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Enhanced Learning Outcomes Using Interactive Edutainment Learning Method

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Abstract - This study aims to determine the improvement of learning outcomes of students science by using interactive edutainment learning method. The result of learning activities that have been done for three cycles, it can be concluded that the process of learning implementation using this method. These improvements can be seen from the learning outcomes of learners, especially in science learning. In cycle I the average score of learners that is 50.7 with 85% classical completeness and increased in cycle II with an average value of 68.14 and 100% classical completeness. Learning activities of learners in science lesson by using Edutainment Interactive Learning Method is more active. There is improvement of learning outcomes of learners in science subjects by using Interactive Learning Edutainment Method.

Keywords: *Learning Outcomes, Interactive, Edutainment.*

1. Introduction

Teaching and learning process is an interaction between teachers and students which are two different things but form a unity. If interpreted one by one learning is an activity undertaken by students. In more detail Slameto (2010: 2) says that learning is one of the business processes that a person undertakes to gain a whole new behavioral change, as a result of his own experience in interaction with his environment. While teaching is an activity undertaken by the teacher. This is as stated by Salam (2008: 28) says teaching is a complex process not only to convey information from teachers to students many activities and actions that must be said, especially if the desired results of learning better.

Hardjanto (2010: 23) said that in the process of planning the teaching and learning process must be considered some elements of learning objectives, content or learning materials, learning methods, learning media, and evaluation. Each of these elements is a unity that can not be separated. The teaching and learning process begins with formulating the objectives as the direction or purpose of the research is carried out then followed by establishing the content or learning materials, to determine the learning method in accordance with the learning materials and to evaluate the teaching and learning process that has been implemented to see student achievement.

According Djamarah (2000: 45) learning outcomes is the achievement of an activity that has been done, created, both individually and in groups. Results will never be generated as long as people do nothing. To produce a feat requires great struggle and sacrifice. Only with perseverance, earnestness, high will and optimistic self are able to achieve it.

Djamarah (2006: 39) says teaching is essentially a process that is the process of organizing, organizing the environment around the students, so it can grow and encourage students to learn. Based on the explanation, for the implementation of teaching runs efficiently and effectively, it is necessary to plan systematically arranged with teaching and learning process that is more meaningful and designed in a scenario with clear.

This science learning using edutainment interactive learning method and to be applied in edutainment method of this interactive learning learners and motivated and no longer feel difficulty and confusion in teaching and learning process. With this interactive learning edutainment method will enable learners to accept and understand the learning given by teachers in the classroom. It is expected that the results of this study can provide motivation to the school with the way mneggunakan method of interactive learning edutainment on science learning.

2. Literature Review

According to Gagne (in Susanto, 2013: 1) "learning is a process by which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that can not be separated from each other, these two concepts become integrated in an activity where there is an interaction between teachers and learners, as well as learners with other students during learning. From the definition of learning above, it can be concluded that learning is an activity undertaken by someone who wants a change in knowledge, attitudes, and skills are relatively constant.

Learning is a change of behavior or appearance, with a series of activities eg by observing and receiving activities. In the process of teaching and learning, teachers have benchmarks to find out some of the success of the subject matter can be accepted by learners.

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According to Muslichah (2006: 23) the goal of science teaching in elementary school is "to instill a sense of curiosity and a positive attitude to science, technology and society, develop process skills to investigate the environment, solve problems and make decisions, develop natural phenomena, can think critically and objectively.

Sumiati (2008: 7) says "the method comes from the Greek Methodos means way or path". Definitely Fatkhurrohman (2009: 15) explains "method is a way that is used to achieve predetermined goals". In line with that opinion, Amir (2009: 19) says "method means the way the system work to facilitate the implementation of an activity to achieve the intended purpose". While Djaramah (2006: 46) said the method is a way that is used to achieve the goals set.

It can be concluded that the method is the steps or ways in which a person to reach a certain goal. The method of arranging everything that must be planned, prepared and how to do activities so as to achieve maximum results.

While Edutainment comes from the word education and entertainment. Education means education, while entertainment means entertainment. So, in terms of language, edutainment is an entertaining or fun education. Meanwhile, in terms of terminology, edutainment is a process of learning that is designed in such a way that the educational and entertainment content can be combined harmoniously to create a fun learning. In this case, fun learning is usually done with humor, games, role plays, and demonstrations. Learning can also be done in ways laian, provided that students can undergo the learning process with pleasure.

According to New World Encyclopedia, edutainment comes from the word educational entertainment or entertainment education, which means an entertainment designed to educate and entertain. Basically, edutainment strives to teach or facilitate social interaction to students by incorporating various

lessons in the familiar form of their entertainment, such as television shows, games or computer games, movies, music, media tools, and so on. In addition, edutainment can also be education in the wild, which is able to entertain as well as learn about the life of animals and their habitat.

Edutainment seeks to teach one or more specific subjects or attempt to change behavior by giving birth to certain sociocultural behaviors. Edutainment can be said to succeed in plain sight, if there is the fact that learning is fun and teachers can educate their students in a way that is fun.

Rahman (2010: 4) says that the edutainment learning process is implemented by fulfilling the aspects of ease and joy, creating a conducive learning environment, attracting interest, presenting relevant material, engaging positive emotions, engaging all senses and minds, adapting to students' provide a successful experience, celebrate the results.

Creating a conducive learning environment can be done by choosing the right time and pay attention to the condition of learners and teaching selectively and tailored to the learners. Raising the interests of students is an exciting opening in the steps of teaching so that their attention and interest can be focused on the material to be delivered. Rahman (2010: 4) says that "the effort to attract attention can be done by open communication ie the teacher encourages the students to open themselves to all things or lesson material that is presented so that it can become apersepsi in mind, give new knowledge, and give model good attitude.

According to Moh. Sholeh Hamid (2011: 8) The learning process is something important in education that is worthy of attention, planned, and prepared by educators, as it includes goal planning, material determination, selection of appropriate methods, and how to evaluate the results of the learning . However, whatever the planned objectives, the materials specified, the method chosen, and the assessment tools used, all of these will never be in vain. For, it is certain that everything will bring results that will be felt in the future.

The problem now is how long the results can be felt. It depends on the child's own ability. Obviously, the benefits that can be taken from all the choices that teachers do is not wasted, because the results are taken it will come quickly and some are coming in a long time.

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3. Methodology

This type of research is a classroom action research (PTK). According Kemmis and Mc Taggart (in Ritawati, 2007: 11) "Classroom action research is a collective self-reflection that involves participants in a social situation to foster rationalosation and justification of educational practices, as they experience in everyday practice ". From the above opinion can be concluded that the research done by the teacher to the problems encountered in the process of learning in the classroom by involving participants. Classroom action research contains three elements: research, action and class.

The presence of researchers in this PTK is a daily researcher to the school not only at the time the researcher is teaching or conducting research but, during school activities run from morning until noon, so in its implementation demand the presence of researchers in the field. In this PTK researchers work with field teachers in the field.

The role of the researcher as the implementer of the action. So, in addition to observation, the researcher is also observed while doing the action of the class and the researcher directly in planning the action, doing the action, observation, reflection, data collection and analyzing data.Peran teacher in this research is as observer.

This research starts from the planning of cycle 1 that is implemented in action plan. The implementation of the action is observed, the observation result is reflected and interpreted. If in cycle 1 has reached the indicator of success of the research, the researcher can be said successful. If the results of the research in cycle 1 have not indicated the success of the research indicator, or even failed at all, then a cycle 2 plan of action is planned and 2nd cycle action is undertaken if it is still unsuccessful, then plan again cycle 3 and so on.

Methods in this study using Classroom Action Research (PTK) which provides an overview of the problems being experienced by a school. In this research to analyze the data done in two ways that is qualitative data analysis and quantitative data analysis.

4. Results and Discussion

4.1. Pre Action Stages

In the pre-action stage proves that the low ability of learners on the learning outcomes. It is seen from the students less attention to the explanation penddik, embarrassed to ask in the process of learning in science learning with root material and root usability. In addition, teaching and learning activities have not used the method of interactive learning edutainment as a tool for learners in science learning on root material and root utility so that the results of tests that are processed at the pre-action stage is still very low and has not reached completeness.

4.2. Stage Cycle I

In the first cycle I learners seen at this meeting increased slightly compared to the pre-action stage. By using the method of interactive learning edutainment facilitate learners in learning. Students look active when the learning process takes place with the help of edutainment interactive learning methods in the form of one of the objects in the classroom as well as real objects such as mango trees, grass and chili that has been provided educators.

However, at this stage of the first cycle is still found that learners get the value below the completeness of 60. Study results learners in accordance with the real objects that have been observed in the first cycle still has not reached the classical completeness, this is due to students there is still less pay attention and listen to teacher explanation, so that not focus in pay attention explanation which resulted learners difficulties in learning edutainment interactive learning method observed in the form of evaluation.

4.3. Stage cycle II

In the second cycle of the test results of students have also reached mastery.This means it is very visible there is an increase in the ability of learners in learning with real objects that have been shown.

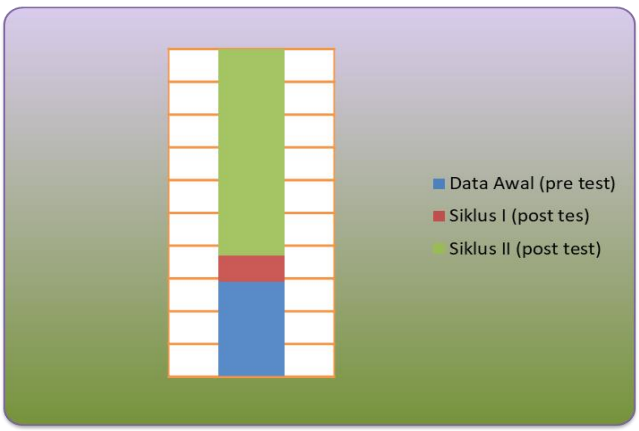
Based on the above discussion, it is known the percentage of students who complete and get good score compared to cycle I it is stated that cycle II there is a very satisfactory improvement compared to cycle I.

Learning outcomes obtained based on the results of the test on the students grade IV SDN 1 Penda Katapi using edutainment interactive learning method. Recaptulation of learning outcomes can be seen in the following table:

Table 1. Learning Outcomes Recapitulation

No.	Name	Result		
		Cycle I	Cycle II	Cycle III
1.	AR	30	50	60
2.	AP	30	40	70
3.	A.R	40	50	70
4.	A.M	60	50	70
5.	A.S	50	60	70
6.	AL	30	50	60
7.	BN	40	40	60
8.	CR	40	40	70
9.	DAP	40	50	80
10.	ENH	30	40	70
11.	GS	30	70	70
12.	IP	30	50	60
13.	IP	30	40	60
14.	M.M	40	50	60
15.	M.F	50	40	60
16.	M.A	70	80	80
17.	M.R	60	50	70
18.	M.H	40	40	70
19.	M.N	50	60	70
20.	N.R	30	30	60
21.	NO	60	50	60
22.	NU	60	40	70
23.	S.J	80	90	90
24.	SY	50	70	80
25.	T.H	60	40	70
26.	WU	40	60	70
27.	IR	40	40	60
Amount		**1230**	**1410**	**1840**
Mean		**45,55**	**52,22**	**68,14**
Result		**29,62%**	**37,04%**	**100%**

The increase in value graphs from Cycles I, II and III are illustrated below:



Based on the above table and diagram it can be seen that in the initial data the average score of learners only get a value of 45.55 this value is still below the determined criterion that is 60. The result of mastery of learners also only get 29.62%. This value is very far from the value of classical defined criteria that is defined as 85%. Then in the first cycle the average value of students increased to 52.22 this value still has not reached the specified minimum criteria specified. The result of classical learning learners gradually increased that is getting a value of 37.04% of this value almost reach the determined classical completion criteria. So it has to optimize again the learning process in cycle II which gets the average value 68,14. This value has increased from previous action and classical completeness to 100%.

5. Conclusion

Based on the studies that have been discussed can be concluded:

1) Learning activities of learners in science lesson by using Edutainment Interactive Learning Method is more active in grade 4 students SDN 1 Penda Katapi.
2) There is improvement of learning outcomes of learners in science subjects by using Interactive Learning Edutainment Method on students of grade IV SDN 1 Penda Katapi Lesson Year.

These improvements can be seen from the learning outcomes of learners, especially in science learning. In cycle I the average score of learners that is 50.7 with 85% classical completeness and increased in cycle II with an average value of 68.14 and 100% classical completeness.

For the principal, it is expected to suggest that teachers use the interactive learning method of edutainment in science learning in order to increase the activity of learners in the learning process.

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