

CHARACTER-BASED ENGLISH EDUTAINMENT LEARNING USING POWTOON MEDIA FOR FOURTH-GRADE STUDENTS

Made Tantri Pratiwi¹, Luh Diah Surya Adnyani², dan G.A.P. Suprianti³

Jurusan Bahasa Asing/Program Studi Pendidikan Bahasa Inggris,

Universitas Pendidikan Ganesha, Singaraja, Indonesia

e-mail: made.tantri.pratiwi1@undiksha.ac.id¹, surya.adnyani@undiksha.ac.id²,

gap.suprianti@undiksha.ac.id³



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ABSTRACT

The latest trend in learning English for elementary school students is the implementation of Edutainment in learning. Edutainment can create a learning atmosphere that is fun, interesting, creative, innovative, and meaningful. One of the edutainment media is character-based PowToon. This study aims to determine the difference in English comprehension between students taught with PowToon media and those taught without PowToon media. This research is a mixed type with a posttest-only control group design. The experimental class was treated with PowToon media, and the control class was taught without using PowToon media. The data required consists of data on learning outcomes and student responses to the learning process. Learning outcomes were collected by written and oral tests, while questionnaires and interviews collected data on student responses. The data obtained were analyzed using SPSS v25.0. The research results show that using PowToon in learning English positively affects students' understanding of English. The characteristics displayed by the experimental class students during the study were nationalist, religious, honest, diligent, disciplined, independent, responsible, and empathetic.

Keywords: Edutainment; PowToon; English language teaching and learning

INTRODUCTION

The learning process is the student interaction with educators and learning resources that occur in a learning environment to achieve specific goals, namely the knowledge mastery, skills, and attitudes of students. Therefore, National education standards are standards for teachers to fulfil in learning with a fun, inspiring, challenging, and motivating learning environment for students to be active during the learning process so that creativity and independence of students arise according to their interests, talents, psychological and physical development of each student (*Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*, 2005).

In the 2013 curriculum, active learning principles, creativity, and fun are further reinforced by the Minister of Education and Culture of the Republic of Indonesia (2013) to establish some learning principles to change the learning paradigm from passive learning to active learning. Integrated learning that emphasizes the answers with multidimensional truth and uses technology is an expected learning principle. Therefore,

students are expected to actively find out from various learning resources so that they have the competence and balanced applicative skills between physical and mental skills.

Learning activities should be conditioned to a fun atmosphere to foster high motivation and interest to increase knowledge and master specific competencies to achieve learning objectives. Laughing out loud does not always indicate a fun atmosphere; learning in a comfortable atmosphere, without physical and psychological pressure, and good communication between the teacher and students is established.

Motivation is one of the fundamental factors determining achievement in foreign/second language learning. It refers to the personal attributes that help students to have the qualities of perseverance and persistence in acquiring the target language (Dörnyei, 2001; Masgoret & Gardner, 2003). Motivation is the primary device that drives the language learning process and is then used as a continuous driving force that helps the complex and tiring journey of mastering a foreign language (Cheng & Dörnyei, 2007).

Motivational strategies implement instructional mediation by teachers or language instructors to stimulate and encourage students' motivation (Guilloteaux & Dörnyei, 2008). When implemented, motivational strategies need four elements so they can be employed successfully, a) creating primary motivational conditions; (b) generating initial motivation; (c) maintaining and protecting cause; and (d) encouraging positive retrospective self-evaluation (Dörnyei, 2001). Those dimensions are cyclical and interrelated, so they cannot be conducted separately. Furthermore, there are four levels of motivation according to Crookes and Schmidt (1991): micro-level, classroom level, syllabus level, and extracurricular level. Micro-level is the effect of stimulation in stimulating the cognitive process. The classroom level focuses on the teaching method and activities during acquisition. Syllabus level is associated with the knowledge content based on students' need analysis, whereas extracurricular level refers to informal and non-class activities that support motivation.

Edutainment is the new technology of actual learning, consisting of the essential motivation of entertainment and happiness and focusing on the methodological understanding of the game and game technology (Goktuna Yaylaci & Yaylaci, 2020). Fun learning is termed *Edutainment*. *Edutainment* is an amusement or entertainment that is designed to educate and entertain. Entertainment can be given as lessons, for example, television shows, videos, video games, films, music, websites, and others. In addition, *edutainment* can also be in the form of education in nature, which can entertain and learn. Student Center is an approach to the concept of *edutainment* learning where learners become perpetrators of active learning, happy, and passionate in the learning process (Nasution, 2017).

Providing entertainment or amusement in learning does not mean only giving pleasure to students. However, *edutainment* must still prioritize the inculcation of character values because one crucial point in learning is building students' character. The emphasis on character values in learning is in line with the independent education learning program, where national exams are abolished starting in 2021 and replaced with a minimum competency assessment and character survey that prioritizes the ability to reason and strengthen character education (*"Pendidikan Karakter Diutamakan,"* 2019).

Several character-based edutainment concepts can be applied to the learning process specified by Widiasworo (2018), including learning English. First, knowledge is obtained by observation, experiment, and thought results. Second, learning activities are carried out with fun. The third one is character values. The character values must be invested in the learner's life, relationship with God, human beings, and the natural environment. It aligns with the Tri Hita Karana concept, which underlies Undiksha's vision.

Referring to the first concept of character-based Edutainment about the knowledge gained from observation, the use of English-language animated videos is considered able to attract students' attention. One type of animated video is PowToon because PowToon contains animated characters, cartoons, objects, images, and music which are the world of students, especially elementary school children (Adnyani, Mahayanti, & Suprianti, 2019). PowToon is software in the form of animated video created by Ilya Spitalnik and Daniel Zaturansky in 2012. It can positively influence children's learning, especially their interest and concentration, and reduce bad behaviour in the learning process (Semaan & Ismail, 2018). Pais et al. (2017) did research on the use of PowToon. The results show positive results in using on, not only in the motivational aspect but also in its contribution to Adnyani, Mahayanti, & Suprianti (2019) have designed character-based edutainment learning by using PowToon animated videos as media and the PowToon need to implement. That is why the researcher conducted this research. Some researchers have carried out research using PowToon. However, few studies have developed further about character-based edutainment learning using PowToon animated videos as media.

It realizes that learning must be done with fun activities, still embedding character values, and using PowToon animated videos that support the implementation of edutainment learning. Therefore it is necessary to conduct fourth-grade research on its effectiveness in students' skills. This research was conducted on English subjects in elementary schools by applying character-based Edutainment learning using PowToon animated video media. This experimental research aims to determine whether character-based Edutainment with PowToon media can significantly affect students' skills and how students respond to learning.

The research objectives namely (1) to find out whether there are significant differences in the English comprehension skill among learners who are taught by the character-based edutainment PowToon media and those who are taught by the conventional method, and (2) to investigate the response of the student in character-based edutainment learning with PowToon media.

METHOD

This study used a mixed method research design with an explanatory design (Creswell, 2014). This research was conducted by collecting two types of data: quantitative and qualitative, where quantitative data collection was carried out first. The quantitative data was obtained through *posttest only control group* design. In contrast, qualitative data was obtained through observation, questionnaires and interviews. The populations of this study were all fourth-grade students at SD Negeri 3 Banjar Jawa, with 90 students divided into three classes. The research sample was taken using the cluster random sampling technique by randomizing the class so that class 4A was obtained as the experimental class and 4B as the control class. The practical course was

treated with PowToon media, and the control class was taught without using PowToon media. The data required consists of data on learning outcomes and student responses to the learning process. Learning outcomes were collected by written and oral tests, while questionnaires and interviews collected data on student responses. The data obtained were analyzed using SPSS v25.0. Descriptive analysis was used to describe the students' English learning outcomes. In contrast, inferential analysis was used to test hypotheses using the U test (Independent samples U Mann – Whitney) with a significance level of .05. Before testing the hypothesis, an assumption test was carried out, including normality and a homogeneity test.

RESULTS AND DISCUSSIONS

This research data is in the form of data on students' English learning outcomes obtained from learning outcomes tests for students in the experimental and control classes. The results of the descriptive analysis of the data found the mean (M), median, mode, standard deviation (SD), variance, maximum and minimum data from the post-test values presented in Table 1.

Table 1. Descriptive Statistical Analysis

| | Class | |
|----------------|------------|---------|
| | Experiment | Control |
| Mean | 89.23 | 79.10 |
| Median | 89.00 | 77.50 |
| Variance | 16.668 | 43.059 |
| Std. Deviation | 4.083 | 6.562 |
| Minimum | 83 | 70 |
| Maximum | 95 | 93 |
| Range | 12 | 23 |

Based on the results of descriptive statistical analysis, it can be seen in Table 1 that the mean score of the experimental group treated using the PowToon video was 89.23, and the mean score of the control group that was taught with the conventional method without PowToon media was 79.10. The standard deviation of the experimental group was 4.083, and the standard deviation of the control group was 6.562.

To determine whether there was a significant difference in the implementation of PowToon media in English comprehension and skill. Meanwhile, before conducting the t-test, normality and homogeneity tests were executed after giving treatment. A normality test was conducted after the treatment to see whether the groups' data were distributed normally or not. The result of the normality test can be seen in Table 2.

Table 2. Result of Normality Test after Treatment

| Class | Method | Kolmogorov – Smirnov | | |
|------------|------------|----------------------|----|------|
| | | Statistic | df | Sig. |
| Experiment | PowToon | .155 | 30 | .063 |
| Control | PowerPoint | .173 | 30 | .023 |

Table 2 shows that the Kolmogorov-Smirnov value from both groups was higher than

0.05. The value of Kolmogorov-Smirnov of the experimental group was 0.063, and the control group was 0.023. It means that the experimental data group were normally distributed and the data control group were abnormally distributed

After conducting the normality test after treatment, the homogeneity variance test was also shown to see whether the data was still homogenous. The result of the homogeneity can be seen in Table 3.

Table 3. The Result of Homogeneity Variance after Treatment

| | Levene's Test for Equality of Variances | | | |
|---------------------------|---|-----|-----|------|
| | Levene Statistic | df1 | df2 | Sig. |
| English learning outcomes | 4.167 | 1 | 58 | .046 |

From the result of the homogeneity variance test above, it can be seen that Levene Statistic's value was 4.167, with the value of Sig being 0.046. It indicated that the data were categorized as inhomogeneous because the significant value of the experimental and control groups was lower than 0.05.

The Non-parametric test was conducted using a U Mann-Whitney test. There were two qualifications for determining whether the hypothesis was rejected or not. If the Sig (U) value was lower than 0.05, the null hypothesis (H0) was rejected. Meanwhile, if the Sig (U) was higher than 0.05, the null hypothesis (H0) was accepted. The result of the independent t-test is shown in Table 4.

Table 4. The Result of (U) Mann – Whitney Test

| | Class | N | Mean rank | Sum of ranks |
|---------------------------|------------------|----|-----------|--------------|
| English learning outcomes | Experiment class | 30 | 42.07 | 1262.00 |
| | Control class | 30 | 18.93 | 586.00 |
| | Total | 60 | | |

Test Statistics

| | English learning outcomes |
|------------------------|---------------------------|
| Mann-Whitney U | 103.000 |
| Wilcoxon W | 568.000 |
| Z | -5.145 |
| Asymp. Sig. (2 tailed) | .000 |

a. Grouping Variable: class

Based on Table 4 above, it was shown that the value of significant value Sig. (2-tailed) was .001. This value was lower than the standard level ($\alpha=.05$). This value means a substantial difference in the mean score between the experimental and control groups. Since the value Sig. (U) was lower than the standard ($\alpha=.05$), the null hypothesis H0 was rejected, and H α was accepted. There was a significant difference in the implementation of PowToon media toward the students' English comprehension.

After the treatment, interviews were conducted by asking several questions related to the PowToon media. Of 30 students, only 16 were interviewed because other students could not join because of signal problems and others. The interview guide used

several questions to explore responses toward implementing PowToon media. The students were given interview guidelines after the treatment was done. Interview guidelines were presented on May 17, 2021. Furthermore, the result of the interview guidelines and the description of each item is reported below.

Tabel 5. Student response to learning with PowToon

| No | Question | Interview result |
|----|---|---|
| 1 | Does the lesson begin with prayer? How do you feel when the study starts with prayer? Why is that? | Yes. Calm. Because it makes learning more focused, calm, and fun. |
| 2 | Do you feel more enthusiastic about learning using PowToon media than conventional methods? Why do you feel more passionate about learning using PowToon media than conventional methods? | More enthusiastic about learning by using PowToon media because the media is animated, so it's more fun and easier to understand. |
| 3 | What do you think about learning English using PowToon? Why is that? | It's exciting because the media is animated and like a cartoon, so it's more fun. |
| 4 | Does PowToon make it easier for you to understand the meaning of words in English? Why is it easier to understand? | Yes, because it's interesting. So, it becomes exciting when learning. |
| 5 | Do you find it easier to concentrate while learning English by watching Powtoon videos? Why is that? | Yes, because it's animated. So you can concentrate more. |
| 6 | What kind of discipline do you do in learning English with PowToon? | On time, honest, not noisy, responsible, diligent, kind, and listening to the teacher when teaching. |
| 7 | Are you honest in taking quizzes? | Yes, honest. |

Based on Table 5, it can be seen that the results of the interviews were concluded as one answer because most of the students' responses were almost the same. The post-test results and questionnaires show that the PowToon video as a learning medium gave a significant difference in understanding and English skills between students taught using PowToon media and those trained using conventional methods. It was shown from the results of data analysis, which shows that the mean score of students taught with PowToon video was 89.23. Meanwhile, the mean score of students taught without

PowToon video was 79.10. Because the mean score of students taught with PowToon video was higher than that of students taught without PowToon video, descriptively, students taught with PowToon video had better English comprehension performance than those taught without PowToon videos. To find a significant difference between the class conducted with PowToon videos and the class led without PowToon videos. The data were analyzed using inferential statistics.

During the PowToon video implementation, the researcher needed four meetings to complete four different topics: Animals, Clothes, May I and Imperative. Thus, researchers used PowToon videos to create exciting situations during its implementation because the COVID 19 pandemic was conducted online. The implementation of PowToon in the experimental and control classes was carried out through a zoom web meeting. Before the researcher gave the post-test and questionnaire to students, the first meeting of applying the PowToon video was to introduce oneself to the teacher and students while conveying that there would be learning in fourth-grade students using PowToon media. The researcher informed the students that four meetings would be used to conduct research. Students are told that the PowToon video covers four topics: Animals, Clothes, May I and Imperative. They were all pleased and enthusiastic about learning. This is in line with the research raised by Syafitri, Asib, & Sumardi (2018), which states that the PowToon, when properly designed, can be used to attract students' attention in learning and achieve a better understanding of the information displayed and make it easier to remember by the students. These results are also supported by Semaan and Ismail (2018) that PowToon media could positively influence children's learning, especially interest and concentration, and reduce lousy learning behaviour.

In addition, students can understand the words and material discussed in class independently. It was easier for them to understand the material with the help of the PowToon video. Using PowToon media, students become more active in learning and feel happy because PowToon media makes it easier for them to remember vocabulary with pictures. In line with the theory of Afkar (2019), which stated that the appropriate and various use of educational media could overcome the passivity of children and can lead to joy in learning, allowing more direct interaction between students and the environment and reality, enabling students to learn on their own according to their abilities and interest, provide the same stimulus, experience, and cause the same perception.

Besides the PowToon treatment given in the experimental class, the researchers also taught students in the control class using the conventional method without using the PowToon media in 4 meetings. Researchers used zoom, PowerPoint, WhatsApp, and four learning topics given to students, i.e., imperative sentence, animals, clothes, and may I. The meeting was also the same as the meeting in the experimental class. The first meeting was an introduction, and after that, an explanation of material about animals. From the first to the fourth meeting, the control class's learning process did not use PowToon media. The fifth and sixth meeting was given a review and post-test. During the learning process, researchers provide several activities to improve their English comprehension, such as delivering the PowerPoint and videos related to the topic being taught, explaining the material, mentioning new vocabulary rarely heard, making sentences, and reading. So that students look passive and not motivated to learn. They seemed less attentive and interested in learning English on this topic using

conventional methods. When the researcher asked questions about the issues, such as mentioning the names of Animals, Clothes, May I and Imperative with brief descriptions, from a total of 30 students, there were only five or six students who often actively responded to instructions from researchers. Some seem to be passive learners who only read PPT from researchers and were not interested in following the lessons.

While learning using the video PowToon, the researcher also assessed the students' character. According to the Ministry of Education and Culture through Strengthening Character Education (SCE) in 2016, there were five main characters from Pancasila: religious, integrity, nationalist, independent, and cooperative. The researcher described the students' feelings in the experimental class taught using video PowToon according to these five characters. First, religious values, students showed a religious attitude when students prayed when starting and ending learning, and students seemed devoted to praying even though the class was conducted online. The second character value was integrity. Students showed character integrity through an attitude of honesty, diligence, and responsibility. It can be seen when giving a quiz while giving treatment with PowToon media. The third character value was nationalism. A nationalist attitude was shown through an appreciation for their nation, achievement, love for the country and discipline. During learning using PowToon media, the students seem very disciplined and orderly. There were no students who ignored the material provided by the teacher. Before the class started, the researcher invited students to sing the Indonesian national anthem, "Indonesia Raya", and the students followed it obediently. Even though it was constrained by the signal that made the voices overlap, the students still looked very enthusiastic about singing.

The value of the fourth character is independent. Student independence is seen when students answer assignments, make assignments independently, and use all their energy, mind and abilities. Students also showed a creative attitude when the researcher asked students to make sentences related to the given topic. The last character value is cooperation. Students' attitudes follow these character values: respecting others and having high empathy. This attitude is seen when there are students who express opinions, and other students notice and respond well. Students also really appreciate the teacher for paying attention and following the lesson in an orderly manner. Thus, it can be concluded that the PowToon showed significant differences in English comprehension and skills between students in the experimental and control classes. The fourth-grade students of SDN 3 Banjar Jawa in the practical class performed better than those in the control class who did not give PowToon treatment during learning. From empirical studies that several researchers on similar topics have conducted, it turns out that the same results also show that Powtoon provides a significant difference between students who are given treatment with PowToon media and students who are not treated with PowToon media. Another similar study was conducted by Semaan & Ismail (2018). They have researched the effectiveness of PowToon in the classroom, where students are taught English as a foreign language (EFL). They stated that PowToon could improve students' English reading ability who have problems understanding reading concepts and increase their interest in learning.

Besides, Pais et al. (2017) have researched the use of Powtoon. The results show positive results in using PowToon, not only on the motivational aspect but also in its contribution to learning new content and developing skills in the ICT field. However,

there were several challenges that the researchers found in conducting this research. The researcher experienced little difficulty in handling the experimental class. Because at the first meeting, before showing the PowToon media to students, students were challenged to concentrate and found it difficult to focus on paying attention to the researchers' words, but after showing the PowToon video, students became more focused and easier to concentrate on learning.

On the other hand, the same thing happened to the control class at the first meeting, where students found it very difficult to be involved and actively participate in learning. After teaching for four sessions, the researcher found that students in the control class did not change. They are still the same as at the first meeting. They tend to get bored when researchers teach them in class the same topics as in the experimental class. They were challenging to concentrate and respond to what the researchers instructed. From the total of 30 students in the class, only four to five students actively participated during the meetings. The rest was difficult to participate actively because the researcher's learning method was monotonous from the beginning to the end of the session.

CONCLUSION

Based on the study results, it can be concluded that: (1) There was a significant difference in the use of PowToon media as a learning media of English Comprehension for fourth-grade students in SDN 3 Banjar Jawa. Statistical analysis showed that the mean score in the experimental class was 89.23, higher than the mean score in the control class, about 79.10. Furthermore, the results of the independent sample U Mann-Whitney test also show that the Sig. (U) was lower than the α (.05). These results were also strengthened by student responses gained from observation, interviews, and questionnaires. The results showed that PowToon could motivate and attract students to learn, improve English language skills, make it easier for students to understand the material, make the learning atmosphere fun without feeling awkward, and activate students' passivity in learning. (2) The students' characteristics found in an experimental class that was taught with Edutainment PowToon were nationalism, religion, honesty, diligence, discipline, responsibility, independence, creativity, respect for others, and empathy

Based on the results of this study, there are suggestions directed to the teachers and other researchers regarding the use of PowToon as a learning media (1) PowToon as a medium for learning English comprehension for teachers fourth-grade students are recommended to be applied by teachers in learning English. This is because the characteristics of PowToon can attract and motivate students in learning. Interesting PowToon visualization in words, pictures, and sounds helps students remember what they found and learned. Besides, PowToon media's existence can be used in several activities that make learning processes more fun and attractive according to students' needs in elementary schools. However, students can participate in lessons without feeling anxious and bored. (2) For other researchers interested in conducting similar research on implementing the PowToon as a learning media, it is suggested to improve the study by conducting similar research on various topics because this research only involves four topics. It is also suggested that other researchers find out other benefits besides the current benefits, which show that the PowToon makes a significant difference to students' English comprehension and skills

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