

The Relevance of Edutainment Principles in Early Children's Education

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ABSTRACT

This research is expected to provide information and describe how the relevance of the application of edutainment principles in early childhood education. This research is qualitative research, using an analytical descriptive approach. The results of the study show; (1) the relevance of the edutainment principle actualized in the daily activity plan, including; initial activities (special institutional activities and Islamic religious education, core activities, rest and eating and closing activities; (2) the creation of positive and fun learning between teachers and students in interacting; (3) the existence of motivation and ways of learning that appreciate the learning style and modalities of students so that good learning outcomes are achieved; (4) classical activities emphasize habituation and training to increase self-reliance, courage, discipline and responsibility for him; (5) core activities are carried out through a process of exploration, experimentation, elaboration, and confirmation aimed at activating the child's attention, abilities and emotional social; and (6) the final activity is calming the child and is classically given.

INTRODUCTION

The world of children is the world of learning while playing. Playing is an activity chosen by children because it is fun, not because of a gift or praise (Ula & Suwarno, 2023). Children will assume learning activities are playing. The learning process will run well when children actively interact with their environment. Creating conditions that are evocative, fun without any pressure, and provide convenience for children through concrete activities. So the edutainment approach is an alternative in the process of playing while learning which is carried out in early childhood learning. The concept of learning according to constructivism theory is a learning process that conditions children to actively build new concepts, new understandings, and new knowledge based on data. In fact, the learning process must be designed and managed to encourage children to organize their own experiences into meaningful knowledge. Based on the Law of the Republic of Indonesia Number 20 of 2003 Article 40 paragraph 2 explains that 'teachers and education personnel are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical (Presiden Republik Indonesia, 2003)'.

At the time of human learning, according to two processes occur in him, first the information organization process, namely the process of connecting the received information with existing knowledge structures, and secondly the adaptation process, which contains two activities; (1) combining the received knowledge (assimilation) and (2) changing the existing knowledge structure with the new knowledge structure (accommodation), so that there is a balance (equilibration) (Salim, 2016). Edutainment is an acronym for the words 'education and edutainment'. Education means education or teaching, and edutainment means entertainment (Rifa'i, 2018).. From a terminology point of view, edutainment as a form of entertainment that is designed to be educational (Suwarno, 2016). Thus the concept of edutainment implies the idea of how the process of playing and learning in early childhood is designed by combining educational and entertainment content in harmony, so that learning activities take place in a fun way. In addition, edutainment is a way of teaching in a way that entertains and stimulates a student mind (Haryanti, 2019). So that in the end students are expected to have motivation that grows from within caused by a sense of desire in them.

Based on the learning theory with edutainment nuances, it can be found several principles that characterize the edutainment concept. First, the concept of edutainment is a series of learning approaches in bridging the gap that separates the teaching and learning processes, so that it is expected to improve learning outcomes (Suwarno et al., 2022). This concept is designed so that the teaching and learning process is carried out holistically by using knowledge derived from various sciences, such as knowledge about risk-free learning, how the brain and memory work, motivation, self-concept, emotions (feelings), metacognition, learning styles, and learning techniques, other. Second, the basic concept of edutainment seeks to make learning conducive and fun. Third, the edutainment concept offers a learning system that is designed with an efficient link, including students, teachers, learning processes, and learning

environments. The concept of edutainment places the child as the center of the learning process, and at the same time as the subject of education. Fourth, in the concept of edutainment, learning processes and activities no longer appear in a 'scary' face, but in a humanistic form and in open and fun educational interactions (Suwarnoto, 2020).

All children are smart and have the same future, it's just a matter of how far the active role and full care for the child is so that early age becomes a very valuable golden moment of 'the golden age' (Suwarno, 2017b). The abilities that are expected for early childhood are able to develop all aspects of the child, including motor, language, cognitive, artistic, moral and social emotional (Fadillah, 2014). Thus, early childhood education becomes a place for early education that is fun as well as a place to play while learning for students. So that it can stimulate the development of children's intelligence potential, both in the cognitive, affective and psychomotor domains (Thiagarajan, 1976). Children are given complete freedom to be creative as they wish because children have unique differences from one another. Through daily planning activities include introduction, core, and closing by integrating the principle of edutainment in learning (Weller, 2022).

LITERATURE REVIEW

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METHODOLOGY

This research is a field research that aims to study intensively the background, current status and environmental interactions that occur in a social unit such as individuals, groups, institutions or communities (Azwar, 2018). Research that produces descriptive data in the form of written or oral data from people and observable behavior (Creswell J., 2003). This qualitative research is aimed at understanding social phenomena from the participant's point of view or perspective. Participants are people who are invited to interview, observed, asked to provide data, opinions and perceptual thoughts (R. Burke Johnson, 2014). This type of analytical descriptive research is a method that aims to describe or provide an overview of an object of research that is studied through samples or data that have been collected and make generally accepted

conclusions (Yukl, 2019). Data analysis is carried out so that the collected data can be analyzed by starting to examine all the data that has been generated from observations, interviews and documentation. The research data analysis technique was carried out through three stages, namely data reduction, data presentation and conclusion drawing (verification) (Matthew B. Miles, A Michael Huberman, 2014).

RESULT AND DISCUSSION

RA Bintang Zuhra Takengon applies a group-based learning model. The learning model in class B1 is based on a syllabus which was developed into semester planning, weekly activity planning (RKM), and daily activity plans (RKH). All activities carried out in the learning model are a concrete picture of what teachers and students do in accordance with the RKH. However, in general the steps used are relatively the same in a day, namely; initial/preliminary activities, core activities, rest/eating, and final/closing activities. Based on the results of the observation of the learning activity model in class B1 are as follows:

1. Initial Activity (classic)

Classical activities or often referred to as early activities are learning activities where at the same time, activities are carried out together by all children in one class (classically). Based on the results of interviews with the class B1 teacher, the activities carried out in the class were greeting, praying and singing or telling stories. Greeting and prayer activities are carried out by students alternately every day. The teacher asked the students who was in charge of leading the greetings and prayers that day. The child who feels that he is in charge of leading the prayer immediately goes to the front of the class and sits on the right side of the teacher. Students who lead prayers say greetings and lead prayers together with teachers and other children. Prayers are recited in Arabic and their meanings are read in Indonesian.

When reading the prayer, the teacher occasionally raises his thumb to the students who read the prayer fluently and loudly. So that it makes other students get excited in reading the prayer (Suwarno, 2018). Then after finishing reading the prayer, the student who led the prayer returned to his place. So that the atmosphere is active and fun, the teacher asks the child to tell about the activities he did while at home. Some children want to talk about their activities. Sometimes the teacher also asks about the lessons learned yesterday. And occasionally the teacher mentions the day, date, month, and year to students (Maujud, 2018).

Early activities (classical) are introductory activities in learning that aim to focus attention, evoke motivation so that students are ready to follow the learning activities. In the initial activities, in class B1 has several activities, namely:

a. Morning Charm Activity

Morning charm activities are the earliest activities carried out by students and are still simple in terms of activities that are routinely carried out by children. This activity is carried out starting from parents or guardians escorting their children until they finish carrying out cheerful gymnastics until the children enter class. In this activity the learning model is more emphasis on habituation. Students are accustomed to being independent, brave, disciplined and responsible for themselves. This can be seen from the activities carried out such as; parents or guardians are no longer allowed to enter to take their children to class. Children have been given the habit of being brave and trained to socialize with their environment. The habit of class B1 students is to greet the teacher before entering class. After that, the children immediately delivered their bags and equipment to the shelves that had been provided according to their respective names. This habit makes children trained to be able to learn to be responsible and conscientious.

Play is something that cannot be separated from the world of children's education. RA Bintang Zuhra as an early childhood education institution, of course, prepares play facilities. Before it was time to do cheerful gymnastics. B1 children can hang out and play together with children from other classes in the yard in an orderly manner and are accompanied by the class teacher. There are some children who like to play alone, playing with games that require friends, and there are also some children whose behavior makes their friends irritated and angry. Playing together aims for children to improve communication and develop the ability to compromise with their friends (Utami & Suwarno, 2019). When doing cheerful gymnastics the children are gathered together, without having to line up according to their class. Children are given the freedom to do gymnastics in any line. But after finishing the children must return to the line according to their respective classes. In cheerful gymnastics the teacher also participates in cheerful gymnastics, the goal is that the children are motivated to do cheerful gymnastics together. The freedom given to children is intended so that children can get to know each other.

Based on the researcher's analysis that the relevance of the morning charm activity to the principle of edutainment through habituation and training given to students. There are several edutainment principles that emerge, namely: (1) every student is motivated by an environment that is conducive to learning while playing; (2) students are directly involved in building knowledge actively by taking part in these activities; (3) students feel happy and happy far from pressure or intimidation in carrying out activities. It will generate positive energy in children with a learning process that involves the brain, body and mind; and (4) helping students to get to

know each other better or develop a team spirit (Fauzan & Amroni, 2020).

Based on the results of interviews with the head of RA, the special morning charm activities for Mondays, the cheerful gymnastics activities were abolished and replaced with flag ceremonies. The flag ceremony is carried out in turns by each class starting from class A to B and is still very simple. This activity aims to train students to get used to it so that when they enter elementary school children no longer feel confused by such activities. Children who become ceremonial officers are accompanied by teachers, in reading the rules, prayers, and pledges by the teacher whispering the readings into the ears of the child of the ceremonial officer and the child following it in a loud voice (Arifiani, 2021).

In this activity, the teacher who was the supervisor of the ceremony gave advice and shouted. The builder teacher calls the class one by one for example, Class A1 then class A1 students answer 'okay' to class B1 answer 'yes'. This was done in order to entertain the children and take their attention apart from training the cohesiveness of each class. because early childhood is a spontaneous person, so when he is happy at that time he also shows his joy. At the end of the ceremony, the teacher and children sing together the national anthem. In the next activity the children line up according to their respective classes and are ready to follow the initial activity .

b. Special Activities for Islamic Religious Education and Institutions

RA Bintang Zuhra has special activities related to Islamic religious institutions and education. Based on the results of interviews with the class teacher that the special activities are sometimes included in the initial activities (classic) and sometimes enter the closing activities. This can happen if time and conditions do not allow. In this special activity, children learn about Islamic religious institutions and education. The learning model used by the teacher varies. Sometimes the teacher lectures, asks questions, tells stories, and sings together. The learning model is all done by the teacher, the goal is that children do not feel bored with the material presented and also to attract the attention of students (Ula & Suwarno, 2023).

Based on the results of the researcher's analysis, there is a relevance of classical activities, special institutional activities and Islamic religious education to edutainment principles, such as; (1) Teachers give awards to children so that children are motivated to do better; (2) The learning process is carried out in a relaxed and comfortable manner, where the teacher and students sing and tell stories together; (3) Children's feelings of joy arise so as to eliminate boredom in students; and (4) Raising children's self-confidence by involving students directly (Mukhlisoh & Suwarno, 2019).

2. Core Activities

Based on the results of interviews with the head of RA Bintang Zuhra, the core activity is a process to achieve basic competencies which is carried out interactively, inspiring, fun, challenging, and participatory. The core activities are carried out through the process of exploration, experimentation, elaboration, and confirmation. The activities are activities that activate children's attention, abilities and social emotions. The core activities cannot be separated from the theme in the RKH. The core activities in class B1 are planned activities to stimulate all aspects of children's development.

Based on the results of the researcher's analysis that there is relevance to the edutainment principle of the activities carried out. The edutainment principles that emerge are: (1) helping students to be active in learning. Where the teacher explains the main activities to be carried out in each group; (2) students are given tasks in small groups (collaborative learning) to complete the activities given individually in groups; (3) the emergence of interactions between children in their respective groups. Thus providing an opportunity to know and accept each other; (4) develop children's interest and creativity in learning, by providing opportunities for children to join other groups or do other activities again; (5) students are given the freedom to choose their learning activities in groups according to their respective interests; and (6) develop emotional, social, independent, and cooperative aspects in students (Suwarno, 2017a).

Based on the results of interviews with class B1 teachers, the group learning model is a learning model in which students are divided into several groups. Usually the children are divided into 2 or 3 groups, and each group does a different activity. In one meeting, children must complete 2 to 3 activities in groups in turn (Khusnul Auliyah, Suwarno, Uswatun Chasanah, 2021). If in a group change, there are children who have completed their tasks faster than their friends, then the child can continue other activities as long as there is space in other groups. But if there is no place available, then the child can play in a certain place in the classroom that has been provided by the teacher which is called a safety activity.

Before the children are divided into groups, the teacher explains the activities or things related to the tasks of each group classically. In the core activities in one class divided into several groups. The teacher and students can name each group. Students are given the freedom to choose the activities in the group they are interested in and the space provided. All students take turns following the activities planned by the teacher. After students can follow regularly, then children can choose their own activities in an orderly manner. Students who have completed their assignments faster than their friends may continue their activities in other groups. If there is room in the group, if there is no place for the child to carry out activities in security activities. Based on the results of

interviews with class B1 teachers that the function of safety activities is a) as a place for children's activities to complete their tasks faster so that they do not disturb other children; b) aims to motivate children to quickly complete their tasks; and c) to develop emotional, social, independent, cooperative, and creative aspects of students (Djamaluddin & Wardana, 2019).

Before forming groups in class, the teacher first explains the work that will be done by students. Then the students are divided into 3 (three) groups. Each group consists of 6 to 7 children (according to class conditions). The tasks that must be done by students in each group are as follows: The first group circled the number of flag images that were more. The tool used is colored pencils with paper that already has a flag image which is divided into three columns. The first column has 3 flags, the second column is 5, and the third column is 7. Students color the flags red and white and then circle the maximum number. This activity aims to introduce the concept of many and few. The second group draws freely (Rifa'i, 2018). The tools used are watercolors or colored pencils. Students are free to express their drawings or paintings on books/plain paper. The goal is to develop the creativity of students. And the third group draws a vertical line and a flat line. The tool used is colored pencils with paper that already has a flag image on it. This activity aims to train children's fine motor skills. Then after completing the activities in their group, the children are given the freedom to continue or move to another group to do the tasks in the group. The results of the students' work are collected to be assessed by the teacher and stored in their respective portfolio documents.

3. Break and Eat Activities

After the main activity was completed, the students were invited to sit on the floor and sing together. Before eating, children are required to wash their hands with soap. After gathering in class, the children read a prayer to eat together and eat the food that has been provided. Then after finishing eating, the children played inside (indoor) or played outside the classroom (outdoor) by using the available game facilities.

4. Final Activity (Closing)

After the break time is over, the next activity is the final activity. The activities carried out in the final activity are calming for children and given classically. The teacher invites the children to tell stories, sing along by telling the children to sit on the carpet, mats and sometimes the teacher also asks the children to sit in their respective chairs. Sometimes the teacher also asks the activities carried out by students starting from the initial activity to the closing activity. The teacher also gives advice to students by giving examples of good and bad deeds. Then the teacher invites the students to sing, pray and say hello. The prayer reading activity is the same as the activities carried out in the initial activity.

After that the children were invited to walk/line up to leave the room and shake hands, then go home .

Based on the results of the researcher's analysis that there is a relevance of rest, eating and closing activities to the principles of edutainment, including; a) students are familiarized with clean behavior, such as washing hands before eating; b) activities are carried out in a happy atmosphere; c) involve children together in activities; and d) fulfillment of children's physical and biological needs.

CONCLUSION AND RECOMMENDATION

Based on the results of research and data analysis conducted by researchers regarding the relevance of edutainment principles in early childhood education at RA Bintang Zuhra Takengon. So it can be concluded that there is a strong relevance of edutainment principles in the learning planning process and daily activities carried out. The daily activities carried out include; 1) early activities such as morning charms and special activities for Islamic religious education and institutions; 2) core activities; 3) rest and eating activities, and 4) closing activities. From each of these activities, the researcher analyzed the data and found the emergence of the principle of edutainment learning. So that the cognitive, affective and psychomotor potential of children can be stimulated through sharing activities carried out. Each daily activity describes the process of playing and learning which is carried out through habituation, responsibility, discipline, courage, and students are motivated by various stimuli given in the form of praise and enthusiasm. The principle of edutainment learning stimulates the development of the potential and interests and creativity of each child by creating a rich and playful learning environment that includes feelings of joy, pleasure, and freedom in every learning activity.

ADVANCED RESEARCH

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