

## Systematic Literature Review: The Utilization of the Edutainment Learning Model on Students' Learning Motivation

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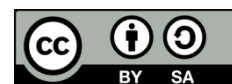
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### Abstract

This study aimed to describe the utilisation of the edutainment learning model on students' learning motivation. The study used the Systematic Literature Review (SLR) method. The data used consisted of research articles sourced from the Google Scholar database. Data collection was conducted following the PRISMA Statement guidelines. We presented the obtained data descriptively to provide a comprehensive overview of the impact of the edutainment learning model on students' learning motivation. The analysis of the article indicated that using the edutainment learning model positively impacted students' learning motivation by implementing key strategies, specifically incorporating media or technology in learning and including active learning activities. This study concluded that the use of the edutainment learning model could be implemented effectively by considering students' characteristics, the availability of infrastructure or technology, and the competence of educators. Thus, this study provided a recommendation for educators or teachers to employ the edutainment learning model to enhance students' learning motivation.



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## INTRODUCTION

Education is a consciously and systematically organised activity carried out by humans to foster good personalities and enhance individual competencies or talents to achieve specific life goals (Trahati, 2015). Education aims to equip individuals with abilities that can be used to contribute to society (Sufyadi, 2022). Through education, An individual can acquire knowledge and skills that help them develop into a better person. Education becomes the key to facing every challenge and problem in the future.

In education, the learning process is an inseparable component. Rustaman, as cited in Jamaludin et al. (2023), stated that the learning process is a sequence or series

of steps involving interactions between educators and students and reciprocal communication that takes place in an educational setting to achieve learning objectives. Learning objectives refer to the expected conditions after students have completed their learning activities (Taliak, 2021). Learning refers to an individual's effort to acquire a comprehensive behavioural change resulting from their experiences interacting with the environment (Slameto, 2015). The success of learning activities is influenced by learning motivation. Learning motivation is the power or energy that drives students to engage in learning activities (Amelia & Nugraheni, 2021). Learning motivation is an essential prerequisite for learning (Purwanto, 2007).

A study conducted by Azzahra et al. (2024) stated that students' learning motivation remains relatively low, one of the causes being the limited number of engaging activities in the learning process. Furthermore, another study by Sanjaya et al. (2023) revealed similar findings regarding the low level of students' learning motivation, partly due to the limited variation in the teaching methods used. Based on these two studies, it can be concluded that students' learning motivation tends to remain low, and efforts are needed to improve this condition.

We can make an effort by implementing the edutainment learning model. The edutainment learning model is a form or type of learning activity used by teachers to deliver subject matter to students; thus, the learning presented by combining education and entertainment can make the learning experience enjoyable for students (Arikarani, 2017). The edutainment learning model is considered a learning model option that can stimulate students' learning motivation. As stated in a study conducted by Dewi (2021), the utilisation of the edutainment learning model can enhance students' motivation in learning Islamic Cultural History. In addition, the edutainment learning model can enhance learning motivation through the joyful feelings experienced by students during the learning process. This conclusion is related to the statement by Sumitro et al. (2017), which explains that positive feelings toward learning can foster interest and motivation to learn, thus creating a lasting impression of the material studied. Furthermore, this conclusion is supported by the opinion of Fadillah in Susanti (2020), who explained that edutainment is a learning activity in which the implementation prioritises enjoyment and happiness to achieve learning objectives.

Based on the above explanation, the researcher is interested in further examining the utilisation of the edutainment learning model on students' learning motivation. The novelty of this study compared to similar research is that it provides a more general overview of the utilisation of the edutainment learning model on students' learning motivation. The researcher hopes to generate new findings related to the utilisation of the edutainment learning model on students' learning motivation.

## **METHOD**

The method used was the Systematic Literature Review (SLR). The Systematic Literature Review (SLR) is a process of systematically reviewing the literature to collect, critically assess, synthesise, and present all findings from various studies. SLR provides

a way to evaluate the quality level of existing evidence on a particular topic or question of interest and offers a broader and more accurate understanding than traditional literature reviews (Ernawati, 2020). In this study, SLR was conducted using the PRISMA statement (Preferred Reporting Items for Systematic Literature Reviews and Meta-Analyses), which was first introduced by Moher et al. (2009). The PRISMA statement is a set of evidence-based minimum items for reporting in meta-analyses and systematic reviews (Page et al., 2020).

In this study, the researcher collected data by conducting an online search. The data used in this study were obtained from articles published in journals. The article search was carried out using the Google Scholar database (Prasetya et al., 2024). The selection of Google Scholar as the database is due to its open access and broader coverage (Ginde, 2016). The keywords used in the article search were “Edutainment” and “Learning Motivation.” The articles gathered based on these keywords were then subjected to a selection process based on inclusion and exclusion criteria. The inclusion criteria refer to the conditions that make the literature eligible to be included in the literature review. In contrast, the exclusion criteria refer to the conditions that disqualify the literature from being included in the review. The inclusion and exclusion criteria used in this report are presented in the table below.

Table 1. Criteria for Inclusion and Exclusion

Inclusion Criteria	Exclusion Criteria
Articles published between 2019 and 2024	Articles published outside the 2019-2024 period
Articles written in Indonesian	Articles not written in Indonesian
Articles published in journals	Articles not published in journals
Articles accessible in full text	Articles not accessible in full text
Articles discussing edutainment and learning motivation	Articles not relevant to the discussed topic

Data analysis was conducted using a descriptive technique. The descriptive technique was used to analyse the findings from the collected literature and provide explanations related to the obtained results (Ginting & Usiono, 2024). The analysed data consisted of articles obtained through searches on Google Scholar. The PRISMA diagram that follows shows all of the article search results from this investigation.

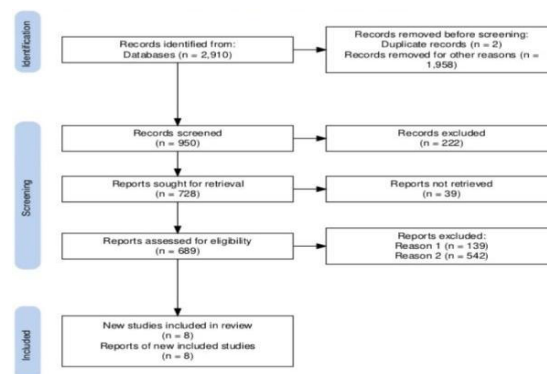


Figure 1. PRISMA Diagram

In the initial search using keywords in the Google Scholar database, a total of 2,910 articles were obtained. Before entering the selection stage, 2 articles were removed due to duplication, and 1,958 articles were removed for other reasons, resulting in a total of 950 remaining articles. From these 950 articles, a selection was made by choosing articles published between 2019 and 2024. A total of 728 relevant articles were found and subsequently subjected to a language check, in which 39 articles were excluded because they were not written in Indonesian. Then, 689 articles were further screened to determine their eligibility based on article accessibility and content. Finally, 8 articles were obtained to be further analysed and included in this study.

## RESULT AND DISCUSSION

After undergoing the selection stage and quality assessment of the articles as illustrated in the PRISMA diagram, a total of 8 articles were obtained for further analysis in this study. The results of the analysis of these articles are summarised in the table below.

Table 2. Results of Article Analysis

No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
1	A' yuni, L. K., Suryani, N. R., & Tahir, M. (2024)	Students' Learning Motivation in Science Subjects Using the Edutainment Learning Method in Grade V of SDN 6 Ampenan, Academic Year 2023/2024	Using the demonstration method with PowerPoint media and learning videos; conducting question and answer sessions. The learning method involved students forming small groups for peer discussion, using student worksheets (LKPD), presenting the results of their group work, and evaluating their learning experiences by drawing joint conclusions about the activities.	The research results showed that there was an improvement in each cycle based on the analysis of the teacher and student activity observation sheets. On the teacher activity observation sheet: the percentage in cycle I was 64%, increasing to 88% in cycle II, categorised as very well implemented. Meanwhile, the classical student learning motivation observation sheet showed an increase from 44.44% in cycle I to 88.88% in cycle II, categorised as highly motivated. Thus, the use of the edutainment learning method in

No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
				Science subjects successfully improved students' learning motivation.
2	Zulkarnain, N. F., Mumtadzah, A. R., & Asiyah, A. (2023)	The Impact and Effectiveness of Edutainment Learning for Early Childhood at Lab School Audifa	Using interactive and enjoyable learning methods and creating a dynamic and engaging learning environment, parents play an active role in monitoring and supporting their children's development within the learning environment.	The research results showed that edutainment learning increased students' participation and engagement, thereby contributing to the improvement of learning motivation.
3	Martuti, U. (2023)	Edutainment in Social Studies Learning at MI Ya BAKII Kesugihan 01 (Islamic Elementary School)	The school implements experiential learning through various activities such as outings, class/field trips, and market day activities.	The research results showed that education in social studies was able to increase enthusiasm and learning motivation.
4	Diawati, Amril, & Suarni (2023)	An Experiment on the Edutainment Learning Model Toward Students' Learning Motivation	Combining educational and entertainment elements with a learning approach that is not solely teacher-centred.	The research findings showed that the learning motivation score of students who participated in learning using the conventional learning model was 79.7, with a percentage of 53%, categorised as good. Meanwhile, the learning motivation score of students who participated in learning

No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
				<p>using the edutainment learning model was 88.13, with a percentage of 81%, categorized as very good. Furthermore, the effect of PAI learning motivation after the post-test between the control and experimental classes was tested using a two-sample mean difference test, indicating that the two classes had different capabilities. In the control class, <math>t\text{-count} &lt; t\text{-table}</math>, namely <math>0.391 &lt; 1.671</math>, and <math>\text{Sig.}(\rho) &gt; \alpha (0.05)</math>, namely <math>0.421 &gt; 0.05</math>; while in the experimental class, <math>\text{Sig.}(\rho) &lt; \alpha (0.05)</math>, namely <math>0.000 &lt; 0.05</math>, and <math>t\text{-count} &gt; t\text{-table}</math>, namely <math>5.253 &gt; 1.671</math> with <math>df = 59</math> and a 5% significance level. It was found that there was a difference in post-test learning motivation in each class, where the control class obtained a post-test learning motivation score of 79.7, which was lower compared to the experimental class that obtained a post-test score of 88.13. Thus, the use of the edutainment learning model in Islamic</p>

No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
				Education (PAI) subjects was proven to enhance students' learning motivation more effectively than the use of the conventional learning model.
5	Rahmanita, U., & Khairiah, K. (2022)	The Edutainment Learning Model in Enhancing Learning Motivation of Early Childhood	Task-based methods, such as using magazine books, creating creative works or products, producing videos featuring children singing, and using learning media that aligns with the theme or subject matter, are employed.	The research results showed that edutainment learning can foster and enhance learning motivation in early childhood.
6	Sriyanto, A., Rahman, M. K., & Sumarsih, E. (2022)	Improving Motivation and Mathematics Learning Outcomes Through the Edutainment Method at SD Negeri 2 Minggarharjo	Using instructional aids such as laptops, smartphones, and internet connectivity; using animated video learning programmes; implementing hands-on practice activities that involve students directly.	The research findings showed that the class average score before the implementation of the study was 53.00. There were 4 students, or 40%, who scored above the Minimum Mastery Criteria (KKM). In cycle I, there was an improvement in students' learning outcomes with an average score of 71.00. The number of students who scored above the Minimum Mastery Criteria (KKM) increased to 6, or 60%.

No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
				Furthermore, in cycle II, students' learning outcomes improved again with an average score of 84.00. The number of students who achieved scores above the Minimum Mastery Criteria (KKM) increased to 9, or 90%. There was still 1 student, or 10%, who had not yet reached the Minimum Mastery Criteria (KKM). However, the learning target of 75% was achieved. Thus, the edutainment method effectively improved students' motivation and learning outcomes in Mathematics.
7	Mahendra, R., Karim, H., & Muhammad, H. (2021)	The Implementation of the Edutainment Method in Increasing Learning Motivation in the Subject of Fiqh	Delivering materials and learning videos via WhatsApp; assigning creative and interactive tasks such as making videos, completing questions or quizzes, summarizing the given material, or interpreting the meaning of the learning videos; the teacher motivated students through praise, encouragement, and rewards.	The research findings showed that the use of the edutainment method successfully increased students' learning motivation during the pandemic.



No	Researcher and Year	Research Title	Strategies in Utilizing the Edutainment Learning Model	Research Findings
8	Telupun, D. (2020)	The Effectiveness of Implementing the Edutainment Learning Model to Motivate Students During Online Learning in the COVID-19 Pandemic Period	Using learning media such as PowerPoint, simulation or tutorial videos, and ebooks; using classroom management applications such as Google Classroom, Edmodo, or Schoology; and forming study groups among students.	The research results showed that the edutainment model in online learning can motivate students to study and complete assignments.

Based on the information from the research findings in the article analysis results table, it can be stated that the edutainment learning model has a positive impact on students' learning motivation. Students experienced a significant increase in learning motivation when the edutainment learning model was implemented. This was evidenced by the study conducted by A'yuni et al. (2024), which stated that the classical observation sheet of students' learning motivation showed an increase from 44.44% in cycle I to 88.88% in cycle II, categorised as highly motivated. The increase in percentage scores indicates the effectiveness of the edutainment learning model in enhancing learning motivation. Furthermore, another study conducted by Diawati et al. (2023) revealed a difference in the level of learning motivation between the experimental class using the edutainment learning model and the control class using the conventional learning model. The research findings showed that the learning motivation score of students who participated in learning using the edutainment model was 88.13 with a percentage of 81%, categorised as very good, compared to the learning motivation score of students who participated in learning using the conventional model, which was 79.7 with a percentage of 53%, categorised as good.

In addition, the use of the edutainment learning model is also considered effective in the context of distance learning. The study conducted by Mahendra et al. (2021) stated that the use of the edutainment method successfully increased students' learning motivation during the pandemic. This evidence indicates the adaptability of the edutainment model in various learning contexts. Consistent with this, Telupun (2020) stated that the edutainment model in online learning can motivate students to study and complete assignments. The increase in learning motivation through the utilisation of the edutainment learning model is in accordance with the opinion by Dewi (2021),

which stated that the benefit of edutainment is to restore students' learning conditions to become enjoyable and to enhance both the learning process and learning motivation.

Furthermore, referring to the strategy in the utilisation of the edutainment learning model as observed in the article analysis results table, a general pattern was identified that can serve as the main strategy for implementing the edutainment learning model to positively impact students' learning motivation. The following figure illustrates this main strategy.

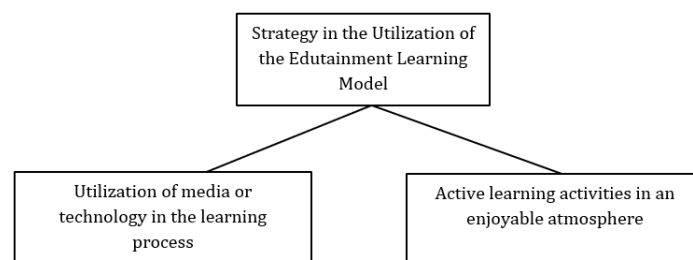


Figure 2. Strategy in the Utilization of the Edutainment Learning Model

First, the use of media or technology in learning is emphasised by several studies (A'yuni et al., 2024; Rahmanita & Khairiah, 2022; Sriyanto et al., 2022; Mahendra et al., 2021; Telupun, 2020). The use of learning media is not merely a supporting tool but a core component that enriches students' learning experiences. The use of media or technology in learning can stimulate students' curiosity (Kompri in Lestari et al., 2022), increase their attention, and make the conveyed information easier to remember (MacDonald in Muna, 2022). In addition, the use of media or technology in the edutainment learning model is also consistent with Hamid's view in Dewi (2021), which stated that one of the steps in implementing edutainment learning is the utilisation of high-tech media to support instruction. Learning media that can be used to attract students' attention and enhance their learning motivation include PowerPoint presentations (A'yuni et al., 2024; Telupun, 2020) or instructional videos (A'yuni et al., 2024; Mahendra, 2021; Sriyanto, 2022). Furthermore, technology use can be supported by applications such as WhatsApp to facilitate distance learning (Mahendra et al., 2022) and classroom management platforms such as Google Classroom, Edmodo, or Schoology to create a structured digital learning environment (Telupun, 2020). The effectiveness of using media and technology in the implementation of the edutainment learning model to enhance students' learning motivation is evidenced by the findings of Sriyanto et al. (2022), which revealed an increase in students' motivation and learning outcomes in Mathematics based on the improvement of the average student score from 53.00 before the intervention to 84.00 in cycle II, with 90% of students reaching the Minimum Mastery Criteria (KKM).

Secondly, incorporating active learning activities within a pleasant atmosphere enhances the overall learning experience (A'yuni et al., 2024; Martuti, 2023; Diawati et al., 2023; Rahmanita & Khairiah, 2022; Sriyanto et al., 2022; Mahendra et al., 2021). Learning that is designed to be active and enjoyable contributes to the improvement of

learning motivation, as it stimulates students' positive emotions. MacDonald in Muna (2022) stated that affective improvements in the learning process, such as feelings of enjoyment and emotional engagement, can motivate students to study more diligently. This active learning in an enjoyable atmosphere can be implemented through experiential learning and hands-on practice (Martuti, 2023; Sriyanto et al., 2022), group collaboration and discussion (A'yuni et al., 2024; Telupun, 2020), and the assignment of creative and interactive tasks (Rahmanita & Khairiah, 2022; Mahendra et al., 2021). The effectiveness of active and enjoyable learning in the utilisation of the edutainment learning model to increase students' learning motivation is evidenced by the findings of Martuti (2023), who stated that edutainment in Social Studies learning was able to enhance enthusiasm and learning motivation. Overall, when these two strategies, namely the use of media or technology and the presence of active learning activities, are combined harmoniously within the edutainment learning model, they will have a significant effect on the improvement of students' learning motivation (A'yuni et al., 2024).

To support the effective implementation of the edutainment learning model to have a positive impact on students' learning motivation, the researcher concluded that the utilisation of the edutainment learning model needs to consider students' characteristics, the availability of infrastructure or technology, and educators' competencies. Students' characteristics may include age, learning style, and socio-cultural background. Understanding these characteristics enables educators to determine appropriate methods and media in utilising the edutainment learning model according to each student's potential or specific needs (Sutomo & Aini, 2024). Next, the availability of infrastructure or technology may include adequate devices and a stable internet connection. With proper infrastructure or technological support, educators will find it easier to use instructional media, educational applications, digital platforms, or other technological tools needed in the utilisation of the edutainment learning model (Baharuddin & Hatta, 2024). Then, the final aspect that needs to be considered is educators' competence. The competence in question refers to the need for educators to possess a high level of adaptability to technological developments to utilise them optimally for designing creative and innovative learning by using various media or technologies to create an enjoyable learning experience (Imamudin et al., 2024).

## CONCLUSION

From this study, it was found that the utilisation of the edutainment learning model had a positive impact on students' learning motivation by employing main strategies, namely the use of media or technology in learning and the presence of active learning activities in an enjoyable atmosphere. For teachers or educators who aim to effectively enhance students' learning motivation, it is recommended to utilise the edutainment learning model by considering students' characteristics, the availability of infrastructure or technology, and educators' competence. However, it should be noted

that this study had limitations in terms of data sources, the number of articles, and a geographical focus limited to Indonesia. Therefore, for future researchers, it is suggested to expand the data sources and explore other factors that influence the success of utilising the edutainment learning model in enhancing students' learning motivation.

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