The Effectivity of Edutainment Learning Method Using Explotion Box Media to Increase Reading Ability Initiation

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Abstract

This research was aimed to recognize explotion box media as an adequate means in supporting edutainment learning method and to understand the effectivity of edutainment learning method with the hel of explotion box as a media to increase children's reading ability initiation. This research utilized pre-experiment design method and one group pretest posttest design. The population of this research is the students of RA Misbahul Ulum Pasucen, while the research sample in total is 32 students. The sampling technique applied is purposive sampling. The instrument adapted in this research consists of reading ability initiation test and observation to investigate the usage data of edutainment learning method. The data analysis is accomplished by employing n-gain test to scrutinize the increase of reading ability initiation and paired sample t-test in examining the score difference before and after the treat. The assessment result from media experts comprises the efficiency of explotion box media, the accuracy of explotion box media, aesthetic, the durability of explotion box media, and the safety of explotion box media is rated 67%, which means that explotion box media is categorized as "valid" and is a helpful media to use. And the observation result shows that edutainment learning method using explotion box is rated 78.8%, which means that it is categorized within a "good" percentage grade. Therefore, the reading ability initiation presents a more progressive and exceptional result after receiving the application of edutainment learning method using explotion box. The examination held in this research proves that edutainment learning method with the help of explotion box is effective for developing children's reading ability initiation. The n-gain test scores 1.63 point, which is rated high. Paired sample t-test results in sig = 0,000 < 0,05 and t count > t table is 81,806 > 2,03951 thus Ho is rejected and Ha is accepted.

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INTRODUCTION

Early childhood comprises children with the age between 0-6 years. This period is known as the *Golden Age* of childhood, in which children are sustaining immensely progressive growth and development. During this period, children also face a sensitivity period in receiving various skills and potential development (Hamzanwadi, 2020). The development aspects of children consist of six different areas of development, one of which is linguistic development.

Language is a system of communication which can be delivered in the form of writing, speaking, or using signs and gestures which relies on particular symbolic systems (Santrock, 2007:353). Linguistic development is a crucial aspect to improve, particularly reading ability (Afrianti Yulia & Wirman, 2020). Reading ability is one of the most important components within the national curriculum of education, therefore it needs to be imprinted at an early age (Tahmidaten & Krismanto, 2020). Reading ability is the quality of being able to transmit symbolic letters into utterance, an ability associated with children's pronouncement according to its symbols in a form of letters (Rakimahwati, 2018). This statement is corroborated by Hadini (2017), which described reading ability as an activity to find, learn, and explore various symbolic letters that construct a word into a sentence. According to Suryana (2016), reading ability refers to a form of activities involving the introduction of letters and words, its association with sounds, and its meaning which intrigues the purpose of the passage.

Reading is an elemental proficiency for someone in the process of pursuing education and it is highly influential on deciding children's accomplishment to continue their education into a higher degree. According to Wathoni (2020), the entrance of primary school requires children to have been able to read, hence it is kindergarten teachers' primary job in the first place to educate children about reading ability as a preparation to the next educational degree.

An introduction to reading can initially be given to children in kindergarten, depends on how prepared they are. Aulina (2012) explained that the perfect time to learn reading is when children are still in kindergarten. Jamaris (2006) also stated that kindergarten students already have the fundamental capabilities to learn reading, which are: (1) children's ability to coordinate visual motion; (2) children's ability to differentiate visually; (3) vocabulary competence; (4) the ability to

distinguish sounds. In accordance with previous statements from experts, it can be inferred that reading initiation is an early drill for students by introducing letters, words, and how they sound. It further means to comprehend, write, and pronounce them correctly. The sounds being referred here are the precision of how to vocalize a text, pronunciation, the intonation, fluency, and clarity of voice. Basic reading comprehension does not only help with the development of children's cognitive skills, but also learning outcomes, occupational success, and social-emotional progress and welfare (Deater-Deckard et al., 2009).

It is supported by *The National of Young Children* (NAEYC) dan *The International Reading Association* (IRA) which mentioned: children's reading ability is the base of success in pursuing education in school, comprehending how crucial literacy is within the social life and kindergarten students' achievements in reading is the indicator of their merits and advances in school, it can be deduced that educational development stimulation and introductory simulation are the basis of accomplishments and educational success (Rathbun, 2010). Rachmawaty (2017) described that the early stage of reading ability initiation consists of 6 aspects: (1) aspect of symbols reading ability (2) aspect of letters reading ability (3) aspect of vocal and consonant sounds reading ability (4) aspect of letters pronunciation ability (5) aspect of syllables reading ability, and (6) aspect of words reading ability. Sounds and their meanings intrigue the summary of the text purpose. According to Zubaidah in (Pertiwi, 2016) reading initiation refers to the state of being able to read at an early stage that focuses on the introduction and pronunciation of symbolic sounds include letters, words, and sentence in a simple and understandable way.

Aulia (in Nofika Marlina, 2022) stated that developing the aspects of reading ability initiation will work better if it is done by doing the activity of learning while playing and playing while learning. According to Moeslichatoen (2004), for children at early age, playing can result in learning numerous things, understanding rules, socializing, situating themselves, emotions management, tolerance, teamwork, and valuing sportsmanship. Furthermore, playing activity can also enhance children's mental, spiritual, linguistic, and motor intelligence.

Based on the researchers' experience in doing the initial observation on children in Group B in RA Misbahul Ulum Pasucen, in Trangkil, Pati Regency, it showed that their reading ability initiation is still low, for example: a student was

still confused in recognizing alphabetic letters, reading syllables, and pairing words with pictures. It was due to the teaching method of reading initiation that was still delivered conventionally, in which teachers did not use any learning media and instead they only taught students to visually learn using a board in the class. During this lesson, students were required to imitate the text written in the board and read them, thus the learning process appears monotonous and uninteresting to the students. The teachers also gave the students reading lesson by using Student Workbooks and learning modules, the students were asked to read the books one by one. This learning method is less effective in terms of introducing the concept of letters and words to children.

Masidji (in Jannah, 2007) strengthens it with the theory that the introduction of vocabularies given to children by writing in the class board will potentially result in students not paying attention to the lesson, which leads to the class being loud and unconducive. After listening for several times, students will possibly forget and the lesson will become less compelling and less fun that demotivates children in grasping vocabularies.

Examining the problems happening, it is important to intensify reading ability initiation using the most proper way, which is by choosing the perfect method and media to learn. One of the methods and media that can be used to improve reading skills initiation in RA Misbahul Ulum Pasucen is *edutainment* learning method with the help of *explotion box* as a media.

According to Tasuah & Diana (2018), *edutainment* learning method is the fun, cozy, and fascinating way of learning for children so that the relationship between children and teacher can bond well. Learning method, just as Reigeluch (2015) in (Wahyuni et al., 2020) said, is a learning method using a more understandable process, applied and theorized to help reach the purpose of learning. Essentially, *edutainment* is aimed to convey education and provide a means of learning for children by including both lesson and entertainment, such as TV programs, games, computer games, movies, media, and so forth. (Putra, 2018) .

Edutainment also implements the four pillars of education according to UNESCO, *learning to know, learning to do , learning to be , and learning Live together* . This is because in the *edutainment learning model* , the teacher ensures that all children participate in play activities (*learning to do*) and guides them to understand that each play activity carried out has an element of knowledge

and skills that must be trained (*learning to know*), so that children play. with the real application of the concept. In this playing activity , children play a direct role (*learning to be*) in the sense that all children must actively play or take part in game group activities so that children are used to interacting socially with their friends *(learning to live) . together)* and have positive emotions (Khadijah et al., 2021) .

Media according to Kurnia , (2017) is the means used educator for support the learning process and generally this media is useful for focusing students to gain learning experience. Implementation learning in PAUD must supported by adequate media in order to material can delivered in a manner maximum to child . Deep media needs learning is mandatory because of the thought process child started from stage operation concrete (Waluyo, Edi, et al., 2018) Meanwhile, *explosive media box* According to Efiani et al., (2020) said that *explosion A box* is a learning media in the form of a box, when the four boxes are opened, the four sides of the box form a grid of boxes and in the box there are writings or pictures according to the theme made .

From the above understanding it can be concluded that the *edutainment learning method* assisted media *blast box* is a learning media that can make it easier for students to learn learning material by using fun models, providing various kinds of learning activities so as not to cause boredom, and blend Study while playing , besides that students are also invited to be able to carry out other activities not only listening to the teacher but also observing, doing, playing, and showing learning material .

Based on the background above , then researcher want to discuss problem and raised it become A work scientific with the title "Effectiveness of *Edutainment Learning Methods* assisted by *Explotion Box* media to improve the early reading skills of Group B Children at RA Misbahul Ulum Pasucen " .

RESEARCH METHODS

Method research used _ in study This that is quantitative experiment . The research design used yatiu *pre experiment* and use type *one group pretest- posttest design* that is research conducted on one _ group with become group control and group experiment without exists group comparison (Sugiyono, 2017) . For measure ability read start participant educate given *pretest* especially formerly after That given treatment with use method learning *edutainment* t assisted by media

explosion box , then given *posttest.* Research design depicted in table following this :
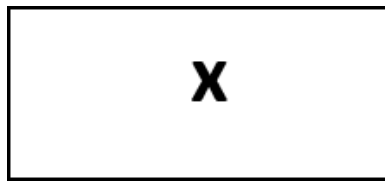
Description   (Sugiyono, 2017)
O1: Value before *pretest* (before being given treatment)
X: *Treatment*
O2: *Posttest score* (after being given treatment) .

This research was conducted on group B students of RA Misbahul Ulum Pasucen , with a population of 32 students. Sampling technique using. *purpose* sampling ,

Beginning reading ability is measured based on 6 indicators, namely: 1) aspect of symbol ability 2) aspect of reading ability 3) aspect of ability to read types of vowel and consonant sounds 4) aspect of reading sound 5) aspect of ability to read syllables 6) aspect of ability to read words. The research data is processed using statistical calculations with several stages. These stages are: 1) descriptive data analysis 2) normality test 3) hypothesis test 4) *n-gain* test

RESULTS AND DISCUSSION

***Explosion Box* Media as a Supporting Method for *Edutainment Learning* To Improve Beginning Reading Ability**

Exploration of learning media *box* is a learning media that combines several learning media into one unit in the box (Mutiaah et al., 2022) . *Exploration of* learning media *box* made by this researcher there is a game of snakes and ladders in it so that it gives the impression of learning and playing fun, so it is media *explosion box* is perfect as *edutainment* learning method supporter . according _ Hamruni in (Lutfi, 2019) that the *edutainment method* is a learning process that is designed by combining educational and entertainment content in harmony, learning activities are fun.

Presentation of material in simple and communicative language as well as the colors and visuals presented can help students understand the material. Media learning exploration _ *This box* contains introductory material on beginning reading and the game of snakes and ladders *al phabet* . Media *explosion This box* has the ability to strengthen the impression that you want to con-

vey in a material so that the material is easier to remember and learn. Plus the *media boom boxes* can also attract attention and increase student learning motivation (Waladiyah, 2018) .

Exploration of learning learning media *The box* in this study was reviewed from the assessment of the media expert validator . The media assessment carried out includes the efficiency of *the media explosion box , media explosion* accuracy *box* , aesthetics, *media explosion resistance box and media explot* security *box* . Based on the results of the analysis that has been done, *explotion learning media box* after revision has a value of 67% meaning media *explosion box* has a category of "valid", so media *explosion box* worth to use .

The data obtained from the results of research with children in group B RA Misbahul Ulum Pasucen showed that the *explosive media box as a support for edutainment* learning For Improving children's early reading skills can be said to be quite successful. We can prove this from the results of observations using the *edutainment learning method* assisted *by explosive* media *boxes* get a score of 78.8%, in the score comparison method of observational scores using *edutainment learning* are in the "good" category .

***Edutainment* Learning Methods *Explosion Box* Assisted Media *To Improve* Beginning Reading Ability**

After carrying out the research process, the next step is to process the research data. The results of the study then determined the researcher through descriptive analysis tables as an explanation of research data related to improving the early reading ability of group B children using the *edutaiment learning method* assisted *by explosive* media *b oxen* . The analysis in this study is to use a descriptive method with a description of the data that has been processed so that the data provided is easier to read how much the initial reading ability of group B children increases after being given treatment using the edutainment learning *method* assisted *by explosive* media *box* . The things studied in the descriptive analysis are the minimum value, maximum value, *mean* and *std . deviation* .

Calculations are carried out by looking at the difference in total hs scores before and after being given treatment, this can facilitate analysis in calculating the final results of *pretest* and *posttest values.* will be given an explanation about the general description of the increase in the beginning reading ability of group B children before and after being given treatment using the *edutainment learning method* . The following table shows the

results of the descriptive data analysis. The total score before and after the research is given is as follows:

Table 1. Descriptive Data Analysis Results

Descriptive Statistics					
	N	Mini-mum	Maxi-mum	Means	St. _ Devi-ation
PRETEST	32	79	93	84.03	3,551
POSTTEST	32	110	123	116.31	3,477
N valid (by list)	32				

Source: data processed using SPSS version 25

The data above is the result of analysis of descriptive data from 32 respondents relating to children's initial reading ability . The proof is from respondents as many as 32 children, namely on the *Pretest value* it is known that the maximum value obtained is 93 and the minimum value is 79 the average value is 84.03 and *the std deviation* is 3.551, whereas in *the posttest results* the maximum value is 123 and the minimum value is 110 the mean is 116.31 and *the std deviation* is 3,477. Then from the results of the analysis above we can see that there is evidence of a difference in the results of the early reading ability test for children before and after being given treatment, this proves that the *edutainment learning method* assisted *by explosive* media *boxes* have an influence on the initial reading ability of group B children RA Misbahul Ulum Pasucen .

Furthermore prerequisite test _ namely the normality test . The normality test is the steps used to find out whether the data comes from a normally distributed population or not (Nuryadi et al., 2017) .

Table 2. Normality Test

		Test from Normality				
Statistics		Kolmogorov-Smirnov a			Shapiro-Wilk	
		df	Sig .	Statis-tics	df	Sig .
Beginner reading skills	Pretest	.133	32	.157	.924	32	.027
	post	.124	32	.200 *	.958	32	.246

*. This is lower _ jump from That CORRECT significance .

A. Lilliefors Meaning Correct

Based on table 2. above, a significant level (2-tailed) is obtained at the time of *the pretest* which is equal to 0.157 while at the time of *the posttest* which is equal to 0.200 means that both have a significant value greater than 0.05 which shows that the reading ability of children in group B is said to be normally distributed .

The next stage is to analyze the data by testing the hypothesis . A hypothesis is a temporary answer to a problem that is presumptive in nature because it still has to be proven true (Purnasari, 2021) . Test the hypothesis used that is with *t- test* test which is useful for knowing the differences in children's initial reading ability before and after the treatment from the *pretest results data* and *posttest* . The *t-test* used in this study is a *paired sample t- test* . Besides that, the use of this *t- test is to find out how (edutainment* learning method assisted *by explosive* media *box*) this can affect the dependent variable (beginning reading ability of group B RA Misbahul Ulum Pasucen). Test the increase from the average score (*mean*) *pretest* and *posttest* conducted to determine whether there is an increase in the beginning reading ability of group B children using the *edutainment learning method* assisted *by explosive* media *box* . The calculation results are as follows:

Based on table 3. on we can know that the result of the calculated t value is 81,806. Then with df 31 it is 2.03951. The result of this cal-

Table 3. Calculation results of the Paired test Test Sample t

		in pairs Sample Test						
Means		in pairs Difference				Q	df	Sig . (2-tails)
		St. _ De-viation	St. _ Error Means	95% Confidence Interval of That Difference				
				Low-er	On			
Pair1	Pre Test - Post Test	-32,281	2,232	.395	-33,086	-31,476	-81,806	31	.000

culation is > 81.806 > 2.03951 with a significant value (2-tailed) < 0.05, which is 0.000. this means that there is a significant increase (2-tailed) in initial reading ability after being given treatment using the *edutainment learning method* assisted *by explosive* media *box* .

Furthermore that is perform *n-gain* test to determine the level of effectiveness of the use of a treatment / *treatment* in research . As for the N-Gain, we can obtain it as follows:

In:

Posttest score : 3722

Pretest score : 2689

Ideal score = total score x number of questionnaires x number of respondents

$$= 4 \times 34 \times 32$$

$$N\text{-}gain = \frac{posttest - nilai\ pretest}{skor\ ideal - nilai\ posttest}$$

$$N\text{-}gain = \frac{3722 - 2689}{4352 - 3722}$$

$$N\text{-}gain = \frac{1033}{630}$$

$$N\text{-}gain = 1.63\ .$$

$$= 4352$$

The results of this study are to determine the effectiveness of *edutainment learning methods* assisted *by explosive* media *box* to improve early reading skills in group B RA Misbahul Ulum Pasucen children . The results of the treatment/ treatment of children's initial reading ability were calculated using the *paired sample t - test* using the statistical assistance of IBM SPSS version 25, namely the results of > 81.806 > 2.03951 this means that there is a significant increase (2-tailed) in the ability to read irradiation after being given treatment using the *edutainment learning method* assisted *by explosive* media *box* .

Early reading ability in children increases with the application of *edutainment learning methods* with the help of *Explosion* media *box* with respondents (N) as many as 32 children, with an average *pretest* of 84.03 and the average value (mean) *posttest* of 116.31. Furthermore, the minimum value on *the pretest* of 79 and the minimum score in the posttest is 110, while the maximum value is obtained in *the pretest* is 93 and the maximum score in *the posttest* is 123. From this we can conclude that the statistical test results in this study with the average initial reading ability value in group B children, namely *pretest > posttest* , namely experienced an increase of 32.28 in children's initial reading ability before and after being given treatment using the *edutainment learning method* with the help of *Explosion* media *box* .

Next, the calculation of the *N – Gain test* is carried out to determine the effectiveness of a treatment / *treatment* in research.. based on the

results of the calculation above obtained a score of 1.63. From these results, we can determine the initial reading ability of group B children after using the *edutainment learning method* with the help of *Explosion* media *the box* says 'height', we can see this in the table of the *N – Gain test criteria* , we can conclude that the *edutainment learning method* assisted *by explosive* media *box* effective in improving children's early reading skills characterized by a "high" level of effectiveness so marketing goals and objectives in providing treatment/ care in research using the *edutainment learning method* shows the influence of the results that have been obtained.

CONCLUSION

Media *explotion box* well used as a support for *edutainment* learning methods in improving early reading skills of group B children RA Misbahul Ulum Pasucen . We can see this from the results of the assessment by the media validator expert getting a score of 67%. Based on the criteria, the score is declared "valid" meaning media *explosion* box is suitable for use as a method of supporting *edutainment* learning help *e xplotion box* . Then from the results of observations using the *edutainment learning method* assisted *by explosive* media *box* in group B RA Misbahul Ulum Pasucen children obtained a score of 78.8% meaning that learning using the *edutainment method* with the help of *Explosion* media *boxes* can be said to be good at carrying out activities during the learning process.

edutainment Learning Methods assisted media *blast effective box* for improving early reading skills in group B RA Misbahul Ulum Pasucen children . We can prove that the *N-gain* test results of 1.63 are in the "high" criteria .

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