THE INFLUENCE OF THE TREASURE HUNT METHOD ASSISTED WITH AUDIO VISUAL MEDIA ON THE LEARNING OUTCOMES OF CLASS V SCIENCES IN SDN 13 PALEMBANG

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ABSTRACT
This research was motivated by low student learning outcomes due to students' lack of ability to understand social studies learning material. Apart from that, the learning methods and media used by teachers are less varied, and learning activities by memorizing a very wide range of social studies material make learning seem boring. This research aims to determine the effect of the treasure hunt method assisted by audio-visual media on social studies learning outcomes for class V at SD Negeri 13 Palembang. This research was carried out at SD Negeri 13 Palembang which is located at Jl. Tiger Protection, Bukit Baru, Ilir Barat I District, Palembang City, South Sumatra Province. This research is a type of experimental research, namely the True Experimental Design type. The population and sample in this study were fifth grade students at SD Negeri 13 Palembang, totaling 35 students in the control class and 35 students in the experimental class. Data collection techniques in this research are observation, tests and documentation. Data analysis techniques in this research include Normality Test, Homogeneity Test, Hypothesis Test. The results of this research were hypothesis testing using the t test (Independent Sample t-test), it was found that the sig (2-tailed) value was 0.000 because the significant value was smaller than 0.05, so Ho was rejected and Ha was accepted. It can be concluded that there is an influence of the treasure hunt method assisted by audio-visual media on the social studies learning outcomes for class V at SD Negeri 13 Palembang.

Keywords: Treasure Hunt, Audio Visual Media, Student Learning Outcomes

1. INTRODUCTION

Education is an effort made to produce quality human resources by increasing knowledge and developing their potential for the progress of a nation. Hamengkubuwono (2016, p. 5) states that education is a conscious, planned effort to realize the learning and learning process to develop physical and spiritual potential and other potentials, so that they can develop cognitively, affectively and psychomotorically and can live in harmony. in life. formed. Learning is the interaction that occurs between teachers and students in a learning environment that involves various learning components such as learning strategies, learning approaches, learning models, learning methods, and learning media to achieve predetermined learning goals. The learning process in educational units at the basic level, namely Elementary School (SD), is the earliest stage at the formal school level that needs special

attention (Mustadi, Fauzani, & Rochmah, 2018, p. 4).

In the learning process, Social Sciences (IPS) is one of the lessons taught at the elementary school (SD) level. IPS is an integration of various branches of social sciences and humanities, namely: sociology, history, geography, economics, politics, law and culture (Susanto, 2014, p. 6). The main aim of studying social studies is to equip students as citizens in terms of knowledge, intellectual processes, and democratic character as a means for students to be actively involved in social life (Wahidwarni, 2017, p. 18).

Based on information obtained by researchers during Field Experience Practice (PPL) which was carried out in July-September 2023 at SDN 13 Palembang, the problem that occurred in the learning process in class V was the lack of students' ability to understand social studies learning material so that the learning outcomes obtained by students were not optimal. . The lack of students' ability to understand social studies learning material is due to the lack of student activity in the learning process. This is influenced by several factors, including students' fear of asking questions or expressing their opinions, some not understanding the material being studied, and some not paying attention at all to the material presented by the teacher during class.

Apart from that, the learning methods and media used are less varied, namely they are still teacher-centred and book-focused. Social studies learning usually involves memorizing a very wide range of material so that learning seems boring and does not inspire enthusiasm for learning. Using appropriate learning methods and media will certainly activate students in learning so that it can influence student learning outcomes (Wahyuningsih, 2020, p. 57).

To achieve learning goals, a new paradigm is needed in the learning process from teacher-centered to innovative student-centered learning. One learning method that is fun and makes students active is the treasure hunt learning method. The treasure hunt method is a learning activity that can be done indoors or outdoors which can be adapted to the game concept which requires students to follow steps by finding various clues to complete a given mission or discover new information (Manarwati & Rachmadyanti, 2019, p. 3276). Learning using the treasure hunt method will make it easier for students to understand and remember lesson material by using the help of learning media, such as audio-visual media.

Audio visual media is a type of learning media that can be seen by the eye and can be heard by the ear. Rinanto (Isnaeni & Radia, 2021, p. 305) believes that audio visual media can instill large, concrete and realistic basic concepts that can be seen, heard, observed and reflected on by students, for example videos. Thus, it is hoped that with the help of audio-visual media in the form of videos in learning it will make it easier for students to understand the material being studied to facilitate the learning process using the treasure hunt method.

Several studies also state that the treasure hunt method and audio-visual media can influence student learning outcomes. This is reinforced by research conducted by Kadir & Aryunita (2023, p. 264) entitled "The Influence of the Treasure Hunt Game Method on Social Studies Learning Outcomes for Class V Students at SD Inpres 6/75 Biru" with the results of the research concluding that the treasure hunt game method has a significant effect on social studies learning outcomes at SD Inpres 6/75 Biru. Further research was conducted by Chika, Dede, & Lilik (2021, p. 35) entitled "The Influence of Audio Visual Media on Improving Learning Outcomes in Social Sciences Subjects in Class IV of SDN Sukaluyu III, East Teluk Jambe District"

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with the results of the research concluding student learning outcomes after using the media audio visuals in social studies learning shows a significant improvement.

Based on the background above, the researcher wants to conduct research with the title "The Influence of the Treasure Hunt Method Assisted by Audio Visual Media on Social Studies Learning Outcomes for Class V SDN 13 Palembang".

2. LITERATURE REVIEW

Understanding Learning Methods

In planning learning, teachers need a tool to achieve learning objectives so that the teaching and learning process in the classroom can be carried out optimally in the form of selecting appropriate learning methods that are adapted to student characteristics. Akbar (2020, p. 19) stated that a learning method is a method that functions as a tool to achieve goals in learning. In line with Sudjana (Murtadlo & Aqib, 2022, p. 7) learning methods are the methods used by teachers to establish relationships with students during learning.

Learning methods can also be interpreted as the methods used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives (Alizamar, 2016, p. 31). Thus, according to several expert opinions above, it can be concluded that learning methods are the methods or paths taken by teachers in delivering learning that is adapted to the situations faced in the classroom and can arouse students' enthusiasm and interest in learning so that learning goals can be achieved.

Understanding the Treasure Hunt Method

Sulastri & Wasidi (2019, p. 81) say the treasure hunt method is a game learning method that is evocative, challenging, and can increase students' motivation in learning. Collaborative games such as treasure hunts have extraordinary potential for transferring knowledge in the world of education. The treasure hunt method is a method that invites students to carry out combined activities both indoors and outdoors (Rahmawati, Listiani, & Kaseni, 2023, p. 246). In this game, students in groups are given the challenge of identifying the questions given with the availability of several clues to find the treasure.

In line with Namiroh & Julianto (2019, p. 2772) the treasure hunt method is a game played by children or adults, in this game students search for all hidden objects to find new information. It can be concluded that the treasure hunt learning method is a game-based learning method where students in groups are required to follow the steps by finding various clues to complete the given mission.

Advantages and Disadvantages of the Treasure Hunt Learning Method

Hesya & Sutisna (2019, p. 60) say the treasure hunt method has advantages and disadvantages.**The following are the advantages of the treasure hunt learning method:**

1. Learning can be carried out indoors or outdoors so it can bring a new atmosphere to learning.
2. Learning is student-centered because they play a full role in the game.
3. Foster an attitude of cooperation and critical thinking because students will solve questions between friends in groups.
4. Provides motivation to solve problems because after solving the problem to the end you will get

treasure or reward.

The disadvantages of the treasure hunt learning method are as follows:

1. It takes a lot of time because students have to look for clues or clues and the process of searching for treasure alternates between groups, so the teacher has to prepare in advance the tools and materials needed to support the learning method so that it can save time.
2. The range of learning areas in a treasure hunt is quite wide so that you can be given directions before starting the game regarding the limits of the game area.
3. Students will have more freedom to act so that students must be conditioned to remain orderly.

Understanding Learning Media

Hasnida (2014, p. 35) said that learning media is a means of conveying messages or a vehicle for messages that invite children's interest in learning originating from the source of the message (teacher) and forwarded to the recipient of the message (student) so that communication is more objective and the learning objectives have been achieved. determined to be achievable. According to Sumiharsono & Hasanah (2017, p. 9) learning media can be defined as a carrier of messages or information aimed at learning or containing learning purposes.

In line with Widayati & Adhe (2020, p. 9) stated that learning media is anything that can convey and channel messages from planned sources so as to create a conducive learning environment because the recipient can carry out the learning process effectively and efficiently. It can be concluded that learning media is a tool that helps teachers in the teaching and learning

process to convey messages, stimulate thinking, and attract students' interest in learning in order to achieve learning goals.

Audio Visual Media

Audio-visual media is a combination of audio media and visual media or what is usually called hearing-view media, for example: video, film and sound, television, images and sound (Nurfadhillah, 2021, p. 56). Audio visual media can enrich the learning environment, foster exploration, experimentation and discovery, and encourage students to develop thinking skills (Syaifullah, et al, 2020, p. 54). The use of audio-visual media aims to clarify the presentation of messages and information conveyed while also facilitating and increasing activities, processes and the value of learning outcomes (Damayanti, 2021, p. 14). The type of audio visual media used in this research is learning videos regarding historical material about events leading up to the proclamation of Indonesian independence.

Social Studies Learning in Elementary Schools

Social Sciences is an integration of social sciences that are taught based on educational needs, namely preparing students to become active citizens who contribute to the problems that occur around them (Supriatna & Maulidah, 2020, p. 277). The essence of social studies is to develop concepts of thought that are based on the reality of social conditions that exist in the environment around students so that it is hoped that social studies education can produce good citizens who are responsible for their nation and state (Susanti & Endayani, 2018, p. 6).

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The objectives of social studies learning in elementary school according to Susanto (2019, p. 161) are as follows: a) Equipping students with social knowledge useful in their future life in society; b) Equip students with the ability to identify, analyze and develop alternative solutions to social problems that occur in community life; c) Equip students with the ability to communicate with fellow citizens in scientific fields and areas of expertise. Thus, it can be concluded that social studies learning in elementary schools is directed at making students able to have a sensitive and responsive attitude to act rationally and responsibly in solving social problems faced in their lives from an early age.

Understanding Learning Outcomes

Learning outcomes are changes in behavior as a result of the learning process (Husamah, et al, 2018, p. 20). These changes are in the form of knowledge, understanding, skills and attitudes which usually cover the cognitive, affective and psychomotor domains, while Darmadi (2017, p. 252) states that learning outcomes are learning achievements achieved by students in the process of teaching and learning activities by bringing about a change and shaping a person's behavior. Learning outcomes have an important role in the learning process because they will provide information to teachers about students' progress in achieving their learning goals through the process of subsequent teaching and learning activities (Nabillah & Abadi, 2019, p. 660).

According to Bloom's Taxonomy (Lubis, 2020, p. 82) education is divided into several domains (domains/regions) as indicators of learning outcomes, namely:

1. Cognitive domain, contains behaviors that emphasize intellectual aspects such as knowledge, understanding and thinking skills.

2. Affective domain, contains behaviors that emphasize aspects of feelings and emotions such as interests, attitudes, appreciation and self-adjustment

3. Psychomotor domain, contains behaviors that emphasize skill aspects such as handwriting, typing, and so on.

From the opinions of the experts above, it can be concluded that learning outcomes are real results achieved by students after learning activities as an indicator of the success of the learning process.

Learning Outcome Indicators

The learning outcomes focused on in this research are comprehension abilities (cognitive or knowledge domain). Comprehension ability can be categorized into several aspects, with the following criteria (Susanto, 2019, p. 9):

1) Understanding is the ability to explain and interpret something; This means that someone who has understood something or gained understanding will be able to explain or re-explain what has been learned.

2) Understanding is not just knowing or remembering, but being able to provide a broader and adequate picture, description and explanation.

3) Understanding is a gradual process where each stage has its own abilities, such as translating, interpreting, application, analysis, synthesis and evaluation.

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3. RESEARCH METHODOLOGY

The Meltoldel used in this research is using True Elxpelrimelntal Delsign using a Pretest-Posttest Control Group Design research design. This design has two groups, each selected randomly (R). Then they were given a pretest to find out whether there were any differences between the experimental group and the control class in the initial situation. After being given treatment, the researcher gave a posttest to the experimental class and control class to find out the differences in student learning outcomes after being given the treatment.

Research was carried out at SD Nelgelri 13 Palelmbang, Jalan Macan Lindungan, Bukit Baru, Ilir Barat I District, Kolta Palelmbang, Sumatelra Sellatan. This research was carried out at the end of the 2023/2024 academic year. The research was carried out for approximately one week, starting from April 22 – April 27 2024. The population in this research was the entire object to be studied, namely all class V students of SD Negeri 13 Palembang for the 2023/2024 academic year, consisting of three classes. Class VA has 36 students, Class VB has 35 students, and Class VC has 35 students for a total of 106 class V students.

This research sample uses Probability Sampling with a sampling technique using Simple Random Sampling. Simple Random Sampling is said to be simple because the sampling of sample members from the population is carried out randomly without paying attention to the strata in the population (Sugiyono, 2021, p. 149). The sample in this research will use two V classes at SDN 13 Palembang, namely classes VB and VC at SDN 13 Palembang. The first class is class VB as the experimental class and the second class is VC as the control class.

Validity is a special situation concept, validity is assessed based on the objectives, population, environmental characteristics where the measurement is carried out (Hamdi & Bahruddin, 2014, p. 66). Validity testing should be carried out on each question item or question whose validity is tested. So before being used in research, the test research instrument is tested first to determine its validity. Apart from validity, reliability testing is also needed, because an instrument can be said to be "reliable" when the measuring instrument used shows consistent measurement results even though it has been tested many times, either over a short period of time or over a long period of time. Apart from that, the data collection technique used in this research is by combining the results of observational testing, tests and documentation.

The data analysis technique used is: (1) Normality Test.The zero-normality test is used to see whether the data obtained has a zero-normal distribution or not. The zero-rmality test in this research uses the Kollmolgrolv Smirnolv test using SPSS version 25. The conclusion of the zero-rmality test results can be seen using the following capabilities:
a. If the significance value is > 0.05 then the data is asked for a zero-normal distribution.
b. If the significance value is < 0.05 then it is stated that the data distribution is non-zero normal.
(2) Homogeneity Test. The homogeneity test is intended to find out whether the research data group has the same variance or not. Testing the homogeneity of the data in this study used the Leuvene test assisted by SPSS version 25. Due to the reliability, if the sig in the baseline OLn section is > 0.05, then the data is holmolgeln. If this holmogelnity is met then the researcher can carry out further analysis stages. Testing criteria

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are used at the 5% significance stage, the hypothelisis tested is:

a. H0 = variance in each kellolmpolk is the same/holmolgen.

b. Ha = the variance in each group is not the same/not holmolgen.

(3) Hypothesis Testing.To get an answer from the results of this research, the data obtained was tested using a two-sample t-test (Independent Sample T-test). The t-test of two independent samples is a comparison test of the averages of two groups of data (Khudriyah, 2021, p. 132). After carrying out the normality test and homogeneity test, the data was analyzed using the t-test to determine the hypothesis. The hypothesis test used in this research is the t-test (Independent Samples test) assisted by SPSS version 25. The criteria for hypothesis testing are: Ho is accepted if t count < t table, while Ha is accepted if t count > t table.

4. RESULTS AND DISCUSSION

There is an influence of the use of the treasure hunt method assisted by audio-visual media on the social studies learning outcomes for class V at SD Negeri 13 Palembang. This difference occurred because during the posttest or final test learning outcomes increased after using the treasure hunt method assisted by audio-visual media.

From the results of research carried out by researchers through observation, tests and documentation, learning outcomes increased after treatment using the treasure hunt method. This can be seen from the average during the pretest and posttest. The average score during the pretest/initial test was 56 and the average posttest score was 78.65. So from this average score it can be concluded that student learning outcomes have improved.

Instrument Validity Data

To carry out tests in the form of essay questions to students, the validity of 15 questions was tested with experts.

Table 1. Instrument Validity Test

No	r count	r table	Category
1	0.394	0.349	Valid
2	0.441	0.349	Valid
3	0.579	0.349	Valid
4	0.206	0.349	Invalid
5	0.540	0.349	Valid
6	0.217	0.349	Invalid
7	0.478	0.349	Valid
8	0.469	0.349	Valid
9	0.712	0.349	Valid
10	0.712	0.349	Valid
11	0.712	0.349	Valid
12	0.314	0.349	Valid
13	0.458	0.349	Valid
14	-0.028	0.349	Invalid
15	0.315	0.349	Invalid
16	0.258	0.349	Invalid
17	-0.132	0.349	Invalid
18	-0.060	0.349	Invalid
19	0.169	0.349	Invalid
20	0.341	0.349	Invalid

(Source: Researcher data processing, 2024)

Based on the results of the validity test calculations presented in the table above using the Microsoft Elxcell application, of the 20 questions that were tested on 32 students, 10 questions were declared invalid and 10 questions were declared valid because the value of r calculated > r table, then 10 questions were declared feasible. used in research.

Table 2. Reliability Test of Question Items

Reliability Statistics

Cronbach's Alpha	N of Items
,734	10

(Source: SPSS version 25)

Based on the results of the reliability test calculations presented in the table above using Cronbach's Alpha assisted by SPSS version 25, of the 20 questions that were tested on 32 students, 10 questions were found to be valid. If the calculation results obtain a Cronbach's Alpha value of at least 0.7, it means that the instrument used is declared reliable (Sarmanu, 2017, p. 58).

The Cronbach's Alpha value obtained in this study was 0.734 so that the 10 questions can be declared reliable.

Descriptive Statistics Test Results

Based on the calculations, the data obtained shows an increase in student learning outcomes, which is described in the following table:

Table 3. Pretest Learning Results of Experimental Class Students

No	Student's name	Mark	Information
1	A	50	Not finished
2	ANR	30	Not finished
3	AR	50	Not finished
4	AK	80	Complete
5	AMPW	65	Not finished
6	ASF	65	Not finished
7	A.J	65	Not finished
8	ATR	60	Not finished
9	CAV	30	Not finished
10	FSL	50	Not finished
11	IIB	60	Not finished
12	HOOD	60	Not finished
13	MHF	50	Not finished
14	MIV	40	Not finished
15	MRA	60	Not finished
16	MRAP	50	Not finished
17	MNK	70	Complete
18	M.A	50	Not finished
19	MR	30	Not finished
20	N.J	65	Not finished
21	NAZ	65	Not finished
22	RFA	65	Not finished
23	RAV	55	Not finished
24	RF	65	Not finished
25	SAF	60	Not finished
26	elementary school	60	Not finished
27	U	50	Not finished
28	FHW	65	Not finished
29	KRA	65	Not finished
30	CASH	65	Not finished
31	MRM	50	Not finished
32	MH	55	Not finished
33	MFD	45	Not finished
34	PAN	65	Not finished
35	RAP	50	Not finished
Amount	**1,960**		
Average 56			
Lowest value 30			
Highest score 70			

(Source: Researcher data processing, 2024)

Table 3 above shows that the pretest results from a total of 35 students with the school's minimum completion criteria (KKM) value being set at 70. The number of students who reached the KKM was 2 people and the number of students who had not yet reached the KKM was 33 people with an average score. 56.

Table 4. Posttest Class Student Learning Results Experiment

No	Student's name	Mark	Information
1	A	70	Complete
2	ANR	85	Complete
3	AR	85	Complete
4	AK	100	Complete
5	AMPW	85	Complete
6	ASF	73	Complete
7	A.J	80	Complete
8	ATR	75	Complete

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9	CAV	70	Complete
10	FSL	85	Complete
11	IIB	85	Complete
12	HOOD	100	Complete
13	MHF	80	Complete
14	MIV	70	Complete
15	MRA	75	Complete
16	MRAP	60	Not finished
17	MNK	80	Complete
18	M.A	80	Complete
19	MR	60	Not finished
20	N.J	80	Complete
21	NAZ	75	Complete
22	RFA	70	Complete
23	RAV	85	Complete
24	RF	85	Complete
25	SAF	90	Complete
26	elementary school	85	Complete
27	U	85	Complete
28	FHW	90	Complete
29	KRA	75	Complete
30	CASH	80	Complete
31	MRM	70	Complete
32	MH	80	Complete
33	MFD	75	Complete
34	PAN	65	Not finished
35	RAP	65	Not finished
Amount		**2,753**	
Average 78.65			
Lowest value 60			
Highest score 100			

(Source: Researcher data processing, 2024)

Table 4. above shows that after the researchers provided treatment using the treasure hunt method assisted by audio-visual media, student learning outcomes experienced an increase as can be seen

from the posttest results, namely 31 students had reached the KKM and 4 students had not yet reached the KKM, with the lowest score being 60, the highest score is 100, and the average score is 78.65.

Table 5. Pretest Student Learning Results Control Class

No	Student's name	Mark	Information
1	AF	60	Not finished
2	AFR	40	Not finished
3	A-Z	70	Complete
4	ADK	40	Not finished
5	DZA	50	Not finished
6	FM	30	Not finished
7	K	40	Not finished
8	KA	35	Not finished
9	KL	35	Not finished
10	MAA	60	Not finished
11	MAM	50	Not finished
12	MAA	55	Not finished
13	MY	50	Not finished
14	NA	60	Not finished
15	PAR	50	Not finished
16	RN	35	Not finished
17	RSP	60	Not finished
18	SP	65	Not finished
19	VP	40	Not finished
20	AF	50	Not finished
21	DA	40	Not finished
22	F.A	50	Not finished
23	MFH	60	Not finished
24	NU	65	Not finished
25	PGS	40	Not finished
26	VP	35	Not finished

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27	ZHS	45	Not finished
28	M.F	50	Not finished
29	P	40	Not finished
30	PU	40	Not finished
31	P	55	Not finished
32	MIB	60	Not finished
33	ZAR	65	Not finished
34	MZA	45	Not finished
35	NH	70	Complete
Amount		**1,735**	
Average 49.57			
Lowest value 35			
Highest score 70			

(Source: Researcher data processing, 2024)

Table 5 above shows that the pretest results from a total of 35 students with the school's minimum completion criteria (KKM) value being set at 70. The number of students who reached the KKM was 2 people and the number of students who had not yet reached the KKM was 33 people with the lowest score being 35, the score the highest is 70, and the average value is 49.57.

Table 6. Posttest Student Learning Results Control Class

No	Student's name	Mark	Information
1	AF	80	Complete
2	AFR	73	Complete
3	A-Z	78	Complete
4	ADK	55	Not finished
5	DZA	75	Complete
6	FM	50	Not finished
7	K	33	Not finished
8	KA	70	Complete
9	KL	73	Complete
10	MAA	80	Complete
11	MAM	75	Complete
12	MAA	70	Complete
13	MY	55	Not finished
14	NA	71	Complete
15	PAR	78	Complete
16	RN	78	Complete
17	RSP	75	Complete
18	SP	70	Complete
19	VP	73	Complete
20	AF	70	Complete
21	DA	73	Complete
22	F.A	65	Not finished
23	MFH	85	Complete
24	NU	83	Complete
25	PGS	60	Not finished
26	VP	58	Not finished
27	ZHS	78	Complete
28	M.F	80	Complete
29	P	63	Not finished
30	PU	68	Not finished
31	P	73	Complete
32	MIB	65	Not finished
33	ZAR	83	Complete
34	MZA	90	Complete
35	NH	68	Not finished
Amount		**2,474**	
Average 70.68			
Lowest value 30			
Highest score 90			

(Source: Researcher data processing, 2024)

Table 6. above shows that the pretest results from a total of 35 students with the school's minimum completion criteria (KKM) value being set at 70.

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The number of students who reached the KKM was 2 people and the number of students who had not yet reached the KKM was 33 people with an average score of 49 .57

Normality test

The data obtained from the experimental class and control class were tested for normality using the Kolmogorov-Smirnov test with the help of the SPSS version 25 application. This aims to find out whether the data is normally or not normally distributed. The results of the normality test calculations carried out are as follows:

Table 7. Normality Test Results of Pretest and Posttest Learning Results for Experimental and Control Classes

	Kolmogorov-Smirnova		
	Statistics	df	Sig.
Control Pretest	,099	35	,200*
Control Posttest	,146	35	,057
Pretest Experiment	.136	35	,100
Experiment Posttest	,139	35	,087

(Source: SPSS version 25)

The basis for decision making in the normality test is: if the significant value is > α (α = 0.05) then the data is declared to be normally distributed. If the significant value is < α (α = 0.05) then the data is declared not normally distributed. Based on the data from the normality test results above, the pretest significant value for the control class is 0.200 and the significant posttest value for the control class is 0.057. The significant value of the pretest for the experimental class is 0.100 and the significant value of the posttest for the experimental class is 0.087. So it means that all the data is normally distributed.

Homogeneity Test

From the results of the normality test that was carried out, it was stated that the data was normally distributed. Next, the data was analyzed using a homogeneity test to find out whether the data obtained was declared homogeneous or not. The homogeneity test in this study used Levene's Test of Homogeney of Variances statistics in the SPSS version 25 application with the following results:

Table 8. Homogeneity Test Results

		Levene Statistics	df1	f2	Sig.
Social Studies Learning Outcomes	Based on Mean	2,946	1	8	0,091

(**Source: SPSS version 25**)

The basis for making homogeneity test decisions is that if the probability or significant value is > 0.05 then the sample variance is declared homogeneous. If the probability or significant value is <0.05 then the sample variance is declared not homogeneous. Based on the homogeneity test calculation above, it was obtained that the probability value or significant value based on mean was 0.91 > 0.05. Thus, the data is declared homogeneous.

Hypothesis testing

After the data obtained is declared to be normally distributed and homogeneous, the hypothesis test will then be carried out using a t-test (independent sample t-test) using SPSS version 25. The basis for decision making is that the criteria for a significant value < 0.05 means that Ho is rejected and Ha is accepted. . The results

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of the hypothesis test calculations are as follows

a. H0: There is no influence of the treasure hunt method assisted by audio-visual media on social studies learning outcomes for class V SDN 13 Palembang.

b. Ha: There is an influence of the treasure hunt method assisted by audio-visual media on social studies learning outcomes for class V SDN 13 Palembang.

Table 4.13. Hypothesis Test Results

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		ig.		t	df	Sig. (2-tailed)	Mean Difference	td. Error Difference		Lower	Upper
ocial studies learning ou	qual variances assumed	,9 46	09 1	5,062	8	000	10.485 71	.07 14 5		14.6 192 3	6.35 220
tcomes	qual variances not assumed			5,062	2, 61 4	000	10.485 71	.07 14 5		14.6 256 7	6.34 575

(Source: SPSS version 25)

Based on the results of the independent sample t-test calculation, the sig (2-tailed) value was obtained, namely 0.000, when compared with 0.05, then 0.000 < 0.05, so it can be concluded that Ho is rejected and Ha is accepted. The results of hypothesis testing obtained in this research were "there is an influence of the treasure hunt method assisted by audio-visual media on the social studies learning outcomes for class V of SD Negeri 13 Palembang".

5. CONCLUSIONS AND SUGGESTIONS

Based on the research results and discussions that have been presented, it was found that the class that used the treasure hunt method assisted by audio-visual media (experimental class) had more effective learning than the class that did not use the treasure hunt method (control class). This can be seen through the difference in the posttest results of the experimental class with a higher average value compared to the average value obtained by the control class. The results of the t-test using the t-test (Independent Sample t-test) also showed that the sig (2-tailed) value was 0.000. Because the significant value is smaller than 0.05, Ho is rejected and Ha is accepted. It can be concluded that there is an influence of the treasure hunt method assisted by audio-visual media on the social studies learning outcomes for class V at SD Negeri 13 Palembang.

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