

Development of DeenPath Card Media Based on Treasure Hunt Integrated with Wordwall to Facilitate Elementary School Students Interest in Learning Islamic Religious Education and Character Education

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ABSTRACT

This study employed a Research and Development (R&D) approach by adapting the ADDIE model, which consists of five stages: Analysis, Design and Development. The objective of this study was to develop DeenPath Card media based on a Treasure Hunt and integrated with Wordwall to facilitate elementary school students' interest in learning Islamic Religious Education and Character Education. The research was conducted in Grade V at SDN 16 Parepare, SDN 57 Parepare, and SDN 80 Parepare. The research subjects involved a media expert, a material expert, three Islamic Religious Education teachers, and all fifth-grade students from the selected schools. The product developed was a DeenPath Card learning media based on a Treasure Hunt and integrated with Wordwall. The media consists of three types of mission cards containing Quick Response (QR) Codes, seven clue cards as part of the Treasure Hunt activity, a treasure card as a reward, and a result card serving as a digital learning record. Based on the validation results from media and material experts, the product was categorized as highly valid. Furthermore, the practicality test results from teachers and students indicated that the product was highly practical. Therefore, it can be concluded that the DeenPath Card media is feasible for facilitating students' interest in learning Islamic Religious Education and Character Education.

INTRODUCTION

The development of information technology has brought significant changes to the world of education. The use of technology is no longer merely a complement to learning but has become a crucial part of creating an effective, interactive, and student-centered learning process. Teachers are required to develop innovative learning media so that students not only gain knowledge but also have meaningful learning experiences. The use of appropriate learning media can increase student engagement, facilitate conceptual understanding, and foster interest in learning (Anggraeny et al., 2020).

Interest in learning is one of the factors that determines the success of the learning process. Students with a strong interest in learning tend to be more active in learning, have a strong sense of curiosity, and are able to achieve better learning outcomes. Conversely, low interest in learning results in students being less enthusiastic about participating in learning, making it difficult to achieve learning objectives. In Islamic Religious Education and Character Education, low interest in learning remains a common problem, primarily due to the use of conventional learning media that does not provide an engaging learning experience (Sarah et al., 2021).

In reality, student interest in learning is still relatively low, especially in Islamic Religious Education (PAI). Based on a survey by the Ministry of Education and Culture, less than 40% of students are interested in PAI learning. In addition, data from the Central Statistics Agency shows that around 60% of students consider PAI a boring subject. This low interest in learning is caused by various factors, both internal and external. Internal factors include low student motivation and self-confidence, while external factors include conventional learning methods, lack of media variety, and minimal student involvement in the learning process (Arasy et al., 2025).

Observations and needs analysis conducted at SDN 16 Parepare, SDN 57 Parepare, and SDN 80 Parepare indicate that teachers still predominantly use textbooks, Student Worksheets, and lecture methods. This situation results in students being less active and easily bored during the learning process. On the other hand, most students are accustomed to using digital devices, so technology-based learning is considered more suited to their characteristics.

One alternative that can be used to address these issues is developing game-based learning media. The Treasure Hunt method can create learning that involves searching for clues, problem-solving, and collaboration between students. This method can be combined with cards as a means of conveying clues and learning challenges (Putri et al., 2020). Integration with the Wordwall platform further enriches the learning experience through interactive and fun digital activities (Lestari et al., 2024).

Based on these conditions, this study developed a DeenPath Card-based Treasure Hunt media integrated with Wordwall. This media is designed in the form of mission cards equipped with QR codes to access the Wordwall game, clue cards, treasure cards as rewards, and result cards as documentation of learning activities. This media development is expected to produce valid and practical learning media that can facilitate students' learning interests.

LITERATURE REVIEW

Instructional Media

Learning media are all forms of tools used to assist the process of conveying information from teachers to students so that learning objectives can be achieved effectively. Learning media serve to attract students' attention, clarify material, increase learning motivation, and provide a more meaningful learning experience. Therefore, media selection must be tailored to student characteristics, learning objectives, material, and available technological developments (Nurfadhillah, 2021).

Card Media

Flashcards are visual media containing images, symbols, and brief information used to help students understand learning materials. The use of flashcards can improve memory, strengthen conceptual understanding, and encourage active student engagement during the learning process. In addition to individual use, flashcards are also effective in group learning through various educational game activities (Musyadad et al., 2020).

Treasure Hunt

Treasure Hunt is a game-based learning method that involves searching for clues to find a specific goal. During the process, students are required to collaborate, think critically, solve problems, and complete various challenges prepared by the teacher. Treasure Hunt-based learning has been proven to increase student activity, motivation, and engagement throughout the learning process (Ardini et al., 2022).

Wordwall

Wordwall is a web-based digital learning platform that provides a variety of interactive educational games. This platform allows teachers to present questions in various game formats, making the evaluation and practice process more engaging. Using Wordwall also provides a fun learning experience and can increase student interest because the learning activities are active and interactive (Lestari et al., 2024).

Interest in Learning

Interest in learning is an individual's motivation or interest in exploring, understanding, and mastering new knowledge or skills. This interest can arise from curiosity, a need for development, or a desire to achieve a specific goal. A strong interest in learning can encourage individuals to be more active in the learning process, both formal and informal. Interest in learning is a crucial component in education because it plays a significant role in achieving learning goals. Interest in learning can be defined as a student's sense of interest and drive to actively participate in learning activities. At the elementary school level, interest in learning plays a significant role in determining the success of the educational process (Lestari et al., 2024).

METHODOLOGY

This research is a Research and Development (R&D) study adapting the ADDIE model, limited to three stages: Analysis, Design, and Development. This

stage limitation was implemented because the research aimed to produce a valid and practical product without extensively testing its effectiveness.

The research was conducted at the UPTD of SD Negeri 16 Parepare, UPTD of SD Negeri 57 Parepare, and UPTD of SD Negeri 80 Parepare. The research subjects included one media expert, one material expert, three Islamic Religious Education and Character Education teachers, and all fifth-grade students at the three schools.

Data collection techniques used a needs analysis questionnaire, interviews, media expert validation sheets, material expert validation sheets, teacher practicality questionnaires, and student practicality questionnaires. Data analysis was carried out descriptively quantitatively by calculating the average score of the validation and practicality results, then converted into categories of very valid, valid, practical, and very practical based on predetermined assessment criteria. The score assessment criteria were determined as follows:

Table 1. Questionnaire Assessment Scale

Skor	S kor
4	Very much agree / appropriate
3	Agree / appropriate
2	Disagree / appropriate
1	Strongly disagree / appropriate

Source: adapted from Rahmawati et al., (2022)

The results of the expert score assessment and student and teacher responses use the following formulation:

$$\text{Persentase} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

Source: Rahmawati et al., (2022)

To find out the validity of the integrated Treasure Hunt based card Wordwall, then validation was carried out by material experts and media experts through a material and media validation questionnaire. The validation assessment criteria used were:

Table 2. Validity Assessment Categories

Mark	Category
$85\% < x$	Very Valid
$70\% < x \leq 85\%$	Valid
$55\% < x \leq 70\%$	Quite Valid
$40\% < x \leq 55\%$	Less Valid
$x < 40\%$	Invalid

Source: Rahmawati et al., (2022)

Media that has been declared valid will then be piloted. This pilot test will determine the media's practicality through teacher and student response questionnaires. The table below lists the media's practicality criteria:

Table 3. Practicality Assessment Categories

Mark	Category
$85\% < x$	Very Practical
$70\% < x \leq 85\%$	Practical
$55\% < x \leq 70\%$	Quite Practical
$40\% < x \leq 55\%$	Less practical
$x < 40\%$	Impractical

Source: Rahmawati et al., (2022)

Integrated Treasure Hunt based card media A wordwall is considered valid or very valid and practical or very practical if it scores more than 70% . Thus, the media's feasibility is determined based on results that meet the categories.

RESEARCH RESULT

Needs Analysis

The needs analysis results indicate that teachers still use conventional learning media in the form of textbooks, student worksheets (LKPD), and lecture methods. This situation results in students being less active and easily bored during Islamic Religious Education and Character Education lessons. Furthermore, students showed interest in learning that utilizes games and digital technology. These findings formed the basis for the development of the DeenPath Card-based Treasure Hunt media integrated with a Wordwall. The results of filling out the questionnaire can be seen as follows.

Table 4. Results of the Needs Analysis Questionnaire

No	Statement	Number of Students	Percentage of answer choices	
			Yes	No
1.	Do you like Islamic Religious Education and Character Education lessons in class?	35	26	9
2.	Have you ever felt bored while studying Islamic Religious Education and Character Education?	35	21	14
3.	Do teachers usually use learning media when teaching?	35	24	11
4.	Does the learning media help you understand the material more easily?	35	31	4
5.	Are you more interested in learning using games than just reading books?	35	31	4

6.	Do you enjoy participating in learning activities that involve finding clues or playing adventure games?	35	32	3
7.	Are you interested in using games as media in learning?	35	31	4
8.	Do you often use digital learning media such as Wordwall ?	35	16	19
9.	Does learning using pictures and games make you more enthusiastic about learning?	35	33	2
10.	Are you interested if Islamic Religious Education and Character Education materials are presented through interactive media based on games/adventures and Wordwall?	35	28	7

The questionnaire results showed that even though teachers had used learning media in the Islamic Religious Education and Character Education (Bukhari), some students still felt bored during the lessons. The media used were deemed insufficient to create engaging and interactive learning, leading students to be more interested in games, images, and adventure activities than in textbooks or lectures. Furthermore, the use of interactive digital media such as Wordwalls was still not optimally implemented in the learning process.

Product Design

The product developed is DeenPath Card, a Treasure Hunt game-based learning medium integrated with the Wordwall platform. The media consists of three types of mission cards equipped with QR codes to access the Wordwall game, seven clue cards, a treasure card as a form of reward, a results card for learning documentation, a media storage box, and a user guidebook. The media design was compiled with attention to the characteristics of elementary school students who enjoy play activities, exploration, and visual media. Overall, this design stage aims to create innovative learning media that are appropriate to the needs of elementary school students in Islamic Religious Education and Character Education.

Table 5. Media DeenPath Card Design based on Treasure Hunt integrated Wordwall

Design	Information
Name	DeenPath Card
Physical Appearance	Cards measuring 7 x 10 cm
Visual	DeenPath Card visual media is designed with an Islamic and adventure theme, using bright colors and illustrations such as mosques, maps, footprints, compasses, and treasure chests to appeal to elementary school students. The media also features

	a QR code integrated with a Wordwall to support interactive and fun learning.
Media Content	Back view of cards and front view of cards (clue cards, mission cards, treasure cards and result cards)
Material	When Life Has Stopped (can be any material)
Language	Indonesian
Content	a. The physical media consists of cards containing clue cards, mission cards, and treasure cards with attractive colors and symbols. The card game activity is carried out according to the rules of a treasure hunt, finding mission cards and treasure cards that match the clue cards. b. Digital media in the form of Wordwall contains game activities such as categorizing, matching (rank order), crossword puzzles and others.
Function	Facilitating students in learning Islamic Religious Education and Character Education through card playing activities, searching for clues (Treasure Hunt), and interactive Wordwall-based games to increase interest, enthusiasm, and active learning in elementary school students.

Additionally, to ensure the safety of the DeenPath Card, a special storage compartment has been designed for it. This storage compartment can serve as the identity of the card being developed. The storage compartment contains the logo, media title, visual display, and a summary of the game rules. The storage compartment is made of high-quality paper. art paper kinstruk.

Product Development

DeenPath Card media based on Treasure Hunt integrated with Wordwall This research was conducted through a series of systematic design stages, starting from material determination to product development. This research was conducted through several stages, starting with the design of card media with special attention to visual appeal and relevance to children. Next, the media was integrated with the Wordwall digital platform. The final stage was validation and practicality testing by a team of experts (media and materials), teachers, and students.

1. Back View of DeenPath Card

Rear view The DeenPath Card features a bright, engaging Islamic adventure-themed Treasure Hunt design for elementary school students. The card displays illustrations of a mosque, a treasure map, footprints, a compass, and a treasure chest, depicting a fun, interactive, and educational journey through Islamic Religious Education and Character Education. This display also serves as the card's primary symbol.

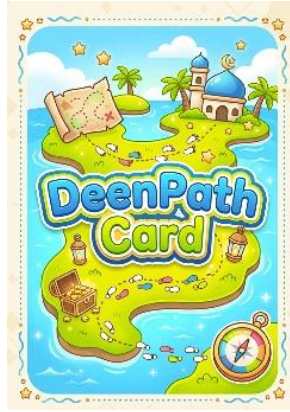


Figure 1. Back View of the Card

2. Mission Card

The DeenPath Card mission cards are designed with an Islamic adventure theme based on a Treasure Hunt that is attractive to elementary school students. Each card features an illustration of a mosque, a map, footsteps, and a compass as symbols of the learning journey of Islamic Religious Education and Character Education adapted from the appearance of the back of the card. The cards consist of several mission stages such as Mission 1, Mission 2, and Mission 3 which are distinguished by color and level of challenge. The missions are designed from easy to difficult levels according to the order of the cards. On each card there is a QR Code that is connected to an interactive game on the Wordwall platform .



Figure 2. Mission Card View

3. Instruction Cards

Treasure Hunt game-based clue cards are specifically designed for active learning activities in the school environment. The main content on each card is a clue text arranged in the form of descriptive poetry in Indonesian, which indirectly describes an object in the classroom environment. These clues direct students to find objects such as a blackboard, trash can, flagpole, bookcase, flower pot, student desk, and teacher desk. This pattern is what makes DeenPath Cards aligned with the Treasure Hunt method , where students move from one location to the next following the clues like a treasure hunt.



Figure 3. Instruction Card View

4. Treasure Card

The DeenPath Card's closing card features an Islamic-themed design with illustrations of a gate, footsteps, a mosque, and a treasure chest as symbols of students' success in completing all learning missions. The dominant green and gold colors convey a sense of appreciation, enthusiasm, and success in the journey of learning Islamic Religious Education and Character Education. At the bottom of the card is the appreciative phrase "Barakallahu fiik" as a form of motivation and appreciation for students after completing all challenges. This card serves as a closing game and character building so that students continue to tread the path of goodness in their daily lives.



Figure 4. Treasure Card

5. Result Card (Digital Footprint)

The DeenPath Card also comes with a Result card containing three QR codes (Quick Response Codes) labeled Mission 1, Mission 2, and Mission 3.

These cards serve as a digital trail of each mission stage in the game. Students who successfully find the mission card referred to in the clue card and scan the QR code will access a Wordwall -based game that must be completed within a certain time. The results of the work automatically record the student's digital trail in the form of grades, completion time, and completion duration, so that teachers can monitor each student's achievement in each mission objectively and measurably without the need for manual assessment.



Figure 5. Results Card Display

6. DeenPath Card Box

The DeenPath Card storage container optimizes product durability. This rectangular storage box features a flip-open feature. Like a typical card box . Besides its protective function, this container also serves as an information medium that lists the card's identity and brief rules for using the card .

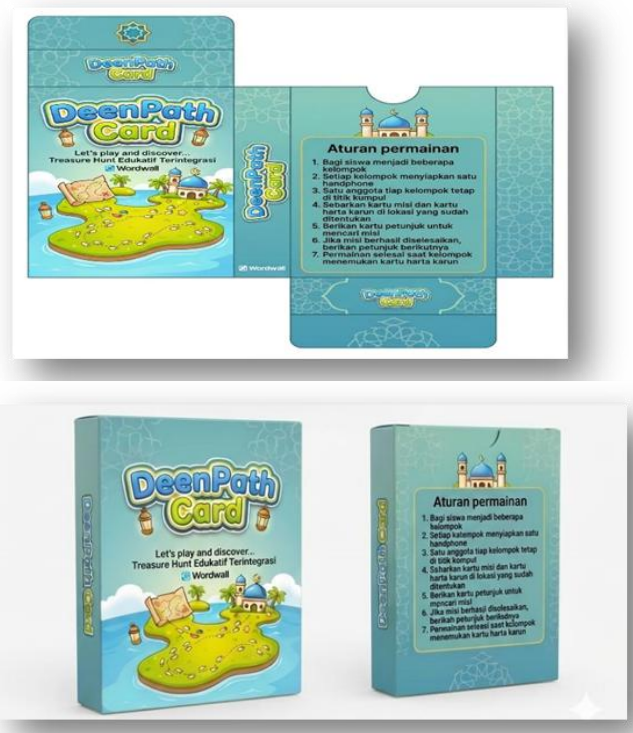


Figure 6. DeenPath Card Box Display

7. Media Usage Guide Sheet

Media usage guide sheet in design with standard A5 size (14.8 x 21 cm). Physically, this guide sheet consists of 2 reciprocal pages and uses a type of paper that is more resistant, especially to folds, so that it can be inserted into the box, namely the type. The first page of the instruction manual contains a brief introduction to the DeenPath Card media and the types of cards and their uses. Meanwhile, the second page explains the guide to using the DeenPath Card. The material used to print the guide sheet is double glossy paper so that it is stronger and more resistant to folds. This guide sheet will be stored in the box along with the card.



Figure 7. Media Usage Guide Sheet Display

8. Digital Media Wordwall

Digital media integration is implemented through the use of the Wordwall platform, by selecting the categorize, rank order, and crossword game types. The first categorize game is a type of game that groups or categorizes something according to its category. The second rank order game is a game that sorts things or events. The third crossword game is a crossword puzzle type challenge quiz. The category, rank order, and crossword games were chosen because they suit the characteristics of active elementary school children who enjoy learning while playing, so they can help students understand religious material more easily, train thinking and memory skills, improve concentration, and make learning more interesting and not boring.

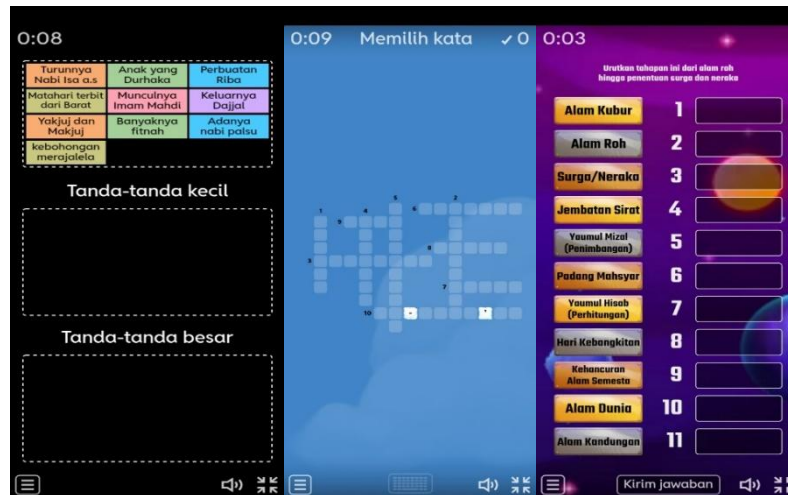


Figure 8. Wordwall Game Display

Product Validation

Validation is conducted by media experts and material experts to determine the feasibility of the product before testing. Media validation is a crucial step carried out by competent experts in their respective fields to verify the appropriateness of the media developed within the context of the learning process. The assessment by the validators covers two main aspects: media feasibility and presentation feasibility.

Table 6. Summary of Media Expert Validation

Rated aspect	Indicator	Score
Convenience and	Ease of Use	3
Simplicity	Simplicity of Design	2
Multifunctional	Usage Variations	3
	Media Adaptability	3
Attraction	Visual Appeal	2
	Attraction of Interaction	3
Durability	Material Resistance	2
	Functional Resilience	3
Need	Relevance of Objectives	3
	Fulfillment of Needs	3
Security	Physical Security	3
	Content Security	3
Practicality	Ease of Preparation	2
	Ease of Maintenance	3

Interactivity	Student Interaction	3
	Environmental Interaction	3
Total Score		44
Maximum Score		48

Based on the assessment instrument, the average score obtained from the validator is then converted into a percentage to determine the level of eligibility of the media criteria. The results of the conversion percentage of the eligibility of the DeenPath Card media based on the Integrated Wordwall Treasure Hunt are as follows:

$$\text{Persentase} = \frac{44}{48} \times 100\% = 92\%$$

Based on the data in the table above, the DeenPath Card -based Treasure Hunt Integrated Wordwall media obtained an average score of 44 out of the highest ideal score of 48 for all indicators in the assessment aspect. After the score was converted into a percentage of the eligibility criteria, the result reached 92%, which is categorized as "Very Valid."

Validation of the material's feasibility was also conducted to ensure that the developed content aligns with the Islamic Religious Education (PAI) and Islamic Education (BD) subject areas being studied. The scores obtained for each indicator provided by the material are presented in detail in the following table.

Table 7. Summary of Material Expert Validation

Rated aspect	Indicator	Score
Curriculum Suitability	Suitability of material with KI and KD of PAI subject in elementary school	8
	Suitability of material to student characteristics	8
Accuracy of Material	The accuracy of the PAI material concept presented	8
	The truth of the proposition (Al-Qur'an/Hadith) and examples	7
Integration of Material	The relationship between materials in the DeenPath Card	8
	Compatibility with Wordwall and Treasure Hunt	4
Usefulness of Material	Improve student understanding	4
	Increase students' interest in learning	8
Clarity of Instructions	Clarity of instructions for teachers and students	6
	Ease of understanding usage steps	6
	The material is arranged from easy to difficult.	7

Systematic Presentation	Sequence according to learning flow	4
Integration of Presentation	Matching materials, cards, and activities	8
	Integration of cards and Wordwall	8
Total Score		94
Maximum Score		100

Based on the assessment instrument, the average score obtained from the validator is then converted into a percentage to determine the material's feasibility level. The results of the percentage conversion of the DeenPath Card material based on the Integrated Wordwall Treasure Hunt are as follows:

$$\text{Persentase} = \frac{94}{100} \times 100\% = 94\%$$

Based on the data listed in the table of the results of the material validation assessment by media experts, the DeenPath Card -based Treasure Hunt Integrated Wordwall obtained an average score of 94 out of the highest ideal score of 100 for all indicators in the assessment aspect. After the score was converted into a percentage of the eligibility criteria, the result reached 94% which is categorized as "Very Valid".

Practicality Test

The practicality test involved three Islamic Education teachers and all fifth-grade students at three schools. The questionnaire results showed that the teachers considered the media very easy to use, engaging, and able to support the learning process. Students also responded very positively because the media provided a diverse learning experience through activities such as searching for clues, scanning QR codes, and completing games on the Wordwall. Based on these results, the DeenPath Card media was categorized as very practical and therefore suitable for use in learning. The results of the recapitulation of student response questionnaires at the small group trial stage are shown in the following table.

Table 8. Summary of Student Response Questionnaire Results

Statement	Percentage	Criteria
The DeenPath Card display with games like Treasure Hunt is exciting and fun.	93%	Very Practical
The colors and images on the cards caught my attention.		
The presence of a QR Code on the card made me interested in trying it.		
The writing on the card is clear and easy for me to read.		

The image and QR Code on the card are clearly visible.
The layout of the cards is neat so it is easy for me to understand.
The material on the cards is easy for me to understand.
The language used is easy for me to understand.
Learning through games helps me understand lessons.
The instructions for using the card and how to scan the QR Code were easy for me to understand.
How to play Treasure Hunt is easy for me to follow.
The questions or games on the Wordwall are in accordance with the lessons I am studying.
DeenPath Card is easy for me to use when studying.
The QR Code on the card is easy for me to scan to open the Wordwall .
I can use this media alone or with friends.
Learning with DeenPath Card and Wordwall feels more fun.
This media makes me more enthusiastic about learning.
This media helps me to cooperate and interact more with friends.

Based on the recapitulation results of the student response questionnaire collected from the research location, the DeenPath Card media obtained a percentage of 93% with the criteria of "Very Practical". Thus, these results conclude that the DeenPath Card media meets the established practicality criteria and is suitable for implementation in the learning process. Strengthening of these results is supported by teacher response questionnaires which also provided very positive responses to the use of the media developed.

Table 9. Summary of Teacher Response Questionnaire Results

Indicator	Percentage	Criteria
Ease of teachers in using DeenPath Card	99 %	Very Practical
Ease of students understanding the use of media		
Clarity of steps for media use		
Ease of managing classes when using media		

Suitability of material with Islamic Education learning objectives
Suitability of material to the developmental level of elementary school students
Suitability of questions/activities with the material being taught
Wordwall content to card content
The attractiveness of media visual design
Clarity of writing and symbols on the card
Color and illustration compatibility
Media helps facilitate students' interest in learning
Media helps increase student activity
Media makes it easier for teachers to deliver material
Media can be used in various learning conditions

Overall, based on responses from teachers and students, the DeenPath Card media has proven to be optimally suitable. This is supported by the results of the practicality test, which showed the criteria "Very practical" from both teachers and students.

DISCUSSION

A needs analysis is the main basis for developing DeenPath Card media based on Treasure Hunt integrated with Wordwall. The results of interviews with teachers and student questionnaires indicate that Islamic Religious Education and Character Education learning is still dominated by lecture methods with less varied media, so that students easily feel bored and less active. Teachers also revealed that the use of interactive digital media, especially Wordwall, is still limited. This condition indicates the need for learning media that are more innovative, interactive, and appropriate to the characteristics of elementary school students. This finding is supported by Naldi et al. (2023) who stated that low student interest in learning can be caused by learning that does not pay attention to student characteristics and needs. In addition, Tubagus (2025) emphasized that the use of innovative and interesting learning media can increase student enthusiasm and motivation to learn.

In the product design stage, the DeenPath Card media was designed based on the results of the needs analysis, curriculum, and learning materials. The product was developed by integrating physical cards, Treasure Hunt activities, and digital Wordwall games to create an active, engaging, and enjoyable learning experience. The media design is also equipped with a storage box and user guide to facilitate its implementation by teachers and students. This design is in line with the opinion of Erwin and Yarmis (2019) who stated that interactive multimedia containing educational games can increase student interest, motivation, and engagement in learning. Similarly, Susanti et al. (2024) explained

that educational game-based learning media can be an effective stimulus to increase learning interest because it provides opportunities for students to participate actively.

The product development stage resulted in the DeenPath Card media consisting of a set of cards, a storage box, a user guide sheet, and a Wordwall game with categorize, rank order, and crossword types. The integration of physical and digital media is designed to provide a more meaningful learning experience through clue-finding activities, mission completion, and interactive quizzes. This development is in accordance with the opinion of Sundari et al. (2024) who stated that the integration of learning media with technology-based educational games is necessary to create non-monotonous learning while developing students' abilities to solve problems creatively. In addition, Maulidia et al. (2023) stated that interactive multimedia based on educational games can increase students' interest because it presents a more active and enjoyable learning experience.

The results of the media feasibility test indicate that the DeenPath Card based on Treasure Hunt integrated with Wordwall meets the validity and practicality aspects. The validation results obtained a percentage of 92% from media experts and 94% from material experts with a very valid category, while the practicality test obtained a percentage of 93% from students and 99% from teachers with a very practical category. These results indicate that the developed media is suitable for use in Islamic Religious Education and Character Education learning in elementary schools. This finding is supported by Azhar et al., (2024) who emphasized that the use of technology in learning can create a more interactive learning experience, encourage collaboration, and increase teacher creativity in designing meaningful learning. In addition, Dheabadra et al., (2025) stated that interactive learning media is very suitable for the characteristics of elementary school students who are active, enjoy playing, and are more easily attracted to learning that involves visual elements and fun activities. Therefore, the use of learning media that combines games and interactive activities can increase student involvement in the learning process.

CONCLUSIONS AND RECOMMENDATIONS

This research successfully developed a DeenPath Card media based on Treasure Hunt integrated with Wordwall to facilitate the learning interest of Islamic Religious Education and Character Education of elementary school students by adapting the ADDIE development model which is limited to the analysis, design, and development stages. The results of the needs analysis show that students need more innovative, interactive, and enjoyable learning media because learning is still dominated by lecture methods and the media used have not been able to optimize student engagement. Based on the results of the analysis, the DeenPath Card media was designed that integrates the Treasure Hunt game, educational cards, QR Code, and Wordwall to produce an active, collaborative learning experience, and in accordance with the characteristics of elementary school students.

The feasibility test results show that the DeenPath Card media meets the criteria of very valid based on the assessment of media experts with a percentage of 92% and material experts with a percentage of 94%, and obtained a very practical category based on teacher responses of 99% and students with 93%. These results indicate that the developed media is suitable for use as an alternative learning media for Islamic Religious Education and Character Education in elementary schools because it is able to present more interesting, interactive, and student-centered learning. Thus, DeenPath Card has the potential to become an innovative learning media that supports increasing interest in learning while encouraging the use of digital technology in the learning process.

Media based on Treasure Hunt integrated with Wordwall is recommended for use as an alternative learning media in Islamic Religious Education and Character Education subjects in elementary schools. Teachers are expected to be able to utilize and develop game-based learning media and digital technology to create more active, interactive, and enjoyable learning according to the characteristics of students. In addition, schools are expected to provide support by providing adequate facilities and infrastructure and encouraging teacher innovation in developing learning media to improve the quality of the learning process.

ADVANCED RESEARCH

This research still has limitations because it only adapts the ADDIE development model up to the analysis, design, and development stages, so it has not been continued to the implementation and evaluation stages to test the effectiveness of the media on increasing student learning interest and learning outcomes. Therefore, further research is recommended to continue the development to all stages of ADDIE, test the effectiveness of the media using an experimental design, involve a wider range of research subjects with diverse school characteristics, and develop variations in materials, features, and types of games as well as their integration with other digital platforms so that the developed media is increasingly adaptive to technological developments and learning needs in elementary schools.

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