

## APPLICATION OF *ADVENTURE QUEST* TO UNDERSTANDING SUBJECT-PREDICATE-OBJECT-DESCRIPTION (S-P-O-K) STRUCTURE IN INDONESIAN LEARNING FOR GRADE 3 ELEMENTARY SCHOOL STUDENTS

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### Abstract

Many lower-grade students, particularly in grade 3 of SD/MI, face difficulties in understanding and applying the Subject, Predicate, Object, and Adverbial (S-P-O-K) structure accurately. This study explores the use of the *Adventure Quest* strategy, adapted from online role-playing games, as an innovative learning model to enhance students' comprehension of SPOK through engaging, story-based missions. Using a descriptive qualitative design, the research analyzes classroom interactions and students' responses during implementation. The findings reveal that the *Adventure Quest* approach increases students' motivation, participation, and confidence in constructing structured sentences. Students reported high satisfaction and improved understanding of SPOK concepts. This study contributes a novel pedagogical adaptation by integrating game-based adventure elements into Indonesian language learning, demonstrating its potential to create an active and contextual learning environment.

**Keywords:** Adventure Quest, SPOK, Indonesian Learning, Grade 3 SD/MI

### INTRODUCTION

One of the essential components in learning Indonesian is the material on the structure of Subject, Predicate, Object, and Adverbial (S-P-O-K), especially in building students' writing skills at the elementary level. The SPOK structure not only serves as a grammatical guide but also supports students' ability to organize and convey ideas logically. However, many lower-grade students, particularly those in grade 3 of SD/MI, face challenges in understanding and applying the SPOK structure properly. This problem reflects a gap in students' ability to construct complete and coherent sentences according to Indonesian language rules. Previous studies also indicate that elementary students often struggle to arrange words into meaningful sentences and apply correct grammatical structures.<sup>12</sup> In line with national assessment data, the Ministry of Education's *Rapor Pendidikan* report shows that a significant proportion of Indonesian elementary students

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<sup>1</sup> Sari Famularsih and Muhammad Irfan Helmy, "A Comparative Study of Sentence Building in Writing Ability Among Students in Indonesia," *Pedagogy: Journal of English Language Teaching* 8, no. 2 (2020): 89, <https://doi.org/10.32332/pedagogy.v8i2.2222>.

<sup>2</sup> Yuni Wulandari et al., "Development of Smart Board Media Subject Material Predicate Object Description Subject Indonesian Language Class II A SDN Sukabumi II City Probolinggo," *International Journal of Educational Research* 2, no. 2 (2025): 01–07, <https://doi.org/10.62951/ijer.v2i2.215>.

have not yet achieved the minimum literacy standard, indicating persistent difficulties in writing and sentence construction skills.<sup>34</sup>

These problems are exacerbated by several factors. First, the learning approach applied is often ineffective; teachers still struggle to find strategies that match students' conditions and abilities. Second, the limited availability of learning media further hinders the development of students' writing skills. In addition, students tend to have low motivation and confidence in expressing ideas in written form.<sup>5</sup> As a result, they not only find it difficult to understand the structure of SPOK but also struggle to compose coherent and well-organized sentences.<sup>6</sup>

Learning requires innovation in teaching strategies that not only capture students' attention but also allow them to learn through enjoyable and contextual experiences. In the context of elementary education, a playful and interactive approach is particularly relevant because, according to Piaget's theory of cognitive development, children at this stage (concrete operational stage) learn best through direct experience and active engagement with their environment.<sup>7</sup> Similarly, Vygotsky emphasizes that learning occurs most effectively through social interaction and guided activities within a meaningful context. Based on these perspectives, educational games provide a suitable framework for promoting motivation, collaboration, and conceptual understanding. Research shows that play-based learning can enhance students' motivation and engagement, as they feel more challenged to achieve learning goals in a positive and supportive atmosphere.<sup>8</sup>

*Adventure Quest* originally refers to an online role-playing game (RPG) developed by Artix Entertainment in 2002, where players embark on fantasy adventures, complete quests, and overcome challenges to achieve certain goals. The game emphasizes exploration, problem-solving, and progression through missions and elements that can be educationally valuable when adapted into classroom learning. In a learning context, the *Adventure Quest* concept can be transformed into an instructional strategy that combines elements of adventure narratives with academic tasks. In Indonesian language learning, this adaptation does not necessarily rely on digital platforms but can take the form of story-based activities that require students to complete a series of "missions" to understand the SPOK material. Through this approach, students not only learn enjoyably but also actively engage in interactive and collaborative learning experiences.<sup>9</sup>

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<sup>3</sup> Sri Sariyati et al., "Pembelajaran Keterampilan Menulis Permulaan Pada Sekolah Dasar Melalui Model Problem Based Learning Dengan Media Gambar," *Holistika Jurnal Ilmiah PGSD* 8, no. 2 (2024): 32–40.

<sup>4</sup> Andry Fitriani and Rais Hidayat, "Analisis SWOT Rapor Pendidikan Tentang Literasi di SD Swasta Keagamaan," *Research and Development Journal of Education* 10, no. 1 (2024): 303, <https://doi.org/10.30998/rdje.v10i1.21898>.

<sup>5</sup> Anggoro Widodo and Hasan Basri, "Sosialisasi Menumbuhkembangkan Minat Menulis Sejak Dini," *Devosi* 1, no. 1 (2020): 1–5, <https://doi.org/10.33558/devosi.v1i1.2486>.

<sup>6</sup> Agnes Alma Krisita and Maryam Isnaini Damayanti, "Pengembangan Media Kartu Pola Kalimat (POLI) Untuk Pembelajaran Bahasa Indonesia Kelas IV Sekolah Dasar," *JPGSD* 12, no. 6 (2024): 1123–32.

<sup>7</sup> Hilman Hilmawan et al., "Enhancing Students' Literacy Skills Through Social Constructivism-Based Literacy Learning Environment Model," *Cypriot Journal of Educational Sciences* 17, no. 10 (2022): 3614–24, <https://doi.org/10.18844/cjes.v17i10.7842>.

<sup>8</sup> Sahira Dina Nur Fitria et al., "Jurnal Lingkar Pembelajaran Inovatif (Mathematic Adventure Quest) Terhadap Motivasi Belajar Matematika Siswa SDB 02 Gajah," *Jurnal Lingkar Pembelajaran Inovatif* 5, no. 7 (2024): 129–40.

<sup>9</sup> Muhammad Dhia Mursyidan Anis, "Kelas Sosial Pemain Dalam Game Online Advanture Quest Worlds Indonesia," *Program Strudi Ilmu Komunikasi Fakultas Psikologi Dan Ilmu Sosial Budaya Universitas Islam Indonesia Yogyakarta* (2023).

This study aims to explore the application of the *Adventure Quest* strategy to enhance students' understanding of the SPOK (Subject–Predicate–Object–Adverbial) structure in Indonesian language learning for grade 3 SD/MI students. Previous studies on Indonesian grammar instruction at the elementary level have primarily focused on conventional approaches, with limited exploration of game-based or story-driven methods. Therefore, this research seeks to fill this gap by examining how the *Adventure Quest* approach can be adapted to promote more meaningful and engaging learning experiences. The focus of this study is to describe the learning process, analyze students' understanding of the SPOK structure, and evaluate their responses toward the strategy. The findings are expected to contribute to the development of more creative, innovative, and contextually relevant learning strategies to improve the quality of Indonesian language education in elementary schools.

## RESEARCH METHODS

This study employs a descriptive qualitative method with an exploratory approach, aiming to describe and analyze in depth the application of the *Adventure Quest* game in Indonesian language learning, particularly in helping students understand the Subject–Predicate–Object–Information (SPOK) structure. This approach aligns with the research objective to directly observe the learning process and analyze its impact on students.<sup>10</sup> The research process involved direct classroom observation, where the researcher acted as a passive observer during the implementation of the game, recording every activity of both students and teachers. This allowed for the collection of natural and comprehensive data on how *Adventure Quest* was applied in the classroom environment. To provide a clearer overview, the stages of this research process are illustrated in Figure 1 below.

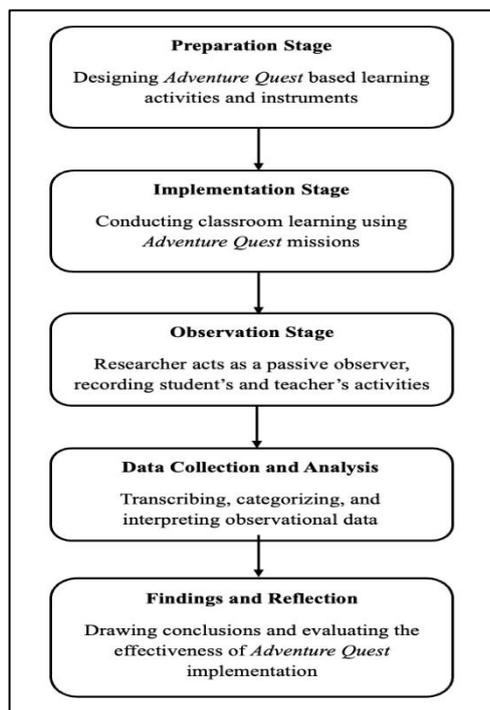


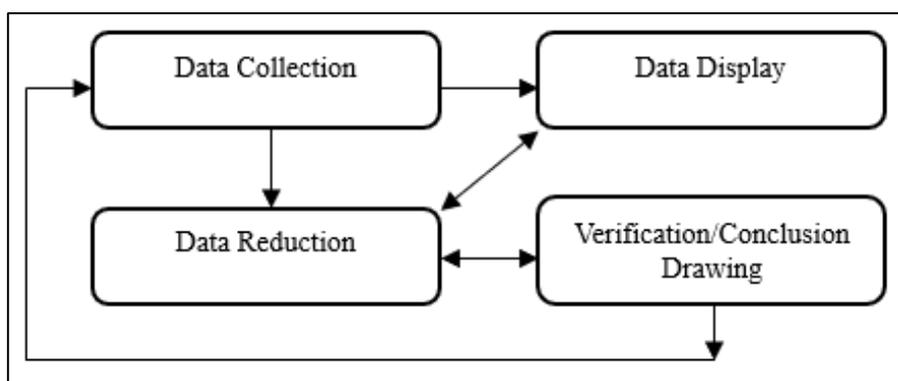
Figure 1. The Stages of Research Process

<sup>10</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, SAGE Publications (Arizon State University, 2014).

The subjects of the study were 21 students and 1 Grade 3 teacher of SDN Banguntapan (*given code G1*). Subject selection is carried out based on the availability of classes that have used innovative methods in learning Indonesian. The research time is carried out in the Odd Semester 2024 Academic Year in one learning meeting. Data collection techniques include; 1) observation to record student activities during the game, participation rate, and interaction in the group; 2) documentation, in the form of photos, videos, and student work during the game to enrich observation data; 3) interviews, conducted to explore teachers' perceptions and experiences of applying adventure quest; 4) questionnaires, given after learning using Adventure Quest strategies to measure student satisfaction and understanding during the learning process. The results of these data collections are presented and analyzed in the Discussion section to provide evidence of how *Adventure Quest* influenced classroom learning.

The research procedure is carried out starting from the initial stage, with the preparation of the adventure quest game, where the teacher designs a zone-based challenge. Challenges include completing SPOK sentences, arranging random words into SPOK sentences, and telling picture illustrations using SPOK patterns. The researcher then prepares observation sheets and documentation instruments. During the implementation, the teacher guides students through the steps of the game, from mission explanations to group division. Students explore the challenge zones collaboratively, with rules that give them the freedom to choose the order of the zones. After all the challenges were completed, each group presented the results, which were then assessed and analyzed by the researchers.

The data analysis technique of this research is carried out through four main steps based on Miles et al.: data collection, data reduction, data display, conclusion drawing, and data verification. Data obtained from observations, documentation, and questionnaires are summarized to maintain focus on relevant information, such as student engagement, responses to the Adventure Quest, and their understanding of the SPOK element. Furthermore, the data that has been reduced is presented in the form of tables, graphs, and descriptive narratives to facilitate interpretation. The researcher then draws preliminary conclusions linking the findings to constructivist theory and the principle of gradual learning, before verifying the data through cross-checking with various sources and discussions with classroom teachers to ensure the validity of the findings.



**Figure 1.** Data Analysis Stage

## RESEARCH RESULTS AND DISCUSSION

### Application of *Adventure Quest* to Understand SPOK Elements

Recent studies indicate that many elementary students still face difficulties in constructing coherent sentences and organizing their ideas effectively in writing.<sup>11</sup> These challenges are particularly evident in grade 3, where students are expected to begin writing short descriptive and narrative texts. According to the general learning outcomes of Indonesian for Grade 3 (Phase B), students should be able to compose texts that convey observations and experiences in a structured manner. To achieve this goal, teachers often design the Learning Objectives Flow (ATP) by adapting to students' needs and local contexts. Within this framework, the use of the SPOK (Subject–Predicate–Object–Adverbial) structure can serve as a practical approach to help students construct effective sentences and improve the organization of their ideas in descriptive or narrative writing.<sup>12</sup>

The SPOK (Subject–Predicate–Object–Adverbial) structure, as part of syntactic studies, serves as a framework for analyzing how students construct sentences. In this study, the syntactic approach is used not to elaborate on linguistic theory but to interpret students' ability to arrange sentence components meaningfully. By identifying subjects, predicates, objects, and adverbials in student sentences, researchers can better understand how well students grasp sentence structure and coherence in Indonesian writing.<sup>13</sup>

The *Adventure Quest game* is designed by teachers to make it easier for students to understand SPOK material in Indonesian subjects. Steps of the *Adventure Quest Game* in Grade 3 of SDN Banguntapan, as shown in Figure 2; *First*, the mission explanation is to provide direction that the student's mission in this game is to become an S-P-O-K hero. Before being crowned heroes, they will go through challenges in each zone they pass. *Second*, the division of groups, namely, students are divided according to the number of zones. The 3rd-grade students involved in this game amounted to 21 students, so 4 groups were formed with a formation of 5-6 students per group. *Third*, adventure. Each group strategizes and divides the tasks of each member, as the rules of the game free up exploring the zones without having to go in order. In each zone, there are illustrations of certain activities accompanied by questions (*quests*) about SPOK that students must complete. The form of *the quest* includes completing the arrangement of SPOK, arranging random words into SPOK-patterned sentences, and telling illustrations of images with SPOK-patterned sentences correctly. *Fourth*, the appreciation of SPOK heroes, namely, each group presents the results of completing *quests* in each zone and gets a sticker that reads "SPOK heroes".

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<sup>11</sup> Sri Wulan Anggraeni et al., "Exploration of Students' Difficulties and Teachers' Solutions in Narrative Writing Learning in Elementary Schools," *Jurnal Ilmiah Sekolah Dasar* 8, no. 4 (2024): 761–71, <https://doi.org/10.23887/jisd.v8i4.54698>.

<sup>12</sup> Kemendikbud, "CP & ATP," n.d., <https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/>.

<sup>13</sup> Wini Tarmini and M Sulistyawati, *Sintaksis Bahasa Indonesia* (Jakarta: UHAMKA Press, 2019), [www.uhamkpress.com](http://www.uhamkpress.com).

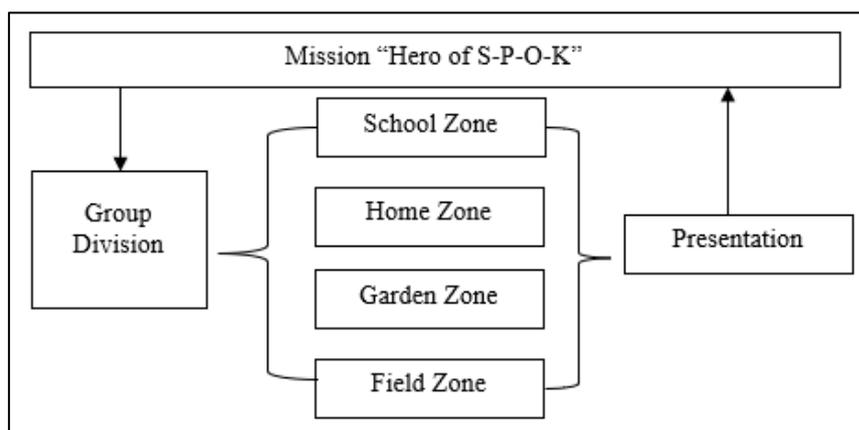


Figure 2. Adventure Quest Gameplay

The Adventure Quest strategy, implemented in Grade 3 at SDN Banguntapan, effectively encouraged students to engage actively in learning SPOK through collaborative play. Rather than focusing solely on procedural stages, this activity emphasized teamwork, creativity, and critical thinking as students solved SPOK-related challenges in each learning zone. The students showed enthusiasm and motivation as they identified and structured SPOK components within contextual tasks. This interactive learning process contributed to a better understanding of sentence construction and improved their ability to compose grammatically correct and meaningful sentences.

All groups A, B, C, and D successfully completed the challenges in each zone. The overall results indicate that students demonstrated a good understanding of the SPOK structure. Most groups were able to correctly complete incomplete sentences and rearrange jumbled words into well-structured SPOK sentences, such as “*Ayah menanam bunga di taman*” (“Father plants flowers in the garden”). However, several students still struggled when asked to describe picture illustrations using the correct SPOK pattern. For instance, some produced sentences like “*Di taman bunga ayah menanam*” reflect confusion in word order. This finding suggests that while students easily grasped concrete and procedural sentence construction, they required more support when generating sentences that involved imagination or descriptive elements.

Learning outcomes using Adventure Quest show the effectiveness of the method in helping students understand the SPOK elements in Indonesian subjects. All groups successfully completed the challenge in each zone, indicating that the game-based approach (*game-based learning*) is effective in making it easier for students to understand SPOK. As disclosed by Anjeli & Kosim, game-based learning has many benefits for learning in elementary school, including increasing student motivation and interest in learning, improving student learning outcomes, developing critical and creative thinking skills, and

increasing collaboration and cooperation between students.<sup>14</sup> Learning motivation obtained from *game-based learning* is beyond what is obtained from traditional methods.<sup>15</sup>

Group games also support the process of student understanding because, according to the theory of learning constructivism, it is stated that direct experience and collaborative activities in groups can help students build knowledge through social interaction.<sup>16</sup> As researched by Christiananda et al., there is a positive impact through cooperative learning, namely, students are asked to cooperate in a team to achieve learning goals and make it easier to do assignments, so that students are able to create active learning and have discussions with their respective groups.<sup>17</sup> In line with this, Nurul Qaidah et al. also revealed that the application of group work methods in Indonesian learning can increase students' learning activity.<sup>18</sup>

The success of students in arranging SPOK structures and organizing jumbled words, alongside their difficulty in describing picture illustrations using SPOK, indicates that students tend to understand more concrete and structured concepts. This finding aligns with Piaget's theory of cognitive development, which states that children aged 7–11 years enter the concrete operational stage, where logical thinking is limited to tangible objects and difficulty arises when dealing with abstract or multifaceted ideas.<sup>19</sup> Grade 3 SD/MI students, at around nine years old, have reached the application level (C3) and can begin to grasp abstract concepts with the help of concrete representations such as visual or audiovisual media. Therefore, in designing instruction, teachers should first provide visual bridges, for example, showing picture sequences or guided sentence patterns, before asking students to create imaginative or descriptive SPOK sentences. This pedagogical scaffolding helps students gradually transition from concrete to abstract understanding in language learning.<sup>20</sup>

Students' difficulties in challenges that are imaginative or abstract indicate the need for a gradual learning design, integrating concrete tasks into abstract ones. Hands-on, incremental, experiential learning can help students develop abstract thinking skills. Gradually increasing challenges can build students' abstract thinking skills, such as giving

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<sup>14</sup> Mardawila Adha Anjeli and Muhammad Kosim, "Analysis of Learning Innovations Using Game Based Learning Models," *Al-Ashri : Ilmu-Ilmu Keislaman* 9, no. 1 (2024): 22–29.

<sup>15</sup> Kireida Rona Islam et al., "Pengaruh Model Pembelajaran Game Based Learning Terhadap Motivasi Belajar Peserta Didik," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 10, no. 3 (2024): 619, <https://doi.org/10.32884/ideas.v10i3.1640>.

<sup>16</sup> L.S. Vygotsky, *Mind and Society*, Harvard University Press, 1930, [https://doi.org/10.1007/978-90-481-9225-0\\_10](https://doi.org/10.1007/978-90-481-9225-0_10).

<sup>17</sup> FR Christiananda et al., "Strategi Pembelajaran Kooperatif Untuk Meningkatkan Keaktifan Siswa Sekolah Dasar," *Jurnal Biology Science & Education* 2, no. 2 (2013): 159–69.

<sup>18</sup> Nurul Qaidah et al., "Penerapan Model Kooperatif Learning Dalam Meningkatkan Keaktifan Belajar Pada Pelajaran Bahasa Indonesia Kelas Iv Sdn 9 Bujung Tangaya," *JKP: Jurnal Khazanah Pendidikan* 1, no. 2 (2023): 46–50, <https://doi.org/10.58738/jkp.v1i2.69>.

<sup>19</sup> Jean Piaget and Barbel Inhelder, *The Psychology of The Child* (French: Basic Book, 1969).

<sup>20</sup> Dini Pepilina et al., "Analisis Progres Kognitif Anak-Anak Di Sekolah Dasar Dan Dampaknya Terhadap Proses Pembelajaran," *Sasana: Jurnal Pendidikan Sosial Budaya Dan Agama* 1, no. 1 (2024): 23–36, <https://ejournal.mediapenamandiri.com/index.php/jsoba/article/view/75>.

games, puzzles, creative activities, and so on.<sup>21</sup> Teachers can introduce sentence models or additional guides to help students relate the image illustrations to SPOK-patterned sentence shapes. A learning approach that involves students directly and provides challenges or problems to be solved in the game also supports the development of higher-order thinking skills (*higher-order thinking skills*), such as analysis and synthesis, which are relevant for future learning.<sup>22</sup>

Game Adventure Quest also accommodates presentation practices by students. These activities can train teamwork, public speaking skills, and the confidence of each member of the group.<sup>23</sup> When presenting in front of the class, students learn to pay attention, support, and provide feedback.<sup>24</sup> In the final session of the game, all students received appreciation in the form of stickers that read, "SPOK Heroes". Appreciation or in other forms is called *Reward*, which can make students feel appreciated for their hard work, making them more excited and confident.<sup>25</sup> Giving appreciation is one way to increase students' intrinsic motivation. Considering that each student has a unique personality and role in learning, teachers should not be selective in giving appreciation to students.<sup>26</sup>



Figure 3. Activities to Complete Group Missions

<sup>21</sup> Noor Desiro Saidin et al., "Benefits and Challenges of Applying Computational Thinking in Education," *International Journal of Information and Education Technology* 11, no. 5 (2021): 248–54, <https://doi.org/10.18178/ijiet.2021.11.5.1519>.

<sup>22</sup> Sony Yuniur Erlangga et al., "Meta-Analysis: Effect Size Model Pembelajaran Berbasis Masalah Pada Kemampuan Berpikir Tingkat Tinggi (HOTS) Dan Pemahaman Konseptual Siswa Dalam Fisika," *Compton: Jurnal Ilmiah Pendidikan Fisika* 9, no. 2 (2023): 185–98, <https://doi.org/10.30738/cjipf.v9i2.15685>.

<sup>23</sup> Mustakim, "Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 Pada Mata Pelajaran Matematika," *Al Asma: Journal of Islamic Education* 2, no. 1 (2020): 1–12.

<sup>24</sup> Marliza Cahyadi, Ari Suriani, and Sahrudin Nisa, "Membangun Kemampuan Public Speaking Dalam Meningkatkan Kepercayaan Diri Siswa Sekolah Dasar," *Asian Journal of Early Childhood and Elementary Education* 2, no. 3 (2024): 260–67, <https://doi.org/10.58578/ajecee.v2i3.3070>.

<sup>25</sup> Cahyadi, Suriani, and Nisa.

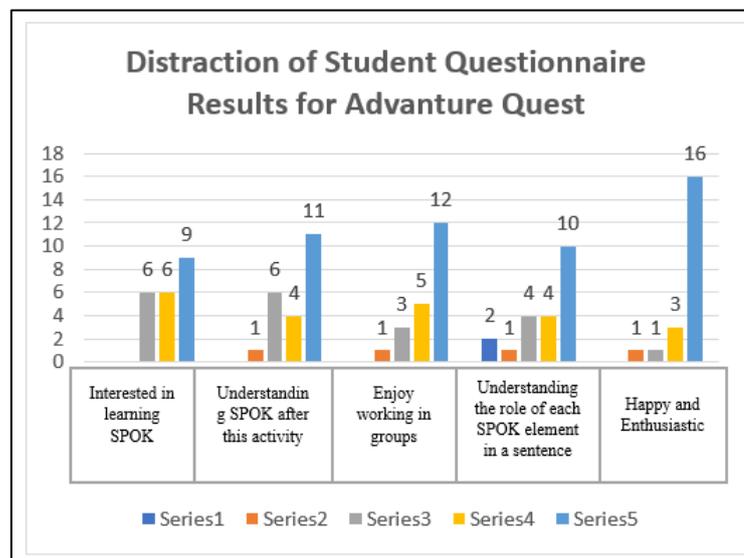
<sup>26</sup> Wiputra Cendana and Erick Siswanto, "Peningkatan Motivasi Belajar Siswa Kelas 1 Sekolah Dasar Melalui Pemberian Apresiasi Secara Sinkronus," *Cendekiawan* 4, no. 1 (2022): 43–49, <https://doi.org/10.35438/cendekiawan.v4i1.252>.



**Figure 4.** Learning Documentation

### Impact on Student Engagement and Motivation

After the process of learning SPOK material through the adventure quest strategy, the Grade 3 students of SDN Banguntapan filled out a questionnaire as a form of satisfaction survey and reflection on the use of the adventure quest strategy. The distribution diagram of the questionnaire results can be observed in Figure 5.



**Figure 5.** Questionnaire Results Distribution Diagram for Adventure Quest

Based on Figure 5, the indicator of student interest in studying SPOK shows a percentage of 43% with a total of 9 students expressing strong agreement. Students' understanding of SPOK after using the adventure quest strategy showed a presentation of 52% with a total of 11 students expressing strong agreement. The interest of students in

learning in groups was relatively high, with a percentage of 57% with a total of 12 students expressing strong agreement. Students' understanding of the role of each SPOK element in the sentence showed a percentage of 48% with a total of 10 students stating that they strongly agreed. Student satisfaction and enthusiasm for adventure quests are very high, as shown by the survey indicator "happy and enthusiastic," showing a percentage of 76% with a total of 16 students stating that they strongly agree.

Students' interest in SPOK learning is supported by G1 interview data as a homeroom teacher, which states, "*Children are happy with SPOK learning in Indonesian subjects. After using the adventure quest strategy, the children were enthusiastic because they were actively engaged. So, children not only listen to the teacher, but learning is more student-centered*".<sup>27</sup> The students' involvement is seen through their enthusiasm for strategizing in groups and completing quests in different zones. Ryan & Edward L. Deci emphasize that learning that is fun and relevant to students' interests can increase their intrinsic motivation.<sup>28</sup> *Adventure Quest* succeeded in creating a conducive learning environment by combining elements of play and academic learning.

A learning approach that actively involves students in the learning process can help them develop critical thinking skills and learning independence.<sup>29</sup> In addition, the approach supports the implementation of *student-centered learning* (SCL), which has many positive impacts, including training students' responsibility for their own learning and producing something more meaningful and applicable in the long run.<sup>30</sup>

Each learning strategy has challenges in its implementation. As stated by G1, "*One of the challenges in learning is the readiness of students; if from the beginning they are in a bad mood, it will be difficult to enter the lesson. So, I usually ask them first about their readiness, both physical and mental, before learning*".<sup>31</sup> This highlights the importance of emotional and cognitive readiness in supporting the success of active learning strategies such as Adventure Quest. From the researcher's perspective, another limitation observed was the short implementation timeframe, which was restricted to a single learning session. This limited duration made it difficult to observe the long-term impact of the strategy or the consistency of student engagement over time. Therefore, future research should consider multiple learning cycles to obtain a more comprehensive understanding of how Adventure Quest affects learning outcomes. Regarding these findings, teachers must analyze students'

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<sup>27</sup> Diyah, "Wawancara Adventure Quest Kelas 3 SDN Banguntapan," 2024.

<sup>28</sup> Richard M. Ryan and Edward L. Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being," *Routledge Handbook of Adapted Physical Education* 55, no. 1 (2020): 296–312, <https://doi.org/10.4324/9780429052675-23>.

<sup>29</sup> Ratna Handayani, "Meta Analisis Model Pembelajaran Discovery Learning Dan Problem Based Learning Terhadap Berpikir Kritis Pada Pembelajaran Matematika Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 08, no. 01 (2023): 6015–25.

<sup>30</sup> Izzatunnisa et al., "Pentingnya Strategi Pembelajaran Efektif Yang Berpusat Pada Siswa Sekolah Dasar," *Jurnal Pendidikan Berkarakter* 2, no. 1 (2024): 1–10, <https://doi.org/10.51903/pendekar.v2i1.539>.

<sup>31</sup> Diyah, "Wawancara Adventure Quest Kelas 3 SDN Banguntapan."

learning needs and readiness so that they can determine an appropriate learning approach.<sup>32</sup> Students' readiness to participate in learning needs to be ensured because it can be their motivation to adjust to the learning environment.<sup>33</sup>

## CONCLUSION

The game-based learning approach through Adventure Quest has proven to be effective in helping students understand SPOK, as shown by the success of all groups in completing challenges in each zone. Students were able to construct accurate SPOK sentence structures and engage actively during learning activities, indicating that this strategy promotes both comprehension and motivation. The findings show a high level of student satisfaction and an increased interest in learning collaboratively. This study contributes to learning practice by demonstrating that game-based, adventure-oriented learning can make language learning more contextual, interactive, and enjoyable for elementary students.

This study was conducted within a limited timeframe, which became one of its main limitations. Therefore, future research is recommended to implement the Adventure Quest strategy over a longer period to observe its sustained impact on students' understanding of SPOK. Further studies could also involve a larger number of schools to increase the generalizability of the findings and compare the effectiveness of Adventure Quest with conventional methods or other game-based learning approaches. Continuous innovation in Indonesian language learning strategies remains essential to create dynamic, engaging, and meaningful learning experiences for elementary students.

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<sup>32</sup> Maria Magdalena Dhera et al., "Analisis Kebutuhan Siswa Serta Kesiapan Belajar Siswa Melalui Pendekatan Berdiferensiasi Dalam Pembelajaran Pada Siswa," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 4 (2024): 9, <https://doi.org/10.47134/pgsd.v1i4.827>.

<sup>33</sup> Shabira Fairuza Apsarini and Liza Barlianty, "Kesiapan Belajar Siswa Kelas IV B Di Sekolah Dasar Negeri Kutajaya II Kecamatan Pasarkemis," *Jurnal Pendidikan Dan Ilmu Sosial* 2, no. 1 (2020): 164–69.

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