

Historical Community-Based Edutainment as Creative History Learning Model

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Abstract: Edutainment in creative history learning can be held in various ways, such as activities carried out by the historical community. The objectives of this research are: 1) Knowing History Community-Based Edutainment as a Creative History Learning Model, 2) Knowing the Implementation of Historical Community-Based Edutainment as a Creative History Learning Model, and 3) Knowing the Constraints and Solutions Faced in the Implementation of Historical Community-Based Edutainment as a Model Creative History Learning. This research is qualitative-descriptive with a case study approach. Data collection techniques are observation, interviews, and documentation studies. The result of the research is that historical community-based edutainment as a model of creative history learning has been widely carried out in Indonesia, such as the Mataholang Community in Bandung and the Malam Museum Community in Yogyakarta. The two communities carry out educational activities such as art performances by the Mataholang Community in Bandung and museum visits at night by the Museum Malam Community in Yogyakarta. The obstacle faced by the two communities was Covid-19 which made the public's interest to participate unable to accommodate the whole. The solution is that activities are still carried out online so that their implementation is limited.

Keywords: Edutainment, Historical Community, Creative History Learning

Introduction

Education is one of the important things in human life. Historical records have written down the process of developing human civilization that cannot be separated from education because it is the basis for the birth of knowledge. Knowledge is important in humans because it can lead to various inventions to be developed according to the times. Humans are always required to be able to learn all the time to strengthen their position in life.

Education has the essence of humanizing humans. By providing space to develop so that humans get a better life is the process of humanizing humans. The growth and development of a human being to become a complete person both in knowledge and in body allows him to develop according to his potential (Driyarkara, 1980, p. 78).

Implementing education in human life must have clear directions and goals. The human background is positioned as a subject that melts in the implementation of education. Social and cultural analysis in a society needs to be done before the educational process begins (Siswoyo, 2013, p. 1).

Development must be carried out in education. Things that must be developed include the material to the delivery of the material. Based on this, creative learning needs to be done to optimize the implementation of education.

Creative learning starts from planning the implementation of education. After that develop the implementation and learning process so that it can be innovative and imaginative. The aim is to optimize the creativity of students. The teacher has an important role in creative learning as a facilitator (Supriatna & Maulidah, 2020, p. 8-9).

While good learning is active learning. The involvement of students in learning must be full so that they can elaborate on their potential and abilities. The role of the teacher is that of a facilitator so that he has the task of facilitating the needs of students (Warsono & Hariyanto, 2012, p. 12-20).

The development of creative learning continues. Collaboration between the government and the private sector is carried out to meet learning needs in educational units. The rapid development of technology, information and communication supports the optimization of creative learning. Social media is a means to implement creative history learning in addition to face-to-face learning in the classroom.

All subjects are required to be able to apply creative learning. The goal is to adapt to the needs of the times that affect the learning patterns of students. These adjustments are based on developments in technology, communication, and information and changes in the lives of students. History is also one of the subjects that applies creative learning and the learning model is also developing, one of which is the learning model with entertainment or education entertainment (edutainment).

History is a science that can be conveyed in various ways. Starting from formal educational institutions to non-formal educational institutions can also conduct creative history learning. Edutainment is a companion in the process. The community can also use history as material for its activities. The communities that use history for their activities are the Mataholang Community at Bandung and Malam Museum Community at Yogyakarta.

Methods and Research Design

In a research entitled *Historical Community-Based Edutainment as Creative History Learning Model is a qualitative-descriptive research with a case study approach*.

Qualitative research is research that has a postpositivism or interpretative philosophical foundation so that the results are obtained by the researcher when conducting the research. Researchers as the main tool in research and data collection through triangulation (observations, interviews, and documentation). The data in this study are qualitative with descriptions and induction analysis

because they are observed first and the results focus on things that are typical (Sugiyono, 2018, p. 9-10).

A case study is an approach to describe a case strictly so that it can be identified. This approach has supporters such as the formulation of the problem and the scientific method in its application. The application process can be carried out for individuals and groups (Flick, 2017, p. 349-350).

The research design regarding the implementation of creative history learning with the edutainment model at Mataholang Community and Malam Museum Community is a research that uses a qualitative-descriptive method with a case study approach in Mataholang Community in Bandung and the Malam Museum in Yogyakarta. In this study, we will discuss the correlation between creative history learning and the edutainment model on material about historical events, historical figures, and maintenance of historical sites. The results that will be discussed are the history of Mataholang Community and Museum Malam Community, the implementation of creative learning with the educational model in the two communities, and the obstacles and solutions they do.

Result and Discussion

Creative learning is learning that requires teachers to facilitate optimal learning activities so as to create a conducive and comfortable atmosphere. After these learning activities have a comfortable atmosphere then someone who follows the process can have the motivation to develop. The expected result is that learning can create creative and fun things (Eveline, S. & Nara, H., 2010, p. 98).

Alwasilah, C. (2008) explains that creativity is able to realize new things such as new ways, new models, new formulas, and so on. When being creative is done it will bring up surprising things (Naim, N., 2009, p. 246). So it can be concluded that creative learning will produce new things that have not existed so far.

A community is a group of individuals with the same interests and goals. One form of community is a learning community. Interests and goals in learning communities tend to be academic in nature. The focus of the learning community is together in terms of sharing knowledge. Learning in learning communities is flexible so that there is no hierarchy (Zhu & Baylen, 2005, in Sekar, R.Y & Kamarubiani, N., 2020, p. 11).

Bruce Tuckman in Francesca, Marco, Angelo, and Giuseppina (2010) suggests that there are four phases of the development of a learning community. The first phase is forming, namely the enthusiasm of the relationship. The second phase is Storming, namely determining the roles and responsibilities of the community. The third phase is norming, namely determining the rules in the community. The fourth or final phase of performing is that members interact with each other to share knowledge and make decisions (Sekar, R.Y & Kamarubiani, N., 2020, p. 11).

There is a person's motivation in following someone. These motivations include interest, learning content, relevance to careers, and self-development. Self-development includes self-confidence, network of friends, gaining new knowledge, and so on. These motivations synergize with each other so that one can get reciprocity from joining the community (Sekar, R.Y & Kamarubiani, N., 2020, p. 11).

To optimize creative history learning through the community, it is necessary to develop a fun learning model. Edutainment is a fun learning model that can be applied to the community. Communities that apply the edutainment learning model to convey historical material are the Mataholang Community and the Malam Museum Community.

Mataholang Community was originally called the Kelompok Anak Rakyat (Lokra) which was founded in 2014. The establishment of this community stems from concerns about the abandoned Banceuy prison site. Then Gatot Gunawan and several people from art activists founded this community. The main goal is collaboration with the Bandung City Government to pay attention to its

historical sites. In addition, Mataholang Community also has activities to commemorate historical events, commemorate historical figures and pay attention to historical sites (Prakasa, 2016).

Malam Museum Community was founded in 2012 because it was inspired by the film *Night at The Museum* and Erwin Djunaedi was the pioneer. This community was originally a Program Kreativitas Mahasiswa (PKM) project from Gadjah Mada University which consisted of 4 students of history and 1 student of tourism. Then this community developed by holding activities around the Vredeburg museum at night with free accommodation (Kinapti, 2021).

The activities carried out by Mataholang Community and the Malam Museum Community lead to education with an edutainment model. Edutainment is carried out with various things that are related to history such as art performances and museum visits at night. Initially, this activity was carried out offline, then due to Covid-19 it was carried out online. Historical learning is creatively applied by the two communities with the edutainment model.

Edutainment is a learning model based on comfort and pleasure in the implementation process. This model is designed so that the content of science and entertainment can be synergized. The expected result is that the learning process can be optimal because of the convenience and fun that is presented in edutainment without compromising the process of delivering knowledge (Santoso, 2018, p. 62).

The principle of edutainment learning is to facilitate the learning process so that the expected results can be optimal. Edutainment learning must be conducive and fun with three assumptions, namely the atmosphere must be pleasant, see the potential that exists, and accommodate (Suyadi, 2010, p. 228).

One of the edutainment activities carried out by the Mataholang Community is collaborating with the Dutch and Indonesian Joint Commemoration Committee to commemorate Hero's Day in Erevald Pandu, Bandung with artistic activities such as contemporary dance performances and poetry musicals. Meanwhile,

other activities such as commemorating the friendship between Indonesia and the Russian Federation by holding a contemporary dance entitled Druzhba in the courtyard of the Indonesia Mending Building, Bandung.

The edutainment activity carried out by the Museum Malam Community is to invite participants to visit the Vredeburg Fort Museum at night. The visit was not just a tour but also a discussion about history and there were games or quizzes. Accommodation for this activity is free so that participants get various facilities.

Based on this explanation, the two communities have a mission to carry out edutainment that can be followed by all levels of society. Activities are packaged in an interesting and fun way so that historical material can be delivered optimally. The community is also a vehicle for learning without barriers so that the community can participate in it.

The obstacle that arises is Covid-19. Indonesia became a country affected by this epidemic in early 2020. The impact is that all activities in the community are affected. Education is one of the most severely impacted aspects because learning must be done from home online. Social interaction in the world of education also becomes constrained.

At school, the process of learning history is also constrained. The absence of direct interaction in history learning occurs at least for two reasons, namely teachers are not ready for online learning and students are too burdened with many school assignments. Both of these things make learning less than optimal (Absor, N.F., 2020, p. 32). From this explanation, it can be ascertained that learning outside of school such as through the community is less than optimal because students are already busy in doing the tasks of learning at school.

The condition of Indonesia, which has also been affected by Covid-19, has hampered the activities carried out by the Mataholang Community and the Museum Malam Community. Restrictions on community activities have also stopped activities in the two communities. However, community administrators

can provide alternative activities such as online activities and limited activities. The result is that students who cannot take part in offline activities can follow them online.

The results of a survey of 30 respondents from high school students show that they prefer contextual learning of history that is adapted to the Covid-19 situation. History learning can be done with digital devices whose material contains conditions in the field (Handayani, Z.L., 2021, 383-385). Therefore, alternative activities carried out by the Mataholang Community and the Museum Malam Community can be a solution to the problems that occur

Discussion and Recommendations

The development of education produces various learning models, one of which is edutainment. This learning model can be used in various lessons such as in history learning. Based on this, history learning can be developed according to the needs and developments of the times. Community has a significant role in taking up history learning spaces outside of school. Mataholang Community in Bandung and Malam Museum Community in Yogyakarta are proof that history learning can be done in various ways.

History learning conducted by the community refers to creative learning. Someone who participates in the learning becomes the center of its activities. To optimize learning in the community, an interesting learning model is developed, namely edutainment. Learning activities become interesting when synergized with entertainment activities so that they become edutainment. Mataholang Community in Bandung and the Malam Museum Community in Yogyakarta have done that.

The education carried out by Mataholang Community is to commemorate historical days, commemorate heroes, and recommend cultural preservation treatments with artistic activities such as dances, songs, pantomimes, and so on. Museum Night Community is visiting the Vredeburg Fort Museum at night with other activities such as discussions, games, and so on and participants get free

accommodation. The two communities conducted edutainment so that historical material could be conveyed to the public in a fun way.

Recommendations that must be given are the support of the government and the private sector, both financial support and moral support. In addition, it is easy to imitate the activities carried out by the community. Activist groups in other areas can imitate by creating communities and holding similar activities to diversify activities in the community. The resulting impact is very significant because the community has activities that are not only running but also useful.

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