

The Influence Of Edutainment Method Towards The Mathematics' Learning Achievement Of The Sixth Grade Students Of SDN I And SDN II Tanjungsari Boyolangu Tulungagung

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Abstract

There are three essential interrelated components in process of learning such as teaching material, the process of how to teach the material and the result of the learning process. There is a gap which is felt and faced as the lack of the effective and appropriate approach to conduct the learning process. Most teachers only consider the material and the result of learning so they are only busy to determine the goals which must be achieved, arrange the teaching materials, and then design the instrument of evaluation. Unfortunately, one important thing and it is always forgotten is how to design the process of learning well in order to combine between material and the result of learning.

The type of research is experiment research; it purposes to find out the probability cause effect in order to know the interrelated variables, then to see the influence of those variables. In order to find the needed data, then it is conducted interview method, observation, documentation, and test. The technique of analysis data which is used is independent sample t-test with SPSS program 16.

The result of the influence of the method of edutainment towards the achievement of learning mathematics of the elementary students will be very helpful for them in learning mathematics especially the material of area of flat space so the result of the average score between the method of edutainment and conventional method based on the counting data shows that the t-value is 3.06 with the probability (significance) as $0.004 < 0.05$. It means that there is a difference average between the methods of edutainment and the conventional method towards the sixth grade students of SDN I and SDN II Tanjungsari Boyolangu Tulungagung. Based of the data analysis that there is an influence of the use of method of edutainment towards the students' achievement mathematics result of students of SDN Tanjungsari is 17.8. It can be said that from the average analysis data, the experiment score (using method of edutainment) is 70.56 whereas the mean score of control class (using the conventional method) is 52.76 so there is significance as 17.8. Thus the method of edutainment influences towards the students' achievement mathematics of SDN I Tanjungsari, Boyolangu, Tulungagung

Key words: Method of edutainment, achievement of learning

I. INTRODUCTION

Mathematic is one of subject that must be learned in Elementary School. Mathematic has many benefits for daily life so that mathematic can be viewed as the basic for the development of science and technology as well as mastering other basic subjects.

In teaching a particular subject matter should be chosen learning model that appropriate with the objectives to be achieved. Therefore, in choosing a learning model must have a lot of considerations; for example, the subject matter, level of students'

cognitive development, and facilities of learning, so the learning objectives have arranged can be achieved.

In accordance with the development of technology, computers can be used as a learning tool. Mathematic learning media that is appropriate to era of information technology is a media – based edutainment. The word “edutainment” consists of two words, namely education and entertainment. Education means education, and entertainment means entertainment. In term of language education, edutainment has a sense of fun. Edutainment is a learning process that is designed to combine education and entertainment content in harmony so that learning takes place with a fun activity (Hamruni, 2008). So edutainment is defined as a learning process that is designed to combine entertainment with educational principle.

Based on the description of the background of problem, it was formulated as follows: (1) is there any differences between edutainment method and conventional method in class VI students on SDN I and SDN II Tanjungsari? (2) Is there any influences of edutainment method on mathematics achievement in grade VI on SDN I and SDN II Tanjungsari?

Learning through edutainment method used SAVI approach (Somatic, Auditory, Visual, and Intellectual) in learning is to combine physical movement with intellectual activity and the using of all sense. Somatic is learning by moving and doing; auditory is learning to talk and hear; visual namely learning by observing and describing; and intellectual is to learn how to solve problems and reflects. By arranging the material in power point that was presented on LCD. There are four ways of learning should exist and converge to an optimal learning takes place.

The purpose of this study were (1) to determine the average differences between edutainment method and conventional method in class VI students on SDN I and SDN II Tanjungsari (2) to determine the effect of edutainment method in students' achievement in class VI on SDN I and SDN II Tanjungsari.

The result of this study is expected to be beneficial to the development of science, for both theoretical and practical importance, namely; (1) researcher, in order to add knowledge and understanding of the object being studied for the improvement and provision in a subsequent study, (2) principal, as an input to determine policy direction in helping the learning process to enhance creativity and students' achievement, (3)

teachers, as an alternative method of learning mathematic to improve students' achievement and creativity, (4) students, to enhance understanding, liveliness, creativity and students' achievement, so the students can solve the problem both in learning mathematics and life easily.

II. RESEARCH METHOD

The type of this study is an experimental research. It is a study to find out probability cause effect in order to know the interrelated variables, and then it was to see the influence of those variables. In this study, a class act as an experimental class used the class edutainment and control with conventional methods. At the end of the classroom learning process is measured by using the same measuring instrument that was the material of area of flat space.

The population of this study was the students on SDN I and SDN II Tanjungsari while the sample of this study was class VI students on SDN I numbered 36 and sixth grade students of SDN II amount to 29, so the sample was 65 students. Source of data in this study include: students of class VI on SDN I and SDN II and the teacher of mathematics. It was to obtain the necessary data, conduct interview, observation, documentation, and test. After the data collection process, the researcher knew the data value of students' math report card on SDN I and SDN II Tanjungsari. The average value of SDN I was 76 and the average value of SDN II was 74 so that from the average Value math on SDN I and SDN II were said to have same ability.

The procedures that the researcher did such as; first, consultation with the principal and the teacher of class VI is to obtain the data value to determine the initial ability of the students' report card (September 3, 2010). Second, the treatment of edutainment method was performed at math on SDN I and the treatment of conventional method was performed at math on SDN II Tanjungsari (October 1st and 2nd, 2010). Third, after giving the treatment, the researcher retrieved the data to obtain the result of students' achievement in mathematics test on SDN I and SDN II Tanjungsari.

Analysis of the data used to determine the differences in students' achievement treated edutainment methods and conventional methods were analysis of independent sample t – test by using SPSS 16 program.

III. RESULT OF RESEARCH AND DISCUSSION

To prove the hypothesis of the influence of edutainment method of learning mathematics achievement, it is used with the independent Samples t – test and processing results with SPSS 16 program was as follow:

Group Statistics

metode	N	Mean	Std. Deviation	Std. Error Mean
Edutainment	36	70.5556	19.11536	3.18589
konvensional	29	52.7586	26.17203	4.86002

The average value of experimental class (edutainment method) was 70. 56 while the average value of classroom control (conventional method) was 52.76.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	7.119	.010	3.166	63	.002	17.79693	5.62076	6.56474	29.02913
	Equal variances not assumed			3.063	49.868	.004	17.79693	5.81117	6.12408	29.46979

1. Test the similarity of two variants

To test the similarity of variants, by using F test that assumed the similarity of two variants. Value of F test was 7.12 with probability (sig) was 0.01. Therefore, the probability number < 0.05 , then H_0 is rejected and H_1 accepted which means there differences between the experimental class variant and control class.

2. Test average

Because the variant data is not the same, it can be seen the line equal variances not assumes so that it appears that the t value was 3.06 with probability (sig) was 0.004.

Therefore, the probability number < 0.05 , then H_0 is rejected and H_1 accepted which means there average differences between experimental classes and control classes. Finally, it can be concluded that there was an average differences between edutainment method with conventional method.

Based on the first formulation of the problem said that is there any differences between edutainment method and conventional method in elementary school students? Proved that the result of the analysis said H_0 rejected and H_1 accepted means that there are average differences between edutainment method and conventional methods.

Based on the second formulation of the problem, Is there any influence of edutainment method on mathematics achievement in class VI on SDN Tanjungsari? It can be seen from the difference in the average value of learning achievement in experimental class with the control class was 17.8. this value is derived from the difference in the average experimental class on control class from 70.56 to 52.76. then, the result obtained calculating the average difference below the threshold (lower) was 6.12 and an average difference above threshold (upper) was 29.47. this means that the average difference in math achievement scores between edutainment method and conventional method was between 6.12 to 29.47. so, it can be concluded that there is influence of edutainment method to the students' achievement on SDN I and SDN II Tanjungsari was 17.8.

IV. DISCUSSION CONTAINS EXPLANATION SUPPORTED WITH REFERENCES

Based on the result of the study, it can be assessed as follows:

In this study, after providing treatment to the students in class VI on SDN Tanjungsari, Boyolangu, Tulungagung that there is differences average between edutainment method and conventional method. This is consistent with the result of calculating in SPSS program which uses t – test analysis for unpaired samples. The results of the calculation of the data showed that t value was 3.06 with probability (sig) was 0.004. therefore, the probability numbers < 0.05 , H_0 is rejected and H_1 accepted which means the differences average between experimental class (edutainment method) and the control class (conventional method) in class VI on SDN I and SDN II Tanjungsari, Boyolangu, Tulungagung.

Based on the result of the analysis that there is influence of in using edutainment method on learning mathematics for the students' achievement on SDN Tanjungsari was 17.8. From the result of data analysis, there are differences in the average math achievement scores between the experimental class (edutainment method) and the control class (conventional method) which is an average value of the control class (conventional method) was 52.76, so the influence was 17.8. Thus, edutainment method affect on the students' mathematics achievement on SDN I and SDN II Tanjungsari, boyolangu, Tulungagung.

Involvement of children in the learning process should be developed and grown by inviting them to participate actively in learning process. this is where the teachers' creativity is necessary to generate students' motivation so that they will be eager to learn, and the academic achievement will be increase. One of method that applied fun in mathematical learning process and learning emphasize the involvement of children in learnign is edutainment metode by using SAVI approach (Somatic, Auditory, Visual Intellectual), it is supported by Dave Meier's opinion. In this case, the researcher arranged the material of area of flat space in power point with LCD display. Then, the reseacher used some steps in creating a positive attitude toward learning, a high interest in learning, involving the students' emotion, creating entertainment and distraction of cooperative learning. From those measures could be implemented holistically so that the students could achieve the optimal learning of mathematics.

V. CONCLUSION AND SUGGESTION

Based on the findings and discussion, we can conclude that:

1. There is difference average between edutainment method and conventional method based the result of data calculation showed that t – value was 3.06 with probability (sig) for $0.004 < 0.05$. it means that there are differences on average between edutainment methods and conventional method in class VI students on SDN I and SDN II Tanjungsari, Boyolangu, Tulungagung.
2. Based on the result of the analysis, it can be concluded that there is influence of edutainment method to the students' achievement in learning mathematics on SDN Tangjungsari was 17.8. from the result of data analysis the average value of experimental calss (edutainment method) was 70.56 while the average value of the

control class (conventional method) was 52.76, so the influence was 17.8. Thus, edutainment method affect on the students' mathematics achievement on SDN I and SDN II Tanjungsari, boyolangu, Tulungagung.

Some suggestions that could be considered related to the above conclusion are:

1. Reseachers, as researcher will continue to study more in depth, so the edutainment method can be further proven success in learning
2. The principal, as head of the school should always strive and improve educational facilities, its main tool or other educational media in accordance with technological developments
3. The teachers, as the teachers should strive to increase the repertoire of knowledge so that they can establish the methods and media which are more creative and innovayive in learning as well as keep up with technology.
4. The students, they should improve their learning in order to achieve maximum learning achievement as well as keep up with technology, so that they can develop the maximum potential well.

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