Vol. 8, No. 1 (2024) 9-16 ISSN: 2597-4866
Indonesian Journal of Primary Education

Edutainment-based thematic learning strategies and methods as an effort to overcome multidisciplinary learning challenges

Amalia Fauziah Azhari*, Fairuza Khadijah, Nurul Ulya, Rahmat Kamal
Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan

**Corresponding author: amaliafauziahazhari@mhs.uingusdur.ac.id*, fairuzakhadijah@mhs.uingusdur.ac.id, nurululya@mhs.uingusdur.ac.id, rahmatkamal@uingusdur.ac.id*

Submitted/Received 2 May 2024; First Revised 18 May 2024; Accepted 25 May 2024
First Available Online 1 June 2024; Publication Date 1 June 2024

Abstract

Education in the era of Society 5.0 requires an adaptive and high-quality learning approach to tackle multidisciplinary learning challenges. This research aims to analyze and evaluate the implementation of edutainment-based thematic learning strategies in the independent curriculum at MI Walisongo Pajomblangan as an effort to address multidisciplinary learning challenges in the Society 5.0 era. The research method used was field study with a descriptive qualitative approach. Data were collected through obsevation, interviews and documentation at MI Walisongo Pajomblangan 01. The results showed that edutainment-based thematic learning in the independent curriculum at MI Walisongo Pajomblangan 01 was an effective solution for overcoming multidisciplinary learning challenges, allowing for interactive approaches, curriculum adaptation, and the development of students' social skills. Teachers utilized various edutainment strategies such as TGT, talking stick, and snowball using interactive multimedia. Through these strategies, students were facilitated to discuss and collaborate in groups to solve problems and were evaluated formatively and authentically to enhance active participation and understanding. Proactive steps were also taken by leveraging technology, teacher skill development, collaboration, and involving parents and the local community. It is hoped that the effectiveness of multidisciplinary learning continues to improve to prepare students to face global challenges.

Keywords: *Thematic Learning, Strategies, Multidisciplinary, Independent Curriculum*

INTRODUCTION

Education in the era of Society 5.0 has an increasingly crucial role in building a superior nation. In the midst of rapid technological changes and advances, education is a fundamental aspect in shaping adaptive and quality human resources (Santika, 2021). In this context, an independent curriculum has a very vital role in shaping the character and abilities of the younger generation that are relevant to the times. One learning approach that is gaining increasing attention in Indonesia is the thematic approach. This approach allows the integration of various subjects into one particular theme, and allows students to understand concepts holistically and thoroughly. Through this thematic approach, students can develop a deeper understanding and broader skills according to the demands of the times that continue to grow (Fladhiza Reskhydillah et al., 2022).

In the midst of complex thematic learning, of course, teachers must have special strategies to attract students' attention. One of them is edutainment-based learning. Edutainment is a combination of education and entertainment, which aims to create a fun and meaningful learning experience for students. By utilizing entertainment elements such as games, simulations, videos and music, learning becomes more interactive and interesting. This not only increases learners' interest in learning, but also enables them to understand concepts more deeply and develop relevant skills (Pratama et al., 2020).

The application of edutainment-based thematic learning strategies and methods is becoming increasingly important in

overcoming complex multidisciplinary challenges in learning. These challenges include the complexity of curriculum preparation that integrates various subjects, the adjustment of learning materials to fit the theme, the limited learning time available, and teachers' skills in integrating materials, as well as the need to link various subjects with learning themes. To overcome these challenges, effective and efficient learning strategies and methods are needed. Teachers need to have sufficient skills in planning and implementing thematic learning while paying attention to applicable curriculum standards, so that thematic learning can be an effective means of developing holistic understanding and relevant skills for students in the era of society 5.0 (Wahyuni & Berliani, 2018).

MI Walisongo Pajomblangan 01 is a primary education institution that chooses thematic learning as a solution to overcome the complexity of multidisciplinary learning. By applying effective learning strategies and methods, the school aims to create a conducive learning environment to produce optimal learning for students. This approach is based on the understanding that thematic learning is able to improve students' overall understanding of concepts and cross-subject skills (Pelupessy & Hindun, 2024).

In this context, this research aims to examine the implementation of edutainment-based thematic learning strategies and methods in the independent curriculum as an effort to overcome the challenges of multidisciplinary learning in the era of society 5.0. Through this research, it is hoped that an in-depth understanding of the effectiveness of thematic learning in overcoming the challenges of multidisciplinary learning in the era of society 5.0 can be obtained. The results of this research are expected to make a positive contribution to the development of education in Indonesia, especially in the context of thematic learning in elementary schools.

RESEARCH METHOD

In this study, researchers used a type of field research. This research applied a descriptive qualitative approach, with data collection methods through observation, interview, and document analysis. Observation method was used to directly observe thematic learning strategies and methods applied at MI Walisongo Pajomblangan 01. The interview method aimed to obtain data directly from research subjects and informants, in the form of information related to the background and objectives and other information (Fadli, 2021). In addition, document analysis was also an important method in collecting data, such as documents related to the implementation of thematic learning at the school.

The observation process was carried out directly in the classroom environment to gain a deeper understanding of the implementation of thematic learning. Interview was conducted with Mrs. Kholidah, S.Pd. as the grade III teacher to find out their views and experiences in implementing edutainment-based thematic learning strategies and methods in the independent curriculum as an effort to overcome multidisciplinary challenges. Document analysis was also an important part of this research, by collecting documents related to thematic learning at the school. By using a combination of observation, interview and documentation methods, it is hoped that this research can provide a comprehensive picture of the implementation of thematic learning at MI Walisongo Pajomblangan 01, Kedungwuni District, Pekalongan Regency.

RESULTS AND DISCUSSION

Results

Based on the research that has been conducted, researchers found data that the strategy used at MI Walisongo Pajomblangan 01 is in the form of learning that combines elements of entertainment in it. This is done so that students feel happy when learning takes place. Mrs. Kholidah, S.Pd. revealed that she always strives for the best and meaningful learning for children and is relevant to the applied curriculum. In the past, she only provided material using the lecture method in the midst of many thematic learning objectives, but students did not respond as expected. So she continued to look

for ways so that complex learning objectives could be delivered well. Until finally Mrs. Kholidah, S.Pd. implemented entertainment-based learning and was deemed suitable for third grade students at the primary education level.

In her lessons, Mrs. Kholidah, S.Pd. uses Teams Group Tournament (TGT), talking stick, and snow ball strategies. These strategies are implemented by involving the use of interactive multimedia, such as animated videos, educational games, and virtual simulations. Through these strategies, students are facilitated to discuss and work together in groups to solve a problem. Using this strategy makes children feel like they are playing, so that children become more active and happy during the learning process. In addition, there is formative and authentic evaluation to increase active participation and student understanding. In addition to the TGT, talking stick, and snow ball strategies, Mrs. Kholidah, S.Pd. also always slips ice breaking in the middle of the learning process, so that students can be more enthusiastic and focused in learning multidisciplinary learning such as thematic. In applying this strategy, it must also pay attention to the duration of learning and the quality of learning carried out (Kholidah, April 13, 2024).

Discussion

The Context of Multidisciplinary Learning Challenges in the Era of Society 5.0

In the context of multidisciplinary learning in the Society 5.0 era, this approach is becoming increasingly relevant as it accommodates the complexity and dynamics of technological development and rapid social change. Multidisciplinary learning, or multidisciplinary approach, is a learning method that integrates various perspectives from different sciences to address a problem. This approach utilizes applied sciences from various groups of sciences, such as science, social sciences, and humanities. In this approach, the utilization of science to solve a particular problem is explicitly explained in the discussion, which includes the contribution of each science in finding a solution to the problem at hand. The hallmark of this multidisciplinary approach is the use of many sciences from the same family of sciences to explain and solve complex problems (Sudikan, 2015).

The multidisciplinary approach emphasizes the importance of integrating different sciences to gain a more comprehensive understanding of a problem. By involving multiple viewpoints and knowledge from different disciplines, it helps students to understand the complexity of a problem and develop the ability to seek innovative and effective solutions. In the context of modern education, the multidisciplinary approach is becoming increasingly relevant as it helps students to develop the skills needed to succeed in an ever-changing and complex world.

However, challenges in implementing a multidisciplinary approach in the Society 5.0 era also need to be considered, one of which is the complexity of curriculum integration. Curriculum integration between subjects requires careful planning so that the material taught does not overlap and remains relevant to student learning needs (Fatmawati et al., 2022). In addition, limited learning time is also a significant challenge. With limited learning time, teachers need to organize learning efficiently so that all material from various subjects can be delivered well.

In addition, teachers' skills in integrating materials from various subjects are also a challenge in multidisciplinary learning. Teachers need to have a deep understanding of the various subjects being integrated, as well as the ability to link the concepts in a coherent and meaningful way for students. This requires continuous teacher training and professional development to be able to deal with curriculum changes and increasingly complex learning demands.

In addition, learning evaluation is also a challenge in multidisciplinary learning. Evaluation must be able to cover various aspects of various integrated subjects, thus requiring the development of evaluation instruments that are in accordance with the multidisciplinary learning approach. In addition, teachers also need to have the ability

to analyze the evaluation results and use them to improve future learning.

Based on the explanation above, the challenges of multidisciplinary learning in primary schools are diverse, so teachers must pay attention to related aspects in planning, implementation and evaluation. By understanding and addressing these challenges, it is hoped that multidisciplinary learning in primary schools can become more effective and relevant to students' learning needs in this modern era.

Edutainment-based Thematic Learning Concept

The concept of thematic learning in primary schools is based on the integration of various subjects into specific themes or topics. In other words, thematic learning is defined as learning that is planned based on certain topics, or coordinated learning using topics to connect several subjects so as to provide meaningful experiences to students (Rahimah Ikhsani et al., 2023). The concept of edutainment-based thematic learning highlights a learning approach that combines elements of the theme with elements of entertainment to increase motivation and learning effectiveness. In this context, edutainment is key in designing learning experiences that are engaging and meaningful for learners.

Thematic learning is integrated learning that covers several lessons (across subjects) by combining certain topics. This approach integrates several basic skills, learning outcomes and indicators from one or more subjects. In addition, it should be understood that thematic learning is integrated learning that underlines students' participation in learning. Students are effectively associated with developing experiences and involved in dealing with problems, so this fosters imagination according to their actual capacities and inclinations which are not the same as each other. At the same time, by implementing thematic learning, students are expected to have the option to learn and play with high inventiveness. This is because, in thematic learning, learning does not just encourage students to know (learning to know), but also to learn to do (learning to do), to be (learning to be), and to live together (learning to live together) (Hafidhoh, 2007).

The application of edutainment in thematic learning adds a new dimension to the teaching and learning process. Through the use of entertainment elements such as games, simulations, videos and music, learning becomes more interesting and interactive (Sa'ad et al., 2023). This helps to create a fun learning environment and motivates learners to actively engage in the learning process. One of the main advantages of edutainment-based thematic learning concept is its ability to increase learners' interest and engagement in learning. By presenting learning materials in an interesting and entertaining format, learners tend to be more motivated to learn and have a more positive learning experience.

In addition, this approach can also improve concept understanding as well as the application of knowledge in real situations. By linking learning materials with contexts that are relevant and interesting to learners, learning becomes more meaningful and easy to understand. However, there are several things that need to be considered in applying the concept of edutainment-based thematic learning, including:

1. There is a balance between entertainment and learning objectives. While the main goal is to increase learner motivation and engagement, there should still be a focus on achieving curriculum-compliant learning outcomes.
2. Ensure that the use of edutainment elements does not reduce the quality and depth of learning. Although learning becomes more engaging, it is still important to ensure that learners really understand the concepts taught and are able to apply them in real situations.

Thus, the concept of edutainment-based thematic learning is an attractive approach to increase motivation and learning effectiveness. An integrated education plan provides potential opportunities for students to learn in groups and individually by

involving the local environment as a learning asset and allows empowering individuals to learn to be happy (Adrianto, 2022). By combining elements of the theme with elements of entertainment, learning becomes more fun, meaningful and easy to understand for learners. However, careful attention is needed in designing and implementing this approach so that it still meets the desired learning objectives.

Edutainment as a Solution to Multidisciplinary Challenges Thematic Learning Strategies and Methods

Thematic learning based on edutainment has become the right solution in overcoming multidisciplinary challenges in the era of society 5.0. This strategy integrates several subjects into one particular theme or topic, allowing students to see the connections between various concepts in a broader context. Thematic Learning Strategy at MI Walisongo Pajomblangan 01 is an interesting approach in the context of education. This thematic approach is applied with the aim of improving the understanding of lesson concepts holistically, as well as building critical and creative thinking skills in students. One of the theories relevant to thematic learning strategies is constructivism learning theory. According to constructivists, effective learning occurs when students are actively involved in the construction of their own knowledge through interaction with the environment and experiences.(Masgumelar & Mustafa, 2021)

This thematic approach is also in line with cooperative learning theory. This theory emphasizes the importance of cooperation between students in understanding the concepts of the lesson.(Haerullah & Hasan, 2017) Where students are divided into small groups to discuss and exchange information from different points of view. By applying thematic learning strategies, MI Walisongo Pajomblangan 01 can create a collaborative learning environment and support students' social development. In addition, this approach is also in accordance with the contextual learning approach which emphasizes the importance of linking learning with the context of students' real lives, so that the learning process becomes more meaningful and appealing to them.(Robbaniyah, 2023).

In edutainment-based thematic learning, Mrs. Kholidah, S.Pd as the third grade teacher also often uses Teams Group Tournament (TGT), talking stick, and snowballing strategies. These strategies are implemented by involving the use of interactive multimedia, such as animated videos, educational games, and virtual simulations. These media not only convey information visually and audibly, but also allow direct interaction that can improve students' understanding and retention of the subject matter.

In addition, the application of technology in thematic learning can enable collaboration between students online, expand the scope of learning to outside the classroom, and accommodate diverse learning styles. Therefore, its implementation needs to pay attention to several factors. First, careful and structured learning planning to ensure learning objectives are achieved so that learning can run effectively and efficiently. Second, the use of various learning resources relevant to the learning theme to enrich students' learning experience. Third, a thorough evaluation of learning to evaluate students' understanding and skills and to improve ineffective learning strategies.

The implementation of edutainment-based thematic learning strategies at MI Walisongo Pajomblangan 01 also has a positive impact on student learning motivation. By linking learning with themes that are interesting and relevant to students, it is expected that students become more motivated to learn and more easily understand the concepts being taught. (Chairinah et al., 2018) So that it can improve students' problem solving skills because students are invited to think more deeply and thoroughly in dealing with problems related to the learning theme.

In thematic learning at MI Walisongo, character development and moral values are also an important focus. In addition to mastering academic concepts, students are encouraged to practice values such as

cooperation, tolerance, and responsibility in everyday life. This is done through the integration of values in each learning theme and positive habituation in interactions between students and with the surrounding environment.(Nailasariy, 2020) No less important, evaluation in thematic learning methods at MI Walisongo is organized formatively and authentically. Teachers use a variety of evaluation instruments, such as projects, assignments, and portfolios, to measure students' understanding and their progress in achieving the set competencies. Evaluation is conducted continuously throughout the learning process, providing useful feedback for student development and improvement of the learning process in the future.(Suardipa & Primayana, 2023)

Thus, the thematic learning strategy at MI Walisongo Pajomblangan 01 has the potential to improve the quality of learning and student learning outcomes. By combining relevant learning theories, this thematic approach can be an effective alternative in improving concept understanding, critical thinking skills, creativity, and student learning motivation. Therefore, it is important for MI Walisongo Pajomblangan 01 to continue to develop and refine this strategy to achieve optimal learning objectives.

Efforts to Increase the Effectiveness of Multidisciplinary Learning in the Merdeka Curriculum

Madrasah Ibtidaiyah (MI) Walisongo has taken proactive steps to improve the effectiveness of multidisciplinary learning by implementing various innovative strategies. One of the main efforts made is to utilize a thematic approach that allows the integration of various subjects in the context of a particular theme. By doing so, students can develop a holistic and thorough understanding of the topics studied, as well as see the linkages between various concepts and skills.

MI Walisongo also actively uses technology as a means to improve the effectiveness of multidisciplinary learning. By utilizing interactive learning software, educational applications and other online resources, teachers can create a more engaging and relevant learning experience for students.(Azhari et al., 2023) This helps to increase student interest and participation in learning, as well as facilitating access to wider and more diverse information.

In addition, MI Walisongo also pays special attention to developing teachers' skills in designing and implementing effective multidisciplinary learning. Through periodic training and workshops, teachers are given the opportunity to gain new knowledge and skills in integrating curriculum from various disciplines, as well as developing innovative and engaging learning strategies.

Not only that, collaboration among teachers is also a major focus in the effort to improve the effectiveness of multidisciplinary learning at MI Walisongo. By holding team meetings, collaborative discussions and joint projects, teachers can exchange experiences, ideas and resources to enrich students' learning experiences. This also creates a work environment that supports innovation and continuous professional development.

Furthermore, involving parents and the local community is also an integral part of improving the effectiveness of multidisciplinary learning at MI Walisongo. By involving parents in the learning process, the school can strengthen the relationship between school, home and community and ensure consistent support from various parties in supporting students' academic and social development. By implementing these efforts, it is hoped that the challenges of multidisciplinary learning in the independent curriculum can be addressed more effectively, so that students can gain a more meaningful learning experience that is relevant to the needs of the society 5.0 era.

CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that education in the era of Society 5.0 requires an adaptive and quality learning approach. Edutainment-based thematic learning at MI Walisongo Pajomblangan 01 is an effective solution in facing multidisciplinary challenges

by integrating various subjects into one particular theme. This strategy allows the use of interactive approaches, curriculum adaptation, and the development of students' social skills. Teachers also use various edutainment strategies, such as Teams Group Tournament (TGT), talking stick, and snow ball. These strategies are implemented by involving the use of interactive multimedia, such as animated videos, educational games, and virtual simulations. Through these strategies, students are facilitated to discuss and work together in groups to solve a problem. In addition, there is formative and authentic evaluation to increase active participation and student understanding.

MI Walisongo Pajomblangan 01 also takes proactive steps in improving the effectiveness of multidisciplinary learning by utilizing thematic approaches, technology, teacher skill development, collaboration between teachers, and involving parents and local communities. It is expected that the effectiveness of multidisciplinary learning at MI Walisongo Pajomblangan 01 will continue to increase so that students can develop their potential to the fullest in facing global challenges in the future.

In this study, the researcher suggests that the school should continue to support the meaningfulness of learning from the learning strategies and methods applied in the learning process. Schools need to provide incentives and recognition that motivate students to continue to actively participate in learning activities. In addition, educators must also follow the transformation of the times so that they can provide learning according to the times.

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