



THE INFLUENCE OF EDUTAINMENT METHOD ON STUDENT LITERATION ABILITY

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Abstract:

This study aimed to determine the method of learning paikem education on literacy capability to write the beginning of students in the eyes of Indonesian language in grade 2 SDN Pondok Kacang Timur 03. This research is quasi experimental design. This design is a nonequivalent control group design almost together with the pretest-posttest control group design implemented at SDN Pondok Kacang Timur 03 class 2a (30 students) and class 2b (30 students). Data collection used tests and behaviors. The results showed that edutainment learning method had an effect on writing literacy capability in Indonesian 2nd class of SDN Pondok Kacang Timur 03. The capability of initial writing literacy in the experimental class get the average score of pretests 75,3 and posttest 82,76. The average score control class the writing capability of pretest 70.5 and posttest 74.23. The result of the calculation of T_{hitung} hypothesis (7,580) is greater than T_{table} (2.002) at $\alpha = 0.05$. H_0 have been rejected cannot be paikem edutainment learning method to the literacy capability of writing the beginning of student.

Keyword: Edutainment method, literacy capability, education

INTRODUCTION

Education is an effort made to prepare students through teaching, or exercises that will be used in the future. The results of the Progress in International Reading Literacy Study (PIRLS 2011) and the Program for International Students Assessment (PISA 2009-2012) which measure students' reading and writing skills, Indonesia ranks lower at 60th rank. News obtained from [http:// m. republika.co.id](http://m.republika.co.id) which was published on 15 December 2014 the amount of time spent by Indonesian children in watching television was 300 minutes per day. Entering this increasingly modern era, teachers and students are required to be able to compete in facing global competition. This needs to be done so that teachers in Indonesia are no less competitive with teachers in Asia in the era of the Asian Economic Community (AEC), as well as in terms of students as the next generation of the nation who will continue to relay the struggle of this nation must be able to compete with students from another country. Good beginning writing skills are built from quality teaching and learning.

To overcome problems like this, it is the teacher who must be able to provide motivation so that students realize that writing is an absolutely necessary skill to achieve success in life. Teresa R Fisher, *When Pictures aren't Pretty: Deconstructing Punitive Literacy Practices*. *Journal of Early Childhood Literacy*. Vol.14, Issue. 3 says "In addition, how we as literacy teachers ask children to convey meaning and how we then make sense of that meaning is crucial for the welfare of the child". In addition, how we as literacy teachers ask children to convey meaning and how we then understand meaning is very important for the welfare of children (Fisher et al., 2014: 295). For this reason there needs to be a good communication relationship between the teacher and parents as a companion learning to write students at home.

Problems about the lack of literacy skills also occur in SDN Pondok Kacang Timur 03. As a result of the student's low interest in learning writing skills, students write letters with writing that can be read on their own. The method that will be used in this research is the edutainment learning method, introducing learning methods that are nuanced in entertainment / fun but by not leaving the educational goals. Through the edutainment method of teaching and learning process is packaged properly so it does not become a boring process or even miserable students. With this method also so that the talents and interests of students to master the ability to write initial literacy is not said to be low again.

Katsaliaki et. al. The Development of Edutainment Learning Model in Social Science Education / IPS. International Journal of Research and Development Study on IPS. Vol.1, No.2 says "Edutainment is a learning process designed to make education and entertainment to be combined harmonically in order to make fun learning". Edutainment is a learning process designed to make education and entertainment combined harmoniously to make fun of learning (Katsaliaki et. Al in Yani Kusmarni, 2014).

While the word edutainment consists of two words, namely education and entertainment. Education means education, and entertainment means entertainment. In terms of language, edutainment has a pleasant educational meaning. While in terms of edutainment terminology as a form of entertainment that is designed to be educational. So edutainment can be defined as a learning process that is designed by combining education and entertainment content in harmony, so that learning activities take place in a pleasant manner (Hamruni, 2008: 124-125).

In the discussion of teaching methodology among teachers today, becoming a byword is genre, discourse, literacy, text, and context. The definition of literacy is the ability to read and write (A. Chaedar Alwasilah, 2005: 159). Literacy is closely related to the term scholarship. Tompkins stated that literacy is the ability to use reading and writing in carrying out tasks related to the world of work and life outside of school (Tompkins, in Novi Resmini, 2007: 3-4). According to Alwasilah Literacy is an integration of listening, speaking, writing, reading, and critical thinking skills (Alwasilah, in Endah Tri Priyatni, 2017: 157-158). Writing is lowering or depicting graphic symbols that describe a language understood by someone so that other people can read the symbols of the graph (Tarigan, in Ismail Kusmayadi, 2011: 2).

Writing is a creative process of pouring ideas in the form of written language for the purpose of, for example, telling, convincing, entertaining (Hindun, 2014: 203-204). According to Hafernan et al, said that writing is a communication activity that is carried out alone without the support of sound pressure, tone, expression and gestures such as oral communication (Hafernan et al, in Zulela H.M. Saleh, 2013: 29). Beginning writing is the stage of the writing learning process for elementary school students in the early grades. Grade 2 elementary school students already have the ability to write. The writing experience has been obtained from class 1, it's just that the ability to write the beginning needs to be further developed. The objective to be achieved in this study is to determine whether there is an influence of the edutainment learning method on students' literacy writing skills.

RESEARCH METHODS

This research was conducted at Pondok Kacang Timur Public Elementary School 03, located at Jl. Raya Pondok Kacang No.6, Ex. Pondok Kacang Timur Kec. Pondok Aren, Kota Tangerang Selatan-Prov. Banten. The research was conducted on second grade students in the even semester of the academic year 2017/2018, namely class II A and class II B, each of which amounted to 30 students. This research activity was carried out in January to April 2018. The method used in this study is a quantitative method in the form of quasi-experimental design (Quasi Experimental Design). This design is a nonequivalent control group design that is almost the same as the pretest-posttest control group design, only in this design the experimental group and the control group are not randomly selected. In this study there are two classes, namely the experimental class and the control class not randomly selected but by purposive, then given a pretest to find out the initial conditions are there any differences between the experimental group and the control group. The experimental group was the group given treatment (the use of the paikem edutainment method) while the control group was not given treatment (as a comparison group). After being given action on both classes, a posttest will be given to find out whether there has been a development of the mathematical system's problem solving ability.

Table 1. Pretest-posttest research design

control group design

E	O ₁	X	O ₂
K	O ₃	-----	O ₄

Source : Sugiyono (2015:112)

The population in this study were all students of grade II SDN Pondok Kacang Timur 03. The sample technique used in this study was purposive sampling, which is a sample collection technique with certain considerations. In this study a population of 105 students, therefore class II A as an experimental class and class II B as a control class, with a total sample of 30 students in each class. Data collection techniques used by researchers are observation and tests. Observation will be filled by an observer (observer) assisted by the experimental class teacher by using an observation sheet that aims to find out how the teacher sees student development using the Paikem edutainment method and whether students are influential using this Paikem edutainment method, while the test will be filled by students, used in order to carry out measurement activities in which there are a variety of questions, or a series of tasks regarding the ability to write initial literacy that must be done or answered to measure aspects of student behavior. Observation sheet data and test results collected were analyzed using quantitative calculations, to find out the results of students' literacy writing skills using the Paikem edutainment method will be analyzed using a Likert scale model. As for the hypothesis test, the analysis used was a t-test with a significance level of 5% or 0.05.

RESULT AND DISCUSSION

Based on research that has been done on the use of Paikem edutainment methods on the ability to write student beginning literacy has been analyzed using a Likert scale, the results obtained on the ability to write student beginning literacy that have been done can be seen in the following table:

Table 1. Results of the reliability of the paikem edutainment method

Reliability > 0.05	Sig Normality > 0.05 (Normal)	Homogeneity	F test	Hypothesis (T-Test)
The results of the reliability of the paikem edutainment method 1,146. Literacy ability of 1,082.	Lmakspretest Experiment Class <Ltable = 0.1480 <0.161	Experimental class: Pretest variance = 66.07, Posttest variance = 40.87.	The calculated F value of pretest 1.084 and posttest 1.652 with a significance level of 5% df (30-1 = 29) obtained Ftable 1.861, Fcount <Ftest pretest (1.084 <1.86 or Fcount <Ftable posttest (1.652 <1.86), then Ho be accepted.	t arithmetic 7.580 amounting to degrees of freedom (df) 60-2 = 58 and a significance level of 0.05 while ttable of 2.002. Because

Based on the results of the table, it can be said that the results of the paikem edutainment method variable reliability test are 1.146 and the literacy ability is declared reliable with 1.082. Then test the normality of the data that the known results are the Experiment Class Lmakspretest <Ltable = 0.1480 <0.161, Lmaksposttest <Ltable = 0.1065 <0.161. Control Class Lmakspretest <Ltable = 0.1511 <0.161, Lmaksposttest <Ltable = 0.1693 <0.161 with sig requirements > 0.05 and the data are normally distributed. Current Homogeneity of the experimental Class: Pretest Variance = 66.07, Posttest Variance = 40.87. Control Class: Pretest Variance = 60.94, Posttest Variance = 24.73. Then the F test results are the calculated F value of pretest 1.084 and posttest 1.652 with a significance level of 5% df (30-1 = 29) obtained Ftable 1.861, Fcount <Ftest pretest (1.084 <1.86 or Ftest <Ftable posttest (1.652 <1, 86), then Ho is accepted, and T test results are known to mean that is t_count > ttable (7,580 > 2,002) then

Ho is accepted. The following is the process of using Paikem edutainment method in grade II of Pondok Kacang Timur 03 Primary School.

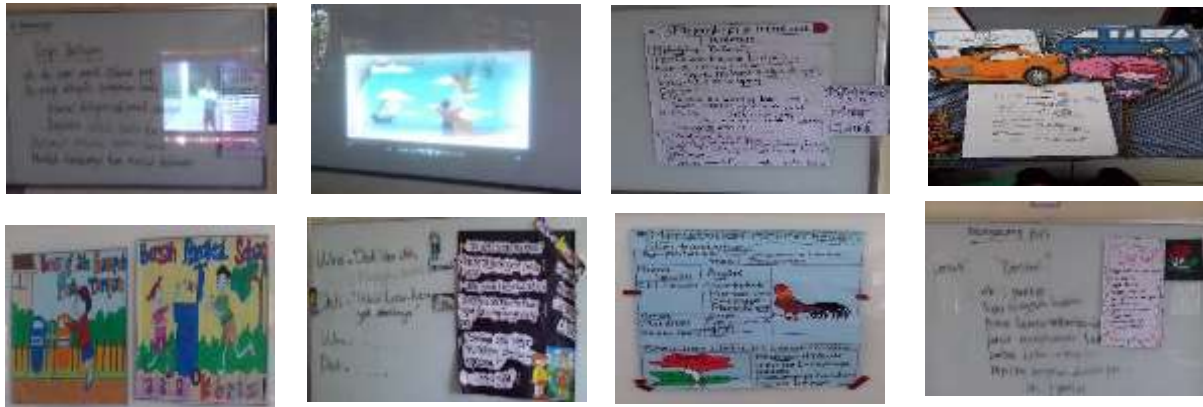


Figure 1. Media used in the Paikem Edutainment Writing Beginning Method

When learning takes place using the Paikem edutainment method, which is applied in the experimental class making students more motivated, not bored and enthusiastic because it will attract attention and foster a sense of enthusiasm for student learning, students can learn with pleasure because when the learning process takes place interspersed with guessing games, students can develop creativity in learning, students are also active, innovative, creative, effective and fun in the learning process, train students to respect the opinions of others, and students are able to show courage in the learning process.

CONCLUSIONS

Based on data description, data analysis and interpretation of research results, it can be seen that the use of the Paikem edutainment method at Pondok Kacang Timur Elementary School 03 South Tangerang received good responses from students and school authorities. The reaction given by students when learning takes place using the Paikem edutainment method in class is very good and shows enthusiasm because it will attract attention and foster a sense of student enthusiasm for learning. Efforts to improve the Paikem edutainment method in class II based on the above calculation results stated that there is an influence on the use of the Paikem edutainment method on initial literacy literacy. This is evident that a new method is needed namely the Paikem edutainment method in the process of learning to start writing. In learning Indonesian, applying Paikem edutainment learning methods becomes interesting and not boring. Learning becomes interesting and students become well aware of learning materials so that learning becomes meaningful, the classroom atmosphere becomes conducive.

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