

Development of Qr Code Based Hidden Treasure Game Media on Akidah Akhlak Learning

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ABSTRACT

The objectives of this research include understanding the stage of development of media games hidden treasure-based joyful learning through the application QR Code Reader, the validity of the development of such media based on aspects of media, material, and language, the effectiveness of its use in increasing the interest and learning outcomes of students, as well as the practicality of the use of the media in the learning of Akidah Class VIII moral material against themselves. This research is research and development, which is a type of research that uses the research and development (R&D) method. The model development in this study uses the ADDIE development design model. The results of this study are that media, material, and language validators state that this media development is valid with the following percentage acquisitions: averaging 89,285% of which belongs to the category highly qualified; materially obtaining a percent of 95,652% of which falls into the category very qualified; and linguistically obtaining a percentage of 84,615% of which is in the category extremely qualified applied in the education of the ethics of the eighth grade. In terms of media effectiveness, the hidden treasure game results in increasing student interest in learning by combining the results of a limited trial and an extensive trial, resulting in an average N gain of 0.8113 with a high category, as well as 81% with a highly effective category, while the media efficiency of the Hidden Treasure game results in improving the learning results of students through combining limited test results and a wide trial, resulting in a mean N gain of 0.5641 with a moderate category and 56% with an effective category. The conclusion of this research is that the learning medium of the hidden treasure game is based on joyful learning through the application of QR Code Reader on the learning of Akidah Akhlak Grade VIII. The material of akhlak discharged itself as a valid and very practical learning medium to use as well as effective in improving the interests and learning outcomes of students.

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INTRODUCTION

Education is an important cornerstone of society that forms a complex system. (Alimron et al., 2023) This system involves a number of elements, processes and institutions to provide individuals with knowledge, skills, values and experiences to support their growth and contribution to society. (Ali & Syarnubi Syarnubi, 2020) The education system has several components that support educational goals, such as the role of educators and students, the existence of curriculum, learning methods, learning media, and evaluation and assessment (Bashruddin : 2010).

In the teaching-learning process, learning methods and media have a central role. Both are very important tools for educators to encourage students' interest in learning so that maximum learning outcomes are achieved (Ningrum and Dahlan : 2023). Unfortunately, the use of learning methods and media is still not the main focus, especially after the COVID-19 pandemic, which forced learning to be done online and seemed less interactive. This has resulted in a decline in teachers' enthusiasm in varying learning methods and developing learning media, and has also affected students' interest and learning outcomes which have decreased (Kuswanto dan Radiansah: 2018).

Student learning interest has a close relationship with the learning outcomes achieved. (Febriyanti et al., 2022) High interest in learning tends to improve learning outcomes, while low interest can hinder academic achievement (Rotgans : 204). Students with high interest in learning are usually better able to overcome learning difficulties, while those with low interest tend to give up quickly when facing difficulties, which ultimately has an impact on their learning outcomes (Dahlan, dkk : 2024). Many students have difficulty maintaining their interest in learning due to monotonous, less interactive, and less interesting learning. (Syarnubi, 2016) Low student engagement also affects their interest and learning outcomes. The role of the teacher in improving student interest and learning outcomes is very important. (Syarnubi et al., 2023) As a learning facilitator, the teacher must be able to inspire and guide students to understand and apply knowledge with relevant contexts. (Arisca et al., 2020) Eachers must also understand the relevance of the subject matter to students' daily lives, not just teach the subject matter theoretically. (Fauzi et al., 2023) Caring and effective teachers have a major positive impact on student interest and learning outcomes (Roro Warih Dyah S : 2020).

In an effort to improve student interest and learning outcomes, variations in learning methods and the development of learning media are very important. (Ballanie et al., 2023) There are several theories, one of which is PAKEM (Active, Creative, Effective, and Fun Learning) which emphasises fun learning to increase student interest, motivation, and learning outcomes (Kustandi : 2020). Types of Learning Media also develop in accordance with the times and technological advances themselves (Azhar : 2011). The industrial revolution 5.0 which is supported by technological developments provides great opportunities for the development of learning media that are more interesting, active, creative, effective, and efficient. (Sutarmizi & Syarnubi, 2022) The use of technology, such as QR Code Reader, is one of the innovations in the development of learning media (Tan Jin Soon : 2008). In the development of learning media (hidden treasure game) based on Joyful learning through the QR Code Reader application in the Akidah Akhlak subject, this research aims to increase the interest of class VIII students of SMP Al Razi Sinar Harapan Medan in the subject. With a fun and innovative approach, it is expected that student learning outcomes will also improve (Fikriyah : 2013).

Learning media is a communication tool used to convey messages and stimulate the thoughts and feelings of students, encouraging a deliberate, purposeful, and controlled learning process (Syafiril : 2017). his media includes all forms of communication tools that are planned to create a conducive learning environment so that the learning process of students is efficient and effective (Hamzah : 2011 ; Rusman : 2013). Used in schools, learning media aims to improve the quality of education through its use as an effective and efficient intermediary in achieving learning goals (Maskur, dkk : 2017). Teaching media increases student interest in learning by presenting clearer material and variations in teaching methods, so that students are active in learning activities (Sudjana dan Rivai : 1995).

Joyfull learning is a pattern of thinking and a teacher's reference in choosing and applying ways of delivering material so that it is easy for students to understand and creates a learning atmosphere that is not boring (Darmansyah : 2011). Learning is said to be fun if in the learning process there is an atmosphere that is relaxed, without pressure, not threatened, interesting, not mononton, can increase student interest in learning, activeness, attention and concentration (Saifuddin : 2018). Game is interpreted as a tool for playing; goods or things that are played (Tim Penyusun Kamus Pusat Bahasa : 2008). Games are fun activities that are done for fun (Santrock : 2007). This activity requires a lot of time and participants must also follow many steps to complete

the game (Bell dan Kahroff : 2006). Learners collaborate in hidden treasure games to find learning clues, compete with other groups, and create a concept map at the end of the game (Jamil : 2009; Sani: 2013). Hidden treasure hunt games are usually indoor or outdoor activities, where the hidden treasure is located (Shiralkar : 2016). The winner is the first team to find all the items on the list (Kim dan Yao : 2010).

The focus of the problem studied includes an evaluation of the characteristics of learning media, the effectiveness of using these media in increasing student interest and learning outcomes, and the significant impact of using QR Code Reader-based learning media on student interest and learning outcomes in Akidah Akhlak subjects. This research focuses on class VIII students of SMP Al Razi Sinar Harapan Medan, which is expected to provide insight into how technological learning media can be adapted to the needs and interests of students at that age. The objectives of this study include understanding the characteristics of the learning media developed, the effectiveness of its use in increasing student interest and learning outcomes, as well as the significant impact of using the learning media in the Akidah Akhlak subject in class VIII students of SMP Al Razi Sinar Harapan Medan.

By developing learning media (hidden treasure game) based on Joyful learning using the QR Code Reader application, this research seeks to increase students' interest in learning and improve their learning outcomes. This approach is expected to create a positive and interesting learning environment for grade VIII students and help them understand, apply and remember the concepts learnt. Through this research, it is hoped that an effective, motivating, and appropriate learning model will be created to meet the needs of students in facing learning challenges.

METHOD RESEARCH

This research is a research and development which is a type of research that uses the Research and Development (R&D) method. The development model in this study uses the ADDIE development design model. The ADDIE model has several stages that can be used to create an efficient and effective training programme, according to its name(Sugiyono, 2016).

The data that will be used in this development research are quantitative and qualitative data types. Quantitative data is obtained from the results of material validation, media validation, test sheets, and respondents' questionnaires. Meanwhile, qualitative data can be obtained from criticisms and suggestions in the comments column by media experts, material experts, practical experts and respondents as well as observation sheets during learning and interviews with Akidah Akhlak teachers of class VIII SMP Al Razi Sinar Harapan Medan. The data will then be collected and concluded from the research results. Data collection techniques used in this research are observation, interviews, questionnaires, tests, and documentation. While the data analysis technique uses qualitative data analysis and quantitative data analysis.

RESULTS AND DISCUSSION

This research develops learning media in the form of a hidden treasure game based on joyful learning through the QR Code Reader application. The development of learning media in the form of a hidden treasure game based on joyful learning through the QR Code Reader application uses the ADDIE development model.

At the analysis stage consists of curriculum analysis, analysis of the characteristics of students, material analysis, and formulating learning objectives. Based on this needs analysis, the following observation results were obtained:

No.	Observation Aspect	Score	%	Criteria
1.	Use learning tools during the learning and teaching process	3	60	Enough

No.	Observation Aspect	Score	%	Criteria
2.	Utilising information and communication technology in learning	2	40	Less
3.	Use learning media effectively and efficiently	1	20	Very Less
4.	Using creative and varied learning media	1	20	Very Less
5.	Students' interest level during the learning process	2	40	Less
6.	The level of student focus during the learning process	1	20	Very Less
7.	Using information and communication technology in the evaluation section	1	20	Very Less
Average		1,571	31,428%	Less

Observations of teacher activities in the learning process, especially in the effectiveness and efficiency of the use of learning methods and media, the use of creative and varied learning media, and student interest in learning. The highest score on the observation results is 3 with a percentage weight of 60% in the sufficient category on the aspect of using learning media during learning and teaching activities, while on the aspect of the level of student interest in learning and the use of information and communication technology, it gets a score of 2 with a percentage weight of 40% in the insufficient category. The lowest score on the observation results was 1 with a percentage weight of 20% in the very poor category in the aspects of using learning media effectively and efficiently, using creative and varied learning media, the level of student focus during the learning process and the use of information and communication technology in the evaluation of the use of learning media during learning and teaching activities..(Sari et al., 2020) The observation aspect is 10 then the highest score is 30. The assessment criteria for learning and teaching activities can be seen in the following table:

Table 4.12 Percentage of Observation Item Scores with Likert Scale

Score	Percentage	Criteria
5	81-100%	Very good
4	61-80%	Good
3	41-60%	Fair
2	21-40%	Deficient
1	=/ < 20%	Very Poor

(Sumber: (Sugiyono : 2019))

In the observation of teacher activities, the average score is 1.571 with an average percentage weight of 31.428% classified as less criteria so that there is a need for improvement, especially in the application of learning methods and media so as to increase student interest and learning outcomes in Akidah Akhlak subjects.

The needs analysis based on the results of interviews found that students in class VIII of SMP Al Razi Sinar Harapan Medan who passed the KKM in the midterm exam with the highest percentage in class VIII-3 which is 43% (12 students out of a total of 28 students) and in the final exam with the highest percentage in class VIII-1 which is 57% (16 students out of a total of 28

students) in class VIII-1. while students who did not pass the KKM in the midterm exam with the highest percentage in class VIII-1, while students who did not pass the KKM in the midterm exam with the highest percentage in class VIII-4 was 70% (19 students out of a total of 27 students) and in the final exam with the highest percentage in class VIII-2 was 61% (17 students out of a total of 28 students). In addition to student learning outcomes, the analysis of media needs is also based on the non-use of learning media effectively, efficiently and interactively so that learning, especially Akidah Akhlak, which has some dense material, is delivered in a monotonous way even though it has used electronic media such as infokus but the atmosphere of fun learning has not been seen consistently so that it triggers boredom in students in teaching and learning activities in the classroom. With a lack of interest in learning, it makes learning activities passive. In this study, we will develop learning media in the form of a hidden treasure game based on joyful learning through the QR Code Reader application which is expected to increase students' interest and learning outcomes.

In the material analysis, the material of despicable morals in oneself is one of the materials that is classified as theoretically dense so that students find it difficult if given contextual questions or understand the entire material if it is only delivered monotonously. In the development of joyful learning-based hidden treasure game learning media through the QR Code Reader application, it will be combined with a contextual approach so that students can connect the material with their daily lives and with the use of hidden treasure game media that is principled in fun learning, will bring students to understand the material with a pleasant learning atmosphere so that they increase their interest in learning.

At this design stage consists of preparing material content, preparing instrument grids, preparing prototypes, and making initial products. Preparation of this material content by looking for material used in the media. Preparation of instrument grids in the form of media assessment instruments to determine the quality of joyful learning-based hidden treasure game learning media through the QR Code Reader application. Prototype making consists of making a storyboard. (Nurhasanah and Destyany, 2011) storyboard serves to facilitate users in making the product to be developed. Next, realising the design and format of the storyboard into an initial product.

The following are the results of the product design of the hidden treasure game media based on joyful learning through the QR Code Reader application:



Figure 1.1 Cover/front view of hidden treasure game cards



Figure 1.2 Contents/back view of hidden treasure game cards



Figure 1.3 Cover/front view of hidden treasure game map

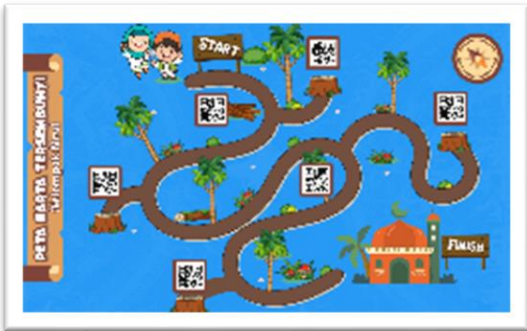


Figure 1.4 Back view of the hidden treasure game map

The indicators of competency achievement on the material of despicable morals on oneself used in the development of hidden treasure game media based on joyful learning through the QR Code Reader application are as follows:

Indicators of Competence Achievement	1.4.1 Getting used to appreciating the nature of the despicable behaviour of ananiah, despair, gadab, and greed as behaviours/traits that are hated because they are behaviours/traits that are prohibited in Islam.
	2.4.1 Demonstrate caring, patient, hard work, honest and optimistic behaviour as an implementation of how to avoid the despicable behaviour of ananiah, despair, gadab, and greed in daily life
	3.4.1 Explain the meaning of the despicable behaviour of ananiah, despair, gadab, and greed according to Islamic provisions
	3.4.2 Explain the meaning of the evidence regarding the prohibition of the despicable behaviour of ananiah, despair, gadab, and covetousness
	3.4.3 Identify the forms of behaviour of someone who has the despicable behaviour of ananiah, despair, gadab, and greed in life.









	3.4.4 Explain the negative impact of having the despicable behaviour of ananiah, despair, gadab, and greed.
	3.4.5 Explain how to avoid the despicable behaviour of ananiah, despair, gadab, and greed.
	3.4.6 Explain examples of behaviour to avoid the despicable behaviour of ananiah, despair, gadab, and greed in the form of historical stories of the Prophets and Messengers and the Companions.
	4.4.1 Present examples of behaviour on how to avoid the despicable traits of ananiah, despair, gadab, and greed in daily life.

At the develop stage, expert appraisal and developmental testing are carried out. Expert appraisal is an activity to assess the feasibility of the product to be developed. At the expert appraisal stage, it is assessed by media validators, material validators and language validators. The following are the results of media expert validation:

No.	Assessment Indicator	Score	%	Criteria
1.	Accuracy of background colour selection	4	100	Very Decent
2.	Accuracy of animation selection	3	75	Worth
3.	Harmony of writing colour	4	100	Very Decent
4	The attractiveness of the animation	3	75	Worth
5	Layout accuracy	3	75	Feasible
6	Accuracy of font type	3	75	Eligible
7	Appropriateness of font size	3	75	Eligible
8	Clarity of the picture.	4	100	Very Decent
9	Accuracy of image usage	4	100	Very Decent
10	Accuracy of QR Code size	4	100	Very Decent
11	The accuracy of the QR Code position	3	75	Worth
12	Clarity of instructions for use	4	100	Very Decent
13	Ease of interacting with the media	4	100	Very Decent
14	Providing feedback on student responses	4	100	Very Decent
15	The level of student interactivity with the media	4	100	Very Decent
16	Helps deliver material on self-deprecating morals	4	100	Very Decent
17	Can be used for a long period of time	3	75	Eligible
18	In accordance with the characteristics of students	3	75	Eligible
19.	Make students active in teaching and learning activities	4	100	Very Decent
20.	teaching and learning activities	4	100	Very Decent
21.	Makes learning fun	3	75	Worth
Average		3,571	89,285%	Very Decent

The table shows that the assessment by media experts consists of 21 assessment indicators where 12 indicators scored (very feasible) 9 indicators scored 3 (feasible). The total score obtained is

75 divided by 21 indicators, resulting in 3,571. The calculation of the total weight of the questionnaire obtained is 1,875 divided by the number of indicator weights, namely 21 multiplied by 100% so that a percentage of 89.285% is obtained which is included in the category of very valid or very feasible to be applied in learning Akidah Akhlak class VIII. Although this hidden treasure game media is included in the category of very valid or very feasible to use, media expert validators still provide several recommendations or suggestions for improving the design of the joyfull learning-based hidden treasure game media through the QR Code Reader application. The following table is related to some recommendations and suggestions from media experts:

No.	Design Content	Befoore Revision	AfterRevision
1.	Character on the front / cover of the QR Code card (adjusted to the colour of the uniform of junior high school students)		
2.	QR Code card size		
3.	Characters on the front / cover of the map (adjusted to the colour of junior high school student uniforms)		
4.	Map design (change the colour of the character uniform to match the colour of the junior high school uniform, add a musholla illustration at the start point of the game, change the illustration of the felled tree to an illustration of the		

	hidden treasure chest)		
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Berikut adalah perolehan hasil validasi materi :

No.	Indikator	Score	%	Criteria
1	Suitability of material with basic competencies	3	75	Feasible
2	Suitability of indicators with basic competencies	4	100	Very Decent
3	Clarity of learning instructions	4	100	Very Decent
4	Clarity of learning achievement criteria related to the material discussed	3	75	Eligible
5	The conciseness and scope of the material description	4	100	Very Decent
6	Suitability and attractiveness of the material	4	100	Very Decent
7	The suitability of the material to the characteristics of class VIII students	4	100	Very Decent
8	Consistency between learning objectives and tasks	4	100	Very Decent
9	Clarity of material description	3	75	Eligible
10	Completeness of material	4	100	Very Decent
11	Ease of understanding the material	4	100	Very Decent
12	The attractiveness of the media for understanding the material	4	100	Very Decent
13	The level of difficulty of the material is adjusted to the characteristics of class VIII students	4	100	Very Decent
14	The sequence of questions on the worksheet with the material	4	100	Very Decent
15	Learning activities can motivate students	4	100	Very Decent
16	Useful material	4	100	Very Decent
17	The level of difficulty of the questions on the worksheet	4	100	Very Decent
18	Correctness and currency of the material	3	75	Eligible
19	Digestibility of material with logical understanding	4	100	Very Decent
20	Quality of feedback	4	100	Very Decent
21	Ease of using the media to understand the material	4	100	Very Decent
22	Provision of evaluation to measure students	4	100	Very Decent

No.	Indikator	Score	%	Criteria
23	Students' involvement and role in learning activities	4	100	Very Decent
Average		3,826	95,652%	Very Decent

The table shows that the assessment by material experts consists of 23 assessment indicators where 19 indicators scored (very feasible) 4 indicators scored 3 (feasible). The total score obtained is 88 divided by 23 indicators, resulting in 3.826. The calculation of the total weight of the questionnaire obtained is 2,200 divided by the number of indicator weights, namely 23 multiplied by 100% so that a percentage of 95.652% is obtained which is included in the category of very valid or very feasible to be applied in learning Akidah Akhlak class VIII. Although this hidden treasure game media is included in the category of very valid or very feasible to use, the material expert still provides several recommendations or suggestions for improving the content of the material on the joyfull learning-based hidden treasure game media through the QR Code Reader application. The following table is related to some recommendations and suggestions from material experts:

	Design Content	Before Revision	After Revision
1.	Term in sub-materials	Desperate	<i>al- Ya'su/ yais</i>
2.	Adjustment The proof of the prohibition of despicable character in oneself	Ananiah: Q.S. Luqman verse 18	Ananiah: Q.S. Ali Imran verse 180 Ghadab: H.R. Ahmad No. 23207 Covetousness: H.R. Ahmad No. 8799
3.	Examples of actions with concrete stories in the form of facts at the time of the Prophets and Messengers	Ghadab: Q.S. Ali Imran verses 133-134	Ananiah: When the Prophet Muhammad SAW invited Muslims to fight against the enemies of Islam, Abdullah bin Ubay often refused or delayed his participation, preferring to maintain his power and influence in Medina. Ya'su: Prophet Yunus (peace be upon him) who despaired of his people and left his village and set sail but was given a trial in the form of a rebuke from Allah by drowning in the sea and being swallowed by a nun fish so that he realised that he should not despair in preaching to his family and people. Ghadab: Umar bin Khattab was furious with the person who

			had insulted the Prophet. The Prophet taught Umar the importance of apologising and forgiving, even in situations where one has done great wrong. Greed: The Islamic soldiers who failed to win the battle of Uhud because they did not stand guard and preferred to greedily take the spoils of war.
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The following are the results of language expert validation:

Aspects assessed	Indicators	Score		
		Score	%	Criteria
Straightforward	1. Sentence structure accuracy	3	75	Feasible
	2. Effectiveness of the sentence	3	75	Feasible
	3. Rigour of terms	3	75	Feasible
Communicative	4. Understanding of the message or information	4	100	Very Decent
	5. Effectiveness of conveying messages/information visually, with the help of pictures, illustrations, and cartoons 5.	4	100	Very Decent
Dialogical and Interactive	6. Ability to motivate learners	4	100	Very Decent
	7. Motivates learners to encourage curiosity 7.	4	100	Very Decent
Appropriateness to development	8. Appropriateness to learners' intellectual development	3	75	Eligible
	9. Appropriate to the learners' emotional development level	3	75	Eligible
Conformity with language rules	10. Correct use of EYD	3	75	Decent
	11. Accuracy of spelling	3	75	Decent
	12. Accuracy of language in the material	3	75	Decent
Use of terms, symbols or icons	13. Use terms that are standardised, clear, and do not contain double meanings.	4	Very Decent	Very Decent
Average		3,384	84,61	Very Decent

The table shows that the assessment by linguists consists of 13 assessment indicators where 5 indicators scored (very feasible) and 8 indicators scored 3 (feasible). The total score obtained is 44 divided by 13 indicators, resulting in 3,384. The calculation of the total weight of the questionnaire obtained is 1,100 divided by the number of indicator weights, namely 13 multiplied by 100% so that a percentage of 84.615% is obtained which is included in the category of very valid or very feasible

to be applied in learning Akidah Akhlak class VIII. Although this hidden treasure game media is included in the category of very valid or very feasible to use, linguist validators still provide some recommendations or suggestions for improving grammar in the joyfull learning-based hidden treasure game media through the QR Code Reader application. The following table is related to some recommendations and suggestions from linguists:

No.	Grammar in Media	Before Revision	After Revision
1.	Instructions for using the media	<p>1) Peneliti mempersiapkan media berupa kartu kuis yang berisikan QR Code dengan empat kelompok warna. Kartu tersebut berisikan clue yang disesuaikan dengan materi Akhlak tercela kepada diri sendiri pada mata pelajaran Akidah Akhlak kelas VIII.</p> <p>2) Peneliti juga mempersiapkan peta harta tersembunyi yang berisikan denah dengan lokasi di Researchers prepare media in the form of quiz cards containing QR codes with four colour groups. The card contains a clue that is adjusted to the material of despicable morals to oneself in class VIII Akidah Akhlak subjects.</p> <p>2) Researchers also prepared a hidden treasure map containing a floor plan with locations in the school environment such as classrooms, fields, prayer rooms, libraries, canteens and UKS as a clue to the location of the hidden treasure (clue: a card containing a QR Code). The place where the hidden treasure is stored is also made by researchers in the form of a QR Code.</p> <p>3) The researcher also prepared a link tree containing a google form link (as a student worksheet form per group) and a QR Code Reader application link (to scan the QR Code on the hidden treasure map and quiz card). school such as classrooms, fields, prayer rooms, libraries, canteens and UKS as clues to the location of the hidden treasure (clue: a card containing a QR Code). The place where the hidden treasure is stored is also made by researchers in the form of a QR Code.</p> <p>3) The researcher also prepared a link tree containing a google form link (as a student worksheet form per group) and a QR Code Reader application link</p>	

		<p>(to scan the QR Code on the hidden treasure map and quiz card).</p> <p>4) The researcher divides the class into four groups (this is adjusted to the number of sub-materials of despicable morals on oneself, namely Ananiah, Desperation, gadab and greed) each group consists of 6-7 people. And each group has one smartphone that is used to scan all QR codes on the hidden treasure map and also on the quiz card. In addition to scanning the QR Code, each group uses a smartphone to fill in the worksheet through the google form that the researcher has provided.</p> <p>5) Each group is given a duration of 5 minutes to find the hidden treasure (clue: card containing QR Code) based on the clues of the hidden treasure map by scanning the QR Code on the hidden treasure map with the QR Code Reader application.</p> <p>6) After getting the hidden treasure (clue: a card containing a QR Code), each group discusses to identify the hidden treasure (clue: a card containing a QR Code) that they get into the scope of understanding, prohibitions, forms of action / characteristics, negative impacts, stories, and how to avoid these despicable morals. Each group filled in the worksheet that the researcher provided through google form as a result of identifying hidden treasures (clue: a card containing a QR Code). Each group also discusses the wisdom or learning gained from the hidden treasure game.</p> <p>7) The results of the identification of hidden treasures (clue: cards containing QR Code) that have been discussed by each group, then presented in front of the class while presenting the results of discussions related to the wisdom or learning gained from the hidden treasure game.</p> <p>8) Groups that successfully get all the hidden treasures (clue: cards containing QR Code) totalling six cards will be given a score of 300 (one card is given a score of 50). Then the group that manages to identify the hidden treasure</p>	
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		(clue: a card containing a QR Code) that they get into the scope of understanding, prohibition arguments, forms of action / characteristics, negative impacts, examples of stories / causes, and how to avoid these despicable morals correctly will be given a score of 600 (each correct identification result is given a score of 100). Then the group that gets the most scores becomes the winner dalam permainan harta tersembunyi ini.	

Furthermore, the Implementation stage is carried out testing the hidden treasure game product based on joyful learning through the QR Code Reader application on the material of despicable morals in oneself. This product trial was carried out in 2 stages, namely limited trials and broad trials. Limited trials to test products on students on a small scale. The limited trial was conducted in class VIII-2 SMP Al Razi Sinar Harapan Medan with a total of 16 students who were divided into 4 study groups (ananiah, ghadab, greed and yais (despair) groups) and accompanied by 1 moral creed teacher to find out the practicality of the hidden treasure game media based on joyful learning through the QR Code Reader application and its effectiveness on student interest and learning outcomes.

In the practicality test, several aspects were assessed, namely; Attractiveness of media display, Increased enthusiasm for learning, Positive learning atmosphere, Mastery of material, Attractiveness of game media concepts, Relevance of material in everyday life, Ease of understanding material, Ease of finding concepts, Increased interest in discussion, Increased application of material content, Use of sentences that are easy to understand, Use of language that is easy to understand, There are fun learning principles in this media that affect learning interest, and there are fun learning principles in this media that affect learning outcomes. The following are the results of the media practicality test based on teacher responses:

Name Teacher	Total Score	Average Scor	Category
Uswatun Dalimunthe, M. Pd	46	3.285714286	Very Practical

In this practicality test, one Akidah Akhlak teacher response was used, namely Mrs Uswatun Dalimunthe, M. Pd as a practical expert in the development of joyful learning-based hidden treasure game media through the QR Code Reader application. Based on the table above, the overall teacher response results obtained a score of 3.285 in the very practical category. In the media practicality test based on the teacher's response as a practical expert, it can be assessed that the hidden treasure game media is included in the very practical category used in learning Akidah Akhlak material on despicable morals in oneself. Berikut hasil uji kepraktisan media berdasarkan respon siswa di kelas uji coba terbatas:

Name Student	Total Score	Average Weight Score	Category
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Aliya Marwah	46	3.285714286	Very Practical
Alya Syarafanie	44	3.142857143	Practical
Aurelia Fakhirah Aiza Pulungan	45	3.214285714	Practical
Bunaiya Arisya	45	3.214285714	Practical
Chantika Aurel Mikeyla	49	3.5	Very Practical
Fatimah Azzahra	49	3.5	Very Practical
Ibrahim Arkan Ramadhan	46	3.285714286	Very Practical
Lathifah Andini	49	3.5	Very Practical
Malvi Nhafiz Naraldi	46	3.285714286	Very Practical
Muhammad Aldhan Rauf	46	3.285714286	Very Practical
Muhammad Ridho	49	3.5	Very Practical
Muhammad Taufiq Al Fairuz	49	3.5	Very Practical
Nayla Azka Panjaitan	43	3.071428571	Practical
Nayla Faiha Siagian	43	3.071428571	Practical
Rauf Dafa Azalia Syah	44	3.142857143	Practical
Syiffa Aulia Az	51	3.642857143	Very Practical
Total Average Media Practicality	46.5	3.321428571	Very Practical

Based on this table, the average score is 46.5 with an average score weight of 3.321. The average score weight of 3.321 is included in the very practical category. In the media practicality test in this limited trial class, it can be assessed that the hidden treasure game media is included in the very practical category used in learning Akidah Akhlak material on disgraceful morals in oneself.

Furthermore, in the product trial in this limited trial class, the N Gain Test and the Criteria for the Effectiveness of Learning Media on Student Learning Interest were carried out. The following results were obtained:

Name Student	Pre Minat	Post Minat	N Gain	Category	%	Category
Aliya Marwah	38	85	0.82	High	82%	Very effective
Alya Syarafanie	37	79	0.72	High	72%	Effective
Aurelia Fakhirah Aiza Pulungan	35	86	0.85	High	85%	Very effective
Bunaiya Arisya	32	83	0.81	High	81%	Very effective
Chantika Aurel Mikeyla	53	80	0.64	Currently	64%	Effective
Fatimah Azzahra	35	82	0.78	High	78%	Very effective
Ibrahim Arkan Ramadhan	37	80	0.74	High	74%	Effective
Lathifah Andini	35	81	0.77	High	77%	Very effective
Malvi Nhafiz Naraldi	37	85	0.83	High	83%	Very effective
Muhammad Aldhan Rauf	37	84	0.81	High	81%	Very effective
Muhammad Ridho	32	83	0.81	High	81%	Very effective

Muhammad Taufiq Al Fairuz	39	83	0.79	High	79%	Very effective
Nayla Azka Panjaitan	39	88	0.88	High	88%	Very effective
Nayla Faiha Siagian	37	86	0.84	High	84%	Very effective
Rauf Dafa Azalia Syah	38	83	0.79	High	79%	Very effective
Syiffa Aulia Az	34	85	0.84	High	84%	Very effective
Average N Gain			0.7951	High	79.51 % = 80%	Very effective

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	16	.64	.88	.7951	.05674
Valid N (Listwise)	16				

Based on this table, it can be seen that in this limited trial, students' interest in learning after using the Joyful Learning-based hidden treasure game media through the QR Code Reader application has increased. A total of 1 student is included in the 'medium' category and as many as 15 students are included in the 'high' category. The total average N Gain value is 0.7951 in the 'High' category with a percentage of 79.51% which if rounded up to 80% in the 'very effective' category. It can be assessed that the Joyful Learning-based hidden treasure game media through the QR Code Reader application is very effective in increasing student interest in learning in limited trial classes. Furthermore, in the product trial in this limited trial class, the N Gain Test and the Criteria for the Effectiveness of Learning Media on Student Learning Outcomes were carried out. The following results were obtained:

Name Student	Pre Test	Post Test	N Gain	Category	%	Category
Aliya Marwah	45	73	0.51	Currently	51%	Effective Enough
Alya Syarafanie	57	80	0.53	Currently	53%	Moderately Effective
Aurelia Fakhirah Aiza Pulungan	69	87	0.58	Currently	58%	Effective
Bunaiya Arisya	79	96	0.81	High	81%	Highly Effective
Chantika Aurel Mikeyla	60	85	0.63	Currently	63%	Effective
Fatimah Azzahra	49	71	0.43	Currently	43%	Moderately Effective
Ibrahim Arkan Ramadhan	72	90	0.64	Currently	64%	Effective
Lathifah Andini	67	75	0.24	Low	24%	Less Effective
Malvi Nhafiz Naraldi	79	90	0.52	Currently	52%	Moderately Effective
Muhammad Aldhan Rauf	68	82	0.44	Currently	44%	Moderately Effective

Muhammad Ridho	61	88	0.69	Currently	69%	Effective
Muhammad Taufiq Al Fairuz	77	95	0.78	High	78%	Highly Effective
Nayla Azka Panjaitan	65	81	0.46	Currently	46%	Moderately Effective
Nayla Faiha Siagian	62	78	0.42	Currently	42%	Moderately Effective
Rauf Dafa Azalia Syah	78	91	0.59	Currently	59%	Effective
Syiffa Aulia Az	55	82	0.6	Currently	60%	Effective
Average N Gain			0.5551	Currently	55,51%=56%	Currently

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	16	.24	.81	.5551	.14372
Valid N (listwise)	16				

Based on this table, it can be seen that in this limited trial, student learning outcomes after using the Joyful Learning-based hidden treasure game media through the QR Code Reader application have increased. A total of 1 student is included in the 'low' category and as many as 13 students are included in the 'medium' category and as many as 2 students are included in the 'high' category. The total average N Gain value is 0.5551 in the 'medium' category with a percentage of 55.51% which if rounded up to 56% in the 'effective' category. It can be assessed that the Joyful Learning-based hidden treasure game media through the QR Code Reader application is effective in improving student learning outcomes in the limited trial class.

The limited trial was completed, then a broad trial was conducted. The broad trial was conducted in classes VIII-1, VIII-3, and VIII-4 of Al Razi Junior High School Sinar Harapan Medan with a total of 48 students divided into 12 study groups (3 groups of ananiah, 3 groups of ghadab, 3 groups of greed and 3 groups of yais (despair)) and accompanied by 1 teacher of akidah akhlak to find out the practicality of the hidden treasure game media based on joyful learning through the QR Code Reader application and its effectiveness on student interest and learning outcomes. Collecting response data using a questionnaire through google form. The results of students' responses are as follows

Student Name	Total Score	Average Weight Score	Category
Akbar Kurnia	45	3.214285714	Practical
Alya Zahraini Pohan	52	3.714285714	Very Practical
Anggun Cahya Claudia	45	3.214285714	Practical
Aura Sastiya	47	3.357142857	Very Practical
Erza Aufa Mumtaza	46	3.285714286	Very Practical
Puan Intani	47	3.357142857	Very Practical
Keisha Naeva Humaira	49	3.5	Very Practical
Khairen Tri Anti	48	3.428571429	Very Practical
Maiza Dhiyael Haq	48	3.428571429	Very Practical
Muhammad Ilyas	50	3.571428571	Very Practical
Mutiara Septiani	40	2.857142857	Practical
Nazli Riskanaya	43	3.071428571	Practical
Rafa Alvikri	49	3.5	Very Practical
Rasyad Ijlal Wafi	45	3.214285714	Practical
Safaraz Dhatan Azka	42	3	Practical

Zhafirah Zalfa Athirah	44	3.142857143	Practical
Abdullah Syafi'	43	3.071428571	Practical
Aisyah Zalfa Cahyanti	44	3.142857143	Practical
Arial Haqqi Lubis	49	3.5	Very Practical
Asyifa Rizki Azhari	44	3.142857143	Practical
Auliya Rizqa Dira	46	3.285714286	Very Practical
Azri Alhafizhi Pasha	50	3.571428571	Very Practical
Dipa Abdillah	45	3.214285714	Practical
Kahlil Al Fadh	46	3.285714286	Very Practical
Keysya Hanifah Pulungan	50	3.571428571	Very Practical
Khabib Haidar Adiwangsa	49	3.5	Very Practical
Natasha Faqirah Sibuea	44	3.142857143	Practical
Radit Wijaya H	50	3.571428571	Very Practical
Salsabila Ananta Lubis	47	3.357142857	Very Practical
Syadza Khalila	50	3.571428571	Very Practical
Syaqila Cinta Mahastra	49	3.5	Very Practical
Zalfa Syuhaira	48	3.428571429	Very Practical
Ari Zorentha Pinem	44	3.142857143	Practical
Atara Chalisa Zahira Kadavi	44	3.142857143	Practical
Aurellia Qhaina Bahri	46	3.285714286	Very Practical
Azzah Natasyah Pohan	47	3.357142857	Very Practical
Darry Raja Partahi Harianja	46	3.285714286	Very Practical
Erfa Azka Murhifa	47	3.357142857	Very Practical
Felisia Carissa Wanda	47	3.357142857	Very Practical
Khairunnisa	51	3.642857143	Very Practical
Melfina Alivia Kirani	49	3.5	Very Practical
Muhammad Sauri	51	3.642857143	Very Practical
Nasyah Fahri	48	3.428571429	Very Practical
Refan Safirul Haqh	42	3	Practical
Sandra Putri Lubis	47	3.357142857	Very Practical
Tirta Auriza Wibowo	44	3.142857143	Practical
Tito Ardiansyah Rifqi	44	3.142857143	Practical
Nida Arshyfa	49	3.5	Very Practical
Total Average Practicality of Media	46.66666667	3.333333333	Very Practical

Based on this table, the average score is 46.667 with an average score weight of 3.333. The average score weight of 3.333 is included in the very practical category. In the media practicality test in this broad trial class, it can be assessed that the hidden treasure game media is included in the very practical category used in learning Akidah Akhlak material on despicable morals in oneself.

Furthermore, in the product trial in this broad trial class, the N Gain Test and the Criteria for the Effectiveness of Learning Media on Student Learning Interest were carried out. The following results were obtained:

Name Student	Pre Minat	Post Minat	N Gain	Category	%	Category
Akbar Kurnia	39	86	0.84	High	84%	Highly Effective
Alya Zahraini Pohan	40	86	0.84	High	84%	Highly Effective

Anggun Cahya Claudia	39	88	0.88	High	88%	Highly Effective
Aura Sastiya	40	86	0.84	High	84%	Highly Effective
Erza Aufa Mumtaza	46	87	0.84	High	84%	Highly Effective
Puan Intani	50	84	0.76	High	76%	Highly Effective
Keisha Naeva Humaira	52	87	0.81	High	81%	Highly Effective
Khairan Tri Anti	35	84	0.82	High	82%	Highly Effective
Maiza Dhiyael Haq	37	86	0.84	High	84%	Highly Effective
Muhammad Ilyas	31	83	0.81	High	81%	Highly Effective
Mutiara Septiani	35	87	0.87	High	87%	Highly Effective
Nazli Riskanaya	40	84	0.8	High	80%	Highly Effective
Rafa Alvikri	32	86	0.86	High	86%	Highly Effective
Rasyad Ijlal Wafi	36	85	0.83	High	83%	Highly Effective
Safaraz Dhatan Azka	37	86	0.84	High	84%	Highly Effective
Zhafirah Zalfa Athirah	37	84	0.81	High	81%	Highly Effective
Abdullah Syafi'	35	85	0.83	High	83%	Highly Effective
Aisyah Zalfa Cahyanti	34	79	0.74	High	74%	Effective
Arial Haqqi Lubis	38	86	0.84	High	84%	Highly Effective
Asyifa Rizki Azhari	38	83	0.79	High	79%	Highly Effective
Auliya Rizqa Dira	36	80	0.75	High	75%	Effective
Azri Alhafizhi Pasha	34	82	0.79	High	79%	Highly Effective
Dipa Abdillah	28	80	0.78	High	78%	Highly Effective
Kahlil Al Fadh	33	81	0.77	High	77%	Highly Effective

Keysya Hanifah Pulungan	34	85	0.84	High	84%	Highly Effective
Khabib Haidar Adiwangsa	31	84	0.83	High	83%	Highly Effective
Natasha Faqirah Sibuea	36	83	0.8	High	80%	Highly Effective
Radit Wijaya H	34	83	0.8	High	80%	Highly Effective
Salsabila Ananta Lubis	31	88	0.89	High	89%	Highly Effective
Syadza Khalila	39	86	0.84	High	84%	Highly Effective
Syaqila Cinta Mahastra	29	83	0.82	High	82%	Highly Effective
Zalfa Syuhaira	36	85	0.83	High	83%	Highly Effective
Ari Zorentha Pinem	38	86	0.84	High	84%	Highly Effective
Atara Chalisa Zahira Kadavi	31	87	0.88	High	88%	Highly Effective
Aurellia Qhaina Bahri	31	87	0.88	High	88%	Highly Effective
Azzah Natasyah Pohan	39	85	0.82	High	82%	Highly Effective
Darry Raja Partahi Harianja	36	82	0.78	High	78%	Highly Effective
Erfa Azka Murhifa	31	87	0.88	High	88%	Highly Effective
Felisia Carissa Wanda	29	86	0.86	High	86%	Highly Effective
Khairunnisa	30	85	0.85	High	85%	Highly Effective
Melfina Alivia Kirani	38	83	0.79	High	79%	Highly Effective
Muhammad Sauri	33	85	0.84	High	84%	Highly Effective
Nasyah Fahri	36	85	0.83	High	83%	Highly Effective

Refan Safirul Haq	33	86	0.85	High	85%	Highly Effective
Sandra Putri Lubis	31	86	0.86	High	86%	Highly Effective
Tirta Auriza Wibowo	35	89	0.9	High	90%	Highly Effective
Tito Ardiansyah Rifqi	35	86	0.85	High	85%	Highly Effective
Nida Arshyfa	30	83	0.82	High	82%	Highly Effective
Average N Gain			0.8275	High	82,75%=83%	Highly Effective

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	48	.74	.90	.8275	.03633
Valid N (Listwise)	48				

Based on this table, it can be seen that in this broad trial, students' interest in learning after using the Joyful Learning-based hidden treasure game media through the QR Code Reader application has increased. A total of 48 students fell into the 'high' category. The total average N Gain value is 0.8275 in the 'High' category with a percentage of 82.75% which if rounded up to 83% in the 'very effective' category. It can be assessed that the Joyful Learning-based hidden treasure game media through the QR Code Reader application is very effective in increasing student learning interest in the broad trial class.

Furthermore, in the product trial in this broad trial class, the N Gain Test and the Criteria for the Effectiveness of Learning Media on Student Learning Outcomes were carried out. The following results were obtained:

Name Student	Pre Test	Post Test	N Gain	Category	%	Category
Akbar Kurnia	76	90	0.58	Sedang	58 %	Effective
Alya Zahraini Pohan	67	84	0.52	Sedang	52 %	Moderately Effective
Anggun Cahya Claudia	63	84	0.57	Sedang	57 %	Effective
Aura Sastiya	41	77	0.61	Sedang	61 %	Effective
Erza Aufa Mumtaza	73	90	0.63	Sedang	63 %	Effective
Puan Intani	56	71	0.34	Sedang	34 %	Less Effective
Keisha Naeva Humaira	63	84	0.57	Sedang	57 %	Effective
Khairan Tri Anti	79	94	0.71	Tinggi	71 %	Effective

Maiza Dhiyael Haq	55	78	0.51	Sedang	51 %	Moderately Effective
Muhammad Ilyas	78	91	0.59	Sedang	59 %	Effective
Mutiara Septiani	45	87	0.76	Tinggi	76 %	Highly Effective
Nazli Riskanaya	73	85	0.44	Sedang	44 %	Moderately Effective
Rafa Alvikri	70	92	0.73	Tinggi	73 %	Effective
Rasyad Ijlal Wafi	73	89	0.59	Sedang	59 %	Effective
Safaraz Dhatan Azka	50	73	0.46	Sedang	46 %	Moderately Effective
Zhafirah Zalfa Athirah	74	96	0.85	Tinggi	85 %	Highly Effective
Abdullah Syafi'	78	92	0.64	Sedang	64 %	Effective
Aisyah Zalfa Cahyanti	73	87	0.52	Sedang	52 %	Moderately Effective
Arial Haqqi Lubis	68	89	0.66	Sedang	66 %	Effective
Asyifa Rizki Azhari	64	77	0.36	Sedang	36 %	Moderately Effective
Auliya Rizqa Dira	76	93	0.71	Tinggi	71 %	Effective
Azri Alhafizhi Pasha	71	86	0.52	Sedang	52 %	Moderately Effective
Dipa Abdillah	77	94	0.74	Tinggi	74 %	Effective
Kahlil Al Fadh	42	73	0.53	Sedang	53 %	Moderately Effective
Keysya Hanifah Pulungan	73	83	0.37	Sedang	37 %	Moderately Effective
Khabib Haidar Adiwangsa	79	91	0.57	Sedang	57 %	Effective
Natasha Faqirah Sibuea	59	75	0.39	Sedang	39 %	Moderately Effective
Radit Wijaya H	63	82	0.51	Sedang	51 %	Moderately Effective

Salsabila Ananta Lubis	80	97	0.85	Sedang	85 %	Highly Effective
Syadza Khalila	76	89	0.54	Sedang	54 %	Moderately Effective
Syaqila Cinta Mahastra	74	90	0.62	Sedang	62 %	Effective
Zalfa Syuhaira	67	84	0.52	Sedang	52 %	Moderately Effective
Ari Zorentha Pinem	49	78	0.57	Sedang	57 %	Effective
Atara Chalisa Zahira Kadavi	76	87	0.46	Sedang	46 %	Moderately Effective
Aurellia Qhaina Bahri	60	89	0.73	Tinggi	73 %	Effective
Azzah Natasyah Pohan	73	92	0.7	Tinggi	70 %	Effective
Darry Raja Partahi Harianja	77	90	0.57	Sedang	57 %	Effective
Erfa Azka Murhifa	74	85	0.42	Sedang	42 %	Moderately Effective
Felisia Carissa Wanda	73	88	0.56	Sedang	56 %	Effective
Khairunnisa	81	95	0.74	Tinggi	74 %	Effective
Melfina Alivia Kirani	63	82	0.51	Sedang	51 %	Moderately Effective
Muhammad Sauri	68	84	0.5	Sedang	50 %	Moderately Effective
Nasyah Fahri	71	80	0.31	Sedang	31 %	Less Effective
Refan Safirul Haqh	70	81	0.37	Sedang	37 %	Less Effective
Sandra Putri Lubis	61	83	0.56	Sedang	56 %	Effective
Tirta Auriza Wibowo	58	77	0.45	Sedang	45 %	Moderately Effective
Tito Ardiansyah Rifqi	79	98	0.9	Tinggi	90 %	Highly Effective
Nida Arshyfa	80	93	0.65	Sedang	65 %	Effective
	Average N Gain		0.5731		57,31 %	Efektif

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	48	.31	.90	.5731	.13658
Valid N (listwise)	48				

Based on this table, it can be seen that in this limited trial, students' learning outcomes after using the Joyful Learning-based hidden treasure game media through the QR Code Reader application have increased. A total of 38 students are included in the 'medium' category and as many as 10 students are included in the 'high' category. The total average N Gain value is 0.5731 in the 'medium' category with a percentage of 57.31% in the 'effective' category. It can be assessed that the Joyful Learning-based hidden treasure game media through the QR Code Reader application is effective in improving student learning outcomes in the broad trial class.

Furthermore, the Evaluation stage is carried out during the process of developing joyful learning-based hidden treasure game media through the QR Code Reader application while still consulting with supervisors and validators. Evaluation aims to analyse the results of media, material and language validation from validators, the results of teacher and student response questionnaires as well as the results of pre tests, post tests and student learning interest questionnaires. The evaluation process is carried out to determine the validity of the joyful learning-based hidden treasure game media through the QR Code Reader application so that it can be used as a learning media for Akidah Akhlak material on disgraceful morals in oneself. As for some evaluations in the development of joyful learning-based hidden treasure game media through the QR Code Reader application, namely as follows:

1. Teacher preparation in preparing this game must be maximised, especially when inserting QR Code cards into the jar one by one so that the cards can be used in the long term, besides that when spreading the 'hidden treasure', namely jars containing QR Code cards in several places in a fairly large school arena and must be in accordance with the map that has been prepared.
2. Teachers should also be more extra in providing an understanding of the rules of the game to students where before playing, students will be much more eager to play and learn but the classroom atmosphere will become more chaotic.
3. Teachers must also control students when playing until they complete the mission that has been given.
4. The results of this development research show that the hidden treasure game media based on joyful learning through the QR Code Reader application is able to increase student interest and learning outcomes in Akidah Akhlak learning. However, the increase in learning interest is higher than the increase in learning outcomes. This can be seen from the results of the effectiveness of hidden treasure game media in increasing student interest in learning by combining the results of limited trials and broad trials obtained an average N Gain value of 0.8113 with a high category and based on effectiveness criteria obtained 81% with a very effective category, while the results of the effectiveness of hidden treasure game media in improving student learning outcomes by combining the results of limited trials and broad trials obtained an average N Gain value of 0.5641 with a medium category and based on effectiveness criteria obtained 56% with an effective category. This research can be a relevant research that must be refined so that the joyful learning-based hidden treasure game media through the QR Code Reader application can increase student interest and learning outcomes with the same level of effectiveness.

CONCLUSION

The conclusion of the study: 1) The development stage of the joyful learning-based hidden treasure game media through the QR Code Reader application starts from the analysis stage, namely the needs analysis which focuses on the characteristics of students in Akidah Akhlak learning activities, as well as curriculum analysis which focuses on the material with indicators that will be achieved by students, and; then the design stage consists of compiling material content, compiling instrument grids, compiling prototypes, and making initial products; Next, the develop stage is to validate the product based on media, material and language aspects and conduct limited trials and broad trials by testing the practicality of the media and the effectiveness of the media in increasing student interest and learning outcomes; at the evaluation stage, several evaluations are carried out on the product which will later be used by the teacher so that several things are described that must be prepared by the teacher in using this media. 2) Media, material and language validation experts stated that this media development was valid with the following percentages; in terms of media, a percentage of 89.285% was obtained which was included in the very feasible category; in terms of material, a percentage of 95.652% was obtained which was included in the very feasible category; and in terms of language, a percentage of 84.615% was obtained which was included in the category very feasible to be applied in learning Akidah Akhlak class VIII. 3) The results of the effectiveness of the hidden treasure game media in increasing student interest in learning by combining the results of the limited trial and the broad trial obtained an average N Gain value of 0.8113 with a high category and based on the effectiveness criteria obtained 81% with a very effective category, while the results of the effectiveness of the hidden treasure game media in improving student learning outcomes by combining the results of the limited trial and the broad trial obtained an average N Gain value of 0.5641 with a medium category and based on the effectiveness criteria obtained 56% with an effective category. 4) The results of the media practical test based on the teacher's response as a practical expert obtained an average of 3.285 with a very practical category, while the results of the media practical test based on student responses obtained an average of 3.330 with a very practical category.

As for the weaknesses of the research: 1) The hidden treasure game based on joyful learning through the QR Code Reader application requires preparation by the teacher before playing and during the playing process so that it does not get out of the indicators of student learning outcomes, 2). This research can be a relevant research that must be refined so that the hidden treasure game media based on joyful learning through the QR Code Reader application can increase student interest and learning outcomes with the same level of effectiveness. 3) For further research, it is necessary to carry out a wider distribution stage and trial it with other subjects both in general subjects and also in religious subjects such as fiqh, history of Islamic culture and Alqur'an Hadith.

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