Jln. Gajah Mada no.100 Jempong Baru Sekarbela Mataram. https://doi.org/9786237090625

Congreso, W., & Ciruela, D. M. A. (2025). Literature in the Digital Age: An Exploratory Study on the QR Code Scavenger Hunt as an Innovative Teaching Tool. *Pantao (International Journal of the Humanities and Social Sciences)*, *4*(2), 2071–2089. https://doi.org/10.69651/PIJHSS0402193

Fernando, Y., Andriani, P., & Syam, H. (2024). *Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa*. *2*(3), 61–68. https://doi.org/https://doi.org/10.59246/alfihris.v2i3.843

Fikri, A., Saputra, C., Boty, M., Rico, M., & Assidiqi, M. (2025). *The effectiveness of the student teams ' achievement divisions in social studies learning on activeness and learning outcomes*. *19*(2), 954–962. https://doi.org/10.11591/edulearn.v19i2.21526

Fuad, M., Ariyani, F., Muhammad, U. A., & Yudhistira, A. (2025). Pelatihan Implementasi Strategi Reward and Punishment untuk Meningkatkan Motivasi Belajar Siswa di Lingkungan Sekolah. *Jurnal Pengabdian Masyarakat Ilmu Pendidikan*, *4*(2), 241–255. https://doi.org/10.23960/jpm-ip.vol.4i.2.1021

Haris, I. N., Gana, Y. A., Rosti, & Puniasari4, N. L. (2024). *Hasil Belajar Penjas Peserta Didik Ditinjau Dari Segi Motivasi*. *10*(01), 1–9. https://doi.org/p-ISSN 2580-6335, e-ISSN 2461-3961

Hidayat, F., & Nizar, M. (2021). Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, *1*(1), 28–38. https://doi.org/10.15575/jipai.v1i1.11042

Hizzett, K., Elwood, C., Maxim, C., & Cutri, J. (2026). Enhancing Engagement and Interprofessional Networking Through a Scavenger Hunt at a National Interventional Radiology Conference. *Conference: UKIO 2026*.

Irma Julita, Neviyarni Neviyarni, & Herman Nirwana. (2025). Strategi Meningkatkan Motivasi Belajar Peserta Didik. *Observasi : Jurnal Publikasi Ilmu Psikologi*, *3*(3), 133–139. https://doi.org/DOI: https://doi.org/10.61132/observasi.v3i3.1362

Kamal, F. F. S. (2023). *Using Scavenger Hunt in Enhancing the Learning of Collective Nouns in Primary ESL Classrooms*. https://doi.org/http://doi.org/10.31327/jee.v8i1.1899

Karimah, S. B., Reditha, D. N., & Hanif, M. (2025). Pengaruh Game Edukasi Terhadap Motivasi Belajar Anak Sekolah Dasar. *Jurnal Pendidikan Agama Islam Al-Amin*, *2*(2), 167–178. https://doi.org/EISSN: 3064-0512

Karsiwan, Pujiati. (2018). Jejak-Jejak Politik Etis Pemerintah Kolonial Belanda Sebagai Alternatif Sumber Belajar IPS Di Sekolah. *Tekstual*, *16*(31).

Karsiwan, K., Sari, L. R., Lisdiana, A., & Hamer, W. (2023). Penguatan Pendidikan Karakter Melalui Pembelajaran IPS Berbasis Kearifan Lokal di Lampung. *Journal of Social Science Education*, *4*(1), 39–52. https://doi.org/10.32332/social-pedagogy.v4i1

Karsiwan, K., Wardani, W., Lisdiana, A., Purwasih, A., Hamer, W., & Retno Sari, L. (2023). Sosialisasi Materi Kearifan Lokal Dalam Kurikulum Merdeka Pada Mata Pelajaran IPS Bagi Guru di Kota Metro Lampung. *Malaqbiq: Jurnal Pengabdian*

Kepada Masyarakat, *2*(1), 12–22. https://doi.org/10.46870/jam.v2i1.513

Karsiwan, Retno Sari, L., Hammer, W., & LIsdiana, A. (2023). Penguatan Pendidikan Karakter Melalui Pembelajaran IPS Berbasis Kearifan Lokal di Lampung. *Journal of Social Science Education*, *4*(1), 39–52. https://doi.org/10.32332/social-pedagogy.v4i1.6612

Krismony, N. P. A., Parmiti, D. P., & Japa, I. G. N. (2020). Pengembangan Instrumen Penilaian Untuk Mengukur Motivasi Belajar Siswa SD. *Jurnal Ilmiah Pendidikan Profesi Guru*, *3*(2), 249. https://doi.org/10.23887/jippg.v3i2.28264

Manral, I., Dey, D., Chopra, M., & Gupta, A. (2026). The Scavenger Hunt Game: An Innovative Way To Augment Peer-Assisted Learning Among Medical Undergraduates For Competency Attainment. *Journal of Education and Health Promotion*, *15*(1). https://doi.org/10.4103/jehp.jehp_1452_25

Marrón, A. M. P., Vivaracho-Pascual, C. E., Manso, M. E., & Arias-Herguedas, S. (2023). A Proposal for an Immersive Scavenger Hunt-Based Serious Game in Higher Education. *IEEE Transactions on Education*, *99*(1). https://doi.org/10.1109/TE.2023.3330764

Masruddin, M., & Munawir, A. (2022). the Efficacy of Treasure Hunt Game With Luwu Local Culture Based in Teaching English Vocabulary and Introducing Cultures Heritages of Luwu At Smpit Al Hafidz Kota Palopo. *Kongres Internasional Masyarakat Linguistik Indonesia*, 204–208. https://doi.org/10.51817/kimli.vi.51

Mayzar, A., & Karsiwan, K. (2024). Identifikasi Peninggalan Bersejarah Minak Braja Selebah Sebagai Sumber Belajar IPS. *Journal Pendidikan Ilmu Pengetahuan Sosial*, *16*(2), 200–209. https://doi.org/10.37304/jpips.v16i2.17531

Mufarrihah, A. T., & Ridwan, M. (2026). The Effectiveness of Educational Game-Based Learning Media in Increasing Student Learning Motivation. *Journal Physical Health Recreation*, *7*(1), 29–38. https://doi.org/10.55081/jphr.v7i1.6199

Mulyani, S. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Game Edukasi untuk Meningkatkan Literasi dan Numerasi pada Siswa. *Jurnal Pendidikan Dan Media Pembelajaran*, *2*(03), 5–10. https://doi.org/10.59584/jundikma.v2i03.29

Mulyasa, M. E. (2006). Joyfull learning. *Pustaka Azzam*, *4*(2), 17.

Nashrullah. (2022). *Pembelajaran Ips (Teori Dan Praktik)*. 1–198. https://doi.org/ISBN: 978-99607-5-9 Hak

Nurohmah, A. N., Kartini, D., & Rustini, T. (2023). Relevansi Kebijakan Kurikulum Merdeka Dengan Pendidikan Abad 21 Pada Pembelajaran IPS di SD. *Jurnal Ilmiah Wahana Pendidikan*, *9*(3), 24–35.

Palangi, P. I. (2023). PENGARUH PENERAPAN METODE SCAVANGER HUNT GAMES TERHADAP HASIL BELAJAR IPA PADA PESERTA DIDIK KELAS VIII SMP BOSOWA SCHOOL KOTA MAKASAR. *Skripsi*, *13*(1), 104–116.

Pasha, M. A. N., & Karsiwan, K. (2020). Nilai-Nilai Pendidikan Karakter Pada Cerita Rakyat Lampung (Study Cerita Rakyat Lampung Sang Kabelah Dan Khadin Tegal) Dalam Perspektif Islam. *Social Pedagogy: Journal of Social Science*, *1*(1), 55–67. https://doi.org/10.32332/social-pedagogy.v1i1.2160

Puspito, T. A., Ali, Z. Z., Kadhim, A. A., Smadi, E. L. H. Al, & Ghunemat, H. (2026). Evaluating Digital Zakat Platforms: Usability, Technical Performance, and Maṣlaḥah in Indonesia and Malaysia. *Nusantara: Journal of Law Studies*, *5*(1), 631–670. https://doi.org/10.66325/nusantaralaw.v5i1.261

Puspito, T. A., & Suyono, S. (2026). Performance and Security Evaluation of Selected Indonesian Mosque Websites. *Journal of Embedded Systems, Security and Intelligent Systems*, *7*(3), 240–258. https://doi.org/10.59562/jessi.v7i3.14599

Putri Adinda Pratiwi, Fahima Mashalani, Maulia Hafizhah, Azra Batrisyia Sabrina, Nur Hapsi Harahap, & Deasy Yunita Siregar. (2023). Mengungkap Metode Observasi Yang Efektif Menurut Pra-Pengajar EFL. *Mutiara : Jurnal Penelitian Dan Karya Ilmiah*, *2*(1), 133–149. https://doi.org/10.59059/mutiara.v2i1.877

Rachman, M. (2015). *TEORI BELAJAR dan MOTIVASI*.

Rasyid, F. R., Kesuma, T. A. R. P., & Karsiwan, K. (2025). Design and Development of Flash-Based Learning Media for Enhancing Students' Learning Interest. *Digital Learning, Social Science, and Life-Course Studies*, *1*(1), 52–67. https://doi.org/10.70211/disolife.v1i1.259

Ratnawati, D., & Karsiwan, K. (2024). Eksistensi Permainan Tradisional Tamtam Buku dalam Membentuk Keterampilan Sosial. *Journal, Aceh Anthropological*, *8*(1), 80–96. https://doi.org/10.29103/aaj.v8i1.15874

Rosyidi, A. Z., Muliadi, M., Hadi, M. W., & Alawiya, R. (2023). Students' Perception of Using Scavenger Hunt Game in Understanding Social Context of Second Language Acquisition. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, *4*(2), 243–250. https://doi.org/10.55681/nusra.v4i2.892

Saputra, B. R., & Karsiwan, K. (2024). Analisis Perilaku Sosial Siswa Berlandaskan Perspektif Teori Bandura. *Sosial Horizon: Jurnal Pendidikan Sosial*, *11*(3), 403–415. https://doi.org/10.31571/sosial.v11i3.8145

Saputra, C., Margareta, R., & Imanita, M. (2023). *Teachers' Efforts to Improve Student Learning Outcomes During Online Learning*. Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-046-6_107

Soemantri, S., Pramesti, C. A., Maisyaro, M., Munawwaroh, N. M., Al Falah, S., & Alifia, Z. (2025). Development Of The Treasure Hunt: Fun Math Card Game Gamification-Based Learning Media To Enhance Critical Thinking Skills In Social Arithmetic. *Inteligensi : Jurnal Ilmu Pendidikan*, *7*(2), 76–86. https://doi.org/10.33366/ilg.v7i2.6531

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Susanto, N. (2017). *Hakikat dan signifikansi permainan*. 99–104. https://doi.org/ISSN: 25279580

Ummul Aiman, K. A. M. J., Suryadin Hasda, Z. F., M.Kes. Masita, M. P. I. N. T. S. K., & M.Pd. Meilida Eka Sari, M. P. M. K. N. A. (2022). Metodologi Penelitian Kuantitatif. In *Yayasan Penerbit Muhammad Zaini*.

Uno, H. B. (2016). *Teori Motivasi dan Pengukurannya- Analisis di Bidang Pendidikan* (Junwinanto (ed.); 1st ed.). PT Bumi Aksara.

Veronica, N. (2018). PERMAINAN EDUKATIF DAN PERKEMBANGAN KOGNITIFANAK USIA DINI. *PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, *4*, 49–55. https://doi.org/P-ISSN: 2599-0438; E-ISSN: 2599-042X

Widiyani, P. N., & Karsiwan, K. (2024). Efektivitas Model Pembelajaran Problem Based Learning terhadap Kepekaan Sosial Siswa pada Pembelajaran IPS Kelas VIII MTs Nurul Iman. *IJTIMAIYA: Journal of Social Science Teaching*, *8*(2), 16–24. https://doi.org/10.21043/ji.v8i2.26766

Wullida, G; Agustinova, D. E; Rahmah, K. N; Jayanti, D; Wulandari, G. A. (2025). Model Pembelajaran Tgt Berbasis Games Treasure. *Jurnal PIPSI (Jurnal*

Pendidikan IPS Indonesia), *10*(2), 244–256. https://doi.org/p-ISSN: 2477-6254

Yulfiani, N., & Karsiwan, K. (2025). Penguatan Karakter Peduli Lingkungan melalui Program Budaya Positif Era Gen Alpha di SMP Negeri 4 Metro. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *5*(4), 2160–2174. https://doi.org/doi.org/10.53299/jppi.v5i4.2795

Zamsir, Prajono, R., & Sari, S. M. (2021). *Pengaruh Motivasi Belajar dan Persepsi Kesadaran Metakognisi Terhadap Hasil Belajar Matematika Siswa Kelas XI SMAN 4 Wangi-Wangi*. *01*, 134–148. https://doi.org/ISSN: 2775-6181



Social Pedagogy: Journal of Social Science Education
Published by: Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
E-ISSN: 2722-7154
P-ISSN: 2722-7138
Social Pedagogy : Journal Of Social Science Education **work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License**