



Edutainment Method Learning: Exploration of Variables and Implications on Children's Social Skills

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Abstract

Purpose – The study aims to explore the differences in social skills between children who used the edutainment method with the game and a multimedia approach. Cards and treatment are the value of social skills in children's reports.

Design/methods/approach – The experimental method was designed with a treatment design one-shot case study. The pretest score was taken from the report cards that the child had previously received. Social skill score outcomes were taken after the treatment was completed.

Findings – The results showed no significant differences in the social skills of children who were given the game approach edutainment method with children who were given the multimedia approach edutainment method. However, the average difference in the game approach and multimedia approach scores only has a value of 1,37500, so the difference is insignificant. These two treatments differ significantly from the child's report card scores. The game approach has a difference of 4.27536 and sig 0.011 < 0.05; for the multimedia approach, it has a difference of 3.79167 and sig 0.028 < 0.05.

Research implications/limitations – The teacher must know the child's social skills so that he can choose the proper method of learning. The teacher must pay attention to the relationship between the characteristics possessed by each child and the learning method to be used. The teacher can use the game edutainment method in learning.

Practical implications – Social skills can be built from several factors. The influencing factor is edutainment learning. This learning allows children to interact with other children and be able to re-communicate the activities they have done.

Originality/value – This research is updated to explore the variables affecting children's social skills. The independent variable used is the edutainment learning method with two approaches, namely multimedia and games.

Keywords Edutainment method, Social skills, Early childhood education

Paper type Research paper

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1. Introduction

Challenges in the learning process in Indonesia have increased tremendously. It is due to the extraordinary development of the era that is increasing rapidly. Community culture is influenced by the industrial revolution 4.0 era. It also undergoes a process of change from time to time. The education and learning process in schools and communities only focuses on mastering knowledge and does not touch on the formation of moral, social, and emotional attitudes or the development of noble character. This situation impacts the formation of an attitude of respect, tolerance, and noble character as the basis for learning to live in togetherness "learning to live together" is not created. Emotional and social aspects are critical in preparing children to meet their future (Machin, 2014).

Early childhood has the potential for various kinds of intelligence. The potential possessed by early childhood is of various kinds of intelligence. One of its kinds is socio-emotional intelligence (Armstrong, 2009). One example of the intelligence possessed by the child is socio-emotional intelligence. Risk factors that occur can be the cause of a child's failure to be able to achieve and build self-confidence, the ability to cooperate, the ability to get along, the ability to concentrate, a sense of empathy, and the ability to communicate. The risk can be in the form of school activities that do not practice applying good values in school life. In general, they only focus on cognitive learning outcomes because they are easily seen and evaluated by educators (Lindawati, 2012).

One of the educational problems that occur in Indonesia is the teaching and learning process. The teaching and learning process still being carried out is teacher-centered learning (Iriyani, 2008; Juita, 2019; Kane & Chimwayange, 2014). Another fact shows that many teachers still refer to curriculum targets, so they still do it perfunctory when implementing learning both in and outside the classroom. Moreover, the teacher holds primary control without positioning the child as the subject. Multidimensional problems touch on various basic human life arrangements related to economic, social, cultural, and moral aspects. The impact that arises is behavioral disorders such as children's low social skills, namely children's low ability to regulate their emotions and behavior to establish effective interactions with other people or the environment. The crisis in the social aspect, in particular, has reached a pretty alarming form. Social problems that arise primarily in early childhood (children always want to win, are aggressive, get angry quickly, tend to satisfy their desires, are lazy to communicate, rebel, do not want to hang out or interact with their friends and even withdraw from their environment) are phenomena that indicate the child's low social skills in daily life.

Social skills do not develop optimally. The observations made by researchers in the odd semester in 6 Bengkulu City's kindergartens by the 2021-2022 school year show that 70% of children still have low social skills. This low social skill indicator makes children less able to establish effective social interactions with their environment. Children tend to assume aggressive action is the most frequently used way to overcome social problems and get what they want. In addition, the learning process in schools still does not optimize social skills well, even tends to be ignored, and the implementation of learning is still oriented to the teacher's activity, so learning becomes boring for children. As a result, children are often rejected by their parents, peers, and the environment.

The behavior possessed by children will help in adjusting to their social environment. The basis of self-adjustment and awareness of the environment refers to the child's perception. This projection in psychology is called self-concept. Self-concept is a picture a child has about themselves, including physical, psychological, social, and emotional conditions. Self-concept initially comes from feeling valued or unappreciated and how the people closest in life view them (Gecas, 1982).

It is felt that there is a need for effort to facilitate learning in schools, namely a learning model that teachers can operationalize. Teachers must be able to find appropriate and varied learning methods in early childhood learning so that they can develop children's social skills. The learning method must follow learning characteristics in early childhood, emphasizing fun playing activities to avoid feeling bored.

The alternative believed to be more successful than teacher-centered learning is learning using the edutainment method. This method is considered relevant in improving children's social skills (Freestone & O' Toole, 2016; Saripudin & Faujiah, 2018). The emergence of the concept of edutainment, seeking a conducive and fun learning process, has assumed that positive feelings/happiness will accelerate learning, and children can achieve optimal learning outcomes. The problem limitation in this study is social skills as the main problem, which is the dependent variable. At the same time, the edutainment and self-concept methods are mutually influential aspects of children's social skills. Learning edutainment methods by using traditional games emphasizes collaboration between peers. However, edutainment learning emphasizes transferring knowledge using technology, like gadgets, computers, cellphones, and others (Buckingham & Scanlon, 2001; Ihmeideh & Shawareb, 2014; Korat et al., 2014; Mohd Yusof et al., 2014).

Learning for early childhood should be packaged in an atmosphere of playing and experimenting so that learning is no longer boring. This situation makes children not aware of the situation that they are learning. Learning surrounded a fun atmosphere is a significant factor in education. Playing is not only crucial for personal development or improvement. It also has social and emotional functions. Children feel various emotional experiences through playing, happiness, sadness, excitement, disappointment, pride, and others. In the game, there is also a learning process. The similarity is that both changes occur in learning and playing, changing children's behavior, attitudes, and experiences. It requires the active role of all parties. Teachers must implement learning strategies that can activate and involve children optimally (Hu et al., 2015; Lagerlöf et al., 2013; Lightner et al., 2021; Timmons, 2018).

Through fun learning methods, it is hoped that it will not be a burden or coercion on children in the learning process. Fun learning methods can support the learning process so that children no longer feel bored but become fun for children and make the learning process more meaningful and able to relate the material to everyday life. The nature of edutainment aims to restore the nature of children to be still able to play even though they are in a learning condition. Learning that makes children able to remain conducive is learning that is integrated with games in the context of edutainment.

Edutainment-based learning methods, in general, always look for their influence on student or child learning outcomes as outputs that can be observed as evaluation material (Chilingaryan & Zvereva, 2020; Dandashi et al., 2015; Djumali & Hidayanti, 2016; Saripudin & Faujiah, 2018; Sudarsana, 2018). Edutainment does not only affect many things, not only cognitive learning outcomes. Apart from that, affective and psychomotor factors can also directly influence. Affective and psychomotor factors are also materials that can be evaluated as learning outcomes (Fitriyani, 2017; Nurtanto & Sofyan, 2015; Watini, 2019). One of the skills that intersect with affective and psychomotor is social skills. This skill is an individual's ability to communicate effectively with others, both verbally and non-verbally, according to the situation and conditions that existed at that time, where this skill is a learned behavior (Little et al., 2017).

The factor that influences social skills is the environment (Little et al., 2017). The environment affects students a lot. The school environment is one of them. The number of academics in school can more or less affect the social skills of each individual. If edutainment-based learning has a learning syntax that requires much interaction between children to work well together, then this correlation is investigated further quantitatively. Statistical hypothesis testing needs to be conducted to see the extent of the relationship or influence that occurs between one variable and another. Statistical tests that can be applied in this research can be in the form of t test or ANOVA test. ANOVA test was conducted to see the difference in variance between several groups being observed in the research.

2. Methods

This research was conducted in a Kindergarten located in Bengkulu City. The research involved children taken at two kindergartens, from a total of 6 kindergartens populations that the researcher reached. Their age is between 4-5 years old. Research were taken from Kindergarten IT Auladuna and Kindergarten Baitul Izzah. The total number of students who were used as samples was 48 children. The determination of the school was based on various reasons and considerations as follows: (1) the ability and age of the children were not different, (2) the socio-economic background of the parents of the children from the two schools was assumed to be the same, (3) the ability and educational background of the teachers who taught assumed to be the same, (4) the conditions of learning facilities and infrastructure are assumed to be the same, (5) the schools are both located in the middle of dense settlements, (6) the two schools are willing to carry out research, (7) the teachers from the two schools are willing to be used as partners or collaborators in research (Broekhuizen et al., 2016; Jenkins et al., 2018; Khoiri et al., 2022; Oktaviana et al., 2021; Welchons & McIntyre, 2017). The timing of the research takes into account the experimental principle, namely that the program can be discontinued if it is known that there has been a change in the participants' behavior. Changes in behavior referred to in this study are kindergarten children's social skills. Changes in behavior will occur if a given program is in a certain period of change (Pujiati, 2013). Based on this opinion, it was determined that the experiment was carried out within one semester.

This study uses a quasi-experimental method with a quantitative approach. This research design uses a one-shot case study treatment design, as shown in table 1.

Table 1. Research Design

Group	Treatment	Test
Group of Edutainment method with the game approach	X1	Q1
Group of Edutainment method with a multimedia approach	X2	Q2

Explanation :

X1: The group of children given the edutainment method with a game approach

X2: The group of children given the edutainment method with a multimedia approach

Q1: Test of Group Experiment 1

Q2: Test of Group Experiment 2

The design of this study was used because it looked at the pretest of the child's report card scores that had been accepted by parents and published by the school. The data analysis technique used in this research is using one-way ANOVA. It is because only 1 factor and two levels in it affect. Prerequisite tests were conducted before the technical analysis of ANOVA data was conducted. These tests are the normality test and homogeneity test. The normality test is intended to determine whether the scores of social interaction skills from this study's results are typically distributed. The Lilliefors test was used for the normality test, while the data homogeneity test was carried out with the Barlett test.

The practical classes for the game approach edutainment method and the multimedia approach edutainment method class have different syntaxes. So that the difference in treatment is expected to appear in differences in the average results of social skills scores, this means difference can be seen and analyzed using the one-way ANOVA statistical test. The syntax of the learning method can be seen in table 2.

Table 2. Edutainment Method Learning Syntax

No.	Learning Syntax	Edutainment method with the game approach	Edutainment method with a multimedia approach
1.	Preparation	Creating conditions for children to carry out activities using the game approach edutainment method: 1. Prepare a class with a free place for children to carry out a circle where the teacher explains what will be done in today's activities 2. Prepare tools/media for the game.	Creating conditions for children to carry out activities using the Multimedia approach Edutainment method: 1. Prepare a class with a comfortable place for children to watch movies or videos (in the form of circles) 2. Prepare to watch films or videos for children according to the learning theme at that time
2.	Implementation	Provide initial material to build knowledge about what children will do. 1. The teacher explains in advance what the game will be. 2. The teacher groups the children into several groups and discusses the game's rules. 3. Agree on the rules of the game 4. Carry out the agreed game	Showing movies/videos: The spectacle given is expected to be able to explore following the objectives to be achieved, namely children's social skills 1. The teacher positions the child to sit and observe the film that will be shown 2. Provide opportunities for children to see, and listen to movies/videos 3. Doing questions and answers after the show is over 4. The teacher reviews the results of the shows that have been watched
3.	Evaluation	1. Provide opportunities for children to optimize their social interaction skills with activities the teacher has designed. 2. The teacher makes conclusions, and the teacher reviews the activities that have been carried out	1. Provide opportunities for children to optimize their social skills by telling what children have seen 2. The teacher makes conclusions, and the teacher reviews the activities that have been carried out

3. Result

The data analysis technique in this study used one-way ANOVA. It is due to wanting to see the difference in the mean of each group after applying different learning methods from one another. Descriptive data from this study can be seen in table 3.

Table 3. Data Description

Approach		Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Data	Game Approach	24	100,0%	0	0,0%	24	100,0%
	Multimedia Approach	24	100,0%	0	0,0%	24	100,0%

Forty-eight children participate in learning activities with these two approaches, divided into two groups. Game Approach has 24 children, and Multimedia Approach has 24 children. After the descriptive data is obtained, before the ANOVA test is continued, there needs to be a prerequisite test, namely the normality test and homogeneity test. This test needs to be done so that the ANOVA analysis can be carried out successfully.

From the results of the Shapiro Wilk normality test, it can be seen that all data on these various variables have a normal distribution. The result of the normality test can be seen in table

4. As for the homogeneity test, it can be seen in table 5. The homogeneity test serves to see whether the data distribution is homogeneous or not.

Table 4. The results of Normality

Approach	Statistic	Shapiro-Wilk		
		df	Sig.	
Data	Game Approach	,925	24	,074
	Multimedia Approach	,943	24	,193

In table 4, it can be seen that the value of Sig. in Shapiro Wilk's table has all met the requirements for more than 0.05 (> 0.05). In the Game Approach Group $0.074 > 0.05$ and the Multimedia Approach group $0.193 > 0.05$.

Table 5. Results of the homogeneity test

Data	Levene Statistic	df1	df2	Sig.
	3,144	1	46	,083

Based on table 5, all variables can be concluded that the data is derived from homogeneous data. Value of Sig. worth $0.083 > 0.05$. After all the prerequisite tests have been carried out, the next step is to test the one-way ANOVA hypothesis. The recapitulation of this test can be seen in table 6.

Table 6. ANOVA Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58,521	1	58,521	2,366	,131
Within Groups	1137,958	46	24,738		
Total	1196,479	47			

Based on table 6, the next step is to interpret the data that has been processed. Then There was no significant difference in social skills between children treated with the edutainment method and the game approach with children treated with the multimedia approach to edutainment. The social skills of children who were treated with the edutainment method of the game approach were higher than the social skills of children who were treated with the multimedia approach to the edutainment method. The results of the calculation of data through one-way ANOVA in table 6 explained the value of Sig. = 0,131 is greater than the value of 0,05 ($0,131 > 0,05$). It shows that H_0 is accepted while H_1 is rejected. Thus, there are no significant differences in influence between the edutainment method with the game approach and the multimedia approach. However, compared to the mean difference between report card scores before receiving an edutainment program with a game approach and a multimedia approach, these two groups have a significant difference in mean. After receiving edutainment treatment, the mean score is higher than the mean value of the previously owned report cards. The results of data processing can be seen in table 7.

In table 7, the game approach pretest scores and game approach scores are compared by means. There is a difference of 4,27536. This difference is obtained from the mean game approach score minus the game approach pretest mean. The significance of this comparison has a value of 0,011, so it is smaller than 0,05 ($0,011 < 0,05$). So it means that the mean has a significant difference. The pretest and multimedia approach scores were compared by means, having a difference of 5,65036. This difference is obtained from the mean score of the multimedia approach minus the mean pretest. The significance of this comparison has a value of 0,000, so it is smaller than 0,05 ($0,000 < 0,05$). So it means that the mean has a significant difference. The comparison of the mean between the game approach and the multimedia approach is only 1,37500 and has a significance value of 0.733, so that it is greater than 0,05 ($0,733 > 0,05$). The meaning is that the mean does not have a significant difference or that the two means are the same.

Table 7. Multiple Comparison

(I) Method	(J) Method	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Pretest Game Approach	Game Approach	-4,27536*	1,35154	,011	-7,8125	-,7382
	Pretest Multimedia Approach	-1,85870	1,35154	,518	-5,3959	1,6785
	Multimedia Approach	-5,65036*	1,35154	,000	-9,1875	-2,1132
Game Approach	Pretest Game Approach	4,27536*	1,35154	,011	,7382	7,8125
	Pretest Multimedia Approach	2,41667	1,33708	,277	-1,0827	5,9160
	Multimedia Approach	-1,37500	1,33708	,733	-4,8743	2,1243
Pretest Multimedia Approach	Pretest Game Approach	1,85870	1,35154	,518	-1,6785	5,3959
	Game Approach	-2,41667	1,33708	,277	-5,9160	1,0827
	Multimedia Approach	-3,79167*	1,33708	,028	-7,2910	-,2923
Multimedia Approach	Pretest Game Approach	5,65036*	1,35154	,000	2,1132	9,1875
	Game Approach	1,37500	1,33708	,733	-2,1243	4,8743
	Pretest Multimedia Approach	3,79167*	1,33708	,028	,2923	7,2910

*. The mean difference is significant at the 0.05 level.

4. Discussion

Based on the data analysis described earlier, several research findings must be discussed further to be used as a reference to improve the quality of education, especially social skills in group children. In line with Saripudin & Faujiah (2018) and Suyadi (2010) opinion, edutainment is a learning process designed by combining lyrical educational and entertainment content so that learning activities take place pleasantly. Children's social skills were given the edutainment program game approach with children who were given a multimedia approach to the edutainment program. There were not significant differences in the children's social skills.

Namely, children who were given a program using the edutainment method with a game approach were lower than those who were given program using the multimedia approach edutainment method. The difference is because the edutainment method of the game approach combines educational functions with entertainment content in the form of games. The game aims to create an engaging learning environment so that children's learning process in school is more meaningful and fun and avoids being bored and bored. The game approaches make children's learning activities more enjoyable and meaningful. Besides, the game contributes to children's learning and is a fundamental activity. The difference in the mean that is not too significant between the groups receiving the edutainment method learning program with a game approach and the edutainment method learning program with a multimedia approach is due to the similarities between these two programs in terms of giving a cheerful effect to the children's mood (mean difference only 1,37500). So that learning in class can make their social skills improve. This can be proven by the high mean difference between the pretest scores derived from the report cards and the social skills scores that have been obtained after the learning takes place. Pretest Game Approach and Game Approach has -4,27536* mean gap difference and significant at the 0.05 level. Beside that Pretest Multimedia Approach and Multimedia Approach has -3,79167* mean gap difference and significant at the 0.05 level.

This learning program is different from the programs that have been implemented in the past when it was recorded in the report card is the existence of a learning syntax that makes children happy and able to stimulate children's social skills to develop. One indication is that children are starting to be intense in communicating actively with their peers in discussing matters related to learning or games. A good environment will affect children's social skills, therefore schools must fulfill these basic needs so that each individual child must take care of each other. Children should not bully other children, every child must be taught to love other children (Li et al., 2021). Learning with edutainment programs that provide a cheerful mood for

children must of course be given to them so that social skills continue to develop and there is an attitude of caring for each other in socializing (Tasuah & Diana, 2017).

According to William, in the edutainment method, there are 3R elements: relevance, relationship, and responsibility (Johnson & McElroy, 2010). Therefore, the edutainment method, especially the game approach, can also optimize children's social skills, in which the child interacts directly so that there are multi-directional interactions between children of fellow children and children with teachers. It is supported so that there is a multi-directional interaction between children and children and teachers. While the program using the multimedia approach of the edutainment method is fun learning for children, helping children obtain information following age and life that can be applied in daily life but does not optimally develop social skills. Multimedia shows that have a lot of information will make children transform into children who have a lot of knowledge. This abundant knowledge if it is relevant to their daily lives will make them practice the examples from the multimedia shows. So that a new life skill appears in their life (Luiza de Sousa, Barry Richter, 2017).

Multimedia combines text, graphics, sound, animation, and video to convey messages to the public (Luiza de Sousa, Barry Richter, 2017). Multimedia shows that are appropriate for children are shows that tell stories about the world from the child's point of view. The use of multimedia is very much among them for learning media, games, films, etc., so multimedia becomes the right tool that fulfills all the elements of multimedia to deliver messages from teachers to students. Therefore the program using the edutainment method multimedia approach is one-way, between children and the media and children with teachers, so that the interaction between other children is less developed and the child's skills are less than optimal.

5. Conclusion

The social skills of children put the edutainment method with the approach of game and the multimedia. The children with social skills see on a game lower than multimedia approach. In addition, improving the early childhood social skills on aged 4-5 years is with multimedia that is to be more effective on edutainment learning method.

Declarations

Author contribution statement

Nesna Agustriana, Nina Kurniah, and Alexon conceived the presented idea. Nesna Agustriana and Raden Gamal Tamrin Kusuman developed the theory of edutainment method and social skill. Wulan Adiarti is a presenter of processed data so that it can be interpreted according to the rules of inferential statistics. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.


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