



APPLICATION OF THE EDUTAINMENT METHOD TO IMPROVE STUDENT LEARNING OUTCOMES

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Abstract:

This research is motivated by the problem of learning inequality between conditions that should and do not match expectations, one of which is caused by the teacher's method of teaching, which still often uses the conventional method, namely the expository method. The expository method is a learning method that only prioritizes students' understanding verbally so that students become bored and less active in class, as well as has an impact on decreasing student learning outcomes. The purpose of this research is to improve student learning outcomes by using the edutainment method. The Edutainment method is a learning method which is a combination of the concept of play and student interactive media, thus creating an interactive and innovative closeness between the teacher and students when learning takes place. The research method uses descriptive qualitative methods, with the use of these methods through interviews. The theory is based on the edutainment method, which increases learning outcomes and makes it fun and comfortable in class. With this method, the teacher is expected to be able to create good interactions with his students so that they will feel valued and involved when learning takes place. The research data is solid writing aimed at improving students' learning outcomes in the first grade F at Madrasah Diniyah Al-Insyiroh Karang Anyar Paiton Probolinggo. The research results from increased student learning outcomes in class Awaliah F Madrasah Diniyah Al-Insyiroh Karang Anyar Paiton Probolinggo, which previously decreased using the edutainment method.

Keywords: *Edutainment Method, Student Learning Outcomes, Madrasah Diniyah*

INTRODUCTION

Essential aspects of learning activities are creativity, application and achievement. Application is essential to a productive learning activity to produce innovative and exemplary achievements (Jana & Umasugi, 2022). Achievement is no less significant by looking at the results that have been planned and then carried out in teaching and learning activities in madrasahs. Its implementation requires precision and creativity (Waruwu et al., 2023). Therefore education in schools requires good achievement results so that teachers can determine the competence of student learning outcomes. Teachers should understand and be good at knowing problems that often occur in class, such as students sleeping in class, talking to themselves, daydreaming and many other problems that occur in class. Bali said that in that case, a teacher needs a place that produces positive and innovative achievements to help facilitate learning activities at school (Bali, 2019). It can be concluded that the professionalism and creativity of teachers can affect the achievement of student learning in class, enabling students to be more active and superior when learning takes place.

Education and learning methods that have been carried out in a conducive manner so far in schools only concentrate on the mastery of knowledge and do not mention social, moral and emotional formation or the development of noble attitudes and character of students (A. A. Rahman et al., 2018). Aksakal clarifies that the failure of

learning so far has been caused by the poor quality of the teaching and learning process; in general, teachers have introduced teaching skills with expository learning models (Aksakal, 2015). It should be noted that the increase in student learning outcomes is shaped by the dexterity of knowledge, development of attitudes and moral character of students so that students not only focus on mastering the material but are also good at developing their creativity. The expository method is a learning strategy that emphasizes delivering material verbally so that students can master the subject matter optimally (Agus R et al., 2022). Nevertheless, sadly the learning process could be better because it only emphasizes understanding and meaning, not the convenience of student learning; the edutainment method is very appropriate for overcoming this (Kholil et al., 2021). So, based on the statement above, the edutainment method is a method whose productivity no doubt allows problems at school to be solved optimally.

In the edutainment learning method, the teacher's learning authority is so great that the teacher becomes the centre of students' attention from the beginning to the end. In contrast, students feel bored with the teacher (Syafi'i et al., 2018). In this case, a teacher must manage the class as well as possible so that no students feel bored and learning outcomes increase (Agustriana, 2013). Rahman said that teachers need to create a more exciting learning atmosphere, increasing students' curiosity about the subjects they are studying (K. Rahman et al., 2019). So that students can understand lessons quickly and maximize teacher teaching time to maintain the effectiveness of teaching and learning activities of students and teachers at school. One thing that supports student development is creating student interest by knowing the midpoint of student learning in class. Then fill it with playing to restore the students' focus to be brilliant.

Modern education teachers' demands include using superior learning methods and classroom management. A teacher should be able to evaluate these learning methods (Wahid et al., 2021). By looking at the scope of the learning model and the understanding captured by students at school. So that the teacher knows how many students understand and do not understand (Tohet et al., 2021). Therefore the learning method is significant for a teacher who aims to improve student learning outcomes. The edutainment method is excellent and optimal in overcoming these problems enabling teachers to be more adaptive, skilled and professional. Enabling a teacher to solve learning problems that hinder class; that way, there are no more problems that teachers do not expect at school (Septantiningtyas et al., 2022). The effectiveness can know the skills of a teacher of the class and students how to apply the methods applied by the teacher in class. Therefore the teacher must also be good at increasing the enthusiasm for learning by appreciating students and managing the class strategically; therefore, students are active during study hours.

In this regard, the failure of educators to improve learning outcomes is not only due to a lack of mastery of the material but because educators do not know how to convey the subject matter appropriately and adequately (Oktavia et al., 2019). to create fun in the classroom, you must have skills to create a fun and exciting atmosphere so there is no boredom when learning takes place (Mahfudzah et al., 2018). Sukiyasa said that for students to learn comfortably and have fun, educators need to know learning approaches and techniques by understanding the application techniques applied adequately and appropriately (Basit, 2022). Therefore teachers must be selective in choosing the application of learning theory. Based on the explanation above, the teacher must also master his potential from a student's point of view when learning hours take place by applying creativity and concepts in class.

Applying the above is an essential concept in the field of learning that can also help to create class effectiveness, namely through excellent and appropriate methods, namely the edutainment method. Bali explains that this method is cognitive in student learning through an interactive approach between teachers and students (Bali & Hasanah, 2022). A teacher's creativity in teaching is the essence of all aspects of learning methods, namely cognitive in achievement and interactive in student and classroom mastery (Fadlillah, 2016). Therefore, the potential is equally important because a teacher must also know student achievement by looking at reports on student learning outcomes;

that way, it is easy for someone to conclude the extent of the creative mindset and areas of excellence of their students (Pratiwi et al., 2018). In the educational process, the method is very significant in achieving educational goals. Even the method as an art in transferring knowledge to students is considered more significant than the material itself. Therefore a teacher must interact with students through the edutainment method.

Based on the explanation above as an effort to improve student and teacher learning outcomes, namely through edutainment learning methods interactively and cognitively in educating students through the concept of play, until the creation of student creativity in pursuing their subject areas well (Jumanti & Bahri, 2022). Creative learning methods can support students in the teaching and learning process so that students no longer feel bored or bored, but become fun for students and make the learning process more meaningful because the effectiveness of teachers is good at controlling students and classes.

The results of the researcher's observation revealed that this early madrasah had problems with poor learning outcomes. It can be seen from the interactions between student friends and the agility of understanding the lessons the teacher conveys to students so that learning activities occur passively. Some students fall asleep playing, and what is even more fatal is that students sometimes talk to themselves; strangely, they talk only with close friends, so there is a sitting distance, even if they only sit with friends they usually talk to. It can be concluded that these factors occur because of a lack of familiarity between students and their peers, so prestige and dis-communication arise in the classroom. Teachers who teach also use the expository method, which only emphasizes delivering material verbally because students become monotonous because of the lack of teacher creativity in controlling students and classes.

The solution to these problems is to use the edutainment method. This method is a productive learning model, so it helps students overcome their problems in learning and increase learning outcomes (Setiawan, 2022). This method can also help students make it easier to find subjects they like, such as morality, *fiqh*, *Tahsinul Qiroah* and the science of reading the yellow book. Therefore, the edutainment method overcomes not only religious problems but also social and orderly to make it easier for students to look for professionalism in class, assisted by edutainment methods.

The purpose of this study is to improve student learning outcomes that are not good and then maintain them by evaluating the method that has been implemented, namely the Expository method replaced with the Edutainment method so that teaching and learning activities that usually students fall asleep to talk to themselves, and do not listen carefully turn into better because of the strategic implementation of the Edutainment method.

The implication of the edutainment method is to change the old habits of a teacher and students who initially did not ask questions and changed sleeping in class; that is, many students asked questions and even listened carefully when learning took place, therefore a teacher must be more professional when teaching and must create creativity in class. That way, learning outcomes increase because of the help of edutainment methods and teachers. Then students can study comfortably, and the teacher can optimize the best possible time to fill free time by entertaining students during class hours so that students can feel the role of a teacher. It can also help improve student learning outcomes that are declining.

RESEARCH METHODS

This study used a descriptive qualitative method obtained from observations in madrasah. This research was carried out on Wednesday, December 28 2022, at Madrasah Diniyah Al-Insyiroh, Karang Anyar Village, Paiton District, Probolinggo. This study used a random descriptive qualitative study; the validity of the data was obtained from the interviews and documentation provided by the principal, deputy head of curriculum and madrasah teaching teacher. The subjects of this study were students of even semester starting class F.

Based on the research that obtained several problems related to student learning

outcomes, there were many unresolved problems that then impacted student learning outcomes and decreased class effectiveness. Because of that, the arrival of this researcher was to improve student learning outcomes which had decreased a few months ago, and then the researcher attempted to solve the problem using descriptive qualitative methods (Creswell, 2012).

As for the data analysis, which has an educative nature (not contrived) based on the data obtained from the results of interviews with the principal and deputy head of the curriculum, as well as several teachers, the data obtained is solid and correct, which has been carried out by the researcher.

RESULTS AND DISCUSSION

A teacher must possess mature learning management skills. Learning management implementation must be structured structurally and formally. The purpose of creating a lesson plan is to make the teaching and learning process more focused and efficient (Bathathi, 2021). Efforts are made to increase the success of Islamic Religious Education (PAI) learning at SMP Plus Ar- Rohmah by creating an effective and efficient learning environment, including the application of the Quiz Team learning method so that students are more engaged and less bored while learning. The quiz team learning method also assists students in retaining information rapidly and not forgetting it easily. Applying numerous learning models will attract students' attention, increasing their desire to attend courses and influencing their academic performance. Successful learning requires the active participation of students because they are the focus of learning activities and require a conducive ambiance and environment for learning (Falah, 2015). Prior to the quiz team method, the average teacher used the lecture learning method, namely how to convey a subject matter by means of oral narrative to students (Tambak, 2015).

The lecture method itself has a definition, namely conveying a material or subject by explaining it without being accompanied by discussion or question and answer (Syahraini, 2014). Learning at SMP Plus Ar-Rohmah uses lecture, practice, and discussion learning methods. The advantage of the lecture method is that lessons can be carried out quickly, because in a little time they can explain a lot of material. While the weakness is that students tend to be passive in class because this method is only teacher-centered or teachers who talk more. The practical learning method is an effort to provide opportunities for students to gain direct experience (dkk, 2014). Using the practical method can stimulate students to be more active in class, but requires quite a lot of time to use this method. The discussion learning method is a way of delivering learning material by way of exchanging ideas between teachers and students or students and students (Erni, 2015). The discussion method can make the class atmosphere livelier because students direct their attention or thoughts to the problem being discussed. But sometimes there are students who don't participate actively in the group so for the children the discussion is an opportunity to escape from responsibility, maybe this method is mastered by people who like to talk.

The Quiz Team learning strategy includes discussion methods, question and answer methods as well as group work methods. In addition to applying various learning models, Islamic Religious Education teachers at SMP Ar-Rohmah improve their ability to master subject matter by using several references to teaching materials, not just textbooks from schools. Based on various reading books, it will make it easier to convey material, so that teachers do not run out of teaching materials and do not make students bored during the teaching and learning process. The teacher at the end of each meeting asks students to practice answering questions, because evaluation is needed in each lesson with the aim of knowing the extent to which students have achieved after the learning process of Islamic Religious Education in class. This is a form of the quiz team learning method in class.

The advantage of the lecture method is that lessons can be conducted rapidly because a great deal of material can be explained in a short amount of time. Students tend to be inert in class due to the fact that this method is only teacher-centered or

employs more talkative teachers. The purpose of the method of practical learning is to provide students with opportunities to acquire direct experience. Using the practical method can encourage students to be more engaged in class, but requires a considerable amount of time. The discussion learning method is a means of imparting knowledge through the exchange of ideas between teachers and students or between students (Ermi, 2015). The discussion method can liven up the classroom because students focus their attention and thoughts on the problem under discussion. Occasionally, however, there are students who do not actively participate in the group; for these students, the discussion is an opportunity to avoid responsibility; perhaps this method is mastered by talkative individuals.

The Quiz Team learning method incorporates discussion, question and answer, and group work techniques. In this case, the researcher can conclude that if a teacher teaches based on a diversity of reading books, it will be simpler to convey material, allowing the teacher to avoid running out of teaching materials and preventing students from becoming bored during the teaching and learning process. In this case, the researcher may conclude that if reward and punishment strategies are used to motivate students to become active learners, the expected student learning outcomes may be realized.

Quiz Team is an active learning paradigm designed to train students' active responsibility in learning activities through the use of methods or strategies, namely assessments. Learning strategies must have both advantages and disadvantages. The benefits of including the quiz team include the ability to reduce student tedium in learning, increased student confidence and independence, the opportunity for students to gain experience as subjects, and the training of quick comprehension of all student senses (Huda, 2017).

In the analysis of the data used, namely qualitatively and quantitatively. For qualitative data, it contains descriptive narratives about an incident or events to draw conclusions. The data was taken from interviews and direct observation results from student activities and teacher activities, so it was not taken only from the researcher's point of view. Meanwhile, for quantitative data analysis, the result data is in the form of numbers from the results of research that has been done. The development of students' understanding abilities is calculated using the percentage formula (Sudijono, 2010). The reading comprehension ability of students using the quiz team showed an increase in learning outcomes.

The research was conducted with the hope that the application of this method could be used as an alternative method of learning that could improve student achievement. There are several problems encountered, for example student learning activities in application in class that still look monotonous. This is due to the presence of students who are still accustomed to being lazy. However, because this method is applied in every lesson, students' laziness can gradually disappear and become more enthusiastic (Wiwit Pratiwi, 2016).

The increase in enrollment is contingent upon the procurement of students. Because results in the form of values will reveal the student's accomplishments. The extent to which these students' success rate during the lesson. In addition to being demonstrated by grades above the Minimum Completeness Criteria (KKM), student learning outcomes can also be observed through changes in behavior. According to Skinner, learning is the process of acquiring knowledge. In addition, it will be supported by three learning principles: behavior, process, and experience (supriyono, 2014).

CONCLUSION

Based on the research results conducted on Wednesday, December 28 2022, in the Awaliah F class of Madrasah Diniyah Al-Insyiroh Karang Anyar Paiton Probolinggo. The documents obtained were from interviews with the principal, deputy head of the madrasah curriculum and several teachers with the help of descriptive qualitative research methods. This researcher uses a descriptive qualitative method. This method retrieves data obtained from interviews with researchers to school principals, then

described as good research results.

In this study, the principal gave the time and place to convey student learning outcomes which had decreased, allowing for an impact on other classes which were initially active to become passive. In that case, the teacher can feel the situation of students and other teachers because class changes and students are not conducive; therefore, researchers are present amid new and unresolved problems, also to solve these problems by using descriptive qualitative research methods that can assist in obtaining data conveyed by the principal to researchers.

In this case, some of the problems obtained from the data include; (1) Students often do not focus (daydream), (2) Many students fall asleep in class, (3) Many students are not severe in ongoing learning (often joking around with their fellow friends), and (4) Students are often excused from class despite no due date (no illness, no critical events).

In this case, the recapitulation of student learning outcomes obtained from tutors for each class decreased, even though the value was unreasonable. The problem factors above were one because that could have maximized learning activities, so student learning outcomes were not optimal. Therefore, researchers are here to help maximize student learning outcomes with the help of the edutainment method.

The edutainment method is a method that is a form of quality achievement to overcome some of the problems that exist in students; of course, it can also improve student learning outcomes that are declining. Because of that, the researcher chose this method to solve the problems that exist in students. In that case, the researcher described his research. Then the researcher carried out this research using the method that had been prepared, namely the edutainment method as a tool for solving existing problems in students and using a descriptive qualitative research method to obtain data by interviewing school principals and teachers.

As for the research results obtained researchers, namely:

Active Learning Activities

Students are one of the subjects obtained from researchers so that they can influence the application carried out by researchers in madrasah. This achievement is also essential so that it can increase maximum learning outcomes as well as the methods used because a teacher is not only good at understanding learning at school but also must be good at managing students. Therefore the teacher must also create class effectiveness when learning takes place. Of course, it makes it easier for students to understand the subject matter because the reflexivity of comfort in the class is created.

The results obtained from the collaboration between students and teachers can be seen from the report on the results of the student's daily activity exams; it can also be seen from the recapitulation of odd and even semester scores, namely an increase. The achievement and improvement of student learning outcomes are obtained from the application carried out by researchers well.

Teachers Become More Professional

The teacher is the main subject that students pay close attention to, so the teacher and students must have a symbol of familiarity to create an active classroom atmosphere by correctly and adequately utilizing the teacher's creative skills. Therefore, in improving student learning outcomes, it must be a method or method that maximizes time and place. The Edutainment Method is one of the best methods to make it easier for students to understand the meta-subjects that the teacher has conveyed; of course, it can also produce quality grades, it can also help ease the teacher's burden in overcoming problems in class with the help of the Edutainment Method.

Benefits of Using the Edutainment Method

This method reaps great benefits in improving student learning outcomes in madrasahs. It can also make it easier for teachers to master the class when learning occurs. The edutainment method is a method that combines the concepts of thinking and student learning when learning, as well as interactive media and the learning process becomes active. Children start to be active at an early age, and one of the aspects of development

that underlies it is cognitive development.

Cognitive development is one aspect that can be understood as a process that occurs internally in the central nervous system when humans are thinking. Psychologist Jean Piaget first put forward the theory of cognitive development, which is constructivism; constructivism is defined as generative learning, creating a meaning obtained by what is learned. As a teaching staff, the teacher is also able to describe the implementation of these activities so that it can be seen that the results have been applied as proof of the achievements that have been carried out.

CONCLUSION

Based on the discussion above, the learning method is essential to teaching and learning activities. It can help the teacher's role as a tool to make it easier to understand the subjects the teacher explains to students. The method used by researchers, namely the edutainment method, is a solution to class problems which are an obstacle to increasing student learning outcomes; for example, students are often not focused (daydreaming), many students fall asleep in class, many students are not severe in ongoing learning (often joking/joking to fellow friends). This causes a decrease in student learning outcomes, usually above average to half or even more than half of the proper value. Education is essential in learning and aims to improve student learning outcomes. Because of that, the researcher chose the edutainment method for solving unsolved problems in class. An essential aspect of education is the learning method, a tool to help improve student learning outcomes at school.

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