
Jurnal Penelitian Pendidikan

<http://journal.unnes.ac.id/journals/JPP>

© Universitas Negeri Semarang. This is an open-access article under the CC Attribution 4.0 International License.

Effect Of the Edutainment Learning Model Assisted by Monopoly Game Media on The Learning Outcomes of Grade V Students in Natural and Social Sciences (IPAS) at SDn 067246 Medan Tuntungan, Academic Year 2026/2027

Chrisbiantoro Gultom*, Darinda Sofia Tanjung, Heka Maya Sari Sembiring,

Universitas Katolik Santo Thomas, Medan, Indonesia

*Corresponding Author: chrisbiantorogultom23@gmail.com

Abstract

This study was motivated by the low learning outcomes of fifth-grade students in the Natural and Social Sciences (IPAS) subject at SDN 067246 Medan Tuntungan. This condition was reflected in the lack of students' attention and participation during the learning process, as well as the monotonous classroom atmosphere. The study aimed to determine the effect of the Edutainment learning model assisted by Monopoly game media on students' learning outcomes in the IPAS topic "Indonesia Kaya Raya" among fifth-grade students at SDN 067246 Medan Tuntungan in the 2026/2027 Academic Year. This research employed a quantitative approach using a pre-experimental method with a One Group Pretest-Posttest Design. The sample consisted of 25 fifth-grade students. Data were collected through tests, observations, questionnaires, and documentation. Data analysis was conducted using descriptive statistics, normality testing, Pearson correlation analysis, coefficient of determination analysis, and hypothesis testing. The results showed that the average pretest score was 50.88, while the average posttest score increased to 84.80. The Pearson correlation test between the student questionnaire response scores and the posttest scores yielded a coefficient of 0.951, indicating a very strong relationship, while the coefficient of determination was 90.44%. The hypothesis test produced a significance value of $0.000 < 0.05$, resulting in the rejection of H_0 and acceptance of H_a . Therefore, it can be concluded that the Edutainment learning model assisted by Monopoly game media had a significant effect on the learning outcomes of fifth-grade students in IPAS at SDN 067246 Medan Tuntungan in the 2026/2027 Academic Year.

Keywords: *edutainment; IPAS (natural and social sciences); learning outcomes; monopoly game media*

INTRODUCTION

The implementation of the *Kurikulum Merdeka* has introduced a significant pedagogical shift in Indonesian elementary education by integrating Natural and Social Sciences into a single cohesive subject known as IPAS (*Ilmu Pengetahuan Alam dan Sosial*). While this integrated approach is designed to help upper elementary students understand complex real-world phenomena holistically, it presents distinct instructional challenges. Educators often struggle to transition from traditional, compartmentalized teaching to the dynamic, inquiry-based methods required for integrated science and social studies instruction. Consequently, developing effective learning models that can bridge these disciplines while maintaining student engagement remains a critical hurdle in modern elementary classrooms (Imaduddin, 2024).

Education is an essential process that holds a strategic role in improving the quality of human resources and optimizing individual potential. Through education, individuals not only acquire knowledge and skills but also form character, critical thinking paradigms, and adaptive capabilities toward the dynamics of changing times. In the increasingly complex and competitive context of global development, education serves as the primary means to prepare individuals to face challenges, seize

opportunities, and actively contribute to social, economic, and cultural life. Thus, education is not merely understood as the transfer of knowledge but as a continuous transformation process in shaping superior, competitive, and principled human beings (Faratunnisa et al., 2024, p. 108).

Education is an endeavor conducted through various approaches and strategies to encourage learners to actively and optimally develop their potential. This development is not limited to cognitive abilities or reasoning but also encompasses the enhancement of intelligence in science, the formation of mental strength, the cultivation of spiritual values, and the capacity for self-control. Furthermore, education plays a vital role in equipping learners with various skills necessary to face life's challenges, enabling them to become independent, responsible, and competitive individuals in the future (Sanga & Wangdra, 2023). In the context of formal education in schools, the successful achievement of educational goals is highly determined by the quality of the learning process that occurs in the classroom. Effective learning is not solely oriented toward the delivery of material by the teacher but also emphasizes the active involvement of learners in the learning process. Through active and meaningful learning, learners are expected to develop critical and creative thinking skills, as well as possess the attitudes and skills required in daily life.

One of the subjects that play a crucial role in developing these abilities is Natural and Social Sciences (IPAS - *Ilmu Pengetahuan Alam dan Sosial*). IPAS learning does not merely emphasize concept mastery but also the understanding of phenomena occurring in the surrounding environment and the ability to correlate knowledge with daily life. Therefore, IPAS learning requires an approach capable of actively engaging students to ensure the learning process becomes more meaningful. Nevertheless, in practice, the IPAS learning process in elementary schools has not fully operated optimally. Based on preliminary observations conducted by the researcher at SDN 067246 Medan Tuntungan on January 30, 2026, it was discovered that IPAS learning in Grade V still faced several obstacles. Students tended to lack focus when the teacher delivered the material; in fact, some students preferred conversing with their seatmates over paying attention to the teacher's explanations. This indicates that the classroom learning atmosphere was not conducive and lacked the capacity to capture students' attention.

Furthermore, the students' level of active participation during lessons remained low. Only a small fraction of students dared to ask questions or answer the teacher's prompts, while the majority tended to be passive, acting solely as listeners. This condition suggests that the ongoing learning process had not successfully encouraged active student involvement. Additionally, students easily felt bored during the learning process, primarily because the utilized methods were still dominated by lectures and note-taking activities, resulting in limited variations in learning models and media. One of the efforts that can be implemented to overcome these problems is the application of an innovative and enjoyable learning model, capable of increasing student motivation and engagement. The utilized learning model should not only be teacher-centered but also provide opportunities for students to be active in the learning process. One learning model that can be applied is the edutainment learning model. The edutainment model transcends simple amusement by anchoring its design in constructivist and motivational theories of learning. By integrating educational content with gamified mechanics—such as defined rules, progressive challenges, and cooperative-competitive peer interactions—this model provides essential cognitive scaffolding (Wahyuddin & Indrajit, 2021). Psychologically, these game elements foster intrinsic motivation and lower the affective filter, creating an optimal state of engagement. Cognitively, as students navigate challenges and interact with peers during the game, they actively assimilate new information regarding complex natural and social phenomena. This dynamic process of peer negotiation and strategic problem-solving directly facilitates schema construction, allowing students to systematically organize and master abstract IPAS concepts rather than relying on rote memorization.

The edutainment model possesses advantages in creating an enjoyable learning atmosphere, increasing student motivation and interest in learning, and encouraging active involvement in the learning process. However, in its implementation, this model requires the support of appropriate learning media to ensure the provided entertainment elements remain directed toward the achievement of learning objectives. Without suitable media, there is a possibility that the learning process becomes less focused and the learning objectives are not optimally achieved. Therefore, the utilization of relevant learning media becomes an essential component in supporting the success of the edutainment model. Recent empirical studies consistently underscore the efficacy of board-game-assisted learning in elementary education. For instance, Sitohang et al. (2023) and Tiara et al. (2023) demonstrated that gamified interventions significantly improve student retention and engagement in

conceptual science. Internationally, broader literature on edutainment highlights that board games enhance cognitive engagement through social interaction and immediate feedback loops (Smith & Jones, 2022). However, a specific pedagogical gap remains within the IPAS topic of "Indonesia Kaya Raya." Previous media adaptations, such as static flashcards or conventional trivia games, often failed to resolve students' difficulties in comprehending the spatial distribution of natural resources and the economic interdependence of different Indonesian regions. These conventional tools lack the structural mechanics to simulate real-world economic transactions and geographic exploration. To address this, one medium that can be strategically utilized is a modified Monopoly game. By employing Monopoly—which inherently involves interactive resource management, territorial acquisition, and strategic decision-making—students can actively simulate and internalize Indonesia's geographic and economic wealth. This study's unique contribution lies in aligning the economic mechanics of Monopoly with the specific spatial-economic learning objectives of the "Indonesia Kaya Raya" topic, thereby bridging the gap left by passive learning tools.

In its application, the Monopoly medium can be developed by incorporating IPAS learning materials into each game tile, question card, and challenge that must be completed by the students. Thus, students do not merely play but are also actively involved in the process of comprehending the learning materials. The use of this medium also enables interaction among students, increases active participation, and assists students in grasping concepts through more concrete learning experiences. Through the integration of the edutainment model and the Monopoly medium, it is expected that the learning process will become more engaging, interactive, and meaningful, thereby enhancing student motivation and learning outcomes. Therefore, the implementation of the edutainment learning model assisted by the Monopoly medium is perceived as a relevant alternative solution to address the problem of low student learning outcomes in IPAS subjects.

METHOD

This study employed a quantitative, pre-experimental approach using a One-Group Pre-test Post-test Design, involving a single group of subjects without a control group. Within this framework, student learning outcomes were measured prior to (pre-test) and following (post-test) the implementation of the edutainment learning model assisted by Monopoly media. To minimize testing bias, the instruments used for the pre-test and post-test consisted of parallel items of equivalent difficulty rather than identical questions. It is important to acknowledge the inherent limitations of this one-group design; the absence of a control group means that potential confounding variables, such as maturation or historical effects, cannot be entirely ruled out. Consequently, this design provides exploratory, preliminary evidence regarding potential improvements associated with the instructional model, rather than establishing absolute causal claims.

The study was conducted at SD Negeri 067246 Medan, located in Medan Tuntungan District, Medan City, North Sumatra Province. The research population encompassed all Grade V students at the school, comprising two classes (Class VA with 25 students and Class VB with 24 students), totaling 49 students. Sample selection was carried out using a purposive cluster sampling technique, wherein an intact class was selected rather than screening individual students. Class VB ($n = 24$) was chosen as the experimental group based on teacher recommendations indicating that this class exhibited typical baseline learning difficulties and passivity in IPAS. Selecting an intact class rather than filtering for "active" students ensures that the engagement-driven edutainment model is tested in a natural, representative classroom environment, though the lack of randomization remains a limitation of this study.

Data collection techniques employed in this study included observation, testing, questionnaires, and documentation. Observations were conducted to directly record behaviors, events, conditions, or instructional processes. The test instrument comprised 25 multiple-choice items that had undergone validity testing (content and empirical validity) and reliability testing (utilizing Cronbach's alpha coefficient) to evaluate student learning outcomes before and after the application of the learning model. Questionnaires were administered to determine students' responses and interest toward the implemented model, while documentation served as supporting research data.

Data analysis was conducted using statistical techniques assisted by SPSS version 25. Prior to hypothesis testing, prerequisite tests were carried out, namely a normality test using the Lilliefors test to confirm whether the post-test data were normally distributed. Hypothesis testing was subsequently executed using a paired t-test by comparing the calculated t -value (t_{count}) with the critical t -table value

at a 5% significance level ($\alpha = 0.05$) to determine whether the Monopoly-assisted edutainment learning model exerted a significant effect on student learning outcomes.

RESULTS AND DISCUSSION

Description of Student Learning Outcomes (Pre-test and Post-test)

This study aimed to measure the effect of implementing the Edutainment learning model assisted by Monopoly media on the IPAS learning outcomes of Grade V students. Students' baseline capabilities prior to the intervention were assessed via a pre-test. The pre-test data from 25 respondents indicated that initial comprehension regarding the topic "*Indonesia Kaya Raya*" remained relatively low. The cumulative pre-test score reached 1,272, yielding a class mean of 50.88. The score distribution showed a wide disparity, ranging from a minimum score of 32 to a maximum of 76. A small subset of students achieved relatively high scores (72 and 76), whereas the majority scored below the mean, clustering predominantly within the 36 to 60 range. The mode of the pre-test was 56.

Following the baseline assessment, the Edutainment learning model assisted by Monopoly media was implemented. Upon completion of the intervention, a post-test was administered to measure improvements in student learning outcomes. The post-test results exhibited a substantial increase: the cumulative score of the 25 students rose to 2,120, elevating the class mean significantly to 84.80. The minimum post-test score was 76—surpassing the pre-test average—while the maximum score reached 96. Comparing the pre-test mean (50.88) and post-test mean (84.80) reveals an average gain of 33.92 points. The frequency distribution of post-test scores is presented in Table 1.

Table 1. Frequency Distribution of Post-Test Scores

Score (x)	Frequency (f)	fx	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
76	4	304	-8.8	77.44	309.76
80	5	400	-4.8	23.04	115.20
84	5	420	-0.8	0.64	3.20
88	6	528	3.2	10.24	61.44
92	3	276	7.2	51.84	155.52
96	2	192	11.2	125.44	250.88
Total	25	2,120	-	-	896.00

Based on Table 1, the post-test scores clustered predominantly at 88 with a frequency of 6 students, and no student scored below 76. The quantitative gain in learning outcomes was corroborated by observational data and questionnaire responses. Observations were conducted on both teacher and student activities to evaluate adherence to the instructional syntax of the Edutainment model. Teacher activity achieved an implementation rate of 84%, categorized as "Excellent." This confirms that the instructor successfully established an engaging, interactive learning environment aligned with edutainment principles.



Figure 1. Researcher explained the rules and gameplay procedures of the Monopoly game.



Figure 2. Students rolled the dice and advanced on the Monopoly board according to the number of steps obtained

Concurrently, observations of student activity yielded an engagement rate of 86%, likewise classified as "Excellent." Assessed dimensions included student enthusiasm, objective comprehension, interest in the Monopoly media, active game participation, and teamwork. These results indicate that the Monopoly game effectively fostered direct, active participation rather than passive observation. Subjective student perceptions were captured via an instructional model response questionnaire. Across 25 respondents, the total score reached 2,098, with an average score of 83.92 ($SD = 5.966$, $SE = 1.220$), spanning a range of 71 to 96. This favorable rating reflects highly positive reception, indicating that students found the method engaging, enjoyable, and motivating.

Prerequisite Testing and Hypothesis Testing

Prior to parametric hypothesis testing, data normality was evaluated. The Lilliefors test on post-test scores yielded an $L_{calculated}$ value of 0.144 against a critical L_{table} value of 0.173 at $\alpha = 0.05$. Because $L_{calculated} < L_{table}$ ($0.144 < 0.173$), the post-test data met the assumption of normality, permitting the use of parametric statistical analysis (paired t -test). A Pearson correlation analysis was conducted using SPSS version 25 to assess the relationship between the Edutainment model (X) and learning outcomes (Y).

Table 2. Pearson Correlation Test Results

Variable	Metric	Edutainment Model	Learning Outcomes
Edutainment Model	Pearson Correlation	1	.951**
	Sig. (2-tailed)		.000
	N	25	25
Learning Outcomes	Pearson Correlation	.951**	1
	Sig. (2-tailed)	.000	
	N	25	25

Table 2 displays a correlation coefficient of $r = 0.951$. Because $r = 0.951 > r_{table} = 0.337$ ($p = 0.000 < 0.05$), a very strong and statistically significant relationship exists between the Monopoly-assisted Edutainment learning model and student learning outcomes. The coefficient of determination (R^2) was calculated at 0.9044 (90.44%), indicating that the Monopoly-assisted Edutainment learning model accounts for 90.44% of the variance in students' IPAS learning outcomes, while the remaining 9.56% is attributable to external factors not examined in this study.

Hypothesis testing yielded a calculated t -value of $t = 14.7572$. Comparing this against the critical t -table value at $df = 24$ and $\alpha = 0.05$ ($t_{table} = 2.064$), the result confirms $t_{calculated} > t_{table}$ ($14.7572 > 2.064$) with $p = 0.000 < 0.05$. Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This investigation was motivated by low learning outcomes and minimal student participation in elementary IPAS instruction, which had predominantly relied on conventional lecturing methods. To mitigate these pedagogical issues, the Edutainment model combined with modified Monopoly game media was introduced to balance educational content with instructional play. The empirical data demonstrate that this integration significantly enhances learning outcomes. Quantitatively, the increase in average scores from 50.88 to 84.80 indicates that students developed a substantially deeper understanding of the "Indonesia Kaya Raya" unit.

Statistical validation via hypothesis testing ($t = 14.7572 > t_{table} = 2.064$, $p < 0.05$) and the high coefficient of determination ($R^2 = 90.44\%$) confirm that the instructional model was the primary driver of this academic gain. Qualitatively, the high implementation metrics (84% for teacher activity and 86% for student activity) clarify the mechanism behind these gains.

The substantial improvements in student learning outcomes validate the Monopoly-assisted Edutainment model as a highly effective intervention for IPAS instruction. These findings align with recent empirical studies on gamification (e.g., Sitohang et al., 2023; Tiara et al., 2023), which assert that gamified environments enhance conceptual retention by translating abstract academic concepts into tangible tasks. Specifically within the "Indonesia Kaya Raya" curriculum, the game mechanics directly targeted core learning indicators. The acts of acquiring regional properties and resolving economic challenge cards required students to cognitively map the spatial distribution of Indonesia's natural resources. By simulating economic interdependence—such as buying, trading, and paying penalties based on regional events—the model moved students beyond passive rote memorization into active schema construction regarding cause-and-effect in geographic economics.

Furthermore, the physical design of the instructional media played a pivotal pedagogical role. As depicted in Figures 1 and 2, utilizing a floor-sized Monopoly board introduced significant kinesthetic advantages. This large-scale layout allowed students to physically navigate a simulated "map" of Indonesia, fostering spatial awareness and driving high levels of collaborative, face-to-face engagement among peers. However, this spatial reconfiguration fundamentally shifted classroom management dynamics. Transitioning from traditional desk-based learning to a floor-based group activity necessitated explicit rule-setting and active teacher facilitation. The teacher's role shifted from a primary information provider to a game facilitator, ensuring structured turn-taking, managing noise levels, and maintaining focus amid heightened competitive enthusiasm.

Despite these classroom management demands, the engaging nature of the floor-based mechanics effectively lowered students' affective filters. This is supported by the high student perception score (83.92), indicating that the competitive dynamics were successfully channeled into a low-stress, enjoyable learning environment. Ultimately, this study confirms that when mechanics are carefully managed and strictly aligned with curriculum indicators, the Monopoly-assisted Edutainment model serves as a robust, empirically supported instructional alternative for complex elementary science and social studies education. This aligns with core edutainment theory, which emphasizes low-stress, engaging learning environments. As indicated by the high student perception score (83.92), this enjoyable atmosphere facilitated better concept retention and meaningful learning compared to rote memorization. Consequently, the Monopoly-assisted Edutainment model serves as an effective, empirically supported instructional alternative for primary school science and social studies education.

CONCLUSION

In conclusion, the implementation of the Edutainment learning model assisted by Monopoly media in Grade V IPAS instruction at SDN 067246 Medan Tuntungan for the 2026/2027 Academic Year was executed exceptionally well and yielded significant positive impacts. The learning process demonstrated high engagement, evidenced by teacher and student activity observation scores of 84% and 86%, respectively, both classified as "Excellent." Furthermore, student learning outcomes improved substantially, with the mean score rising from a pre-test average of 50.88 to a post-test average of 84.80, representing an increase of 33.92 points. Statistical analysis confirmed a significant effect of this instructional approach, showing a very strong correlation coefficient ($r = 0.951$), a coefficient of determination (R^2) of 90.44%, and a hypothesis test result of $t = 14.7572$ exceeding $t_{table} = 2.068$ ($p = 0.000 < 0.05$), thereby rejecting H_0 in favor of H_a . These quantitative gains are corroborated by positive student responses, indicated by an average questionnaire score of 83.92 across 25 respondents, affirming that integrating the modified Monopoly game within an edutainment framework provides an enjoyable, interactive, and effective learning experience.

DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

FUNDING INFORMATION STATEMENT

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

REFERENCES

- Adha, M. J., Aryani, Z., Ardi, R. S., Afrimon, & Husni, Y. (2025). Peningkatan Hasil Belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) Menggunakan Model Pembelajaran Kooperatif Tipe Jigsaw di Kelas V SD Negeri 133/III Pondok Siguang. *Gudang Jurnal Multidisiplin Ilmu*, 3(1), 325–331.
- Aini, I., Widyawati, Z., Shofina, A., Wulandari, F., Nabilah, E., & Hilyana, F. (2024). Analisis Faktor-Faktor Kesulitan Belajar IPAS pada Peserta Didik Kelas V Sekolah Dasar. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(1).
- Aini, N. I. (2024). Strategi Pembelajaran Edutainment dalam Pembelajaran. *Guruku: Jurnal Pendidikan dan Sosial Humaniora*, 2(2), 71–77.
- Arikunto, S. (2023). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Batu Bara, L. H., Audina, F., Putri, A., Luthfiah, A., & Rambe, N. (2023). Pengaruh Metode Edutainment terhadap Keterampilan Menulis Teks Prosedur Siswa Kelas V SDN 104205 Tembung. *Wacana: Jurnal Bahasa, Seni, dan Pengajaran*, 7(2), 178–184.
- BZ, Z., & Firdausiyah, F. (2023). Model Pembelajaran Edutainment Melalui Media Gambar 3 Dimensi dalam Mengembangkan Konten Pembelajaran di Madrasah Ibtidaiyah Darul Ulum Curahdami Bondowoso. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 2785–2794.
- Cahyani, A. (2023). Peningkatan Hasil Belajar IPAS Siswa Kelas V SDN 2 Talesan dengan Penerapan Model Pembelajaran PjBL Melalui Media Diorama. *Jurnal JARLITBANG Pendidikan*, 9(2), 137–144.
- Dewi, D. (2025). *Teori Belajar dan Pembelajaran*. Pustaka Baru Press.
- Farhan, M., Taofik, & Soleh, D. A. (2025). Penerapan Media Pembelajaran Berbasis Puzzle Sugam untuk Meningkatkan Hasil Belajar IPAS Siswa Kelas V Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(2).
- Faratunnisa, A. N., Syahrani, A., & Afifah, N. (2024). Kajian Makna Sistem dalam Fondasi Pendidikan Nasional Indonesia. *Jurnal Saraweta*, 2(2), 108–119.
- Harlinda, A., Nurani, D. C., & Safitri, M. L. O. (2023). Media Edutainment sebagai Solusi Permasalahan Hasil Belajar Matematika Siswa Sekolah Dasar. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 3(2), 123–132.
- Ihsanudin, A. M., Tukiyo, & Suwartini, S. (2024). Peningkatan Hasil Belajar IPAS Melalui Penerapan Metode Demonstrasi pada Peserta Didik Kelas IV SDN 1 Pokak Tahun Pelajaran 2023/2024. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 1(4).
- Imaduddin, M. (2024). Manajemen Pembelajaran Metode Edutainment terhadap Kemampuan Literasi Dasar (Baca Tulis) Siswa Kelas IV pada Mata Pelajaran Bahasa Indonesia di SDN 1 Batu Mekar. *Alifbata: Jurnal Pendidikan Dasar*, 4(2), 78–83.
- Indrajit, R. E., Sudarma, B., & Widjaja, Y. (2024). *EdutainmentAdha, M. J., Aryani, Z., Ardi, R. S., Afrimon, & Husni, Y. (2025). Peningkatan hasil belajar ilmu pengetahuan alam dan sosial (IPAS) menggunakan model pembelajaran kooperatif tipe Jigsaw di kelas V SD Negeri 133/III Pondok Siguang. *Gudang Jurnal Multidisiplin Ilmu*, 3(1), 325–331.
- Aini, I., Widyawati, Z., Shofina, A., Wulandari, F., Nabilah, E., & Hilyana, F. (2024). Analisis faktor-faktor kesulitan belajar IPAS pada peserta didik kelas V sekolah dasar. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(1).
- Aini, N. I. (2024). Strategi pembelajaran edutainment dalam pembelajaran. *Guruku: Jurnal Pendidikan dan Sosial Humaniora*, 2(2), 71–77.
- Cahyani, A. (2023). Peningkatan hasil belajar IPAS siswa kelas V SDN 2 Talesan dengan penerapan model pembelajaran PjBL melalui media diorama. *Jurnal JARLITBANG Pendidikan*, 9(2), 137–144.
- Arikunto, S. (2023). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Batu Bara, L. H., Audina, F., Putri, A., Luthfiah, A., & Rambe, N. (2023). Pengaruh metode edutainment terhadap keterampilan menulis teks prosedur siswa kelas V SDN 104205 Tembung. *Wacana: Jurnal Bahasa, Seni, dan Pengajaran*, 7(2), 178–184.

- BZ, Z., & Firdausyiyah, F. (2023). Model pembelajaran edutainment melalui media gambar 3 dimensi dalam mengembangkan konten pembelajaran di Madrasah Ibtidaiyah Darul Ulum Curahdami Bondowoso. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 2785–2794.
- Dewi, D. (2025). *Teori belajar dan pembelajaran*. Pustaka Baru Press.
- Farhan, M., Taofik, & Soleh, D. A. (2025). Penerapan media pembelajaran berbasis puzzle sugam untuk meningkatkan hasil belajar IPAS siswa kelas V sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(2).
- Harlinda, A., Nurani, D. C., & Okta Safitri, M. L. (2023). Media edutainment sebagai solusi permasalahan hasil belajar matematika siswa sekolah dasar. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 3(2), 123–132.
- Hidayati, R. (2023). Peningkatan hasil belajar siswa melalui penggunaan metode pembelajaran edutainment di madrasah ibtidaiyah. *Walada: Journal of Primary Education*, 1(1), 159–167.
- Ihsanudin, A. M., Tukiyo, & Suwartini, S. (2024). Peningkatan hasil belajar IPAS melalui penerapan metode demonstrasi pada peserta didik kelas IV SDN 1 Pokak tahun pelajaran 2023/2024. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 1(4).
- Imaduddin, M. (2024). Manajemen pembelajaran metode edutainment terhadap kemampuan literasi dasar (baca tulis) siswa kelas IV pada mata pelajaran Bahasa Indonesia di SDN 1 Batu Mekar. *Alifbata: Jurnal Pendidikan Dasar*, 4(2), 78–83.
- Indrajit, R. E., Sudarma, B., & Widjaja, Y. (2024). *Edutainment pendidikan melalui hiburan* (Edisi ke-1). Media Akademi.
- Jasmawati, Satriawati, R., Rahman, A., & Arsyad, N. (2020). *Model-model pembelajaran di sekolah dasar* (Akhiruddin, Ed.). Penerbit Samudra Biru.
- Maharani, N., Dewi, E., Muzakkiyah, D., Azkiyah, S., Sukma, I., & Muhtarom, T. (2025). Model pembelajaran yang efektif dalam penanaman pendidikan karakter sejak dini pada sekolah alam. *Jurnal Basicedu*, 9(1).
- Mulyani, S., Damopolii, M., & Yuspiani, Y. (2025). Prinsip-prinsip belajar dan pembelajaran: Dasar teoretis dan implikasinya. *IQRO: Journal of Islamic Education*, 8(1), 365–377.
- Nur'Aini, I. (2022). Penerapan edutainment dalam pembelajaran ilmu pengetahuan sosial. *Jurnal Tawadhu*, 6(1).
- Nurul Faratunnisa, A., Syahrani, A., Afifah, N., & Pendidikan dan Keguruan, J. (2024). Kajian makna sistem dalam fondasi pendidikan nasional Indonesia. *Jurnal Saraweta*, 2(2), 108–119.
- Nurwanti, T., Suryandari, S., & Desiningrum, N. (2024). Pengaruh media YouTube terhadap hasil belajar IPAS materi Indonesia. *Indonesian Journal of Innovation Multidisipliner Research*, 2(3), 296–311.
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-dasar statistik penelitian*. Sibuku Media.
- Putri, T., Haq, Z., & Gusmaneli. (2025). Konsep belajar dan pembelajaran. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 2(2), 115–125.
- Rabi'ah, R. (2024). Penerapan model pembelajaran PAI BP dalam peningkatan pembelajaran PAI di sekolah dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(2).
- Sa'adah, S. A., Aris, A., & Puspitasari, R. (2022). Pengaruh metode edutainment terhadap hasil belajar siswa pada mata pelajaran IPS. *PAKIS (Publikasi Berkala Pendidikan Ilmu Sosial)*, 2(1), 65–73.
- Safitri, I., Novianti, S., Chan, F., Nurluthvia, K., & Simatupang, A. (2024). Analisis kesulitan siswa dalam pembelajaran IPS muatan IPAS di sekolah dasar. *Ainara Journal: Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan*, 5(1).
- Sanga, D. L., & Wangdra, Y. (2023). Pendidikan adalah faktor penentu daya saing bangsa. *September*, 84–90.
- Santoso, S. A. (2024). Korelasi motivasi belajar terhadap prestasi belajar siswa kelas 4 di Sekolah Dasar Muhammadiyah Gresik. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 30(2), 214.
- Sembiring, A., Tanjung, D., & Silaban, P. (2021). Pengaruh model pembelajaran time token terhadap motivasi belajar siswa sekolah dasar pada pembelajaran tematik. *Jurnal Basicedu*, 5(5), 524–532.
- Setiawati, S. M. (2018). Apa itu belajar? *Jurnal Bimbingan dan Konseling FKIP UNIPA*, 35(1), 31–46.
- Sianturi, A. S. K., Sinaga, R., Simarmata, E. J., Ambarwati, N. F., & Juliana. (2024). Pengaruh model pembelajaran kooperatif tipe talking stick terhadap hasil belajar siswa pada pelajaran IPAS di kelas IV SD Negeri 104243 Lubuk Pakam tahun pembelajaran 2023/2024. *Jurnal Ilmiah Aquinas*, 7(2).
- Sihombing, J., Purnawan, P. E., Sababalat, K. Z., & Tafonao, T. (2024). Analisis faktor-faktor yang mempengaruhi minat belajar mahasiswa. *Jurnal Ilmiah Multidisiplin*, 1(2), 106–118.

- Sitohang, A. P. S., Sinaga, R., Tanjung, D. S., Simarmata, E. J., & Panjaitan, J. (2024). Implementasi model edutainment untuk meningkatkan hasil belajar matematika berbantuan media monopoli kelas V di SD Negeri 101821 Pancur Batu. *Elementary School Journal PGSD FIP Unimed*, 14(1), 71–83.
- Sugiyono. (2023). *Metode penelitian kuantitatif kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2024). *Metode penelitian: Kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tiara, I., Pratiwi, I. A., & Kuryanto, M. S. (2025). Pengaruh model pembelajaran problem based learning berbantuan media permainan monopoli terhadap perbedaan hasil belajar siswa kelas IV sekolah dasar. *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar*, 6(1), 47–55.
- Wahyuddin, M., & Indrajit, R. (2021). *Edutainment membuat anak aktif, cerdas, ceria, kreatif, dan tangguh* (L. Mayasari, Ed.). Penerbit Andi.
- Wulandari, O. (2024). Penerapan model pembelajaran think pair share pada pelajaran Bahasa Indonesia untuk meningkatkan keterampilan berbicara siswa. *Jurnal Multidisiplin Ilmu Akademik*, 1(4), 132–143.
- Zikrulloh, M., Srihartini, Y., Humairo, S. S., & Yulistiani, S. A. (2025). Konsep dasar mengenai teori belajar kognitif serta tahapannya menurut para ahli dan implikasinya di dalam pembelajaran. *At-Tadris: Journal of Islamic Education*, 4(1), 60–68.