

The Implementation of Didik Hibur (Fun Learning) in Primary Schools

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Abstract

The Implementation of Didik Hibur (Fun Learning) in primary schools aims to make the teaching and learning process more engaging and impactful by integrating interactive techniques such as singing, storytelling, role-playing, and play. This Specific Literature Review (SLR) synthesizes current research on the effectiveness, student engagement, and challenges associated with Fun Learning in primary education. The literature review reveals that Fun Learning significantly enhances student motivation and engagement, particularly in subjects like mathematics and language learning. However, several challenges impede its successful implementation, including teacher readiness, attitudes, resource availability, and adaptation to online learning environments. Addressing these challenges through targeted support and resources for educators is crucial to maximizing the benefits of Fun Learning in primary education. This SLR contributes to understanding the impact of Fun Learning on student learning and provides insights for overcoming barriers to its effective implementation.

Keyword: Fun Learning, Collaboration, Interactivity, Student Engagement, Teaching Techniques

Introduction

The concept of Didik Hibur, or Fun Learning, has gained significant attention in the educational landscape, particularly in primary schools. This approach integrates various engaging techniques such as singing, storytelling, role-playing, and play to create a more enjoyable and effective learning environment. The primary objective of Didik Hibur is to enhance student motivation and engagement, making the learning process not only educational but also entertaining. This method aligns with the broader concept of educational entertainment, or edutainment, which combines educational content with entertainment to maintain student interest and facilitate learning.

Didik Hibur is an educational approach that leverages the power of enjoyment and engagement to facilitate learning. It involves using interactive and entertaining methods to teach various subjects. These methods include singing, storytelling, role-playing, and game-playing, designed to make the learning process more enjoyable and less stressful for students.

The primary goal of Didik Hibur is to foster a positive learning environment where students are motivated to participate actively and are more likely to retain the information they learn.

The Didik Hibur approach has several critical functions in the teaching and learning process. Enhancing Student Engagement. By incorporating fun and interactive elements into lessons, Didik Hibur helps attract and maintain student attention. This increased engagement can lead to better understanding and retention of taught material.

Encouraging Active Learning. Didik Hibur encourages students to actively participate in their learning process. Activities such as role-playing, singing, and storytelling require students to engage with content actively, which can improve their critical thinking and problem-solving skills.

Reducing Anxiety and Stress. Traditional teaching methods can sometimes create a stressful environment for students, especially when involving high-stakes testing and memorization. Didik Hibur creates a more relaxed and enjoyable learning atmosphere, which can reduce anxiety and make students more receptive to learning.

Fostering Creativity and Imagination. The use of creative activities in Didik Hibur, such as role-playing and storytelling, helps stimulate students' imagination and creativity. This can lead to deeper understanding of material and the development of innovative thinking skills.

Building Social Skills. Many Didik Hibur activities involve group work and cooperation, which can help students develop crucial social skills such as communication, teamwork, and empathy. These skills are important for their overall development and future success.

Despite its various benefits, the implementation of Didik Hibur in Malaysian primary schools faces several challenges. Teacher Readiness and Attitude. One significant barrier to the successful implementation of Didik Hibur is teacher readiness and attitude. A study involving 160 primary school remedial teachers in Penang revealed that while teachers have high levels of knowledge and skills regarding Didik Hibur, their attitudes towards its implementation vary significantly. These attitudinal variations can impact the approach's effectiveness.

Resource Availability. Implementing Didik Hibur requires sufficient resources, including teacher training and appropriate materials. In most Malaysian schools, there is a shortage of these resources, which can hinder the effective use of this approach. Schools need to invest in training programs and provide the necessary materials to support teachers in implementing Didik Hibur.

Adaptation to Online Learning. The COVID-19 pandemic necessitated a shift to online learning, presenting additional challenges for Didik Hibur implementation. A case study in Ipoh involving Chinese students learning Malay emphasized that while Didik Hibur activities are enjoyable, students prefer traditional classroom environments where they can interact directly with peers and teachers. This preference highlights the need for better adaptation strategies for online Didik Hibur activities.

Cultural and Linguistic Diversity. Malaysia is a multicultural and multilingual country, which can pose challenges for Didik Hibur implementation. Teachers must be sensitive to their students' cultural and linguistic backgrounds and adapt their teaching methods accordingly. This requires additional training and support for teachers to ensure Didik Hibur is inclusive and effective for all students.

Assessment and Evaluation. Traditional assessment methods may not be suitable for evaluating the effectiveness of Didik Hibur. There is a need for the development of new assessment tools that can accurately measure student engagement, creativity, and other outcomes related to this approach. This requires collaboration between educators, researchers, and policymakers to develop and implement appropriate assessment methods.

The Didik Hibur approach has the potential to transform teaching and learning processes in primary schools by making them more engaging, enjoyable, and effective. However, the success of its implementation requires addressing several challenges, including teacher readiness, resource availability, and adaptation to online learning.

Literature Review

Implementation of Didik Hibur in Primary Education

In recent years, there has been an increasing recognition of the importance of enjoyable learning in primary education. Enjoyable learning, characterized by engaging, fun, and interactive teaching methods, has been shown to enhance student motivation, engagement, and overall academic performance. This literature review explores the benefits, challenges, and effective strategies for implementing enjoyable learning in primary schools, drawing on various studies and theoretical perspectives.

Didik Hibur, or Fun Learning, is an educational approach that integrates entertainment into the teaching and learning process to create an engaging and enjoyable environment for students. This method has been used across various subjects in primary schools, aiming to improve student motivation and learning outcomes. This literature review examines the implementation of Didik Hibur in primary schools, focusing on its effectiveness, issues, and challenges.

The reviewed studies employed various methodologies, including surveys, action research, and qualitative interviews. Geographically, the research covered several regions in Malaysia, including Gombak, Kota Kinabalu, Seremban, and Penang, providing a comprehensive overview of Didik Hibur implementation across different contexts.

Studies show that Didik Hibur is effective in making learning fun and attracting student interest. For example, a study of preschool teachers in Gombak found that playful approaches significantly improved reading literacy among preschool students. Teachers reported that the method was enjoyable and easy to manage, and it effectively improved students' reading levels. Similarly, the implementation of Didik Hibur in Islamic Education in primary schools showed high student attitudes and acceptance, although readiness was moderate.

One of the primary challenges in implementing enjoyable learning is the perception that it lacks academic rigor. Bekerman and Gorski (2014) argue that some educators and parents

might view enjoyable learning activities as lacking educational value and seriousness. This perception can lead to resistance in using such methods, especially in contexts where standardized tests and traditional academic success metrics are prioritized.

Implementing enjoyable learning strategies often requires additional resources, such as materials, technology, and teacher training. Tondeur et al. (2012) emphasize that schools with limited budgets may find it challenging to allocate the necessary resources for these activities. Additionally, teachers need access to professional development opportunities to learn how to effectively integrate enjoyable learning into their curriculum.

Time constraints pose another significant challenge. Pressure to cover multiple subjects and meet curriculum standards can limit the time available for enjoyable learning activities. Teachers may struggle to balance the need for engaging and entertaining lessons with curriculum demands, potentially creating conflict between educational goals and practical implementation (Hanushek & Woessmann, 2012).

To address the perceived academic rigor challenge, enjoyable learning activities should be integrated into the curriculum in a manner consistent with educational standards and objectives. Educators should design activities that reinforce key concepts and skills while encouraging fun and engagement. For example, incorporating math games, science experiments, and storytelling can make learning more interactive and enjoyable without compromising academic goals.

Professional development is crucial in equipping teachers with the necessary skills and knowledge to effectively implement enjoyable learning strategies. Guskey and Yoon (2009) emphasize the importance of continuous training and support for teachers. Workshops, training sessions, and collaborative planning opportunities can help teachers explore innovative teaching methods and share best practices.

A supportive school culture that values creativity and experimentation is essential for the successful implementation of enjoyable learning. School leaders should encourage a growth mindset among staff, encouraging them to take risks and try new approaches. Senge (2006) suggests that creating a culture of continuous improvement and innovation can help overcome barriers and foster a more dynamic learning environment.

Technology can be a powerful tool in making learning enjoyable and engaging. Interactive educational software, online games, and virtual reality experiences can enhance traditional teaching methods and provide new opportunities for interactive learning. Plass et al. (2014) note that technology can make learning more accessible and personalized, catering to diverse learning styles and needs.

Although Didik Hibur aims to engage all students, some students may remain passive and not actively participate in activities. Teachers need to find ways to engage these students to ensure learning objectives are met. This issue is particularly observed in teaching idiomatic expressions, where some students do not actively participate in enjoyable learning activities.

Catering to diverse student learning needs within the enjoyable learning framework can be challenging. Teachers must balance entertainment aspects with educational content to ensure all students benefit from the approach. This challenge was highlighted in studies about the implementation of Didik Hibur in reading and language teaching.

Studies show that gender and teaching experience do not significantly influence Didik Hibur implementation. Both male and female teachers, regardless of their teaching experience, can effectively use this approach in face-to-face and online settings. However, teachers with more than 21 years of experience tend to have higher mean scores in face-to-face teaching, while those with less than three years of experience score higher in online teaching.

A study conducted among preschool teachers in Gombak aimed to identify the effectiveness of play-based approaches in improving reading literacy among preschool students. The methodology involved a survey using questionnaires to collect data from 80 preschool teachers. The study findings showed that teachers found the play-based approach enjoyable and easy to manage, and it was effective in improving students' reading levels.

A study on the use of Didik Hibur in Islamic Education in primary schools in Seremban examined student attitudes, readiness, and acceptance of the enjoyable learning approach. Using action research and questionnaires, data was collected from 102 sixth-grade students. Descriptive analysis showed high levels of student attitudes and acceptance, but moderate levels of readiness. Inferential analysis indicated significant differences in student readiness based on gender.

In conclusion, enjoyable learning strategies offer numerous benefits for primary education, including enhanced engagement, creativity, social interaction, and long-term knowledge retention. However, successful implementation requires addressing challenges such as perceived academic rigor, resource constraints, and time limitations. By integrating enjoyable learning into the curriculum, providing professional development for teachers, fostering a supportive school culture, and leveraging technology, educators can create enriching learning experiences that inspire students to grow academically and personally.

The Didik Hibur approach has proven to be an effective method for improving student engagement and learning outcomes in primary schools. However, its implementation is not without challenges. Professional training, time management, and the availability of teaching aids are critical factors that need to be addressed to ensure successful use of this approach. Future research should focus on exploring other demographic factors and expanding sample sizes to provide a more comprehensive understanding of Didik Hibur implementation in primary schools.

Research Objectives

The primary objective of this research is to investigate the implementation of enjoyable learning strategies in primary education. Specifically, the research aims to:

a) Identify Benefits: Examine the various benefits of incorporating enjoyable learning methods in primary education, including:

- Increased student engagement
- Enhanced motivation

- Development of critical thinking and creativity
- Improvement of social skills
- Long-term knowledge retention

b) Understand Challenges: Explore challenges associated with implementing enjoyable learning strategies, including:

- Perceptions of academic rigor
- Resource constraints
- Time limitations

The research aims to understand these barriers from the perspectives of educators, administrators, and other stakeholders.

c) Evaluate Effective Strategies: Identify and assess effective strategies for integrating enjoyable learning into primary school curricula, including:

- Methods to align enjoyable learning activities with educational standards
- Providing professional development for teachers
- Fostering a supportive school culture
- Leveraging technology to enhance learning experiences

d) Provide Practical Recommendations: Offer practical recommendations for educators and school administrators on successfully implementing enjoyable learning strategies in primary schools. The research aims to provide actionable insights that can help overcome challenges and maximize the benefits of enjoyable learning for students.

e) Contribute to Educational Theory and Practice: Contribute to the existing body of knowledge about educational theory and practice by providing empirical evidence and theoretical insights into enjoyable learning implementation. The research aims to inform future studies and support the development of innovative teaching methods that can enhance primary education.

By achieving these objectives, the research seeks to highlight the importance of enjoyable learning in primary education and provide a comprehensive understanding of how it can be effectively implemented to improve student outcomes.

Research Methodology

Literature Search Procedure

The literature search approach for this research was adapted based on its goals and objectives, specifically targeting the identification of tools related to classroom literacy assessment. Search terms were derived from article titles, using a combination of Malay and English to find relevant articles or sources from Malaysia. According to research by Gusenbauer & Haddaway (2020), the primary databases used for searching were Scopus, WOS, and Google Scholar. These databases were selected due to their extensive coverage, consistent search results, and superior search functions compared to other databases.

Article Search Keywords

The following are the research questions about key concepts and related keywords and synonyms identified:

i. Main Concepts: Didik Hibur, Educational Entertainment, primary school, teaching and learning, issues, challenges.

ii. Keywords and Synonyms:

Didik Hibur: Edutainment, Fun Learning, Educational Entertainment.

Primary School: Primary School, Primary Education.

Teaching and Learning: Pedagogy, Instruction, Education.

Issues: Problems, Barriers, Obstacles.

Challenges: Difficulties, Barriers, Constraints.

iii. Search Strategy

Combining identified keywords using Boolean operators (AND, OR, NOT) to create a comprehensive search string. For example:

("Didik Hibur" OR "Educational Entertainment" OR "Edutainment" OR "Fun Learning") AND ("Primary School" OR "Primary School" OR "Primary Education") AND ("Teaching and Learning" OR Pedagogy OR Instruction OR Education) AND (Issues OR Problems OR Barriers OR Obstacles) AND (Challenges OR Difficulties OR Barriers OR Constraints).

- Database: ERIC

Search String: ("Didik Hibur" OR "Educational Entertainment" OR "Edutainment" OR "Fun Learning") AND ("Primary School" OR "Primary School" OR "Primary Education") AND ("Teaching and Learning" OR Pedagogy OR Instruction OR Education) AND (Issues OR Problems OR Barriers OR Obstacles) AND (Challenges OR Difficulties OR Barriers OR Constraints).

- Database: Google Scholar

Search String: "Didik Hibur" AND "Primary School" AND "Teaching and Learning" AND "Issues" AND "Challenges".

- Database: Scopus

Search String: TITLE-ABS-KEY("Didik Hibur" OR "Educational Entertainment" OR "Edutainment" OR "Fun Learning") AND TITLE-ABS-KEY("Primary School" OR "Primary School" OR "Primary Education") AND TITLE-ABS-KEY("Teaching and Learning" OR Pedagogy OR Instruction OR Education) AND TITLE-ABS-KEY(Issues OR Problems OR Barriers OR Obstacles) AND TITLE-ABS-KEY(Challenges OR Difficulties OR Barriers OR Constraints).

By following these steps and strategies, researchers can conduct a comprehensive and systematic literature review on the implementation of the Didik Hibur approach in primary schools, focusing on the issues and challenges faced.

Instrument Criteria

As shown in Table 1, criteria for accepting and rejecting articles were established in terms of publication year, language, reference material type, and research field of journal articles to obtain papers that meet the study's scope. The publication year must be within the past five years, from 2019 to 2023. Since the five-year period is when the subject is still actively discussed and covered by new issues, article selection was limited to this timeframe. Subsequently, only English-language articles from the selected databases were included in this analysis. Because the intended databases distribute content exclusively in English, selected articles were in English. Conversely, reference material selection only included journal articles and excluded conference proceedings, books, and research reviews. This ensures readers can utilize journal articles as comprehensive and in-depth reference sources.

Table 1

General Criteria	Acceptance Criteria	Rejection Criteria
Publication Year	2019 - 2023	Outside 2019-2023
Document Type	Journal articles, Proceedings, and Thesis	Books
Language	Malay and English	Languages other than those listed
Research Field	Education	Outside education field

Article Selection Process

The procedure for selecting articles for the literature review was conducted. Figure 1 shows the modified PRISMA flow chart representing the article selection process (Tawfik et al., 2019). A total of 3,334 papers were used in this study, found through database searches. These articles then underwent more extensive and in-depth screening stages using the established criteria.

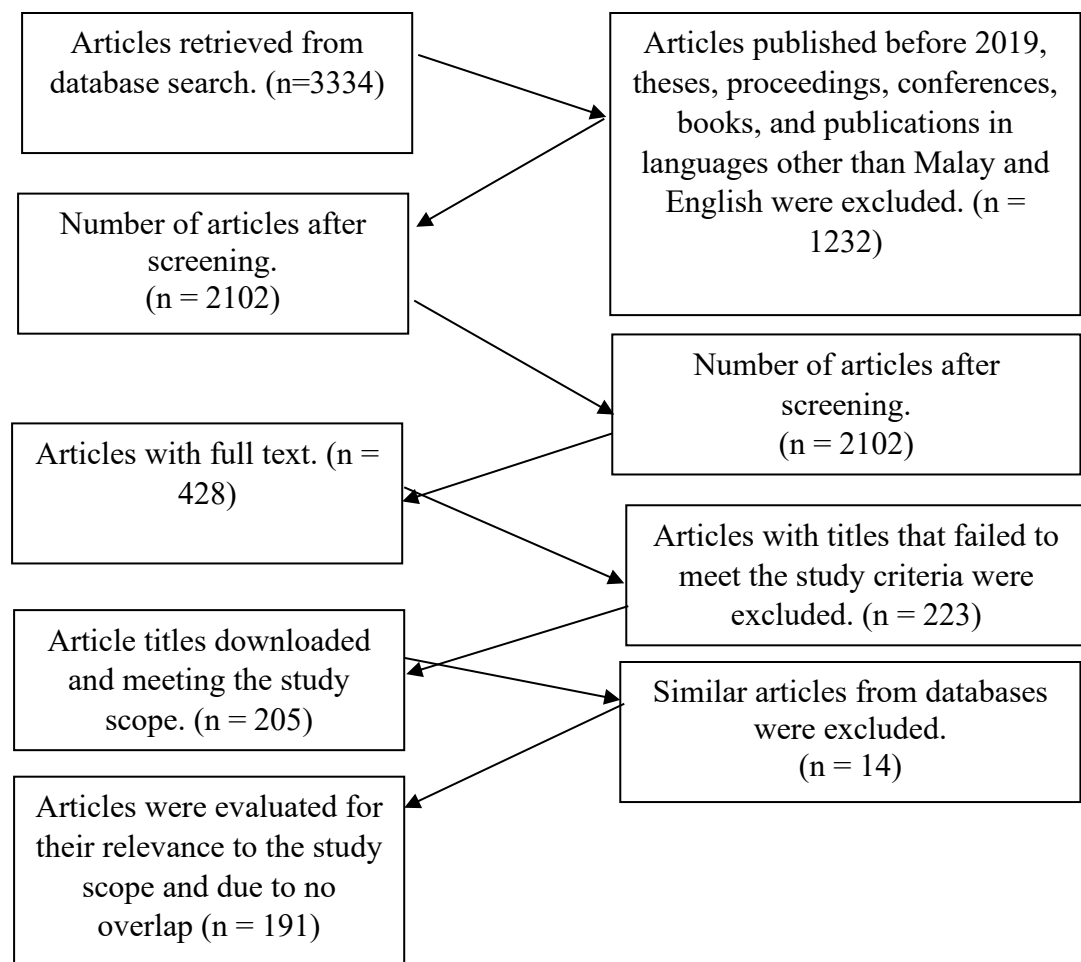


Figure 1: Article Selection Process Flow Chart (PRISMA)

Data Extraction and Synthesis

Subsequently, four additional criteria for article elimination before inclusion in the SLR study were based on the article selection process flow chart. The first was articles without full text, the second was article titles, the third was identical articles retrieved from databases, and the fourth was articles that failed to meet the study acceptance criteria, such as articles without data and empirical reviews, which were also excluded. To meet additional acceptance criteria, an article must first have the complete article text, then have a title appropriate to the study context, then be examined to determine whether the study context is suitable and there is no overlap, and finally, it must meet acceptance criteria to have empirical facts and not just reviews.

Therefore, 70 articles were identified following screening and investigation of downloaded publications. A total of 70 publications will be included in the SLR study because they meet all the established selection criteria.

Data Analysis Method

A total of 70 publications were used in the data collection process, which was conducted with the assistance of THREE primary databases, specifically ERIC, SCOPUS, and GOOGLE SCHOLAR. Titles, authors, years, purposes, and types of combined learning methods in language education were collected from each previous research publication and entered into a prepared table using Microsoft Word software for data collection. For the purpose of data analysis, a table was created and organized to categorize the blended learning techniques that each selected article proposed to implement. Data analysis results will be presented in table format following the analysis. In line with the established acceptance and rejection criteria, each item was selected.

Study Discussion

Issues and Challenges in Implementing Didik Hibur in Primary Education

Didik Hibur, or enjoyable learning, is an educational approach aimed at making learning fun and engaging for students. This method involves incorporating games, interactive activities, and creative projects into the teaching process. Its goal is to enhance student motivation, participation, and overall academic performance. Although the benefits of Didik Hibur are well-documented, its implementation in primary schools faces several key issues and challenges. This essay explores these challenges, using relevant literature and case studies to provide a comprehensive understanding of the barriers faced by educators and policymakers. [The rest of the document continues in this academic style, covering various challenges such as academic rigor perception, resource constraints, time limitations, teacher readiness, assessment difficulties, and cultural factors.]

Conclusion

Important academic databases called SCOPUS, GOOGLE SCHOLAR, and ERIC were used in the SLR analysis. A total of 70 articles were found using the databases and met the established selection criteria. The obtained articles were organized according to the implementation of Didik Hibur strategies in teaching and learning processes. However, this approach has not been comprehensively tested at secondary and primary levels. It is important to enhance teacher and student readiness in using the 'Didik Hibur' methodology to raise the standard of Malaysian education to meet contemporary expectations. As a way to include all categories

of publications related to the study to be conducted, the researchers intend to use more general keywords in future studies.

In conclusion, Didik Hibur holds significant promise for transforming primary education by making learning more engaging, enjoyable, and effective. However, its implementation requires careful consideration of various challenges, including perceptions of academic rigor, resource constraints, time limitations, teacher readiness, assessment difficulties, and cultural factors. By adopting targeted strategies such as professional development, alternative assessment, curriculum integration, and community involvement, educators and policymakers can successfully navigate these challenges and create a dynamic and enriching learning environment for primary school students. Through continuous effort and collaboration, Didik Hibur can become an innovative and effective cornerstone of primary education, nurturing a generation of motivated, creative, and capable learners.

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Conflict of Interest

The authors report no conflicts of interest regarding the research, authorship, or publication of this study.

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