



The Influence of the Implementation of the Edutainment Learning Method in Christian Religious Education and Character Education on the Learning Interest of Fourth-Grade Students at UPT SD Negeri 026 Silagalaga, Doloksanggul Subdistrict - Humbang Hasundutan Regency

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ABSTRACT

This study aims to determine the effect of the edutainment learning method on students' learning interest in Christian Religious Education among fourth-grade students at UPT SD Negeri 026 Silagalaga, Doloksanggul Subdistrict, Humbang Hasundutan Regency, in the 2025/2026 academic year. The research employed a pre-experimental method with a one-group pretest-posttest design. The subjects were 30 fourth-grade students selected as a whole. The research instrument consisted of pretest and posttest questionnaires that had undergone validity and reliability testing to ensure the accuracy of the collected data. Data were analyzed using descriptive and inferential statistics. The descriptive analysis showed that the mean score increased from 88.667 on the pretest to 141.4 on the posttest. Both maximum and minimum scores improved, while the standard deviation decreased, indicating that students' learning interest became more evenly distributed and consistent. The percentage increase in the mean score reached 59.45%. The inferential analysis supported these findings. The normality test indicated that the data were normally distributed. The paired t_{test} result revealed a t_{value} of 51.1729, which was greater than the t_{table} value of 2.0452 at a 5% significance level, with a $p\text{-value}$ of $5.53 \times 10^{-30} < 0.05$. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. In conclusion, the edutainment learning method has a positive influence on students' learning interest in Christian Religious Education, as evidenced by the significant difference between the pretest and posttest results after the treatment.

Keywords: Edutainment, Learning Interest, Christian Religious Education, Paired t-test

INTRODUCTION

Education in Indonesia is currently striving to improve the learning system to be more engaging and enjoyable in accordance with the demands of the times. To create an attractive learning environment, teachers need to carefully select appropriate methods

and media in accordance with the subject matter being taught. This effort is intended to advance the learning system by adapting it to the characteristics of Indonesian students. Essentially, learning is a process of arranging and organizing the environment around students to stimulate and encourage them to engage in learning activities. Effective learning will result in well-developed students, and therefore, teachers are responsible for managing the teaching and learning process in an engaging and enjoyable way. In the implementation of learning, teachers are required to use appropriate methods and media to ensure meaningful learning experiences. Efforts to enhance engaging and enjoyable learning are also outlined in the Ministry of Education and Culture Regulation (Permendikbud) No. 65 of 2013 concerning process standards. It emphasizes that learning should be conducted interactively, inspiringly, enjoyably, and challengingly, while motivating students to participate actively and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and psychological and physical development. Interest, in essence, refers to one's acceptance of a relationship between the self and something outside oneself. According to Risnansanti et al., factors causing low learning interest can be categorized into internal and external. Internal factors include concentration, curiosity, motivation, and needs, while external factors consist of: (1) family aspects, such as parenting style, home environment, and economic conditions; (2) school aspects, such as teaching methods, teacher-student relationships, school discipline, classroom facilities, and teaching aids; and (3) community aspects, such as social life and peers. The role of educators is to enhance students' interest in learning so that they are motivated to engage in the learning process. In classroom practice, teachers often encounter obstacles and difficulties, both in teaching and in supporting students' learning. One major challenge in the learning process is the low level of student interest. Each student possesses varying levels of interest; those with high learning interest are more likely to achieve learning objectives optimally. However, in reality, not all students demonstrate strong learning interest. This is evident in student behaviors, such as lack of attention, slow engagement in classroom activities, and low enthusiasm during lessons. Besides internal factors, external factors-especially the learning environment-also play a role in reducing students' learning interest. At school, one contributing factor is the teacher's choice of methods, which may not be engaging. In many cases, teachers lack mastery of classroom dynamics and therefore fail to implement appropriate learning strategies. Teachers must possess strong teaching skills and competencies to manage effective learning. The success of teaching is often influenced by the teaching methods applied, which directly affect students' motivation and interest in learning. In selecting methods, teachers need to adapt to classroom situations and the learning material being taught.

In the context of formal education, each subject plays an important role in shaping students' competencies, including Christian Religious Education and Character Education. The application of enjoyable teaching methods can foster a comfortable classroom atmosphere, reduce boredom, and increase students' learning interest. Appropriate methods help students understand the material more easily and achieve satisfactory learning outcomes. Moreover, teachers may support these methods by applying strategies such as giving rewards to students who succeed in class, thereby strengthening motivation and learning interest. One such method that combines education and enjoyment is edutainment. The edutainment method integrates educational content with

entertainment in a harmonious manner, enabling the learning process to be enjoyable. By combining elements such as humor, games, role-playing, and demonstrations, edutainment creates a fun classroom atmosphere, reduces boredom, and stimulates student interest in learning. This method also encourages creativity and problem-solving skills, as students are motivated by curiosity to seek and acquire information. Consequently, edutainment indirectly sharpens students' creative thinking abilities while fostering their learning interest. The ultimate aim of edutainment is to involve students in enjoyable, attractive, and engaging activities that increase their motivation to learn. Based on an observation conducted by the researcher at UPT SD Negeri 026 Silagalaga, Doloksanggul Subdistrict, Humbang Hasundutan Regency, on Thursday, February 20, 2025, it was found that students generally showed low learning interest. This was reflected in their lack of attention during lessons, such as failing to focus on the teacher's explanations, daydreaming, and showing little enthusiasm in classroom activities. To support this finding, the researcher interviewed Mrs. L.V. Sihite, the Christian Religious Education and Character Education teacher in the fourth grade. She reported that most students in her class exhibited low learning interest. The classroom atmosphere tended to be passive, interaction was limited, and many students lacked enthusiasm. She also noted that lessons were often monotonous due to the limited use of teaching methods, making it difficult to capture students' attention. The teacher explained that no enjoyable and entertaining learning methods, such as edutainment, had been applied in the classroom. Teaching methods were mainly limited to lectures and simple question-and-answer sessions, without incorporating elements of fun, educational games, or creative activities. This indicates that edutainment has not yet been utilized as part of the teaching process at the school. In addition to observations and teacher interviews, the researcher also conducted conversations with several fourth-grade students to gather their perspectives on Christian Religious Education and Character Education lessons. Many students expressed a lack of interest, stating that classroom activities were monotonous and repetitive. They reported being frequently assigned exercises from textbooks to be completed and submitted at the end of lessons, which they found tedious. Some students also emphasized the need for more varied and enjoyable learning methods to maintain enthusiasm. These responses confirmed the earlier findings that students' learning interest in Christian Religious Education and Character Education remained low. Therefore, it is essential to introduce innovative and creative teaching approaches that can actively engage students in the learning process. One potential solution is the application of the edutainment method, which has the potential to create a more engaging, enjoyable, and effective learning environment.

METHODS

This study employed a quantitative research design. Quantitative research is a method that focuses on collecting and analyzing numerical data to test hypotheses or answer research questions objectively. This method commonly utilizes instruments such as questionnaires or standardized tests to obtain data that can be statistically measured. The primary goal of quantitative research is to identify patterns, relationships, or the effects among variables through a systematic and structured approach.

The approach applied in this study is inferential statistics. According to Sugiyono, inferential statistics (also known as inductive statistics or probability statistics) are statistical techniques used to analyze sample data, with the results generalized to the population. This statistical method is referred to as probability statistics because the conclusions drawn from the sample data, when applied to the population, are based on probability. In other words, conclusions generalized from a sample to a population carry a degree of error and accuracy, expressed in terms of probability or confidence percentage. Based on this explanation, the method used by the researcher in this study is inferential statistical analysis, since the research was conducted using a sample, and the results are generalized to represent the population.

RESULT AND DISCUSSION

This study was conducted in the fourth grade of UPT SD Negeri 026 Silagalaga with a total of 30 students. The research was carried out over three meetings using the edutainment method. During the learning process, the teacher opened the activities with greetings, prayer, and a simple ice-breaking activity to create a conducive atmosphere. The teacher then conveyed the learning objectives and connected the lesson with students' prior experiences. The core activities included showing an animated video about the creation of humankind, facilitating class discussions through guiding questions, and conducting the edutainment game "*Gilir Pena Rohani*" (The Spiritual Pen Relay). This game was designed to enhance students' active participation in the learning process. The implementation of the edutainment method was carried out in three sessions. The first session focused on understanding the uniqueness of human beings through the presentation of an animated video. The second session involved an educational game emphasizing the equality of human beings as God's creation. The third session was conducted through role-playing activities to apply the values learned in daily life. Throughout these sessions, noticeable behavioral changes were observed among students, as they became more confident, active, and enthusiastic in the learning process compared to their initial passive attitude. Based on the results of the descriptive data analysis of the pretest and posttest, it was evident that students' learning interest improved after the implementation of the edutainment method. This was shown by the increase in the mean score from 88.6667 (pretest) to 141.4 (posttest). The maximum and minimum scores also increased, from 105 and 74 (pretest) to 146 and 137 (posttest), respectively. Moreover, the standard deviation decreased from 7.9365 (pretest) to 2.3867 (posttest), indicating that students' learning interest improved more evenly across the class. The percentage increase between the pretest and posttest scores reached 59.45%.

CONCLUSION

Based on the overall theoretical framework, the edutainment learning method is an instructional approach that harmoniously integrates elements of education and entertainment to create an enjoyable, interactive, and meaningful learning environment. This method emphasizes active student engagement through creative activities, educational games, and the use of engaging learning media. Theoretically, the edutainment method is capable of enhancing learning interest because it simultaneously

involves students' cognitive, affective, and psychomotor domains. The results of descriptive statistical analysis revealed that in the pretest, the students' mean score was 88.667, with a maximum score of 105, a minimum score of 74, and a standard deviation of 7.9365. In the posttest, the mean score increased to 141.4, with a maximum score of 146, a minimum score of 137, and a standard deviation of 2.3867. The percentage increase between the pretest and posttest scores was 59.45%. These findings indicate that the mean, maximum, and minimum scores improved, while the decrease in standard deviation reflected that students' learning interest became more evenly distributed. Furthermore, the results of inferential statistical analysis using the paired t-test showed that the calculated t_{value} (t_{count}) was 51.1729, while the critical t-value (t_{table}) was 2.0452, with a p-value of 5.53×10^{-30} . Since $t_{\text{count}} > t_{\text{table}}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This result demonstrates a significant difference between pretest and posttest scores, confirming that the edutainment method has a positive effect on improving fourth-grade students' learning interest in Christian Religious Education.

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