



THE DEVELOPMENT OF EDUTAINMENT LEARNING MODEL IN SOCIAL STUDIES EDUCATION

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Abstract : The research entitled " The Development of Edutainment Learning Model in Social Studies Education, Study of Research and Development toward the development of social studies education, especially in the Social Studies Education Department Indonesia University of Education" intended to obtain a Social Studies education model that is implemented in the process of learning in class. This research is the second phase in form of action research as a continuation of the first phase research that has done by using descriptive studies toward the development of this edutainment learning model in Social Studies lessons. This research is based on the importance of the creative development of Social Studies teachers in creating a pleasant learning and also be able to accommodate the achievement of students' competencies. This research sought to examine and describe the innovation in Social Studies lessons based on the edutainment that implemented in basic education levels (SD/SMP) in Bandung City and West Bandung Regency. The method that used in this research is the study of research and development. During the second phase of this research conducted through the Classroom Action Research (Penelitian Tindakan Kelas) to implement the edutainment learning model in Social Studies lessons. Based on the research results obtained three models that can be developed in this model. The three models are Emotion Card, Puppet Show, monologue and if history model/ role-playing. The three models give priority to emphasize student in the process of learning through fun activities to explore the material that went from the contextual problems around the students. Through this research that using the edutainment learning method that expected to obtain a product in form of education model for basic education level that is able to develop the creative and innovative patterns in Social Studies lessons.

Keywords : edutainment, active learning, fun

I. INTRODUCTION

This research is a continuation of the previous research (stage 1) a descriptive study on the use of *edutainment model* in basic education level. Based on the results of research on the first stage obtained the information that most of social studies teachers who become respondents did not know about the *edutainment* learning model. That condition happened because they have been accustomed use the traditional method of learning, such as speech in front of class, question & answer section, and discussion. However they have the desire to learn about *edutainment* model as the innovations in Social Studies lessons activities to make



learning process more interesting. Most respondents, who know about this model, not apply precisely because they didn't know how to implement the several of *edutainment* models in learning activities. This research focused on the implementation of the *edutainment model* to achieve the competency of students through fun learning in social studies.

Based on the results of the interview and questionnaires that have been distributed in the first phase of the research, obtained some picture regarding the development of *edutainment* model in Social Studies lessons. Respondents argue that the material that is most suitable to be applied is the problem-based materials and contextual issues. The problem based material placing the students as observers as well as the perpetrators of various problems that occur in their surroundings. Learning process becomes interesting if students could examine the material that is equipped with real problems in their neighborhood. Research of Nemec and Trna (2006), find that *edutainment learning* using contextual social issues make the materials that has been taught to be more meaningful, current events make learning social studies more active and can be implemented for students, compared with material that only focused on content. The study of problem based material and contextual social issues in developing *edutainment* model are expected to provide greater opportunities in students' achievement of knowledge, attitudes and skills competency.

The development of *edutainment* learning model relate with the use of media and learning resources. Multimedia approach provides an opportunity for teachers to convey the material in Social Studies using different media. Perlman (2013: 7) mentions that various learning media that related with *edutainment* can be movies, music, pictures and other media that allows teachers to be more creative to make an interesting lesson in class. Specifically, the learning media used in this research namely media audio (music) and audio visual (film). The election of both media based on the findings in the first phase of the research, the majority of respondents choose film and audio as media which is considered the most appropriate to develop *edutainment learning*. Okan (2003) in "*British Journal of Educational Technology*" stated media audio (music) and audio visual (film) is easily accessible and used effectively in learning activities that require a real sample.

The surrounding environment is used as a learning resource in *edutainment* learning, and then followed by internet on the second choice. Social Studies resources based on the environment and internet can be collaborating with the learning activities in the form of the student's activities such as tell an interesting experiences in their daily life. The method used in this form is role playing and educational games that developed in various techniques. The evaluation used can be products and portfolio based *edutainment* learning. Jegers and Wiberg (2003) stated that *edutainment evaluation* learning form of the project allows the indicators of success in learning can be seen from the various aspects include cognition, affective and psychomotor.

Edutainment learning that developed in this research become an educational interaction through the communication process that provides the opportunity to students to convey their learning experience with teachers and colleagues to other students through story or dialog. It is expected that the process of learning can be explored again by students about the meaningful which they have learned and do, so that they are able to experience directly with fun learning activities. The learning process consists of 3 (three) important components



are interlinked with one another is the material that will be taught in the process of teaching materials and the results of learning process that formed the learning environment. But in its implementation is often found the gap in formation in learning environment especially on the lack of the correct approach and effective in running the learning process. The results of first phase of these research shows that teachers are still nailed on the material and learning outcomes are still busy around the cognitive aspects. The design of learning process those are able to facilitate the achievement of students' competencies with fun learning activities and are able to develop a students' critical power in addressing social issues contextual learning has not been well deliberate.

The effort to create the learning environment that is able to develop students' critical thinking pattern should be designed in such a way that the learning social studies not monotonous only oriented in content only. The first phase of these research shows that students' competencies achievement in learning are only around the knowledge of the material in the text books, while the critical power and sensitivity to social issues that are relevant have not been in good development. Gokhale (1995) find that the ability of students to think critically in the form of analysis, synthesis, and evaluation can be developed with both through the design of model of teaching which allows students to access various contextual issues during the day. *Edutainment learning model* that will be applied in the location of research is designed by these researchers team to create enjoyable learning process as well as to train students' critical power to the contextual problems through the study of various problems that appears to analyzed critically by them.

This research specifically develop *edutainment learning model* with Social Studies materials based on the problems and social issues, supported by contextual learning media such as audio-films obtained from internet sources and the surrounding environment. Learning activities that developed in this research is about students' interesting experiences in daily life by the method of role playing and educational games. Evaluation that is used in these learning is portfolio assessment and project to measure the extent of success of Classroom Action Research that will be implemented.

Based on the problems of the development of learning process in social studies in basic education level (SD/ SMP) that has been presented, then this research is going to limits the problem on the implementation of Class Action Research *edutainment learning model* in Social Studies lessons in basic education level (SD/ SMP) in Bandung City and West Bandung Regency to produce an innovation model in Social Studies education.

This research was developed from the research's questions as follows:

- a. How the condition of Social Science lessons using the *edutainment* model in elementary and junior high school level (SD/ SMP) in Bandung City and Cimahi City?
- b. How the implementation of the *edutainment* learning model in learning social studies in elementary and junior high school level (SD/SMP) Bandung City and Cimahi City includes :
 - 1) How the development purpose of Social Studies lessons using *edutainment learning model* ?



- 2) How the development of learning materials in Social Studies lessons using *edutainment learning model* ?
 - 3) How the development of Social Studies lessons using *edutainment learning model* ?
 - 4) How the development and evaluation of learning results in Social Studies lessons using *edutainment learning model* ?
- c. What are the strength and weakness of Social Science lessons using *edutainment learning model* in elementary and junior high school level (SD/SMP) in the Bandung City and Cimahi City?

II. RESEARCH METHOD

This research uses a model approach for research and development. Borg & Gall (1979 : 624) provides the definition of model of research and development in the field of education as "*a process used to · develop and validate educational products*". The steps in this process is often refers to the shape of the cycle in which are based on the study findings and then developed a product. Product development based on preliminary review is tested in a situation and made a revision to the results of the test until finally obtained a model (as) products that can be used to improve the *output*. The development of Social Studies Education based on the Edutainment Model. This research is the second phase of product development.

Based on the results of pre survey research then designed and developed the model of teaching *edutainment* for trialled in school especially at basic education level. The approach that used in this phase is Classroom Action Research (PTK). This research is one of research that has done by teachers to improve their quality of teaching and learning or in solving problems faced in the teaching and learning process. In this research, has done a trial through planning, actions, observation and reflection in the form of a recurring cycle so it obtained the real results and changes toward the expected results. In accordance with the opinion of Noffke & Stevenson (1995:5) that action research "*... the everyday process of improvement, in that it is public and collaborative. It documents process with content, rather than content alone. It allows for a focus on teaching, in addition to student outcomes and on the interplay between the two*".

The model that developed in this research was tested through Classroom Action Research (PTK) until it obtained a solid model and accordance with the existing condition. The aspects that are examined in this phase is (1) draft of *edutainment learning model* which have been developed and (2) the implementation *edutainment learning model*. This test is done on the junior high school students in Bandung City and West Bandung Regency during one semester.

2.1 Model Testing

At this stage has done a validation test of *edutainment* model learning which have been developed. The aspects that are examined at this stage is: (1) the impact of the implementation of *edutainment* model against teacher performance, (2) the impact of the implementation of *edutainment* learning model against the ability to think for junior high school students. The validation test is done during one semester and prior



to the validation tests given first by *pretest model*, then after the model has been implemented, the researchers did a *post test* for then both results are compared.

a. **Time and place of research**

The development model research conducted in the form of *Classroom Action Research* in Junior High School in Bandung City and West Bandung Regency to obtain a description result of implementation and improvement of learning based on classroom action research that has been done. The research carried out on the First Semester 2016 /2017 (July - December 2016).

b. **Research's Subject**

The subject of this research is the Junior High School teachers who teach Social Studies and students who learn about Social Studies in Semester 2016 /2017 at SMPN 1 Lembang and SMPN 15 Bandung.

c. **Data Collection Instrument**

The development stage of *edutainment learning model* to improve thinking skills that developed by instrument as follows: (1) **field note** to observe directly the learning process of edutainment model in school; (2) **Authentic Assessment** is the assessment of learning process that develop students' thinking skills during the implementation of *edutainment learning model*; (3) **questionnaires** to get students' data about opinions from the development of *edutainment learning model* in school. *The third*, testing phase model through a validity test to develop the instrument; (1) **Achievement test** (*pre test* and *post test* that measure students' thinking skills before and after the implementation of *edutainment learning model*, (2) **questionnaires** to get students' data about opinions from the development of the learning model *edutainment* at school.

d. **Data Processing**

The processing data and the development of model is done through a qualitative approach to process the data's result of observation with how *trialungasi*, *member check* and *expert judgment* and quantitative to obtain the description of test results in field;

III. THE RESEARCH RESULTS AND DISCUSSIONS

Analysis of the results of research refers to the question's research is about the purpose, the material development, the implementation and evaluation that developed in edutainment model. These following will be presented the results of the analysis by researchers based on the results of research in the implementation of social studies learning with the development of edutainment model viewed from these aspects: learning purpose, material development, the teaching and learning evaluation.

3.1 The Learning Purpose

The emergence of the concept of *edutainment*, that strive a conducive and enjoyable learning process, has made an assumption that : *First*, positive feelings (happy) will accelerate the learning process, *second*, if one is able to use the potential of reason and emotions correctly, then they will make the unexpected learning achievements previously, *third*, when each learning is expected to motivated precisely



and taught in the right way, how to appreciate the learning style and modality, they all will be able to achieve an optimal learning results.

The synergy between the three elements of the earlier namely positive feelings (happy), the development of logical reasoning potential and build a motivation based on style of teaching which variable should be reflected in the purpose of the lesson or any learning indicator. On every development edutainment model always begin with the draft of RPP. In the RPP clearly listed indicator learning. But from the three actions that are done in SMPN 1 Lembang and and two times the action at SMPN 15 Lembang seems to the formulation of the indicators are still restricted to the development of cognitive aspects. For example can be seen in the formulation of these following indicators :

- 1) Students can understand the superiority of Indonesia's geostrategy
- 2) Examine the benefits of Lembang's geostrategy
- 3) Compare the various facts about the superiority of Lembang's geostrategy
- 4) Present the results of the study about the benefits of the superiority of Lembang's geostrategy
- 5) The students are able to list the routes of western nations voyages to Indonesia
- 6) The students are able to identify the commodities trade in several areas in Indonesia
- 7) The students are able to show the figures of explorers who came to Indonesia
- 8) The students are able to identify the causative factor is not the spreading encircle the population in Indonesia
- 9) The students are able to identify the causes of migration
- 10) The students are able to develop the imagination about life in Lembang on a specific period of time
- 11) The students are able to list the background of the emergence of Indonesian nationalism
- 12) The students are able to identify the emergence of the organization of Indonesian National Movement
- 13) The students are able to suggest the role of the community leaders of the Indonesian National Movement through the psychiatrist *Role Playing*

From a number of indicators that have been formulated in the RPP most still refers to the development of cognitive aspects. Only on the indicator develop imagination and presents the role of figures of national movement through role playing is the appropriate indicator with the development of edutainment. Because the indicator is about entertainment nuance, bring the learning process to become a pleasant process. Thus from the side of the goal needs to be repaired to develop the purpose that lead on the characteristics of edutainment learning.

3.2 THE MATERIAL DEVELOPMENT

In the aspect of the material development, on every action developed contextual material close to students' daily life. On the matter of geostrategy in Indonesia, then the material directed on students' contextual aspects who assess the superiority of geostrategy region dwelling places namely Lembang. On the matter of



the coming of the Western nations (colonialism and imperialism) developed a discussion about the practice of colonialism that occurred around the students in Lembang and around the way Setiabudhi, Bandung, so formed insights materials about the practices of colonialism and imperialism that occurred at this time around the students.

On the material of national movement, materials developed on the role of youth today including the students were asked to imagine with the 'if history' concept. The students are directed to develop the imagination at the time of the period of time, what will they do. Although in this process is quite difficult to develop the students' imagination.

During the discussion in the third action at SMPN 1 Lembang developed materials about encircle the inhabitants. On this matter has developed a discussion about the patterns of population change that occurs in the area around the students in Lembang. Including also developed the students' imagination with the patterns of the population development in Lembang from year to year.

Essentially in the material development on edutainment model is very important to be developed with contextual material approach. The edutainment model is relevant to the theory of active learning. The theory of active learning allows students to perform various activities that put them as a learning center (*student center*). Students are given a larger proportion to examine the matter social issues contextual learning from various sources for analyzed critically so that obtained the expected troubleshooting. Active learning also allows students use various learning media through various methods *edutainment* conducted in an fun atmosphere and *meaningful learning*. Learning products produced is not only related with everything that is conveyed by teacher but the product is created directly by students. The theory of active learning is very relevant used in this research, remember this research will develop in Social Studies lessons based on social issues that use a variety of sources of contextual and learning media oriented in students' critical power.

3.3 THE IMPLEMENTATION OF EDUTAINMENT MODEL

On the implementation of learning process using edutainment models there are three models are being developed. First model to apply is the Emotion Card, second model is develop puppet show/monologue and the third is the imagination development through if history and role playing. Now the model can be explained as follows :

a. The model of "Emotion Card"

This model developed in SMPN 1 Lembang on the first action. Now the steps learning can be explained as follows :

- 1) Open the lesson with greetings and pray together (internalizes the teachings of religion).
- 2) Check for the presence of students.
- 3) Convey the purpose of lesson that will be carried out during the learning process.



- 4) Give the students a motivation to be active in the learning process with the song *Bangun Pemuda Pemudi* (build the value of togetherness).
 - 5) Explain the mechanism of learning experience according to the RPP.
 - 6) The students listened to the teacher's explanation, then watch a video and a map about cross position of Indonesia.
 - 7) From the observation result is hoped that students will be able to understand the superiority of Indonesia geostrategy.
 - 8) The students were given the opportunity to ask questions or reveal what would they knew from the explanation of the teachers and observations about the video show and map cross position of Indonesia.
 - 9) Teachers give questions about the superiority of Lembang geostrategy, to get clarification about students' understanding about the problems.
 - 10) Divide the students into 5 groups to discuss the benefits of Lembang geostrategy and provide an envelope that contains the cartoons emotion to show students' expression related to the theme of each of the groups
 - 11) Identify the benefits of Lembang geostrategy, with the steps as follows:
 - a. Tangkuban Parahu natural tourism area
 - b. Maribaya natural tourism area
 - c. Boscha educational tourism area
 - d. Floating Market tourism area
 - Farm House tourism area
 - 12) Teachers could do a monitoring and check the students's work.
 - 13) The results of logical thinking presented one by one per groups in front of class
 - 14) The other group was given the opportunity to ask questions or respond, it can be seen if students feel happy with the spirit in giving opinions
 - 15) Teachers guide and direct the students to create a summary or conclusion about materials that have been studied.
 - 16) Teachers give the task to learn by students related with the next materials
- b. THE MODEL OF THE PUPPET SHOW/ MONOLOGUE**
- This model developed in SMPN 1 Lembang on the second action and at SMPN 15 Bandung on the first action. Now the steps of the learning activities are as follows :
- 1) Open the lesson with greetings and pray together (internalizes the teachings of religion).
 - 2) Check for the presence of the students.
 - 3) Convey the purpose of the lesson that will be carried out during the learning process.
 - 4) Give the students a motivation to be active in the learning process with the song *Bangun Pemuda Pemudi* (build the value of togetherness).
 - 5) Explain the mechanism of learning experience according to the RPP.



- 6) The students listened to teacher's explanation from *power point* and then listens to the speech with puppet show performances about the coming of the Western nations to Indonesia.
- 7) The students were given the opportunity to ask questions or reveal what would they knew from the explanation of the teachers and observations about the speech about the coming of Western nations to Indonesia.
- 8) Teachers give questions about the reason of Western nations to come to Indonesia to get clarification about students' understanding about the problems.
- 9) The teachers share the card that contains the concepts that are related with the advent of Western nations to Indonesia.
- 10) Each student in groups with other students who get the same concept. So that obtained 8 groups with a different task :
 - a. Group 1 : The voyage of Portuguese
 - b. Group 2 : The Voyage of Spain
 - c. Group 3 : The Voyage of Netherlands
 - d. Group 4 : The Spices
 - e. Group 5 : The trademarks City / Port
 - f. Group 6 : The background of the coming of Western Nations to Indonesia
 - g. Group 7 : Regional Trade Commodity Producers
 - h. Group 8 : The Shipping Figures

These following example worksheets which used :

- 11) The results of logical thinking then presented one by one per group in front of class.
- 12) The other group was given the opportunity to ask questions or respond
- 13) Teachers guide and direct the students to create a summary or conclusion about materials that have been studied.
- 14) Teachers give the task to understand the problems with reading a text book.

3.4 IF HISTORY MODEL AND ROLE PLAYING

This model developed in SMPN 1 Lembang on the third action and at SMPN 15 Bandung on the second action. Now the steps of the learning activities are as follows :

The model of the coveted If History :

- 1) Open the lesson with greetings and pray together (internalizes the teachings of religion).
- 2) Check for the presence of the students.
- 3) Convey the purpose of the lesson that will be carried out during the learning process.
- 4) Give the students a motivation to be active in the learning process
- 5) Explain the mechanism of the learning experience according to the RPP.
- 6) Students listened to teacher's explanation



- 7) Students watch a video about living conditions in Indonesia on a specific period of time.
 - 8) From the observation result is hoped that students will be able to understand the geographical boundaries of the population and migration
 - 9) The students were given the opportunity to ask questions or reveal what would they knew from teacher's explanation and from the observations about the video.
 - 10) Teacher give questions about geographical boundaries of the population and migration to get clarification about students' understanding about the problems.
 - 11) Teacher divides students into 5 groups.
 - 12) Each students will being in groups with other students. The task associated with the key word for all groups namely : " If we become the citizen of Lembang on a specific period of time, what shall we do? " in accordance with the period of the year each group, including :
 - a. Group 1 : tell if we are live in Lembang area in 1970s
 - b. Group 2 : tell if we are live in Lembang area in 1980s
 - c. Group 3 : tell if we are live in Lembang area in 1990s
 - d. Group 4 : tell if we are live in Lembang area in 2000s
 - e. Group 5 : tell if we are live in Lembang area in 2016
 - 13) Give the opportunity for students' logical thinking compare between the various facts that found until it become conclusion and/or found principle and important concepts.
 - 14) Each group presented the result of the discussion in front of the class
 - 15) The other group was given the opportunity to ask questions or respond
 - 16) Teacher guide and direct students to create a summary or conclusion about materials that have been studied.
 - 17) Teachers give the task to understand the problem with reading text book.
- Role Playing Model :
- 1) Open the lesson with greetings and pray together (internalizes the teachings of religion).
 - 2) Check for the presence of students.
 - 3) Convey the purpose of the lesson that will be carried out during the learning process.
 - 4) Give students a motivation to be active in the learning process with the song *Bangun Pemuda Pemudi* (build the value of togetherness).
 - 5) Explain the mechanism of the learning experience according to the RPP.
 - 6) Students listened to teacher's explanation and observe Youth Oath (Sumpah Pemuda) video.
 - 7) From the observation result is hoped that students will be able to understand Indonesian National Movement
 - 8) Students were given the opportunity to ask questions or reveal what would they knew from the teacher explaining about Indonesian National



Movement and the results of the observations about the video and the stages of *Role playing*.

- 9) Teachers give questions about the background of the emergence of Indonesian nationalism, to get clarification about students' understanding about the problems.
- 10) Divide students randomly into 6 groups
- 11) Each students will being in groups with other students. So that obtained 6 groups with different themes :
 - a. Group 1 : The journey of Wahidin Sudirohusodo
 - b. Group 2 : The journey of Soetomo
 - c. Group 3 : The journey of Cipto Mangunkusumo
 - d. Group 4 : The journey of Moh. Hatta
 - e. Group 5 : The journey of Soekarno
 - f. Group 6 : The journey of Otto Iskandar Dinata
- 12) The members of groups that has not been speaking, directed to give opinion also represents the group
- 13) Teachers guide and direct the students to create a summary or conclusion about materials that have been studied.
- 14) Teachers give the task to students to understand the problems with reading text book.

Thus on the implementation of this edutainment model develop methods that enable students with patterns of fun learning through emotional card, puppet show performances, make a match, imagine and role playing. A fun learning is usually done with humor, games, role playing, and demonstrations. Learning can also be done in other ways, as long as the students can undertake the learning process with happy feeling (Sutrisno, 2005: 31-32).

3.5 LEARNING EDUTAINMENT EVALUATION

The evaluation developed in this edutainment model is assessmen authentic. The assessment is not only measures cognitive aspect but the learning process is done by the students both individually or in groups. The assessment covers on performance and products produced by students.

Now the appliance evaluation visible from the rubric that we develop as follows :

FORM OF THE ASSESSMENT GROUP DISCUSSION

No	Indicators	The group				
		I	II	III	IV	V
1	Enthusiastic in implementing the discussion					
2	Work together in preparing a discussion and carry out the discussion tasks					
3	Group tasks distribution					



4	Opinion appreciate					
5	Communication between members of the group					
Total						
Score						

Description : THE ASSESSMENT CRITERIA

Score	Value
15-13	A
12-10	B
9-7	C
< 7	D

FORM OF THE ASSESSMENT GROUP PRESENTATION

No.	Assessment Indicator	Group	Group	Group	Group	Group
		1	2	3	4	5
1.	Mastering the presentation					
2.	The skills to present					
3.	Articulation and the tone of voice					
4.	The use of language					
5.	Expressive					
Total						
Score						

THE FORM OF STUDENTS' WORKSHEET

School Name :

Class :

Group :

Discussion Date :

Discussion theme :

Members : 1. 4.
2. 5.
3. 6.

Results of group discussions :

Conclusion :



Score :

FORM OF STUDENTS' WORKSHEET

School Name :
Class :
Group :
Discussion date :
Discussion theme :
Members :
1. 4.
2. 5.
3. 6.

Question : "If we become the citizen of Lembang on a specific period of time, what shall we do?" Results of the group discussions :

Score :

SCORE DESCRIPTION :

Score	Value
15-13	A
12-10	B
9-7	C
< 7	D

Basically edutainment helps the success of students because of the efforts to restore the students' condition in accordance with the essence of themselves as human beings, and also believe that every student have their potential that can be grown with learning process. Grow an intrinsic motivation in every student to be able to use their modality to learn and making them to be a learning human in happy and enjoyable way.

In addition, there are also other functions. The motivation can function as the pusher efforts and to achieve success. People are doing an effort because of motivation. The existence of a good motivation in learning will show the best results. In other words that with the existence of diligent efforts and especially constituted by motivation, then someone who learn will be able to make a good achievements. The intensity of students' motivation will determine the level of their learning achievement.

IV. CONCLUSION

Based on the research that has been done in developing models of edutainment in Social Studies lessons, there are some conclusions that can be taken by the researchers, namely including :

- 1) At planning stage, the importance of drawing up a good and systematic RPP as the basis in the implementation of edutainment model. Also need to be planned and prepared about all facilities of learning supports, media and teacher's readiness in implementing the learning process.
- 2) The importance of formulating the purpose and learning indicator that directs on the capability and a comprehensive students' learning activities including the development of edutainment model. Because of the developed indicator still shows the domination of the ability development in cognitive aspects or in knowledge aspects. So it is important to formulated the indicators that develop the attitude and skills aspects.
- 3) There are three models in the development of edutainment model in Social Studies Education that developed in this research. The first is the model of the emotion card, the second is the model of the puppet show/ monologue and the third is model of if history and role playing. The three models give priority to the active role of students to develop a learning process in accordance with the characteristics of edutainment model.
- 4) An evaluation of the developed toward asesmen authentic that will explore all the students' capabilities. An evaluation developed in the aspects of knowledge, attitudes and skills. Both are includes individuals and groups.

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