



Implementation Of Edutainment Methods In Developing 21st Century Skills In Elementary Schools

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ABSTRAK

Tujuan penelitian untuk mendeskripsikan penerapan metode edutainment di Sekolah Dasar Muhammadiyah 16 Surabaya dalam mengembangkan keterampilan abad 21 di Sekolah Dasar. Penelitian ini merupakan riset kualitatif yang menggunakan pendekatan studi kasus. Analisis data yang digunakan adalah model Miles dan Huberman yang dipadu dengan triangulasi data. Hasil penelitian menunjukkan bahwa penerapan edutainment method dalam mengembangkan keterampilan abad 21, dilakukan melalui beberapa teknik, yaitu permainan, bermain peran, demonstrasi, mendongeng bermusik/bernyanyi, karya wisata, proyek tugas akhir. Selain itu juga diwujudkan dalam berbagai program kegiatan sekolah, seperti outdoor learning, guest teacher, outbound activity, character camp, assembly learning, entrepreneur week, festival kreatifunesia dan proyek tugas akhir. Edutainment memberikan dampak yang baik pada perkembangan peserta didik yakni dapat memotivasi siswa untuk menguasai keterampilan berpikir kritis dan memecahkan masalah, kreatif, komunikatif, keterampilan kolaboratif, jujur, mandiri, bertanggung jawab, religius, dan disiplin. Adapun hambatan pada penerapan edutainment method meliputi kurangnya dukungan dan pendampingan dari orang tua, keterbatasan waktu dan tenaga dari para pendidik, kekurangan waktu untuk menyampaikan materi pembelajaran, tidak semua guru mampu menyajikan pembelajaran yang menarik, dan memiliki keterampilan mendongeng atau musik.

ABSTRACT

The aim of the research is to describe the application of edutainment methods at Muhammadiyah 16 Surabaya Elementary School in developing 21st century skills in elementary schools. This research is qualitative research that uses a case study approach. The data analysis used is the Miles and Huberman model combined with data triangulation. The research results show that the application of the edutainment method in developing 21st century skills is carried out through several techniques, namely games, role playing, demonstrations, storytelling with music/singing, field trips, final project projects. Apart from that, it is also realized in various school activity programs, such as outdoor learning, guest teacher, outbound activity, character camp, assembly learning, entrepreneur week, creative festival and final assignment projects. Edutainment has a good impact on student development, namely it can motivate students to master critical thinking and problem solving skills, creative, communicative, collaborative skills, honest, independent, responsible, religious and disciplined. The obstacles to implementing edutainment methods include lack of support and assistance from parents, limited time and energy from educators, lack of time to deliver learning material, not all teachers are able to present interesting lessons, and have storytelling or music skills.

INTRODUCTION

The 21st century will bring fundamental changes, especially in the field of education (Etistika Y W et al., 2016). Currently, national education is in the knowledge age with an astonishing increase in knowledge (Mardhiyah et al., 2021). The metamorphosis of educational styles in this century is nothing but a characteristic of the era of globalization, this is proven by the development of science and technology (Hasibuan & Prastowo, 2019).

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In the contemporary era, educators have a role as facilitators, mentors, consultants, motivators, and learning friends for students (Sudirman et al., 2020, Calora et al 2024). Advances in technology and easy access to information will make it easier for teachers to convey their learning material so that it is in line with the education system in the 21st century where learning should be centered on students (Damayanti & Ridwan, 2006). This will certainly make it easier for educators to complete their tasks. However, it will be a problem if an educator is less able to innovate in applying methods to bridge students so that it is easier to interpret learning material.

Learning is expected to be able to inspire students' enthusiasm for learning during learning and create a fun learning climate (McLoughlin & Lee, 2008). Education in the 21st century requires students to think more critically, be skilled at organizing various knowledge in real life, utilize existing technology, and be adept at interacting and collaborating with their surroundings (Marwahningsih & Darsinah, 2023). Therefore, it is hoped that through education we can give birth to a humane and qualified generation in the IT field (Rahayu, 2021; Zubaidah, 2020)

Exposure to the skills that students should achieve in this century should not be a big problem, but a challenge that must be resolved, especially for the nation's educators to perfect the capacity of their students (Suryadi, 2002). In responding to the challenges and opportunities of 21st-century education, real efforts must be made. Learning can be developed through various approaches, strategies, methods, and steps that are planned and designed in an interesting way to eliminate the feeling of boring learning without abandoning the learning objectives (Muliastri, 2020).

Currently, various learning strategies, models, and methods are presented which are packaged in a learning concept, one of which is the edutainment method. This concept is a combination of the words education which means education and entertainment which means entertainment. The concept of edutainment learning is learning that integrates educational and entertainment content in an integrated manner and makes the learning process enjoyable (Santoso, 2018). The teaching and learning process with the edutainment concept can be combined with games, role-playing, demonstrations, or other things to make students feel interested in the learning process (Muliastri, 2020). The edutainment concept has the advantage that students will collaborate with their peers during learning, help students develop an attitude of independence and responsibility, and increase learning motivation in students (Saripuddin & Faujiah, 2020). Another advantage of the edutainment concept is that it can make students happy and learning seems fun (Karima, 2019).

The explanation above is reinforced by several research results in the form of articles and journals, as revealed by Putri and others in their research on "Application of Edutainment Methods in Children's Literacy Programs in Cibening Village, Pamijahan District, Bogor Regency" which states that edutainment methods are very suitable and effective for children. - children, because this method has the concept of playing without abandoning learning so that learning activities are very fun, children do not feel bored and are free from pressure. This is proven by the response and development of children's cognition, where children begin to like reading and writing, and are no longer bored with arithmetic lessons (W. Putri et al., 2023).

The results of Zakiyah's research explaining "Development of Edutainment-Based Child-Friendly Schools at Muhammadiyah 1 Purbalingga Elementary School" also prove that through edutainment-based education at Muhammadiyah 1 Purbalingga Elementary School, child-friendly schools can be developed by creating an environment that is personally and socially safe, physically and emotionally by recognizing, encouraging, and supporting children to grow as students with school culture, teacher teaching behavior, and a curriculum that focuses on learning which is packaged with educational processes and learning activities that no longer appear in a scary face, but in a form that is humanistic and in open and fun educational interactions (Zakiyah, 2017).

In line with this, 'Aini also has research results on "Application of Edutainment in Social Science Learning", he explains that edutainment-based learning has an applied form that includes various learning strategies and methods. The application of edutainment in social studies learning can be combined with various methods such as role-playing, demonstrations, and other learning games which can increase student interest, motivation, and learning activities. Edutainment is implemented by prioritizing student involvement in learning with a happy mood, and it is hoped that students will be able to achieve learning goals (Aini, 2022).

The assumptions above inspired the author to study further the application of edutainment methods and their relationship to 21st-century skills that should be developed in students in the contemporary era. The author chose Muhammadiyah 16 Surabaya Elementary School as the object of this study. The school is located right on Jl. Barata Jaya V No. 2-4, Baratajaya, Gubeng District, Surabaya City, which is currently accredited A. This school which is branded as a "creative school" is a pioneering superior school owned by Muhammadiyah currently, as well as one of the favorite schools in the Surabaya area (Ali , 2009).

Muhammadiyah 16 Surabaya Elementary School has a vision of "Creating superior graduates in the fields of Islam and life skills", from the vision that has been mentioned, one

of the missions of Muhammadiyah 16 Surabaya Elementary School emerges, namely using the PAKEM strategy which is packaged in edutainment learning methods and increasing the professionalism of educators, as well as giving students skills as provisions for life in society.

The edutainment method at Muhammadiyah 16 Surabaya Elementary School is implemented through humor, games, role plays, and demonstrations. Teaching and learning activities are not just in the classroom but also utilize the surrounding environment as a learning object. Students will be invited to learn directly from sources around them, such as animals, plants, and figures who are professionals in their fields so that students understand more easily and learning is no longer boring. The development of the edutainment learning method concept at Muhammadiyah 16 Elementary School in Surabaya is integrated into programmed school activities such as guest teachers, outdoor learning, assembly learning, and outbound activities.

So, through this research, the author wants to describe the application of the edutainment method at the Muhammadiyah 16 Surabaya Elementary School which includes implementation, advantages, disadvantages, and analysis of obstacles and solutions to the application of the edutainment method in developing 21st century skills at the Muhammadiyah 16 Surabaya Elementary School.

RESEARCH METHOD

Researchers used qualitative research with a case study approach. Through this research, researchers hope to reveal comprehensive facts about the application of edutainment methods in developing 21st-century skills in students at Muhammadiyah 16 Elementary School in Surabaya. The primary data source in this research is the head of student affairs, class 1, 2, and 3 teachers at Muhammadiyah 16 Elementary School Surabaya. Meanwhile, secondary data is in the form of documents related to research, such as photos regarding the implementation of edutainment methods in developing 21st-century skills in students at Muhammadiyah 16 Elementary School in Surabaya.

In collecting data, researchers carry out frank or covert observations, semi-structured interviews, and documentation. The research instrument in the form of an interview guide consists of several questions including, how is the edutainment method applied in developing 21st century skills at Muhammadiyah 16 Surabaya Elementary School? What are the advantages and disadvantages of implementing edutainment methods in developing 21st-century skills at Muhammadiyah 16 Elementary School Surabaya, what are the obstacles and

solutions provided in the process of implementing edutainment methods in developing 21st-century skills at Muhammadiyah 16 Elementary School Surabaya? The data obtained from the research was processed and analyzed using the Miles and Huberman model, with stages of data condensation, data presentation, conclusion drawing, and verification. In testing the validity of research data, researchers used data validity testing techniques from Quin Patton, namely triangulation and reference adequacy (Patton, 2015).

RESULTS AND DISCUSSION

Application of Edutainment Method in Developing 21st Century Skills in Elementary Schools

The application of the edutainment method in developing 21st Century skills in students at Muhammadiyah 16 Elementary School in Surabaya is carried out in various ways, both in the form of programs that are integrated into intra-curricular and co-curricular activities or as supporting programs which are none other than the school's flagship program. Several sources, including class teachers and the deputy principal for student affairs, conveyed this. As stated by IN as deputy head of student affairs who stated the following.

"Edutainment is implemented in various ways, such as when learning in class, each teacher has their way of delivering material according to the student's character and the teacher's abilities. For example, teacher A has storytelling skills, so the teacher can present the material combined with fairy tales. Some teachers have good ice-breaking skills, so the teacher presents learning through the ice-breaking skills he has. So one teacher cannot be compared with another teacher so that students can get to know the characteristics of each teacher. Apart from that, we also invite students to study outside the classroom, twice a semester by learning directly from experts. The learning is not just one subject but rather integrates all the material studied by doing outdoor learning, and guest teachers, for example in class 4 we have material on transportation equipment, so we visited ITS to find out about making electric cars. In other classes, some visit cattle ranches, tofu factories, and hydroponic cultivation gardens. So, what they have gained from outdoor activities and guest teachers is proven through reports. Even in grades 5 and 6, students will be directed to create a product in groups with a specified theme, and prepare a report on the product they have created and present it. In my opinion, this edutainment can develop skills such as critical thinking and problem-solving, creativity, and communication through the learning that has been presented. The advantages. Students will feel that learning is fun, not monotonous so that students' motivation to learn will grow. However, the drawback is that it requires sufficient time to prepare conceptualized lessons and activities."



Figure 1. Class 5 Final Assignment Presentation

In line with what was conveyed by RK, the class I teacher with the following explanation.

"This method is a characteristic of our school, edutainment is learning that is packaged as playing while learning. It depends on how the teacher presents interesting learning because the majority of students at this school are kinesthetic, if they have to be given learning using conventional concepts it will certainly not be suitable for them. For example, in whole number material, we can invite students to play the Number Train Game. Sometimes we also invite students to play roles, such as in learning about currency values. We invite students to practice buying and selling through Entrepreneur Week activities. So that through this activity students can express their skills for critical thinking and solving problems naturally, without having to do questions on paper and then collect them and give them a grade. The products that will be sold at this activity can be created by parents. Apart from that, students can learn to communicate and how to market their products. Apart from that, Entrepreneur Week activities train students to become honest traders, learn to make transactions, negotiate, and interact with other people. The advantage of edutainment is that learning becomes more interesting for students, and fosters students' enthusiasm for learning. "Meanwhile, the drawback is that it requires brilliant ideas, so teachers should not have limitations in being creative."

According to AR as a class II teacher, who stated that:

"Edutainment is modified conventional learning, between education and entertainment. Here we combine learning and play. Its nature is to provide students with fun, enjoyable, and meaningful learning. For lower classes, we usually invite students to demonstrate through real actions. In class II we have material about rain. So students will practice rain using umbrellas or real raincoats, they will be shown the process of how rain occurs, so we will make artificial rain until the rainbow appears. In our opinion, this kind of learning will be memorable in students' memories. So students will think, about what should they do when it rains, and what items are needed. There are also semester programs, which can be in the form of outdoor learning, guest teachers, outbound, and even assembly. In guest teacher activities, we present experts such as specialist doctors, herbal medicine sellers, and other experts according to the fields we need. Through guest teachers, students can learn through storytelling or even direct practice based on the material presented. So that the transfer of knowledge will be easier for students. As an example of an assembly activity, we create a concept such as a project whose results will feature drama or dance from students with a predetermined theme and costumes. Before determining that, of course, there needs to be a scenario

created together with students, to explore student creativity and collaboration. The advantages of this edutainment certainly increase students' learning motivation, provide meaningful learning, foster a sense of responsibility, and train students to be more independent in solving problems in the surrounding environment, students will be encouraged to be active in learning. However, the downside is that it takes quite a long time, teachers also have to understand the limitations of various students."



Figure 2. Assembly Learning Class 2

A similar thing was conveyed by the class III teacher, DP, who stated that:

"The edutainment that has been implemented here is very diverse, for example, teachers can deliver material using music, role-playing, or even storytelling. For example, in Indonesian language material, teachers can present learning using storytelling with the help of hand puppets. We also invite children to learn directly in the field and bring in expert speakers, for example, outbound activities, and character camps. Outbound Activity is a routine semester activity that is applied to learning by visiting a place, such as visiting three cities, to develop student's skills and provide varied learning experiences. Another example of introducing history to students, yesterday we held a Creative Children's Festival, which was presented in the form of a musical drama about the struggle of the Indonesian people from the colonial period until the birth of Indonesian independence. In this activity, students display their talents and creativity, starting from role-playing, singing, or dancing. We created this series of activities to make it easier for students to accept and memorize learning material. However, you still have to pay attention to what kind of material will be presented. "The advantage of edutainment is that it is nothing but a means for the growth of skills such as being active, creative, collaborative and communicative."

Barriers to Implementing Edutainment Methods in Developing 21st Century Skills in Elementary Schools

The implementation of the Edutainment Method at Muhammadiyah 16 Surabaya Elementary School is expected to develop 21st-century skills in students. However, in its implementation there are certainly obstacles, so it does not go according to plan. According to IN as deputy principal for student affairs, he stated the following.

"Obstacles in implementation, such as there are still some parents who leave their children's education too much to the school, so there is no support and assistance for students learning at home. "The solution to dealing with this is, of course, we will continue to try to communicate with the parents concerned."

According to RK as a class I teacher who stated:

"So far, there have not been many obstacles, only limited time and energy for educators. Because it takes a long time to prepare, so sometimes several things are forgotten when preparing the activity. To overcome this, the school provides feedback so that teachers are more enthusiastic about improving performance."

In line with AR's opinion as a class II teacher, he explains the obstacles in implementing edutainment methods as follows.

"The thing that has been our obstacle so far is time. We often have limited time, because even though we have planned our learning as neatly as possible, of course, we cannot be indifferent to things that are trending topics at the moment. So, sometimes there are activities outside of what we previously planned. Ultimately this has an impact on the duration of learning material in the classroom. "However, to overcome this, we finally integrated learning materials, such as combining learning of Pancasila and Indonesian, and so on."

Meanwhile, the DP teacher for class III stated the following.

"The obstacle in implementing edutainment is that not all teachers can present interesting lessons such as storytelling or music, due to limited existing skills. However, to overcome this, the teachers here often share between teachers."

Discussion

Application of Edutainment Method in Developing 21st Century Skills in Elementary Schools

Among the existing learning methods, the edutainment method can also be applied to various learning activities both inside and outside the classroom (Nurdin, 2021). Based on several research results, it can be concluded that the implementation of the edutainment method at Muhammadiyah 16 Elementary School in Surabaya is realized through several techniques so that learning activities are enjoyable both indoors and outdoors. The techniques used include the following.

In games, the teacher presents learning by combining two aspects, namely learning and playing, for example in whole number learning material, the teacher presents learning through the train number game. This is done to foster feelings of joy in students during the learning process. In line with the results of research conducted by Purwanto in his research which explained that learning with the basic principles of playing and learning stimulates students to have feelings of joy, carefree, expressive-impressive, learning seems humanistic and light (Purwanto, 2019).

Role role-playing, the teacher invites students to be directly involved in acting out a story in real life, for example in intracurricular learning on material about recognizing

currency values, the teacher invites students to practice buying and selling. This technique is realized in school programs, namely Entrepreneur Week, CreativeUnesia Festival, and Assembly Learning. In line with the results of Saripudin and Faujiah's research which states that the strategy that can be implemented in edutainment-based learning is role playing. This is because role-playing directly invites children to know and master the vocabulary of the learning material presented (Saripuddin & Faujiah, 2020).

Entrepreneur Week is a form of learning for students to be able to become entrepreneurs from an early age. This activity trains students' entrepreneurial spirit, so that they become honest traders, and learn to make transactions, negotiate, and interact with other people. In accordance with research conducted by Lisa, role-playing through buying and selling can be used as a means of cultivating the character of responsibility, discipline, honesty, independence, cooperation, self-confidence and the courage to take risks (Lisa, 2020)

The creative unesia festival or creative children's festival, activities are presented in the form of musical dramas, one of which has the theme of the struggle of the Indonesian people from the colonial period until the birth of Indonesian independence. In this activity, students display their talents and creativity, starting from role playing, singing or dancing. This series of activities is designed to make it easier for students to accept and memorize learning material. Students' creativity and talents can also be channeled through the performances presented. This is in line with the explanation from Sava and others in their research that developing students' talents through creative displays can explore students' potential, and generate students' self-confidence and creativity (Sava et al., 2023).

Assembly learning, an annual routine activity between schools and student guardians to provide momentum for students to show off their talents on an arts performance. This activity is packaged in the form of movement displays and songs or musical dramas with themes such as getting to know the Five Senses, Natural Disaster Mitigation, and the Fun of Playing Tempoe Doeloe. Through this activity, students can express their creativity and appear confident.

Demonstration, the teacher presents learning through demonstrations shown to students, apart from that the teacher invites students to demonstrate through real actions. Like the material about rain. Students will be shown the process of rain, artificial rain and the process of a rainbow appearing. This will make it easier for students to review the learning information obtained. In line with the results of research by Aini which shows that demonstrations in edutainment can provide momentum for students to be involved and enjoy

learning in a conducive, relaxed, happy situation and without physical or psychological pressure (Aini, 2022).

Storytelling, the teacher gives stories to students orally (Arif M, et al, 2023), for example in Indonesian language material, the teacher can present learning by telling stories with the help of hand puppets. Apart from that, this technique can also be applied through the Guest Teacher activity program, learning activities by inviting guest teachers who are experts in their fields to deliver material according to the learning theme, such as inviting specialist doctors and herbal medicine sellers. Through guest teachers, students can learn through storytelling or even direct practice based on the material presented. So that the transfer of knowledge will be easier for students.

In line with Saripudin and Fauziah's statement in their research that conveying learning material through fairy tales or telling stories can provide a meaningful learning experience, students also receive various good information about knowledge, values and character which are implemented in everyday life (Saripuddin & Faujiah, 2020) .

Making music and singing is conveyed by the teacher through the medium of songs, or the use of certain musical instruments according to the skills mastered by the teacher. So that during learning students tend to relax, and without realizing it there is a feeling of interest in being actively involved in learning. This is in line with the results of research conducted by Optiyah which shows that edutainment-based learning through singing in delivering material can develop students' communication skills, such as pronouncing words, building vocabulary, and making sentences (Optiyah, 2019). Damayanti and others also said that by singing students can strengthen their memory of information obtained from learning through songs, because something attractive and exciting will be easier to remember (Damayanti et al., 2024).

On a field trip, the teacher invites students to go outside the classroom, visit and observe other objects in accordance with the learning objectives, such as observing animals, plants, or others, by making direct observations. This technique is applied through several activities such as outdoor learning, outbound activities, and character camps. This is in line with Pratiwi's opinion through the results of her research that, the application of edutainment through field trips is learning by observing the environment around students, including humans, animals, plants, and others, by observing students will gain different perceptions of a learning process (Pratiwi, 2019, Arif. M et al, 2021).

Outdoor learning, this activity is a routine program carried out twice in 1 semester starting from classes I-VI. In this activity, students are invited to learn outside the classroom

to observe the surrounding environment, learn from experts, observe animals, plants and objects and their manufacturing processes, such as visiting cattle farms, tofu factories, hydroponic cultivation sites, or visits to several universities such as ITS Surabaya to Get to know the manufacture of electric cars. This activity is carried out so that students can be responsible, independent and reason critically. In line with Harahap's explanation through the results of his research, students' critical thinking abilities can be explored through the outdoor study method (Harahap, 2018). Sajjad in his research also stated that through outdoor learning it can raise student achievement, students will be more active and enthusiastic in participating in the learning process, learning will be easier and more effective to implement (Sajjad, 2022).

Outbound activity, a routine semester activity which is applied learning by visiting a place such as visiting three cities, to develop students' skills and provide varied learning experiences. This is in line with the explanation by Agusta and others through the results of their research that outbound activities can increase creativity and cooperation in elementary school students. Activities that can increase activeness presented through games can increase the meaningfulness of learning (Agusta et al., 2018).

Character camp is a camping activity to train students to have religious character, responsibility, independence and discipline. In line with Supriyana and Lestari's opinion in their research results, field trip activities such as camping can build independent character in students (Supriyana & Lestari, 2023).

The final project is a potential development program through project-based learning for class V and VI students. This is done so that students get used to collaborating between friends, thinking critically to solve problems presented through projects and being able to communicate confidently. In line with the results of research conducted by Ardianti and others which states that the edutainment approach can be applied through project-based learning to foster creativity in students (Ardianti et al., 2017).

The implementation of the edutainment method at Muhammadiyah 16 Surabaya Elementary School provides several advantages in its implementation, namely that the learning presented is more enjoyable, not monotonous, and meaningful. In line with Albab's expression through the results of his research, edutainment is a learning framework that is fun and attracts students' interest in learning (Albab, 2018). Increase student learning motivation, and foster a sense of responsibility. The same thing was explained by Rahmanita and Khairiah in their research that edutainment is learning that seems fun, the learning process is no longer scary for students so that it produces learning motivation in students which is of course the

main key to successful learning (Rahmanita & Khairiah, 2012). Encourage students to be active in learning. In line with the results of research by Winarti and others, edutainment-based learning can make students active in exciting learning activities (Winarti et al., 2021).

Becomes a means to develop skills such as active, creative, collaborative and communicative in students. This is in line with Zorica's statement in her research that edutainment is a learning approach that can foster 21st century skills such as critical and creative thinking (Zorica, 2014).

However, there are also shortcomings in implementing the edutainment method that has been implemented, namely as follows. Teachers spend quite a long time preparing lessons. In line with Nasihin and Bari's opinion in their research, the edutainment learning process requires a longer time (Nasihin & Bari, 2023). Requires teachers to always have brilliant ideas, so that teachers must not have limitations in being creative. In line with Widiasmoro's opinion, the shortcomings of the edutainment learning model are the limitations of teachers being creative and innovating to create enjoyable learning (Widiaworo, 2018). Teachers must also understand the limitations of various students. In line with Putri's opinion in her research, the disadvantage of edutainment is that it makes educators try to study and map appropriately according to the limitations of students (Ri. L. Putri, 2023).

Barriers to Implementing Edutainment Methods in Developing 21st Century Skills in Elementary Schools

Based on the results of the data collection above, conclusions can be drawn regarding the focus of the problem of obstacles to implementing edutainment methods in developing 21st-century skills at the Muhammadiyah 16 Elementary School in Surabaya, including the lack of support and assistance from parents. To overcome this, teachers and school officials always try to carry out in-depth communication with the parents concerned. Ma'rifatin and Kibtiyah in their research stated that the lack of support from parents is one of the obstacles to the continuation of the student learning process at school (Ma'rifatin & Kibtiyah, 2021).

The limited time and energy of educators means that there may be several things that are forgotten and not prepared beforehand. To overcome this, Muhammadiyah 16 Surabaya Elementary School provided feedback so that teachers were more enthusiastic about improving performance. In line with Aziz's research results which state that time constraints are one of the obstacles to implementing edutainment methods (Aziz, 2019).

Lack of time to deliver learning material, to overcome this the teacher integrates learning material, such as combining learning of Pancasila and Indonesian, and so on. In line

with Mitasari's opinion in his research, insufficient duration will be an obstacle to students being able to identify learning material correctly (Mitasari, 2018).

Not all teachers can present interesting lessons and have storytelling or musical skills. To overcome these obstacles, teachers at Muhammadiyah 16 Elementary School Surabaya often hold sharing between teachers to evaluate the learning and activities that have been carried out. This is in line with Wiyanti and Dinihari's opinion in their research results which stated that an inhibiting factor in implementing edutainment could be a lack of teacher creativity in developing learning activities (Wiyanti & Dinihari, 2018).

CONCLUSION

Based on the results and discussion of this research, the process of implementing the edutainment method in developing 21st-century skills at the Muhammadiyah 16 Elementary School in Surabaya is carried out through several techniques, namely games, role-playing, demonstrations, storytelling with music/singing, field trips, and assignment projects. end. Apart from that, it is also realized in various school activity programs, such as outdoor learning, guest teacher, outbound activity, character camp, assembly learning, entrepreneur week, creative festival, and final assignment projects. Edutainment has a good impact on student development, namely, it can motivate students to master critical thinking and problem-solving skills, creative, communicative, collaborative skills, honesty, independence, responsibility, religious, and discipline.

In its application, of course, there are advantages to the edutainment method, including learning that is presented more fun, not monotonous and meaningful, increasing student learning motivation, providing meaningful learning, fostering a sense of responsibility, honing students' independence in solving problems, encouraging students to be actively involved. in learning, it becomes a means to develop skills such as being active, creative, collaborative, and communicative in students. However, it cannot be separated from the shortcomings, the edutainment method that has been implemented has several disadvantages, namely that teachers need sufficient time to prepare for learning, requires teachers to always have brilliant ideas, so teachers must not have limitations in being creative, requires quite a long time, teachers must also understand the limitations of various students. Barriers to implementing edutainment methods in developing 21st-century skills at Muhammadiyah 16 Surabaya Elementary School include lack of support and assistance from parents, limited time

and energy from educators, lack of time to deliver learning material, not all teachers being able to present interesting learning and have storytelling or musical skills.

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