Treasure Hunt: Strengthen Collaboration Skills within the Global Diversity Dimension among Elementary School Students

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A B S T R A K

Adanya keterbatasan bahan ajar dan penggunaan strategi pembelajaran yang kurang tepat menyebabkan siswa kurang maksimal dalam mengembangkan kecakapannya khususnya kolaborasi. Tujuan penelitian ini adalah mengembangkan strategi pembelajaran Treasure Hunt untuk menguatkan kemampuan kolaborasi dalam dimensi Kebhinnekaan Global pada siswa sekolah dasar. Metode penelitian yang digunakan adalah research and development dengan model ADDIE. Pengujian strategi pembelajaran terhadap kemampuan kolaborasi siswa dalam implikasi Kebhinekaan Global menggunakan desainn one-group pretest-postes yang melibatkan 32 siswa kelas IV sekolah dasar. Penelitian ini menggunakan instrumen berupa tes dan rubrik penilaian keterlaksanaan pembelajaran. Pengumpulan data menggunakan metode tes dan observasi. Data pretes dan postes dianalisis menggunakn uji statistic nonparametric sedangkan kecakapan kolaborasi siswa dianalisis secara deskriptif kuantitatif. Berdasarkan hasil pengujian dan analisis data, terdapat perkembangan implikasi Kebhinekaan Global dari sebelum dan sesudah pembelajaran dengan strategi pembelajaran Treasure Hunt yang mengintegrasikan media berupa komik, puzzle dan video di dalamnya. Kecakapan kolaborasi siswa dapat diamati selama proses pembelajaran dan menunjukkan siswa mampu berbagi tugas dalam kelompok atau menyelesaikan perburuan harta karun bersama-sama untuk mencapai Misi Kebhinekaan Global. Dengan demikian, strategi pembelajaran yang memfasilitasi peserta didik dengan aktivitas kolaboratif di dalam maupun di luar ruangan mampu mengaktifkan kerjasama siswa agar berhasil mencapai tujuan kelompok.

A B S T R A C T

The limitations of teaching materials and the use of inappropriate learning strategies cause students to be less than optimal in developing their skills, especially collaboration. The purpose of this research is to develop a Treasure Hunt learning strategy to strengthen collaboration skills in the dimension of Global Diversity in elementary school students. The research method used is research and development with the ADDIE model. Testing learning strategies on students' collaboration skills in the implications of Global Diversity used a one-group pretest-post-test design involving 32 fourth-grade elementary school students. This study used instruments in the form of tests and rubrics for assessing the implementation of learning. Data collection used test and observation methods. Pretest and post-test data were analyzed using nonparametric statistical tests while students' collaboration skills were analyzed descriptively quantitatively. Based on the results of testing and data analysis, there is a development of Global Diversity implications from before and after learning with the Treasure Hunt learning strategy that integrates media in the form of comics, puzzles, and videos. Students' collaboration skills can be observed during the learning process and show students can share tasks in groups or complete treasure hunts together to achieve the Global Diversity Mission. Thus, learning strategies that facilitate learners with collaborative activities indoors and outdoors can activate student cooperation to successfully achieve group goals.

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1. INTRODUCTION

Learning in the new paradigm provides opportunities for educators to design learning and assessment according to the characteristics and needs of students (Farid et al., 2022; Miftah & Rokhman, 2022). Seeing the different characteristics of students, it is certainly a challenge for teachers to be able to develop 21st-century skills competencies in their students (Saad et al., 2024; Sari & Atmojo, 2021). Cooperative learning, with collaboration and interaction between learners, has proven effective in improving 21st-century skills such as critical thinking, communication, cooperation, and creativity to prepare for a future full of challenges and opportunities (Depila et al., 2023; Nurhayati & Puryati, 2022). Education in today's digital era shows that students not only learn to understand the material, but also learn to work together, communicate, and adapt to the ever-evolving digital world (Akbar et al., 2023; Lo & Hew, 2020). As research has been conducted that said technology integration in peer learning can develop collaborative and metacognitive skills (Carvalho & Santos 2022). On the other hand, the diversity of student characteristics is an opportunity and a real context for strengthening the dimensions of Global Diversity. One of the things that can be done by teachers is to facilitate each student to be able to learn according to the characteristics, diversity of interests, talents, and abilities of students (Kristiani et al., 2021). Therefore, by looking at the diversity of students, differentiated learning is expected to be a solution to 21st-century learning (Marlina, 2020; Permatasari & Ahmad, 2022). This learning focuses on meeting the individual learning needs of each learner with meaningful learning. Teachers provide varied choices in terms of learning materials, teaching methods, and assessment. This is so that each learner can reach their maximum potential and feel motivated in the learning process. Differentiated learning emphasizes the importance of accommodating individual differences in learning styles, speed of understanding, and learner interests (Fauzia & Ramadan, 2023; Purwowidodo & Zaini, 2023). In addition, recent research also corroborates the concept of differentiated learning as one of the important factors in improving learning effectiveness. The research explains that differentiation strategies help create an inclusive learning environment and support the diversity of learners (Fitriyah & Bisri, 2023; Prihandini et al., 2023).

One of the problems that occurs in the implementation of differentiated learning is when the selection of media and activities is not appropriate to meet the learning needs of students. This can happen because teachers do not have a good understanding of learning media or do not have access to various kinds of learning media. Teachers' difficulty in making learning media is a major factor in the implementation of differentiated learning (Fitriah & Widiyono, 2023; Suryati et al., 2023). The use of appropriate learning media is crucial in supporting the implementation of differentiated learning in the current educational era (Jaya et al., 2023; Maghfirani & Romelah, 2023). In addition, the challenges faced by teachers are limited time and energy in preparing and designing learning processes related to differentiated learning (Pozas et al., 2023; Stollman et al., 2019). Even a study conducted by that the implementation of differentiated learning requires more intensive training for teachers who have just had teaching experience (van Geel et al. 2022).

Research related to differentiated learning continues to be conducted along with the strong challenges faced by teachers. For example, the implementation of Jigsaw-type cooperative learning in differentiated learning can overcome problems in the classroom, especially in the low learning outcomes of students (Depila et al., 2023). Similar research on the application of a group investigation-type cooperative model based on differentiated learning can improve students' collaboration skills (Devi et al., 2023). In addition, differentiated learning integrated with project-based learning or problem-based learning can improve science learning outcomes in junior high school students and math learning outcomes (Fitra, 2022; Gusteti & Neviyarni, 2022). These studies only focus on cognitive learning outcomes, while differentiated learning should have a clear differentiation of content, process, and product. Along with the development of science and technology in this globalization era, it is not enough for students to be equipped with cognitive skills, but the Pancasila Learner Profile must also be strengthened (Agustin et al., 2023; Wasimin, 2022). Global Diversity as one of the Pancasila Learner Profiles needs to be continuously strengthened along with the increasing cases of violence/bullying among students, even elementary school students (Rohman et al., 2024). Global Diversity can be a foundation so that students can respect each other but still maintain their identity so that it does not conflict with the noble culture of a nation (Widhiyanto et al., 2024). Strengthening collaboration in the school environment can be done through the learning process.

Global Diversity Insights can be instilled through habits in learning called the hidden curriculum (Sabanil et al., 2022). However, this strategy certainly involves the entire school to maintain its commitment. Global Diversity characters can also be developed through the Brain-based Learning Model by integrating the foundation of human relationships with God, humans with humans, and humans and their environment or Tri Hita Karana (Dewi et al., 2022). However, the internalization of the Global Diversity dimension still needs to be facilitated by learning strategies that accommodate the diversity of students' interests.

In addition to considering the limitations of previous research, researchers also considered that the problem of violence/bullying at the elementary school level needs to be considered and taken action, one of which is through game-based learning activities in Pancasila Education. Following up on the advantages of differentiated learning, a needs analysis was conducted on grade IV elementary school students at the State University of Malang Laboratory Elementary School in Blitar City. The results show that 98% of students really like game-based learning strategies, besides that students also think that learning that is only done in the classroom is sometimes boring. Knowing these results, the researcher then reviewed the literature related to game-based learning. Based on the results of the literature review, one of the game-based learning strategies that is currently developing is a treasure hunt. The treasure hunt strategy integrated with the PBL model in learning Citizenship Education can empower students' ability to think critically (Riantika, 2024). In group learning, the treasure hunt strategy can foster the ability of early childhood to interact with their social environment (Angelia et al., 2022). Student learning outcomes can be improved through the treasure hunt strategy in problem-based learning (Puspita et al., 2023). This strategy is also able to train students to respond to natural disasters (Sary et al., 2021). Based on this study, the Treasure Hunt learning strategy is one type of strategy in the cooperative learning model. Learners work together to find information or complete tasks in an interesting way (Putri et al., 2023). This model emphasizes cooperation, problem-solving, social interaction, and shared responsibility in achieving learning goals (Burga et al., 2023; Ramdeo et al., 2022; Veldman et al., 2020). Treasure Hunt learning strategy is a learning activity that combines indoor and outdoor activities that require learners to search for a series of clues that lead to the discovery of new information.

Referring to the problems faced by teachers in differentiated learning and its limitations, the results of identifying student learning needs, the need to strengthen the Global Diversity dimension to prevent bullying, and the advantages of the treasure hunt learning strategy, it is necessary to conduct further research. The purpose of this research is to develop a Treasure Hunt learning strategy in differentiated learning to strengthen collaboration skills in the Global Diversity dimension. More specifically, this research aims to develop learning media integrated into the Treasure Hunt learning strategy as content differentiation, develop treasure hunt learning activities/strategies through puzzle making, video watching, and comics as process differentiation, and test the effectiveness of the treasure hunt learning strategy on students' collaboration skills in the implications of Global Diversity. This research is expected to empower students to work well together to achieve common goals and further be able to internalize the values of Global Diversity in everyday life.

2. METHOD

This study is a research and development study. The development of Treasure Hunt learning media is carried out using the ADDIE model. At the analysis stage, a non-cognitive diagnostic assessment was carried out for needs analysis by giving a questionnaire to fourth-grade students of the State University of Malang Laboratory Elementary School in Blitar City as many as 32 students. In the next stage, learning objectives were analyzed based on the Learning Outcomes, namely, students can distinguish and appreciate the identity of themselves, their families, and friends according to their culture, ethnicity, language, religion, and beliefs in the home, school, and community environments. Learning objectives as a reference in developing media or content differentiation. At the design stage, the instrument design, and content differentiation design is carried out and then followed up by developing learning activities on the Treasure Hunt learning strategy. At this stage, a cooperative learning model is used to support the Treasure Hunt learning strategy. Table 1 below explains the lattice of test instruments used in the study.

Table 1. The lattice of Test Instruments

Learning Objectives	Indicator	Cognitive Level	Number of Question	Type of Question
Learners can analyze cultural diversity in the surrounding environment	Understand the concept of cultural diversity in the surrounding environment	Understanding	1 – 5	Multiple Choice
	Analyze the impact of globalization on local culture and the importance of cultural preservation.	Analysis	6 – 10	Multiple Choice

Learning Objectives	Indicator	Cognitive Level	Number of Question	Type of Question
Learners can evaluate actions that can strengthen unity in diversity in the surrounding environment.	Evaluate attitudes and actions that reflect the values of *Bhinneka Tunggal Ika*.	Evaluation	11 – 15	Multiple Choice

At the development stage, validation is carried out for instrument design, media, and learning strategies. The assessment instrument was validated by assessment experts using an assessment instrument validation sheet covering aspects of the suitability of learning objectives with learning outcomes, the suitability of the formulation of questions with the learning objectives to be measured, the question sentences are easy to understand, and the correctness of the answer key. Furthermore, validation of learning media by learning media experts using a validation sheet with assessment aspects consisting of a) the suitability of the material with learning objectives, b) the depth of the material following the learning outcomes, c) the content is delivered in a language that is easy to understand, and d) the relevance of visualization to learning material. The next validation is the validation of the learning implementation plan using the learning implementation plan validation sheet with the assessment aspects consisting of a) learning activities facilitating students to achieve learning objectives, b) learning activities involving the active role of students, c) learning activities encouraging students to collaborate, d) time allocation following learning activities, and e) learning activities easy to follow by students. Teaching materials that have been validated are then tested on 5 students to explore student responses and input on learning media using student response questionnaires. The assessment aspects consist of the clarity of the material in the learning media, the language used is easy to understand, the clarity of the instructions for using the learning media, the learning media arouses students' interest in learning, and the existence of learning media encourages students to work together in teams. This entire assessment uses a Likert scale of 1-4. Suggestions and input from both experts and students are used to improve the teaching materials that have been designed. Data from the validation of assessment instruments, learning media, and lesson plans were analyzed descriptively.

Implementation stage, testing the effectiveness of Treasure Hunt's learning strategy on strengthening collaboration and the implication of Global Diversity. This test uses a pre-experiment design with a one-group pretest-postest design method. This study involved 32 fourth-grade elementary school students. Data collection techniques used pretests and post-tests as well as a rubric for assessing students' collaboration skills. Group collaboration skills were observed during the Global Diversity Mission and assessed with a scoring rubric. Indicators of collaboration ability were adapted from Carvalho & Santos, (2021) consisting of a) the ability to interact with members of the team to choose the learning media used (puzzles, comics, and videos), b) the ability to make decisions to share tasks or work together in groups to gather information based on the selected media, c) the ability to work together with team members in answering problems in student worksheets, and d) the ability to respond to questions during presentations. The assessment used a Likert scale 1 = undeveloped, 2 = less developed, 3 = well developed, 4 = very well developed. The data obtained were analyzed descriptively quantitatively with score conversion according to Widoyoko (2017). Data testing the effectiveness of learning strategies was analyzed using the Mann-Whitney statistical test because the data was not normally distributed.

3. RESULT AND DISCUSSION

Result
Learning Media Integrated in Treasure Hunt Learning Strategy
The learning media developed based on the results of the needs analysis and further strengthened collaboration in the Global Diversity Mission consists of learning media in the form of puzzles, videos, and comics. The Indonesian Diversity puzzle media is shown in Figure 1. The puzzle contains pieces of examples of Indonesian Diversity. This puzzle invites students to arrange the pieces of the picture and collaboratively describe the information shown by the correct puzzle arrangement. After the picture is arranged, students explore information from the picture with the help of leading questions from the teacher.

Figure 1. The Indonesian Diversity Puzzle Media

The second media, namely the Blitar Ethnic Carnival comic, is shown in Figure 2. The comic tells of a cultural performance and procession activity in Indonesia, especially about the diversity of traditional clothes as well as examples of regional languages and religious beliefs among students contained in comic characters. The comic also contains a dialog between the learners and the teacher which discusses that cultural differences do not necessarily lead to war and hostility. These three media are used in one Treasure Hunt media unit.
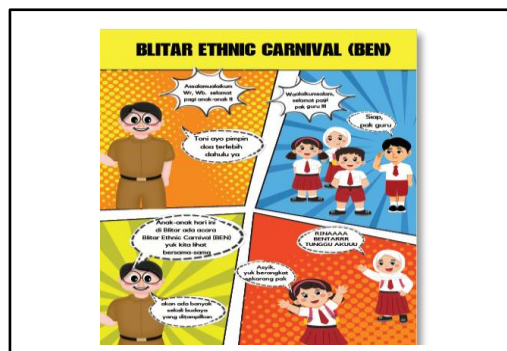

Figure 2. The Blitar Ethnic Carnival Comic

The next media is a video of cultural diversity in Indonesia shown in Figure 3. The video tells about cultural diversity from traditional houses, art, food, and traditional dances as well as diversity in religion. The video tells about the culture in Blitar City, for example, Siraman Gong Kyai Pradah in which traditional musical instruments, traditional dances, and cultural values are shown. Various traditional ceremonies such as those held before the Holy Month of Ramadan in the Central Java region and the Ngaben ceremony in Bali also further enrich students' insights into diversity in Indonesia. The expert assessed the developed media as feasible with a note of improvement on the instruction sentence after students finished reading the comic, listening to the video, or arranging the puzzle.

Figure 3. The Video of Cultural Diversity in Indonesia

Treasure Hunt Learning Activity/Strategy

Learning activities begin with students listening to learning objectives, and responding to stimulus and motivation from the teacher. Furthermore, students are given information related to the learning topic and the class forms their respective groups according to the teacher's direction. The Treasure Hunt learning strategy here is carried out at the stage where students are guided by the teacher in study groups. At this stage, students are given information that three forms of learning media have been provided that need to be found in three locations, namely the Student Health Unit, library, and school garden in the form of a QR Code. Students who have formed study groups are allowed to make decisions to choose the type and number of media used. Groups can choose one, two, or all three media. The group is also free to determine the strategy for collecting information from the selected media by sharing tasks or collecting them together. The activity continues by answering the follow-up questions contained in the learner worksheet then presented in front of the class. The last stage of the group gets an award for group work. The results of expert validation, and learning activities are declared feasible with revisions to the addition of question details at the stage of providing stimulus to motivate students at the beginning of learning.

The Effectiveness of Treasure Hunt Learning Strategy on Students' Collaboration Skills in the Implication of Global Diversity

Students' collaboration skills were observed and assessed in groups during the Treasure Hunt learning strategy. Based on the observation, two groups chose all three media, and six groups chose only two media. In addition, three groups chose the split teamwork strategy or shared tasks with the team to collect information from the selected media and five groups chose the teamwork strategy together to collect information one by one from the selected media. Overall, based on the observation with the rubric, six groups had very good collaboration skills, and two groups were categorized as good.

Based on the results of the pretest and post-test, it shows that there is a difference between the test scores after learning with Treasure Hunt media with a class average of 86.6 compared to before with a class average of 76. Referring to the statistical test results, the significance value is less than 0.05. This shows that the Treasure Hunt learning strategy with comic, video, and puzzle learning media significantly improves student learning outcomes, especially on the implications of Global Diversity.

Discussion

This research examines the application of differentiated learning with the Treasure Hunt learning strategy to strengthen the implications of Global Diversity in elementary school students. Bhinneka Tunggal Ika's learning using Treasure Hunt media has the main objective that students can identify and analyze cultural diversity in the surrounding environment, as well as conclude actions and make rules to strengthen unity in diversity. Learning that is developed based on the needs of learners is proven to be effectively applied to achieve learning objectives. In line with research conducted by Grecu (2023) and Naibaho (2023) learners' understanding can be improved because student learning is supported by teaching materials that accommodate children's interests and match their learning readiness. This differentiated learning is based on the identified learning needs of learners, namely learning with game methods. Content differentiation realized in the form of Treasure Hunt learning media in the form of comics, puzzles, and videos can attract motivation and ask students to participate in learning activities. As previous research has shown, learning that can provide diverse activities according to the needs of students can have a positive impact on learning outcomes and the choice of the content presented through articles, children's songs, poems, and posters further enriches learning activities (Farid et al., 2022; Prihandini et al., 2023; Rachmadhani & Kamalia, 2023).

The positive impact can be further analyzed. First, differentiated learning implemented with a cooperative learning model prioritizes the principle of collaboration. The profile of students who are proficient in using technology, accessing teaching materials online, and able to communicate with each other can achieve team goals better (McKoy & Merry, 2023). Students' collaboration skills can be built through the learning process using the Treasure Hunt strategy. This is evidenced by students being able to share the responsibilities of group team members to complete the game from the selected media or jointly solve problems and explore information from the media they like. Each individual in the group certainly has a different background of language ability, academic ability, and even interest. Nevertheless, each group can complete the game well and can master the learning objectives that have been set before. This result is in line with previous research that collaborative learning through games and digital technology aids can encourage learners to work in a team, interacting with each other to learn more knowledge about the cultural background of each team member (Carvalho & Santos, 2022; Duncan, 2020).

Groups consisting of team members with diverse cultural backgrounds, beliefs, and academic skills can initiate the growth of collaboration in terms of sharing knowledge, mentoring peers, and solving

learning problems presented in the Global Diversity mission. This is in line with previous research that collaborative learning encourages students to instill individual and group responsibility to achieve a common goal (Knof et al., 2024; VanLeuven et al., 2022). Communication encourages students to foster empathy and respect for differences as evidenced by participation during discussions, actively listening to others' opinions, and respecting the beliefs of others (Rohman et al., 2024; Saputri & Katoningsih, 2023; Widhiyanto et al., 2024). In the context of Indonesia's diversity, learning activities with the Treasure Hunt strategy can be used to invite students to analyze and understand the diversity of ethnicities, cultures, languages, and religions in Indonesia. Through this activity, students can work together to find information related to this diversity, thus supporting the understanding of the concept of Unity in Diversity. Differentiated learning through Treasure Hunt is an innovative medium to strengthen understanding of Global Diversity, foster a sense of tolerance and appreciation between cultures, and foster 21st century skills in the younger generation in the era of globalization. Student motivation and understanding can be improved through game-based learning because it provides concrete experience in applying the values of Global Diversity (Andrew et al., 2019; Riantika, 2024).

Learning activities in the Treasure Hunt strategy that combines activities in the classroom with the teacher and outdoors to complete the Global Diversity mission still show the consistency of learners in working in groups actively. For example, when responding to the stimulus at the beginning of learning from the teacher, moving actively to form groups, discussing to determine the learning media used, discussing to determine information-gathering strategies, and solving problems contained in the learner worksheets to present them in front of the class. In line with previous research that cooperative learning environments can support elementary school students to actively participate by showing positive group work behaviours such as maintaining socioemotional ethics, being active in completing tasks, and building collaborative discussions (Depila et al., 2023; Veldman et al., 2020).

Treasure Hunt learning media that is packaged in the form of text, visual, and audio and combined with children's motor activities can develop students' competencies in a balanced manner both affective, cognitive, and psychomotor. Global diversity in which there are aspects of mutual respect which is part of the attitude can be empowered from the start of students forming groups, completing the game, and concluding the results of the discussion. Previous research also explains that learning that combines activities inside and outside the classroom with interesting and interactive learning media is very effective for building collaboration and a better understanding of student concepts (Kamil & Maharani, 2023; Sary et al., 2021). The findings of this study show that Treasure Hunt has proven effective in helping students understand the concept of Global Diversity and apply it in everyday life. This research shows that the Treasure Hunt learning strategy can be one of the right solutions for strengthening student collaboration and training students to internalize Global Diversity in real life. Teachers in primary schools can use the Treasure Hunt strategy to help students understand cultural diversity, analyze its impact, and conclude actions that can strengthen unity in diversity. The utilization of the Treasure Hunt strategy in differentiated learning opens opportunities for teachers to accommodate diverse learning needs in the classroom. The media used can also be adapted to various levels of ability and learning styles of students, allowing students to learn actively and collaboratively. However, this research needs to be further developed in the aspect of product differentiation so that students can further develop forms of Global Diversity implementation through their interests and talents so that their potential can be further developed.

4. CONCLUSION

The Treasure Hunt learning media applied together with the cooperative learning model is effective and innovative to instill the values of Unity in Diversity in the younger generation. Its application in differentiated learning opens opportunities for teachers to accommodate diverse learning needs and facilitate active and collaborative learning. In addition, this research uncovered an innovative learning strategy, Treasure Hunt, to equip young people with a deep understanding of Unity in Diversity. The results show that Treasure Hunt is effective in improving students' knowledge and skills in analyzing cultural diversity, inferring actions to strengthen unity, and creating rules to prevent division. It needs to be followed up in the next research to be able to strengthen the implications of this Global Diversity in daily life practice with learning that encourages students to make a real project so that it not only emphasizes the instructional impact but can bring up the accompanying impact. Projects here that require products based on problems relevant to everyday life can vary according to the interests and talents of students to facilitate students to develop their strengths.

5. ACKNOWLEDGE

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