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The Effect of Edutainment Learning Methods on Fifth-Grade Students' Learning Outcomes in Theme 8 of Our Friend Environment

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ABSTRACT

This paper presents the effect of using the Edutainment learning method on students' learning outcomes on theme 8 of our friend environment in class V at SD Negeri 068006 Simalingkar in the academic year 2022/2023. The research uses quantitative methods. The research population was 245 students from all grades I-VI at SD Negeri 068006 Simalingkar. Sampling uses a purposive sample and the sample used involved 30 fifth-grade students. The research results indicate that students' learning outcomes using the Edutainment learning method are included in the very good category with an average score of 81.86 with a correlation test result of 0.634, which means r_{count} (0.634) ≥ r_{table} (0.361), thus Ha is accepted. Therefore, there is a considerable effect between the use of the Edutainment learning method and students' learning outcomes in class V at SD Negeri 068006 Simalingkar. It can be seen from the research results of the T-test, where r_{count} 4.335 ≥ r_{table} 2.048, Ha is also accepted. It implies that there is a significant positive effect from the use of the Edutainment learning method on students' learning outcomes in theme 8 of our friend environment in class V at SD Negeri 068006 Simalingkar in the academic year 2022/2023.

Keywords*: *students' learning outcomes, edutainment learning methods, our friend environment theme

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INTRODUCTION

Education is a vehicle for demanding various knowledge. In the educational process, the potential and abilities of students are homed in such a way that the potential is not hidden but appears on the surface and eventually becomes reliable and professional human resources. Improving the quality of education must be continuously encouraged to be able to keep pace with the times as an effort to prepare quality human resources. One indicator of quality education is that students achieve maximum learning outcomes, both cognitive and affective and psychomotor learning outcomes. The improvement of student learning is greatly influenced by the activities of the teaching and learning process in which there are several factors that determine whether the teaching and learning process is smooth. Improving education can be done in various ways, starting from elementary school to college. In learning, students are required to be active to learn in accordance with their talents and all their potential. The activeness of students can be realized both physical activeness and mental activeness. Good interaction between teachers and students is needed so that the learning process can take place effectively. Teaching and learning interactions can be done by activating students using question and answer techniques or interactive dialogue in the learning process. The existence of direct multidirectional interaction will make learning more meaningful. In teaching activities, learning methods are also very important. Therefore, teachers must be able to master various learning methods that can make students more active and able to capture the learning. So far, most of the learning process always uses ineffective methods, so the learning process is only teacher-centered, and when the teacher provides material, many students do not understand what is conveyed by the teacher. Based on preliminary information obtained by researchers from class V teachers, namely Mrs. Liasna Novita Sari Br Tarigan, S.Pd, there are

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problems obtained at SD Negeri 068006 Simalingkar, namely students are less enthusiastic and less interested in participating in learning, this is evidenced by students often having difficulties in doing assignments. Students also often complain and do not listen to the teacher's explanation, as a result students do not understand the content of the material informed by the teacher. Another problem also occurs with teachers. Teachers pay less attention to teaching style.

Especially in the learning methods used. Teachers have not applied various learning methods, teachers still tend to wear learning methods that are still conventional and monotonous, this triggers students to lack understanding of the lessons taught by teachers. When the teacher delivers learning, which results in the learning outcomes of students have not been maximized.

LITERATURE REVIEW

Learning Methods Learning methods are needed by teachers in helping the learning process so that learning can take place properly and optimally. Many learning methods have been developed by teachers, which are basically to provide a convenience for students, to master and understand a particular lesson and knowledge. Hamidah &; Jaunar, (2014: 47) suggest that the method is the procedure of the learning strategy chosen to achieve learning objectives, so that learning resources using learning methods must be adjusted to the type of strategy used. In agreement with Sudrajat, (2018) states that learning methods refer to techniques or strategies chosen by teachers to implement learning plans in the form of real and practical activities, with the intention of achieving predetermined learning objectives.

Edutainment Learning Methods The concept of edutainment learning began to be officially introduced in the 1980s and has become one of the successful learning methods and has a tremendous influence in the field of education and training in this millennium. In this case, according to Hamid, (2014: 1), edutainment consists of two words, namely the words education and entertainment. Education means education or teaching, and entertainment means pleasure. In terms of language, edutainment has a meaning, namely fun education. Edutainment is defined as a learning process designed by combining educational and entertainment content in harmony, so that learning activities take place with fun.

Sutrisno, (2015: 31) suggests that edutainment is a method to make the learning and teaching process so enjoyable, so that students can easily capture the material from the learning itself, without feeling that they are learning. In this case, learning through play is more done through humor, games, role play and demonstrations. Learning can also be done in other ways if students can go through the learning process happily. In line with Hamruni's opinion, (2019: 50) edutainment comes from the word educational entertainment or entertainment education, which means something entertainment designed to educate and entertain. Basically, edutainment seeks to direct or create social interaction to students by including various lessons in the form of entertainment that is familiar to their ears, such as tv shows, games found on computers or video games, movies, music, websites, multimedia features, and so on.

Based on the opinions of the experts conveyed above, it can be concluded that the edutainment learning method is a learning method designed by combining educational and entertainment content in harmony. The edutainment learning method aims to make the learning process fun and create social interaction for students by including lessons in the form of entertainment. Edutainment prioritizes fun and happiness to achieve learning objectives. Steps of the Edutainment Learning Method The steps for applying the edutainment learning method in learning are in accordance with the theory informed by Wahab, (2022) the learning steps using the edutainment learning method are as follows: Teachers prepare audio-visual tools to play films related to learning material. Classes are well designed and interesting so that students feel comfortable. The teacher plays learning videos for students and provides explanations about the learning videos After finishing the screening of the learning video, students were divided into several groups to describe the learning video that had been aired. The name of the group is made according to the related material, for example the characters in the learning video that is aired. Demonstration, the teacher invites students to play, for example, by preparing one question according to the learning material written on paper, then the papers are collected and then formed into a ball. Each group gets the opportunity to throw the ball to the other group, when the student who is hit

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by the ball then takes 1 question paper and then answers the question. With the guidance of the teacher, each group makes a summary of the material. Advantages and Disadvantages of Edutainment Learning Method Every learning method must have disadvantages and advantages, just as edutainment learning methods have disadvantages and advantages. According to Wahab, (2022) the advantages and disadvantages of the edutainment method include the following: Advantages of Edutainment Learning Method Increase enthusiasm in student learning activities Shaping fun and exciting learning Provides a sense of comfort, because learning is combined with elements of play. Make it easier for students to capture lessons because lessons are combined with real life. Make it easier for students to express opinions and question.

Make the learning process not boring So that students can learn well. While the Weaknesses of the Edutainment Learning Method The learning process tends to prioritize the "fun" aspect so that students learn if entertained Tends to ignore the difference between the learning process and the game and entertainment, learning is synonymous with play and entertainment. Further develop visual culture May be addictive when the portion of the game aspect is greater than information and education from the aspect of computer-based edutainment equipment and the internet cannot be used in remote areas yet with poor electricity infrastructure and internet network. Based on the opinions of the experts above, researchers concluded that the advantages of edutainment learning methods include enabling interactions that arise during the learning process, increasing enthusiasm in learning, forming fun and exciting learning, providing a sense of comfort, and making it easier for students to capture lessons. While the disadvantages of the edutainment learning method are that the learning process tends to prioritize the "fun" aspect so that students learn when entertained, tend to ignore differences in the learning process and entertainment, develop visual culture, can cause addiction, and cannot be used in remote areas with poor infrastructure.

Learning Outcomes Learning outcomes are specific statements expressed in behavior and appearance that are manifested in written form to describe the expected learning outcomes. According to Sinar, (2018: 20) learning outcomes are achievements achieved after students complete some subject matter. Learning achievement is a perfect learning outcome that encompasses all psychological domains that change because of a student's experience and learning process. In the opinion of Siagian et al., (2020) stated that learning outcomes reflect learning efforts, with the principle of behavior change as a learning result in a broader sense covering the cognitive, affective, and psychomotor fields, the better the learning effort, the better the results achieved. Learning outcomes are the most important part of learning. Based on the presentation of the opinions of the experts above, it can be concluded that learning outcomes are achievements achieved by students in the form of assessment after following the learning process by assessing knowledge, attitudes, skills in students with changes in behavior in the cognitive, affective, and psychomotor fields, the better the learning effort, the better the results achieved.

Based on the problems above, the researcher is interested in using the edutainment learning method. The edutainment learning method is a learning method that is capable of being a problem solver in the learning process. This is supported by the opinion of Mufidah, (2013) The edutainment learning method is able to provide better changes to student learning outcomes. This method is able to be an alternative solution in dealing with problems that occur when the learning process takes place.

METHOD

Correlation Coefficient Test

To find out whether there is an influence between the independent variable and the dependent variable. With the Product moment correlation formula, namely:

$$r_{xy} = \frac{\mathrm{N}\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{\mathrm{N}\ \Sigma X^2 - (\Sigma X^2)\}\{(N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

Information:
RXY: Product moment correlation coefficient
N : Total number of students

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∑X : Score item
∑Y : Total score of all students
∑XY :The number of multiplication results between X scores and Y scores

It can be concluded that if $r_{count} \geq r_{table}$ then there is influence between the independent variable and the dependent variable. Conversely, if $r_{count} \leq r_{table}$ subject then there is no influence between the independent variable and the dependent variable.

Hypothesis Testing

To find out whether X has a significant (meaningful) relationship to variable Y is done by testing the hypothesis using the t-test as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information:
r = Correlation
n = Many samples
t = Significance level (r_{count})
The hypothesis is accepted if $t_{count} \geq t_{table}$ whereas if the hypothesis is rejected if $t_{count} \leq t_{table}$ with a 5% error rate.

RESULTS AND DISCUSSION

Pretest results the pretest was conducted to determine the initial ability of students in theme 8 Our friendly environment before the treatment. The pretest results show that the level of learning completeness of class V students totaling 30 students is still not optimal, can be seen in table 2 below:

Table 1. Pretest Data Frequency Distribution

X	F	FX	X=X-$\bar{X}$	x^2	Fx^2
27	1	27	-27,13	736,037	736,037
33	2	66	-21,13	446,477	892,954
37	2	74	-17,13	293,437	586,874
40	1	40	-14,13	199,657	199,657
43	1	43	-11,13	123,877	123,877
46	3	138	-8,13	66,0969	198,291
50	5	250	-4,13	17,0569	85,2845
53	2	106	-1,13	1,2769	2,5538
56	3	168	1,87	3,4969	10,4907
63	2	126	8,87	78,6769	157,354
66	2	132	11,87	140,897	281,794
70	2	140	70	4900	9800
76	3	228	21,87	478,297	1434,89
86	1	86	31,87	1015,7	1015,7
	N=30	**$\sum fx$ 1624**	**42,31**	**8500,98**	**$\sum fx^2$15525,8**

From the data above, the average value (mean), standard deviation, and standard error can be obtained as follows:

a. Average (Mean)

$$Me = \frac{\sum Fx}{n}$$

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$Me = \frac{1624}{30} = 54{,}13$

b. Standard Deviation (SD)

SD $= \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{15525{,}8}{30}}$

$= \sqrt{517{,}52} = 22{,}74$

Error Standards

SEm $= \frac{SD}{\sqrt{n-1}} = \frac{22{,}74}{\sqrt{30-1}} = \frac{22{,}74}{\sqrt{29}} = \frac{22{,}74}{5{,}3}$

$= 4{,}29$

Table 2. Percentage Distribution of Pretest Values

Caption	Percentage	Frequency	Value
27- 40	6	20%	Very less
43- 50	9	30%	Not enough
53-56	5	16,66%	Enough
63-70	9	30%	Enough
86-100	1	0,33%	Very good
Jlh	**30**	**100%**	

Based on the frequency table, the pretest value obtained the highest value of 86 and the lowest value of 27. The mean was 54.13. Students who obtained scores above the average (mean) as many as 13 people with 43.33% and students who obtained scores below the average (mean) as many as 17 people with 56.6% with the highest percentage of 30% and the lowest percentage of 13.33%

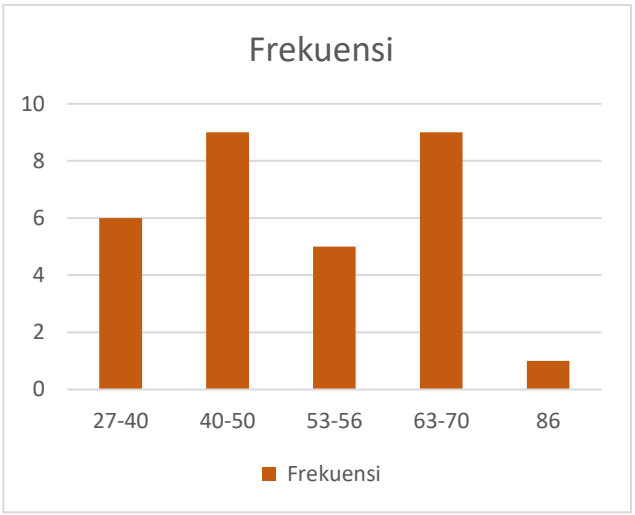

Figure 1. Frequency Distribution Histogram Pretest Scores

Based on the data above, it can be known that the students' Pretest scores are: 6 students obtained a score of around 27-40 of 20%, 9 students obtained a score of 43-50 of 30%, 5 students obtained a score of around 53-56 of 16.66%, 4 students obtained a score of around 63-66 of 13.33%, and 6 students obtained a score of 70-86 of 20%.

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Table 3. Postest Data Frequency Distribution

X	F	FX	X=X-$\bar{X}$	x^2	Fx^2
66	1	66	-19,13	365,9569	365,9569
68	2	136	-17,13	293,4369	586,8792
76	2	152	-9,13	83,3569	166,7192
80	1	80	-5,13	26,3169	26,3169
84	7	588	-1,13	1,2769	8,9383
86	6	516	0,87	0,7569	4,5414
90	4	360	4,87	23,7169	94,8676
92	4	368	6,87	47,1969	188,7876
96	3	288	10,87	118,1569	354,4707
	n=30	$\sum Fx$ =2554		$\sum x^2$=960,17	$\sum fx^2 = 1797,478$

Based on the table above, the average and standard deviation can be found, namely as follows: Average (Mean); 85,13, Standar Deviasi (SD); 7,740, Error Standards; 1,46.

Table 4. Percentage Distribution of Post Test Values

Mark	Frequency	Percentage	Information
68-72	4	13,30%	Enough
73-77	5	16,70%	Good
78-82	5	16,70%	Very well
83-87	8	26,70%	Very well
88-92	7	23,30%	Very well
93-97	1	3,30%	Very well
Amount	**30**	**100%**	

Based on the table above, the frequency distribution of experimental class post test scores obtained the highest value of 96 and the lowest value of 68. The mean is 85,13 and the standard deviation is 7.482. Students who obtained scores above the average (mean) as many as 21 people with a percentage of 60% and students who obtained scores below the average (mean) as many as 9 people with a percentage of 40%. Here is a picture of the histogram frequency histogram of Learners' post-test scores:

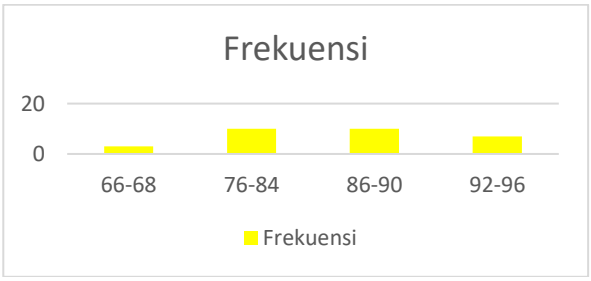

Figure 2. Post-test Frequency Distribution Histogram

Based on the data above, it can be found that students' post-test scores are: 4 students obtained a score of around 68-72 of 13.3%, 5 Students obtained a score of 73-77 of 16.7%, 5 students obtained a score of around 78-82 of 16.7%, 8 students obtained a score of around 83-87 of 26.70%, 7 students obtained a score of 88-92 of 23.3%, and 1 student obtained a score of 93-97 of 3.3%. The results of the post-test scores showed

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an increase in the completeness of learning of experimental class students. This result can be seen from the higher post-test pretest score. Where the average post-test score is 85,13 while the average pretest score is 52.26 For more details, it can be seen from the average pretest and post-test scores in the diagram below:

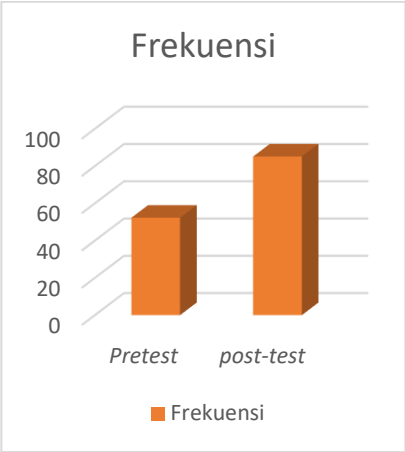

Figure 3. Pretest and Posttest Value Data Diagram

From the results of the diagram above, the average pretest score was 52.26 with less predicate category. For the average post-test score of 81.86 with a good predicate category.

Table 5. Frequency Distribution of Questionnaire Results

X	F	FX	X=x- $\bar{x}$	X2	FX2
49	1	49	-4,56	20,7936	20,7936
50	5	250	-3,56	12,6736	63,368
52	3	156	-1,63	2,6569	7,9707
53	5	265	-0,56	0,3136	1,568
54	6	324	0,37	0,1369	0,8214
55	3	165	1,44	2,0736	6,2208
56	2	112	2,44	5,9536	11,9072
57	2	114	3,44	11,8336	23,6672
58	3	174	4,44	19,7136	59,1408
Total	**ΣF=30**	**ΣFX= 1609**		**ΣX2 = 76,149**	**ΣFX2=195,4577**

Based on the table above, the average and standard deviation can be found, namely as follows: Average (Mean); 53,63, Standard Deviation (SD); 2,55, Error Standards; 0,473.

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Table 6. Percentage Distribution of Edutainment Method Results

Mark	Frequency	Percentage
49-50	6	20%
51-52	4	13,30%
53-54	10	33,30%
55-56	5	16,70%
57-58	5	16,70%
Amount	**30**	**100%**

From the table above, the edutainment learning method questionnaire is: 6 students obtained a score of around 49-50 of 20%, 4 students obtained a score of around 51-52 of 13.3%, 10 students obtained a score of around 53-54 of 33.3%, 5 students obtained a score of around 55-56 of 16.7% and 5 students obtained a score of around 57-58 of 16.7%. For more detailed information can be seen from the following diagram:

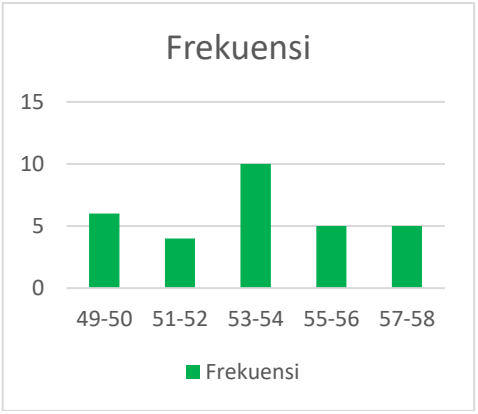

Figure 4. Histogram of Frequency Distribution of Questionnaire Values

Normality Test

Data normality test testing is used to determine the form of data distribution used in research. The normality test is used to determine whether the posttest data of class V learning outcomes are normally distributed or not, then the Kolmogorov-smirnov normality test will be carried out at 5% alpa. The calculation results of the normality test using SPSS version 26. If the significant value of Kolmogorov-smirnov is greater than 0.05, then the data are normally distributed. If the significant value of Kolmogorov-smirnov is less than 0.05, then the data are normally distributed.

Table 7. Kolmogorov- smirnov Normality Test Results

		Unstandardized Residual
N		30
Normal Parameters[a, b]	Mean	.0000000
	Std. Deviation	2.00574642
Most Extreme Differences	Absolute	.125
	Positive	.105
	Negative	-.125

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Test Statistic	.125
Asymp. Sig. (2-tailed)	.200[c, d]

The value of the table above shows that the correlation coefficient value is 0.634 If, r-calculate. ≥, r-table. 0.634 ≥ 0.361. There were 63.4 influences of edutainment learning methods and 36.6 other factors. This means that there is a strong correlation between edutainment learning methods and the learning outcomes of grade V students of SD Negeri 068006 Simalingkar. This can be seen from the table below:

Table 8. Interference

Num	Mark	Information
1	0.00-0.19	Very Strong
2	0.20-0.39	Low
3	0.40-0.59	Currently
4	0.60-0.79	Strong
5	0.80-1.00	Very Strong

Correlation Coefficient Test

The correlation coefficient test is used to determine whether there is an influence between the independent variable (X) variable (Y), and the condition for the correlation coefficient test is to look at the calculation with the product moment correlation formula.

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}849.\sqrt{30-2}}{\sqrt{1-(0{,}849)^2}}$$

$$t = \frac{0{,}849.\sqrt{28}}{\sqrt{1-0{,}720801}}$$

$$t = \frac{0{,}849.5{,}291}{\sqrt{0{,}279199}}$$

$$t = \frac{4{,}4920}{0{,}5283846}$$

$$= 8{,}494$$

To see the influence of the two variables can be done by comparing rcalculate with rtabel. From the calculation above manually, we can see a correlation value of 0.849. While the SPSS ver 26 correlation coefficient tests in the table below.

Table 9. Correlation Coefficient Test

		Method *Edutainment*	Learning Outcomes
Edutainment Method	Pearson Correlation	1	.849**
	Sig. (2-tailed)		.000
	N	30	30
Learning Outcomes	Pearson Correlation	.849**	1
	Sig. (2-tailed)	.000	
	N	30	30

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The table above shows that the correlation coefficient value is 0.849 If the calculation ≥ 0,849 ≥ 0.361 means that there is a strong correlation between edutainments. learning methods on the learning outcomes of grade V students of SD Negeri 068006 Simalingkar. This can be seen from the table below:

Tabel 10. Intervesion

No	Mark	Information
1	0.00-0.19	Very Strong
2	0.20-0.39	Low
3	0.40-0.59	Medium
4	0.60-0.799	Strong
5	0.80-1.000	Very Strong

Test the hypothesis

After the data is declared normal controversy and the sample comes from the same population or homogeny, then hypothesis testing can be carried out using the "t test". What is used to test the research hypothesis is the t-test hypothesis proposed is, Ho: there is no influence of Edutainment learning methods on student learning outcomes Ha: there is an influence of the Edutainment learning method on student learning outcomes The t-test criterion can be said to be significant if a p price of ≤ 0.05 is obtained. As well as the hypothesis accepted (Ha) if tcalculate ≥ ttable and rejected (Ho) if tcalculate ≤ ttable The results of the calculation of the t-test hypothesis can be seen in the following table:

Table 11. T-test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.835	2.813		10.605	.000
	Edutainment Method	.280	.033	.849	8.494	.000

To determine the presence or absence of influence, significant results obtained 0.00 ≤ 0.05 can be seen. The t-test calculation result of SPSS ver 26 is 8,494. To support the t-test results of SPSS ver 26, the following t-test results are manually. It can be known from the calculated value of the ttable ≥, which is 8,494 ≥ 1,701 which means that there is an influence of edutainment learning methods on student learning outcomes. To find out the results of SPSS ver 26, here are the results of the t-test manually below:

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}849.\sqrt{30-2}}{\sqrt{1-(0{,}849)^2}}$$

$$t = \frac{0{,}849.\sqrt{28}}{\sqrt{1-0{,}720801}}$$

$$t = \frac{0{,}849.5{,}291}{\sqrt{0{,}279199}}$$

$$t = \frac{4{,}4920}{0{,}5283846}$$

$$= 8{,}494$$

The results of the manual t-test of 8,494 can be known from the calculated value of ttable ≥, which is 8,494 ≥ 1,701 which means that there is an influence of edutainment learning methods on student learning outcomes.

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Discussion of Findings

This research was conducted in grade V SD Negeri 068006 Simalingkar. To know the initial ability of students. The study conducted a pretest with a total of 30 multiple-choice questions, with the same type of questions, obtained results with an average of 54.13 can be said to be lacking initial ability. After conducting the pretest, researchers delivered the material using the Edutainment learning method. At the end of the lesson, the researcher again gave a post-test to determine the success rate. The results of the post-test have an increase from the pretest results given earlier. Post-test results that have been tested at 85,13 can be said to have increased success rates.

The results of the normality test at the level of significance (α = 0.05), with normality are, L-calculate. ≥, L-table. Then the data is normally distributed with a result of 0.200 ≥ 0.161 then the data can be said to be normally distributed. The results of the correlation coefficient prove that there is an influence of the Edutainment learning method (X) on learning outcomes (Y) with the results of calculating ≥ rtable with results of 0.849 ≥ 0.361. In the hypothesis test using the t-test from the data calculations carried out, the test results were tcalculate ≥ ttable, the results were 8,494 ≥ 1,701 with a significance level (α = 0.05). This proves that there is a significant influence of the use of Edutainment learning methods on student learning outcomes in theme 8 of the Sahabat Kita V SD Negeri 068006 Simalingkar Environmental Area

CONCLUSIONS AND RECOMMENDATION

Conclusion Based on the results of data analysis, in this chapter the researcher outlines the conclusions, implications, limitations of research and suggestions compiled based on research activities regarding the effect of using edutainment learning methods on student learning outcomes in theme 8 of my living environment grade V SD Negeri 068006 Simalingkar Learning Year 2022/2023 obtained as follows:

The process of implementing the edutainment learning method on the learning outcomes of grade V students of SD Negeri 068006 Simalingkar is by providing pretest and post-test to respondents, the test is accompanied by 30 questions each. Before being given treatment, researchers provide a pretest to determine the extent of students' knowledge about the material in theme 8, subtheme 1, learning 2. After getting the results of the pretest, the researcher gave treatment to students using the edutainment learning method, after giving the treatment the researcher gave a post-test, this was done so that the researcher knew the extent of the student's ability after being given treatment. After applying the edutainment learning method to the learning outcomes of grade V students of SD Negeri 068006 Simalingkar, student learning outcomes increased. This can be seen from the average pretest score of 54.13 which is in the low category, while the average post-test score of 85,13 is in the very good category.

The influence of the Edutainment learning method on student learning outcomes i class V material theme 8 Our Friends Environment subtheme 1 learning 2 at SD Negeri 068006 Simalingkar Learning Year 2022/2023. This can be proven by the value of the correlation coefficient of 0.849 which is in strong interspension. To find out whether the hypothesis is accepted or rejected, the ttable ≥ is 8,494 ≥ 1,701, which means that there is an influence of the Edutainment learning method on student learning outcomes. Thus, Ha is accepted, and Ho is rejected. This study shows that student learning outcomes using the Edutainment learning method are more effective than without using the learning method. Therefore, in improving student learning outcomes, it is necessary to utilize learning methods that can focus students' attention, especially on learning theme 8 of our friendly environment, subtheme 1 learning 2, one of which is the Edutainment learning method displayed by researchers.

Recommendations for those who use the edutainment learning method need to understand that this learning method is student-centered learning, the teacher acts as a facilitator/motivator. The learning process in this research using learning tools oriented to edutainment learning methods can improve student learning outcomes and make students feel happy and the learning objectives set by the teacher can be achieved.

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