The Use of Edutainment Media in History Learning to Improve Student's Understanding of Digital Literacy

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Abstract: Learning activities or learning processes that are dominated by the role of the teacher in them often make learning activities tend to be boring or less fun. The teacher-centered learning process or teacher center confirms that the teacher is the main role in the teaching and learning process. Meanwhile, the real learning process is how to position teachers and students into a single entity that can make science develop. Life in an all-digital era like this is expected to make it easier for us to get what we need and one of them is the need for education. The use of e-edutainment media as a learning process is expected to be able to create a harmonious and fun learning environment by combining education and entertainment and providing experiences for students to be directly involved in learning activities. Not only that, in the era of digitalization like today, the importance of understanding digital literacy is also an urgency that should not be ruled out because skills in digital literacy which include the use and utilization intelligently, wisely, and appropriately are important provisions in this digitalization flow.

Keywords: Edutainment, Digitization, Literacy

Introduction

As we all know that this century or known as the 21st century is certainly a leap of progress in human civilization. How not, in this century humans have coexisted not only with nature and the environment but also live along with how science develops. Science and Technology or known as science and technology, of course, is fundamental and becomes urgent in human development from year to year and from time to time. Mulyani&Haliza (2021) said that Science and Technology have very rapidly developed in all aspects of human life, especially the educational aspect. Education itself is a conscious process or effort to gain knowledge, skills, and various other competencies that make humans even better. Science and technology coupled with an understanding of digital literacy certainly provide positive values for its users because the more humans understand a function or use, the more benefits and make it easier for humans to work. The progress of science and technology in the digitalization era as it is today certainly results in progress in developments from other aspects such as economic, social, to cultural expansion.

Moreover, the world today is already in a digital era that makes it easier for humans to get access to information from anywhere and anytime. Digitalization in education also needs to be reconsidered for its usefulness because, in this all-digital era, it not only provides benefits or positive values for the development of education but also has a bad effect if it is not used wisely (Tantri, 2021, p. 235). Digitalization in the world of education certainly brings many changes to it. There are so many changes that occur from time to time, especially in learning activities. As well as how to teach teachers to students, how the teaching methods are given by teachers to students, to how the learning media used by teachers are given to students. Of course, this will undergo changes and updates over time and with the development of technology. The development and progress of science and technology also occur in the learning and teaching process that can be maximized. But, we must also not forget that technology can be harmful and this is what we must always be aware of (Jamun, 2018, p.50). The transformation of learning that occurs in the digitalization era as it today

certainly encourages teachers or educators to develop their creativity in facilitating the learning process and the potential that exists in students. Because one of the characteristics of this all-digital era is that we can get access globally and are not limited to information search or other things. One of the renewable learning media is by collaboration between education and entertainment or what is called edutainment. Edutainment itself is a learning process by creating a pleasant atmosphere such as involving entertainment in it to provide opportunities for students to be directly involved in the learning process (Nur'Aini, 2022, p. 26). For this reason, in this digitalization current, it is necessary to have an understanding of digital literacy which includes the ability to find, do, use, and utilize a medium wisely, intelligently, carefully, and precisely according to how it is used.

Research Methods and Design

The type of research used by researchers is to use descriptive qualitative. The descriptive qualitative approach according to Yuliani (2018) descriptive qualitative research is a term that exists and is used in qualitative research for a descriptive study with the process of elaborating a phenomenon that occurs. In this descriptive qualitative, researchers can engage result data through observation, interviews as well as documentation to make analyses and find facts with proper interpretation. In this research activity, the author used literature study techniques, interviews, and documentation with a descriptive qualitative approach. And the purpose of this descriptive qualitative research is to describe the empirical reality behind the phenomena that occur in detail and completely.

Research Location

The location of the study was conducted at SMA Edu Global Bandung, which is located at Jalan Ir. H. Juanda No.82, Lebakgede, Coblong District, Kota Bandung, West Java 40132.

Research Subjects

The subject of this study is the first teacher as a coordinator of history learning activities and class XI social studies students who are directly involved in learning activities.

Research Focus

The focus of research in this activity is:
a. Use of edutainment media
b. The process of learning history
c. Students' understanding of digital literacy

Data Collection Techniques
a. Literature Study
   Searching for sources relevant to this research topic is important to be able to help researchers analyze the data that has been collected.
b. Interview
   This interview activity was conducted to obtain data from history teachers and class XI students of SMA Edu Global Bandung regarding the use of edutainment media in history learning to improve students' understanding of digital literacy. In social science, interview techniques are widely used and accepted as one of the many ways of collecting data that exist (Rachmawati, 2017. P.15).
c. Documentation
   In this documentation, researchers assisted by the history teacher concerned see evidence of increased learning value and understanding of students through tests or Student Worksheets (LKPD) that have been carried out before.

Data Analysis Techniques
a. Data Reduction
   Data reduction means summarizing, choosing the main things, and removing things that are not appropriate and unnecessary.
b. Data Display

Data display is a stage of presenting data in various forms, such as tables, graphics, and the like. The stages of presenting data are useful for systematically compiling data so that it is easy to read.

c. Verification

Verification is the process of drawing conclusions obtained from the results of data analysis. Conclusions are the essence of the research results.

Results and Discussion

The development of science and technology as it is today has made a lot of changes in human life. Life in an all-digital era certainly has a lot of impacts, be it in the form of positive or negative values that come with it. A digitized world can make it very easy for humans to meet all their needs. But on the other hand, without a good understanding of digital literacy, this will be a very dangerous boomerang because, in this digitalization era, humans can access anything and anywhere without borders and without having to know each other. As stated by Sutrisna (2020) that the form of incomprehension or indifference and unpreparedness of humans to the development of science and technology, especially in a digitized world, makes abuse that is fatal to personal and social life in society. The development of the digital world is related to how the development of digital literacy in it. How not, most of today's young generation must be connected to internet access. The need for education, work, and even lifestyle is now widely accessed with internet access. The high use of the internet is not accompanied by expertise on how to access good digital media and many of the younger generations today have not been able to keep up with the use of digital media for the benefit of information and potential self-development.

Talking digital literacy is as important as reading, counting, writing, and with other disciplines. The use of technology allows humans to connect in their daily lives. In line with what Sari (2019) stated that technological developments in the development of time will further expand human interaction and occur more complex. This understanding of digital literacy expected that everyone can take

responsibility for how technology is used in their lives. One of the benefits of technology that can be felt, especially in the realm of education today, is how the learning process with the use of internet access can provide new meanings and experiences to students. Providing beru experience to students must also be designed as well as possible so that students are comfortable in the learning process and full of freedom. One strategy to make learning created fun is to use *edutainment* media. *Edutainment* itself is present as a breakthrough in the world of education that is not only centered on teachers or educators but also provides the widest possible experience for students to be able to feel a pleasant learning atmosphere. In line with what was conveyed by Lestari, et al (2020) that *edutainment* is the answer to the challenges of the development of science and technology and the industrial era 4.0 which is very suitable to be applied in activities or learning processes. Because in the education t itself there are elements of education (*education*) as well as entertainment (*entertainment*). In line with what was stated by Putri, et al (2019) that *edutainment* is a learning process that combines educational and entertainment content to create harmonious learning activities. The use of *educational* media itself can be in the form of video, audio, music, movies, web, or everything that combines education and entertainment to improve the quality of teaching and learning. Meanwhile, during the rapid development of science and technology, the use of internet access in learning cannot be said to be perfect because several obstacles have been found in the field. *Edutainment* is present as a form of learning facility for students to be able to develop the potential that exists in them through a learning process that provides new and fun experiences. But in practice, this digitized world makes anyone who uses the internet or other technology seem to eat whatever they get without filtering or sorting out something good or bad. For this reason, researchers focus on how to use this *edutainment* media in history learning to improve students' digital literacy, where literacy itself is an important thing that should not be ruled out in the digitalization era like today.

This research departs from the problems encountered in the field, especially in the Edu Global High School Bandung which is the place where the research

takes place. Where after making observations, it turns out that the problem encountered is that the learning process has a little difficulty because the generation of students is a generation with visual learning or a generation attached to the internet. To treat or improve the learning process to be adapted to current educational conditions and needs, teachers make media *edutainment* a fun learning medium. Not only as a medium of edutainment, considering that in the flow of digitalization everyone gets all access to information, but it is also necessary to provide an understanding of digital literacy for students, especially in history learning. The use of *edutainment* t media used in history learning at SMA Edu Global Bandung is used the YouTube Channel or YouTube platform for three years since this edutainment was used. The learning process is of course not directly given to students fully, the teacher starts the learning by giving an introduction which begins with praying activities, checking attendance, providing motivation, conveying learning objectives, and apperceptions, to providing opportunities for students to ask questions about the previous material. The use of *edutainment* is also inseparable from the role of the teacher. After conducting an introduction to this learning activity, the teacher then collaborated how the learning process with the help of the *edutainment* media. After the activity or learning process takes place, the teacher also does not forget to close the activity by giving appreciation as well as opportunities for students to ask questions or conclude again about the learning activities that have been carried out before.

There was a significant increase in the process of using *educational* media to improve students' digital literacy in the process before and after history learning activities took place. Before using YouTube Channel-based *edutainment* media, usually the scores of students, especially in historical subjects, are at 80-82. And after being assisted by this YouTube Channel-based *edutainment* media, there was an increase due to repeated explanations from the media, and the score for history subjects could reach 92. Students themselves feel enthusiastic about learning activities because students are a visual generation so for them, this kind of activity is what they want because, in the use of *edutainment*, students feel free and feel firsthand how learning takes place. Of course, the use of YouTube

Channel-based *edutainment* media collaborates with other learning methods. Not only the use of *edutainment* media with the YouTube platform but there are also question-and-answer discussion activities and inquiry methods that do not only rely on one method or learning media. Talking about the understanding of digital literacy, most students do not know and cannot apply how to apply digital literacy. But after the teacher explained that digital literacy is an ability that must be possessed for skills in using the internet in the era of digitalization, be it in the form of searching, finding, making, and utilizing wisely and by its use. This understanding of students' digital literacy is given in history learning with the use of *edutainment* media where in the process of this activity the teacher also not only provides an understanding of the material from history learning, but the teacher explains the understanding of digital literacy which includes digital ethics, digital culture, digital security, and digital skills, especially in the learning process. This is of course a capital or basic ability for students to be able to use and utilize technology properly. Digital literacy also emphasizes to students be able to find credible sources of information so that they can optimally process circulating information, especially in the learning and educational process or a wider realm. With a good understanding of students' digital literacy, students are not easily exposed to fake news or hoaxes that circulate.

Discussions and Recommendations

Based on descriptive qualitative research with literature study techniques, interviews and observations carried out at SMA Edu Global Bandung, the use of edutainment media in history learning to improve students' understanding of digital literacy has gone well. Researchers assisted by the history teacher concerned can teach and implement and see the differences from before and after the learning process using edutainment media and how it improves students' digital literacy. The use of edutainment media in the learning process certainly provides a new experience to students because learning activities are coordinated with entertainment. Education and entertainment are integrated to create a more enjoyable learning atmosphere. Not only in the use of edutainment

media, but researchers assisted by the teacher concerned can also provide an understanding of digital literacy to students where previously this understanding of digital literacy has never been given and has not been known by most students. Digital literacy is also expected to be an important provision for students, especially for those visual generations who are attached to the internet so that they can take advantage of technology or internet access by their uses.

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