

Contribution Describe The Use Of Edutainment Methods In The Formation Of Cooperative Character In Elementary School Students

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Abstract

Purpose: This study aims to analyze the use of edutainment methods in developing cooperative character among fifth grade elementary school students, and to explore how edutainment which combines educational and entertainment elements affects students' motivation and collaborative skills.

Methodology: A qualitative approach was employed, with data collected through observation, interviews, and documentation. Interviews were conducted with teachers and students to gain insights into edutainment implementation and its influence on cooperation. Observations assessed student interactions during edutainment activities, and documentation supported the findings.

Results: The study found that the edutainment method provided opportunities for fifth grade students at SD Muhammadiyah 18 Surakarta to actively engage in the learning process. Its application was effective in shaping and enhancing students' cooperative character.

Applications/Originality/Value: This study highlights the practical value of integrating edutainment into classroom instruction to foster not only engagement but also character development, especially cooperation. It contributes to the growing body of research on character education through interactive and enjoyable learning approaches.

Introduction Section

Education is not only aimed at forming students cognitive abilities, but also developing character and social skills needed in everyday life. One important character that needs to be developed early on is the ability to work together, namely the ability to collaborate, communicate, and support each other in a group. Character education is education that instills and develops noble characters in students, so that they have noble characters, apply, and practice in life, both in families, members of society and citizens (Abidin, 2019)[1]. Character education is not just providing students with knowledge of character, but also instilling that character in students so that students become an inseparable part of their personality (Munawwaroh, 2019)[2]. The need to study character education for students, especially elementary schools, so that it is always carried out in the school environment as well as in the family and community environment.

In elementary school, character education is an inseparable part of the learning process. Elementary school is the initial phase where students begin to learn to interact with their environment and learn the values that will form the basis of their behavior. One of the important characters to develop from an early age is cooperation. Cooperation is the ability to collaborate, support each other, and complete tasks together in a group. This ability is very important, not only in the world of education, but also in community life. According to (Yulianti et al., 2016)[3], the character of cooperation is important for students because cooperation and human nature are social existences that need each other and need others.

Nevertheless, challenges in forming the character of cooperation are still often found in the school environment. Based on observations conducted at SD Muhammadiyah 18 Surakarta, many fifth grade students still tend to work individually, especially in group activities. Some students show difficulty in coordinating with their friends, which ultimately hinders the effectiveness of group learning. This phenomenon shows that the learning methods applied so far have not been able to fully form students' cooperative character. Learning that focuses too much on cognitive aspects, such as lectures or Q&A, often does not provide enough space for students to hone their social skills (Selvi Nabila Muliawati, Ahmad Syachruraji, 2020)[4].

Conventional learning methods that are dominant in the classroom, such as lectures or Q&A, are generally effective in delivering lesson materials, but are less able to develop students' affective aspects, such as cooperation and empathy. As a result, students do not get enough opportunities to interact directly with their friends in a collaborative context. In this context, interactive learning that focuses on developing social character is important to be implemented in elementary schools. One learning approach that can meet these needs is the edutainment method.

Edutainment is a combination of two concepts, namely education and entertainment. This method aims to create a fun and interesting learning atmosphere, by combining entertainment elements into the learning process without reducing the essence of education itself. According to (Santoso, 2018)[5], edutainment can increase student involvement in learning, because students feel more relaxed and enjoy the learning process that is not boring. This method also provides space for students to actively participate in group activities, which can ultimately hone their cooperation skills.

In its implementation process, edutainment not only involves physical activities such as games or simulations, but also integrates various interesting learning media, such as videos, images, or interactive stories. This provides different stimuli for students and helps them understand the subject matter in a more enjoyable way. As expressed by (Putri & Arifin, 2022)[6], interesting and enjoyable learning will encourage students to be more active in participating and collaborating with their friends. Thus, edutainment not only functions as a tool to convey subject matter, but also as a means to build students' social character.

Previous research has also shown that the edutainment method has a positive influence on the development of students' skills and character. For example, a study conducted by (Nurdianti, 2020)[7] found that the use of edutainment in learning can improve concluding skills in science learning for grade III students. In addition, research conducted by (Ardianti et al., 2019)[8] shows that edutainment can ethno-edutainment-based learning can improve students' love for their country. These studies strengthen the view that edutainment methods can be used effectively to achieve broader learning goals, not only in cognitive aspects, but also in character development.

Unlike previous studies, this study focuses on the impact of the edutainment method on the formation of cooperative character in fifth grade students. In this study, the aspects studied emphasize more on how edutainment can create an environment that encourages students to support each other, share roles, and develop communication skills needed in group work. Through observation and interviews, this study also explores how group dynamics and conflict resolution in edutainment activities can strengthen students' social character, especially in the context of working together to achieve common goals. Thus, this study provides a new perspective on the role of edutainment in building cooperative character that is not only useful in the classroom, but also relevant in students' social interactions outside the school environment.

In the context of developing cooperative character, the edutainment method provides wider opportunities for students to interact directly in groups. Students are invited to work together in completing tasks given through interesting games or activities, which indirectly train them to help each other and collaborate. According to (Agustriana, 2018)[9], learning that involves entertainment elements such as edutainment can increase students' motivation to work in groups, because they feel more comfortable and emotionally involved in the learning process.

Based on this background, this study aims to describe the use of edutainment methods in the formation of cooperative character of fifth grade students at SD Muhammadiyah 18 Surakarta. Through a qualitative approach with observation, interview, and documentation methods, this study is expected to provide a deeper understanding of how edutainment methods can help students form their cooperative character.

Method

The research method used in this study is descriptive qualitative research. According to (Yusuf, 2014), explains that qualitative research is a learning strategy that prioritizes the problem-solving process in the form of concepts, characteristics of objects, meanings, symptoms of a phenomenon, symbols of a phenomenon, and descriptions of the phenomenon that are natural, holistic, and prioritize the quality of research, and presented in narrative form. Meanwhile, according to (Sugiyono, 2013)[10], states that a descriptive qualitative approach is an approach that describes the state of phenomena that occur in words and phrases, classifies them into categories, and draws conclusions. The subject of the study is an attribute or nature or value of a person, object or activity that has certain variables that are determined to be studied and conclusions drawn. The subjects in this study were teachers and students of grade V of Muhammadiyah 18 Surakarta Elementary School. While the object of this study is the character of cooperation of grade V students.

Data collection techniques are the most strategic step in research because the main purpose of the research is to obtain data (Sugiyono, 2017)[11]. The techniques used are observation techniques, interview techniques and documentation techniques. The observation technique in this study aims to observe the learning process in using the edutainment method for the formation of cooperative character in grade V students. The interview technique in this study is aimed at grade V elementary school teachers. While the documentation technique is used to support the findings.

In processing research data, the data analysis technique used in this study consists of the data reduction process or summarizing data that is considered important, data presentation, and data conclusions. Responding to valid data, it is necessary to test the validity of the data. The data validity test in this study uses the source triangulation technique, because in this case the researcher obtained data through various sources, namely teachers and grade V students of Muhammadiyah 18 Surakarta Elementary School. Source triangulation to check the credibility of the data with the data that has been obtained by directly interviewing teachers and grade V students at Muhammadiyah 18 Surakarta Elementary School to determine the validity of the data. While the triangulation technique uses the technique of interviewing sources directly

through observation techniques to observe student learning activities in the field, then documentation to find out the instruments and conditions of the school so that the data is complete.

Result and Discussion

The implementation of the edutainment method in grade V has a positive impact on the formation of students' cooperative character in the learning process. Based on the results of observations, it can be seen that students become more actively involved in learning activities that use game and collaboration elements. In group projects, they support and help each other, and demonstrate better communication skills by providing ideas and feedback to each other. From the results of the interview with the homeroom teacher V, students who were previously less active began to participate more boldly, while more dominant students would give space to their friends to contribute and help guide their friends who were having difficulties. In addition, this dynamic and team-based interaction also trains students to have a sense of responsibility for their respective roles, which contributes positively to the overall success of the group (Febrian et al., 2024)[12].

Based on the results of interviews with grade V teachers, the edutainment method can make students more enthusiastic in participating in learning, and encourage them to be more active in collaborating and communicating. The classroom atmosphere becomes more dynamic and full of interaction, where students not only learn from academic aspects, but also from the experience of working together in groups. With activities that encourage collaboration, students learn about the importance of cooperative characters, such as supporting each other and respecting the role of each team member to achieve common goals (Fitriana & Wibawa, 2024)[13]. In addition, through fun and challenging activities, students are trained to exchange ideas, provide support, and resolve conflicts positively. This helps students develop important social skills, such as tolerance, empathy, and the ability to listen and compromise, all of which are a strong foundation in forming effective cooperative characters. This intense interaction between students makes them more confident in expressing their opinions and more open to the views of others (Nasution et al., 2023)[14], thus creating a learning environment that supports the growth of positive character.

The results of this study indicate that edutainment encourages each student to take an important role in the group for mutual success. Game activities integrated into learning require students to not only focus on personal achievement, but also the success of the group as a whole. From the interview results, the homeroom teacher V stated, Children are more responsible when they know that their group depends on the contribution of each member. With structured roles, students are encouraged to share their ideas, strategies, and knowledge to solve problems faced in the game (Malik et al., 2022)[15]. This teaches students about the importance of the role of each individual in achieving common goals, while building a strong character of cooperation.

In the edutainment method, the character of cooperation is also strengthened through the process of group discussion and decision-making. The challenges faced in the game require students to learn to resolve differences of opinion and reach a common agreement (Hilmi et al., 2018)[16]. From the interview results, the homeroom teacher V stated, Students become more courageous in expressing their opinions and compromising when there are different ideas. The ability to listen, appreciate different views, and reach agreement are important social skills in Cooperation (Adolph, 2016)[17], and through edutainment, these skills can be developed naturally. Thus, the edutainment method provides an opportunity for students to hone essential communication skills in their social interactions.

This study also revealed that a fun learning atmosphere makes students more motivated and focused on learning. Based on interviews, teachers stated that edutainment creates an interactive and fun learning environment, so that students do not feel pressured in learning. Students who feel comfortable and happy during the learning process show higher motivation to participate in group activities (Wijaya et al., 2022)[18]. This encourages students who usually tend to be passive to be more involved, strengthening social bonds among group members. This fun atmosphere strengthens students' motivation to learn together, increasing their involvement in the learning process. With this active involvement, students begin to form a cooperative character, where they learn to support each other, share responsibilities, and appreciate the contributions of each team member. They are also increasingly aware of the importance of open communication and joint problem solving to achieve group goals. Thus, the edutainment method not only improves academic aspects but also builds a strong cooperative character, which is beneficial for students' social development both inside and outside the classroom.

Edutainment also has an impact on improving students' communication skills. Research by (Nezha, 2014)[19], found that students who learned with an edutainment approach showed an increase in elementary school students' communication skills. This finding supports the results of this study, where students were seen to be more active in discussing, expressing opinions, and responding to ideas from their friends. One teacher observed that, Edutainment encourages students to dare to speak up and be more open in expressing their opinions. This shows that edutainment helps students develop effective communication skills, which are important components in teamwork.

In addition, students conflict resolution skills are also formed through edutainment. In group games, students are often faced with situations where they have to find solutions together and resolve differences of opinion (Wardani, 2023)[20]. This process provides an opportunity for students to develop skills in resolving conflicts and formulating joint strategies,

which are important parts of the character of cooperation. From the results of the interview, the homeroom teacher v stated that, Children learn how to deal with differences of opinion and find the best solution. With these skills, students not only learn to work together, but also build an important foundation for healthy collaboration: the ability to appreciate different perspectives and reach consensus for a common goal. This cooperative character encourages students to be more responsive to the needs and views of their peers, and strengthens positive and supportive social relationships within the group.

Despite its many advantages, edutainment also requires active teacher involvement in managing group dynamics. Teachers need to ensure that each student gets an equal opportunity to participate and avoid the dominance of more active students. This is in accordance with research (Khalisatun Husna et al., 2023)[21], which emphasizes the importance of the teacher's role as a facilitator in ensuring that each student is evenly involved in the group. The teachers involved in this study also realized the importance of monitoring and directing students during edutainment activities so that learning objectives can be achieved optimally. In addition, teachers need to develop specific strategies to help students who are more shy or less confident so that they feel comfortable participating. Thus, the role of the teacher is not only as an organizer of activities, but also as a supporter and driver of the development of cooperative character in groups. Through this approach, students can learn to respect each other, share roles in a balanced way, and build trust in each other, which are the foundations of effective cooperation in edutainment-based learning.

The results of the study conducted (Nurdianti, 2020)[7] show that edutainment learning has an important role in instilling a character of love for the country for early childhood in elementary schools. The results of this study reveal that edutainment not only fosters a character of love for the homeland, but also brings up positive emotions such as joy and happiness during the learning process, which in turn increases students' motivation to participate. Teachers in edutainment learning play an important role by showing a caring attitude and creating a supportive environment for students.

In contrast to the focus on love for the homeland, this study emphasizes more on how the edutainment method contributes to shaping the character of cooperation of fifth grade students. In the context of this study, edutainment not only makes the classroom atmosphere more lively and enjoyable but also encourages students to work together actively, participate in group discussions, and resolve differences of opinion constructively. Thus, edutainment is not only a tool to improve social skills and nationalistic values, but also an effective approach to strengthening the character of cooperation. The fifth grade homeroom teacher involved in this study stated that this method helps students build communication and collaboration skills that are important in achieving group goals, strengthening social bonds, and developing a sense of responsibility for the contribution of each member in the team.

Based on Research (Putri & Arifin, 2022)[6] in line with this study, it states that the existence of a cooperative character will have a positive impact on the student learning model in the classroom so that students can adjust when they are in a group discussion. Their research shows that the role of teachers in the formation of students' cooperative character at MI Muhammadiyah 1 Jombang is by implementing the role of teachers as teachers, mentors, and educators during learning that is varied using cooperative values including guidance, direction and helping students during discussions on problems. This has a positive impact on students to be more responsive and communicative. Seen from the percentage table of MI Muhammadiyah 1 Jombang students, 80% showed a positive impact on behavior during classroom learning with awareness of roles in groups.

These results are in line with the findings of researchers who also highlight the importance of the character of cooperation in the context of edutainment learning. In this study, researchers found that the edutainment method, which integrates game elements and interactive activities in learning, not only creates a fun learning atmosphere but also encourages students to collaborate actively. Students become more motivated to participate in group discussions, share ideas, and support each other, which is the essence of cooperation. The role of teachers as facilitators is crucial in this context, because they must facilitate edutainment activities and ensure that each student has an equal opportunity to contribute.

With an approach that prioritizes cooperation through edutainment, students in this study showed an increase in their social skills and ability to work in groups, in line with the results obtained at MI Muhammadiyah 1 Jombang. Both studies confirm that good cooperation characters, which are built through fun learning methods, will contribute positively to creating a productive and interactive learning environment, where students can develop cognitively and socially.

The results of this study indicate that the edutainment method is useful in shaping the character of cooperation of fifth grade students. By encouraging group interaction, shared responsibility, and communication skills, edutainment strengthens the ability to cooperate among students. This approach not only supports academic aspects, but also helps students develop essential social skills. Through fun and challenging learning experiences, students gain a deeper understanding of the importance of the role and contribution of each individual in achieving common goals, so that the edutainment method is proven to be a useful tool in shaping students' character of cooperation.

Conclusions

The conclusion of this study is that the edutainment method is proven to be useful in forming the character of cooperation of fifth grade students at SD Muhammadiyah 18 Surakarta. Through a fun and interactive approach, edutainment encourages students to engage in group activities, develop shared responsibility, and improve communication skills. This study shows that a fun learning experience not only improves academic understanding, but also helps students understand the importance of collaboration and individual contribution in achieving common goals. Therefore, the application of the edutainment method in learning can be a very useful strategy for forming the character of Cooperation in fifth grade students at SD Muhammadiyah 18 Surakarta.

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