

# THE DEVELOPMENT OF EDUTAINMENT LEARNING MODEL IN SOCIAL SCIENCE EDUCATION/IPS

Research and Development Study on IPS education at elementary level in Bandung and Cimahi

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**Abstract--***This research is Entitled “The Development of Edutainment Learning Model in Social Science Education/IPS (Research and Development Study on IPS education at elementary level in Bandung and Cimahi)” is created to gain a model based on developing learning process in the classroom. This research is also based on the importance of teachers’ creativity in making a fun learning yet still accommodating for the achievement of competences. Various innovation on IPS education in contextual study have been grown in school and varsity level, it makes various methods have been created by the teachers. However, those innovation still lacks in the accommodating students to reach the competence expected to them. This research will analyze, process, and describe various innovation in IPS learning which are based on Edutainment, which will be conducted in Elementary School (SD/SMP) in Bandung and Cimahi. The focus will be on describing the competences achievement based on the Edutainment learning model. The Competence of Passing Students (Kompetensi Pencapaian Lulusan) is not based on Cognitive aspect only. It needs applicable development of skills. This research uses Research and Development Study which has been begun on this first step which is Descriptive Study which trying to develop critical thinking through Edutainment. t\Through this research, hopefully there will be a product which is an education model for elementary level which is able to develop an innovation in IPS learning to help studetns develop their critical thinking.*

**Key Words :** *Edutainment model, Elementary level of IPS education, Critical Thinking*

## A. Background

Complexity in humans’ life in this globalization era has brought learners to various problems which need to be solved. They are expected to have applicable knowledge and ability. Social Science Education/*Ilmu Pengetahuan Sosial* (IPS) is one of courses on elementary level which is also the integration of social studies in the lookout of problems of society’s daily life. (Sapriya, 2009: 17). In the learning process of IPS, the learners will be given appropriate manner of knowledge, attitude, and ability to solve problems in society. IPS has become on of the most important courses to make the learners gain enough knowledge to solve the growing issues in the society.

The development of innovation in education has become the main focus of Universities in order to improve the quality of research on learning process at schools. The Social Science Education Department, as a component of Indonesia University of Education, tries to consistently develop the research of innovation in IPS learning process. The innovation is focused on the developments of learning models which are considered as relevant with nowadays’ learning needs, it is the learners’ skill and ability based learning model which is able to create and result qualified learning output. One of those achievements will be achieved by developing an innovative research of fun learning model which is oriented to competence achievement of the learning goal.

This research focuses on the development of the learning of Social Science Education to increase the creativity and critical thinking of the students. The nature of *edutainment* is combining education and entertainment so that it might become a very interesting learning design for learners. Basically, *edutainment* will help the success rate of students’ due to their nature as human. By believing that every learner has improvable potential within themselves along

with the learning process they are with (Amabile, 1983; Arieti, 1976). By growing up the inner motivation in every single student, their morale in studying will be very helpful to make them in conducive learning environment

The development of critical thinking for students through *edutainment* is an effort to make a fun learning of IPS and also a way to achieve the aspects the teachers has planned. A good IPS learning activity is the learning which is designed to keep the enthusiasm of the learners on the material and also develop their critical thinking to solve problems. *Edutainment* is a model facilitates students to be active in the learning process to find solution for social issues through critical thinking (Fadlillah, 2013). The ability to think critically is a high order thinking to help students solve problems around their environment (Costa, 1985).

The development of critical thinking in IPS learning process through Edutainment learning model is referred to Costa's (1985: 16) statement on critical thinking ability which includes Elementary Clarification, basic Support, Intervene, Advance Clarification, and the Strategy also Tactics. Those five categories then further elaborated into the indicators cover the students' ability to: emphasize questions, analyze arguments, ask and answer questions, consider the reliability of sources, observe and reconsider the observation reports, deduct and reconsider the deduction reports, induct and reconsider the induction reports, create and decide the consideration result, define and reconsider a definition, identify assumptions, decide a move, and interact with others.

The first year of the research (2015) has been done as initiation to describe the development of Edutainment learning model in IPS learning process to grow the critical thinking of students of Elementary Schools in Bandung and Cimahi. This research is expected to describe the opinions of IPS teachers on Edutainment learning model and all its steps. Further research will be conducted for it.

## **B. The Edutainment model to improve students' critical thinking in IPS Education**

IPS naturally is a integrated study to prepare learners to be a Democratic citizen, care to society, personal refelection, an their cultural

experience in society (NCSS, 1994). In the learning process of it, students are expected to be able to gain the understanding of some concepts and develop attitudes, manner, morale, and skills based on their innate concepts. IPS does also discuss the relationship between a human and the environment of where they grow and also the problems on the environment itself. Sumaatmadja (1980: 7) states that IPS is a discipline to deeply looks and humans' behavior, internally and externally.

EDutainmment is a learning process designed to make education and entertainment to be combined harmonically in order to make fun learning (Katsaliaki *et. all.*, 2014). The nature of this process is to make a fun learning to make students interested in learning. Basically, edutainment supports students to succeed the learning by optimizing their potential. As an active theoretical study, edutainment concerns on students' participation in the learning activity. Active Learning Theory is is an approach in the management of education system through active learning activities to make an independent learning. To reach that, the learning must be designed as meaningful as possible for the students. Active learning is meant to optimize all potential owned by the learners so that they might achieve a satisfying level of learning (Supardan, 2015). Besides, active learning is also meant to keep the focus of the students on the learning process

This model has a very strong relationship with critical thinking development in IPS learning process. Learning IPS through this model also means humanizing the classroom, or, in other words, is processes of guiding, developing, and directing basic potential in balance (Hamid, 2014: 38). The learning process of IPS is done to enhance the critical knowledge of the learners and also their internal beliefs on norms. Posstive inputis given to get a positive feedback. Their availability and readiness can make positive responses occur for the inputs accepted (Parnes, 1967; Piers, 1976). The response will be stronger as the input gets stronger. The repetition on the input may enhance the relationship between the input and the response which will be stronger. And it might get even stronger if supported by fun things. The effect of those fun things will be very meaningful to students and make them repeat them all over again (Solihatin, 2004). The other

impact of this thing is that the learners can maintain it for a long time. They might face less obstacle in the learning, also.

Edutainment basically tries to strengthen and enhance the input and responses of the students in IPS learning process so that the learning will be fun and not boring (Ruggiero *et. all.*, 2014). The active learning strategy can help them to reach the learning goal successfully. Edutainment is designed by combining entertainment and education harmonically in order to make fun learning process. Furthermore, this might be develop students' critical thinking through interesting learning activities. Edutainment helps students to listen, see, ask questions about IPS and discuss the questions with others. The students will mostly learn with their ability to learn ideas, solving problems, and apply them (Tilaar, 2012; Torrance, 1965; Utami, 1995). Fun learning of IPS can be done through humors, games, role play, and demonstration, etc. to make the learning as fun as possible.

Critical thinking is a mental process to analyze and evaluate information gained from on deep evaluation on the founds which then are developed into products. Those products then will be evaluated and tested in a situation. After that, it will be revised until the intended product to complete the previous outputs occurs. The cycle of Research and Development approach consists of pra-survey, model developing, and model testing.

#### **D. Results of the Research**

Based on the distributed questionnaires in Bandung in Cimahi with 20 respondents which then is processed in SPSS, there are 20 different opinions of teachers about Edutainment learning model. The results are elaboration of the importance of Edutainment, Edutainment lesson plan including resources, material, methods, products, and also evaluation.

The teaching experience of the respondents do vary (5-35 years). Professional years also do (17-36 years). This might be secure to say that all the respondets are experienced. Those experiences

The next found shows that all respondets intend to try to apply Edutainment in the classroom. This clearly show high enthusiasm of teachers to apply innovation (Edutainment) in the IPS classroom. The also signifies a good beginning on the testing of this model.

observation, experience, and reasoning (Getzel and Jackson, 1962; Gordon, 1972). According to Ennis (Costa, 1985), the inndicators of critical thinking are: a) the ability to look for clear statements from questions; b) ability to look for reasons; c) efforts to look for information; d) use and write down reliabile sources; e) pay attention on the overview of the situation and conditions; f) try to be as relevant as possible with the main ideas; g) memorize the main ideas; h) ability to look for alternatives; i) open minded; j) stand on a position right after they got enough evidence; k) look for as many explanation as possible; l) act as systematic as possible with the problems. Those indicators will further made as indicators/elements to be focused on this research.

#### **C. Research Method**

This research applies the Research and Development Approach, which is a process used to develop and validate educational products (Borg & Gall, 1979 dalam Mukhtar, 2013). The steps in the research are based

are considered as enough in teaching IPS, which also means how they master the material. The result shows that there are only 7 teachers (35%) know Edutainment Learning method; the rest stated it as unknown. The next found shows that all of them are interested to take a deeper look o Edutainment learning model. One of the reasons is that by knowing more of it, it will be applicable in school. The reason behind the question of the intention to learn more about Edutainment is that to see the importance of it in the eyes of school. Teachers' natural intention to learn more is a beginning way to successfully developing learning model of IPS. The source to know Edutainment mostly come from seminar which was voted by 6 (30%), while internet was voted by 5 (25%), and the rest left this question unanswered –this might occur because they have not known yet about Edutainment. This data is used to see the reliability of the sources used. This information will also be used by the researchers as understanding of phenomenon.

Willingness is a fundamental thing to have by the teachers to develop the learning. Almost all (18 or 90%) respondents stated that IPS learning will be more interesting if apply Edutainment. 1 respondent said no, and the other one stands not knowing. One reason why Edutainment might be

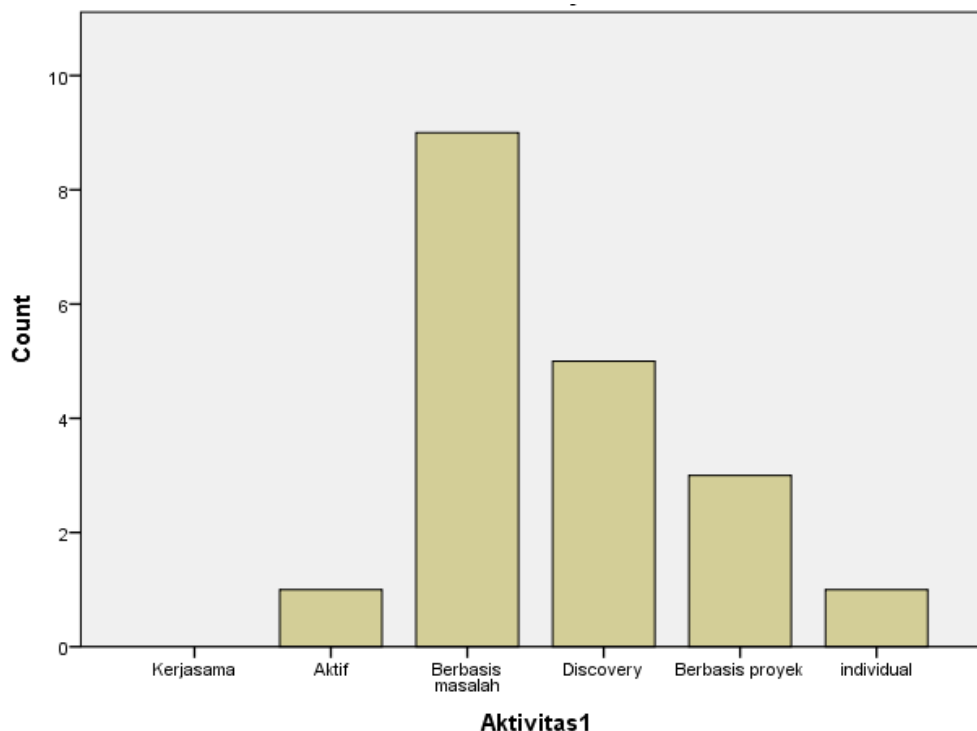
interesting is that Edutainment combines some techniques.

Furthermore, in the questionnaires, there questions related to lesson plan making based on Edutainment including activities, material, media, sources, evaluation tools, and other elements of learning. The respondents then were expected to

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arrange them based on their urgency. The next data process of this research will show the top list only. This is because the top list is the priority of the respondents. Here is the pick of activities considered as suitable in the learning of IPS according to the respondents

**Chart 1**  
**Edutainment Activities vote**



Source: research's found (2015)

The chart shows that the most wanted activity is problem-based activity (voted by 9 or 45%), followed by Discovery (voted by 5 or 25%), project based follows (3 or 15%), Individual and Active got same vote (1 or 5%). From the chart, we might imply that no respondent considered cooperative learning is suitable for Edutainment. The material vote chart shows that contextual issue is the most suitable one for Edutainment (voted by 9 or 45%). Theme based follows with 4 (20%) votes, controversy follows with 3 (15%), and Understanding follows with 2 (10%) votes. The other two did not give respond on this question.

On Media, most votes came for Movies (7 or 35%), Puzzle follows with 5 (25%) votes, Audio and Pictures followed with same amount of votes (3 or 15%). The other two did not give response on this. Interesting that no one considers Text Book and Diorama as suitable in applying

Edutainment. On Sources of the Study, Environment and Internet gained the same votes by 6 (30%). Newspaper and Teachers gained same votes by 2 (10%) for each. Text Book and friends gained same votes by 1 (5%) for each. The other two did not give response on this.

On Evaluation Tools, Portfolio and Product/Project gained same votes by 5 (25%) for each. Performance followed with 3 votes (15%), and same votes for written tests, rubric, and self-assessment with 2 votes (10%) for each. One respondent did not respond this question. It is found that Oral test and Questionnaire are not considered as suitable for Edutainment. On study experience, most votes came for fieldtrip with 9 (45%). The next one is recount with 7 (35%) votes. Writing experiences followed with 3 (15%) votes,

and the other one did not answer this question. Reading a storybook, write down favorite things, and Drawing were not voted and considered as not suitable for Edutainment according to the singin, and Quiz came with same votes (2 or 10% for each). 4 (20%) respondents did not

respondents. For the elements of Edutainment, Educative Games came with most votes (6 or 30%), followed by role playing with 4 (20%) votes. Pantomime, give answer for this. Here is the tables of vote for lesson planning:

**Table 1**  
**Teachers opinion for Edutainment lesson planning**

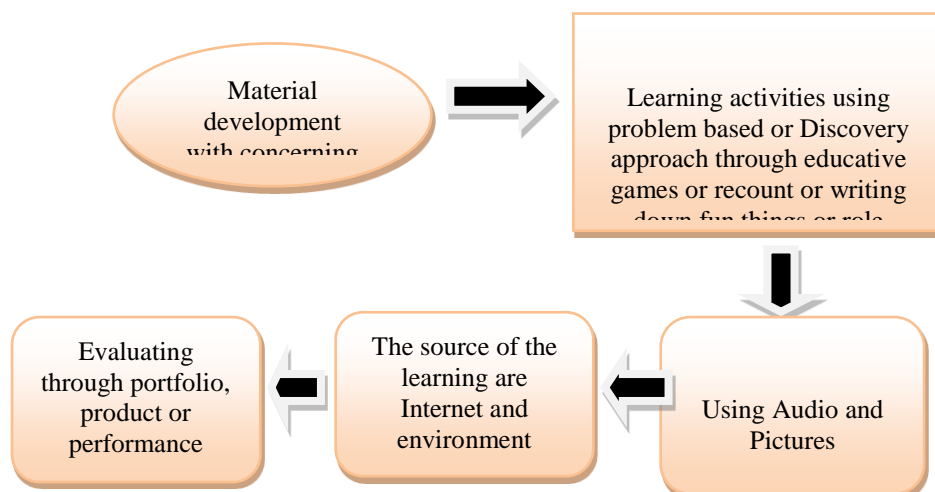
No	Elements	Teachers' opinion
1	Activities	1) Problem based 2) Discovery 3) Project based 4) Active and Individual
2	Material	1) Contextual Issues 2) Theme based 3) Controversy 4) Understanding of concepts
3	Teaching Media	1) Movies 2) Puzzle 3) Audio and Pictures
4	Sources	1) Internet 2) Environment 3) Newspaper and Teachers 4) Textbook and Friends
5	Evaluation tools	1) Portfolio 2) Product 3) Performance 4) Written test, rubric, and Self Assesment
6	Learning experience	1) fieldtrip 2) recount 3) writing daily experience 4) reading, writing favorite things
7	Edutainment's elements	1) Educating games 2) Role play 3) Pantomime, Quiz, and Singing

Source: Research's found

From the data above, it is possible to infer that the most improvable activity is the problem based and Discovery activities through contextual and theme based issues. Movies and Puzzles are the best media applicable for Edutainment; Internet and environment are the best source of learning for Edutainment; portfolio, products, and performance assessment are the most suitable evaluation tools; fieldtrip and recount experiences verbal and written will be the best for teachers to apply learning experience; role playing and educative

games are the elements of Edutainment need to be focused on the most. The found above shows that Edutainment model which are possible to develop are: (a) developing students' skill in developing the concepts of IPS, (b) train students to use scientific and fun ways to solve problems, (c) growing the students' creativity, (d) understanding the ideas or new information in Science and Technology. So that it is possible to develop this chartflow:

**chartflow 1**  
**Edutainment model in the learning of IPS**



### E. Conclusion

There are several found need to be concerned on this first step research on Edutainment to develop critical thinking of students. *First*, most IPS teachers (respondents) still have no idea on what Edutainment is. Though, they have intention to learn about Edutainment in order to make the learning more interesting. Some have known this model yet still apply it inappropriately due to the lack of knowledge how to implement Edutainment in the classroom. *Second*, the most suitable material is the problem based material and contextual issues. It allows students to be observer and the part of the problem happen in their environment at the same time. The learning will also be more interesting if they discuss about their own environment. *Third*, the most suitable media are movies and audio which were voted for the most. Daily environment is the main choice to be used as source for Edutainment, with Internet along with it. It is possible to collaborate them with recount daily life. Methods possible to use is educative games combined with various techniques. Evaluation applied is Portfolio and Learning Product based on Edutainment which allows to be seen from various aspects such as cognitive, affective, and psychomotor.

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