Edutainment in social studies learning: Can it develop critical thinking skills and creativity?

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Abstract

This study is a response to the current conditions of social studies teaching and learning in Indonesia, which are considered tedious, emphasizing low-level components of intellectual growth. Such conditions necessitate the development of the Social Sciences teachers' creativity to create enjoyable learning that accommodates students' competency attainment. This study aims to investigate, analyze, and characterise edutainment-based social science learning innovations adopted in junior high school. Research and development were employed in the study. It began with a preliminary investigation, followed by constructing an educational entertainment model. According to the study's findings, there are three forms of edutainment development in social science education. These include instructional games, edutainment through the "If History" technique, and edutainment through creative writing techniques. These three methods were found to be promoting students' participation in the learning process through engaging activities and exploring content familiar to the student's context. This type of research has the potential to develop a creative and innovative Social Science learning model in junior secondary education.

Keywords: education in the social sciences, edutainment, learning model

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1. Introduction

1.1. Theoretical and conceptual framework

Social sciences teaching and learning are expected to continue improving and making changes to the betterment of education quality. The changes are indicated by a shift in the epistemological order to the development of innovation and anticipation of several problem solutions for future social studies education development. It is in line with the primary goal of social studies education which directs students to qualify as good citizens. They can make thoughtful decisions and participate actively in society, nation, and state life. It also includes optimising the function of social studies education, which is essentially directed at equipping students with valuable social knowledge, social skills and intellectual development manifested in the form of attention and social care as part of human resources who are responsible for realising national goals.

Students nowadays are facing complex challenges. This condition demands them to have several skills and creativity and become agents of change who offer precise solutions by thinking critically and creatively. Therefore, consistent work is required in the learning process to cultivate students' critical and creative thinking skills.

Critical thinking skills are cognitive activities directly associated with applying reasoning ability to an object and include elements of analytical, synthetic, and practical thinking. Critical thinking is a life skill indispensable for increasing achievement and deepening the understanding required in various disciplines (Zandvakili et al., 2019). Critical thinking is not just thinking rooted in reason but includes the ability to consider multiple perspectives, be informed, be skeptical, and require valid reasoning (Mason, 2007). Thus critical thinking exists in three dimensions, namely education, psychology, and epistemology which contain elements of beliefs, desires, and values (Spector & Ma, 2019; Norris, 2014; Yanchar & Slife, 2008). Sternberg (2003) states these analytic, synthetic, and practical thinking elements as Triachic terms.

Critical thinking skills need to be balanced with creative thinking skills. There is a difference between critical thinking skills and creative thinking when viewed from a substantive perspective. However, in terms of its implementation, critical thinking skills and creative thinking are integrated into their use. Critical thinking skills and creative thinking are classified as high-order thinking skills (Lee & Lai, 2017). Meanwhile, the ability to think creatively is an activity of thinking and acting unconventionally, followed by the desire to achieve something to produce many original and new ideas (Kaufman & Sternberg, 2010). Gardner (2006) defines creative thinking skill as the ability to create new things in the field of knowledge that is mastered or often called the creative mind. Creativity is essential for the existence of humanity and society, and creativity is not only related to art but also necessary for our conscious processes (Lindqvist, 2003). Thus, the educational process is essential for developing creative thinking abilities through creative pedagogy (Harris, 2016). Educators must redefine creativity as a choice that teachers and students require (Harris, 2014).

Social science education needs to keep up with current challenges and development. Thus, social science teaching methods need to be able to develop diverse learner potentials and train their critical and creative thinking skills in an enjoyable learning environment. If learners are in a conducive environment to learning, students can devote their full attention to their learning. Edutainment is one concept proposed to increase students' critical thinking skills in an enjoyable social science classroom environment. Edutainment is derived from the words: education and entertainment (Colace et al., 2006; Makarius, 2017). In terms of the language, edutainment is an enjoyable education, typically accomplished through games, role-playing, humour, and demonstrations (Sutrisno, 2005). In addition to Sutrisno's statement, there are additional techniques to educate children through an enjoyable learning process.

Essentially, edutainment tries to enable and build a social connection with learners by incorporating known forms of entertainment with varied topics. Forms of entertainment include television shows, computer games, video games, movies, music, websites, and other multimedia devices (Hamid, 2013).

Additionally, edutainment can take the form of instruction outdoor, where learners can learn and have fun. Seen from the terminology, edutainment is a learning process aimed at mixing instructional and entertaining content to create enjoyable learning, typically through humor, games, role acting, and demonstrations. Learning can also occur in different ways, so long as pupils like the process of learning (Aksakal, 2015; Hamruni, 2013).

1.2. Related research

Research results from Wasino et al. (2019, pp. 715-722) with the title 'Optimization of Social Studies Learning with Joyful Learning and Environmental Based in Junior High Schools in Semarang City', which was published in the *Proceedings of the International Conference on Science and Education and Technology* (ISET 2019) shows that there is a need to facilitate students' learning in Social Sciences with joyful learning based on the environment around students. The development of joyful learning begins with the construction of a fun and environmentally acceptable lesson plan by selecting the location of a place or environment that may be utilised as a source of learning Social Sciences based on the degree of sub-materials in learning social sciences. Following this, teaching materials are created by ensuring that they facilitate the implementation of joyful, environment-based learning. Utilizing various learning tools and methods, such as assigning homework, field trips, question and answer sessions, and group discussions, fosters a more meaningful learning environment. Utilising the environment as a learning resource in social studies by visiting and observing local natural occurrences is strongly related to the study of social studies content. In addition, it is important to implement social studies instruction that is more creative and imaginative to provide an enjoyable and eco-friendly learning experience.

Research by Amhar et al. (2022) demonstrates a good correlation between students' critical thinking skills and writing abilities, as well as between the teacher's intellectual capabilities and students' writing abilities. The findings of this study suggest that strengthening students' ability to think critically during the learning process can be accomplished by teaching them a variety of writing abilities. Through writing, students can acquire critical thinking abilities such as observation, analysis, inference, communication, problem-solving, metacognitive skills, creativity, and decision-making (Cargas et al., 2017). This competence must also be complemented by the teachers' creativity in packaging the learning process.

Creative teachers, especially in developing learning, can help students develop their potential and make learning more dynamic, fresh, and effective. This condition is the basis for achieving academic achievement and personality. Teacher creativity in learning is highly effective by implementing Technological Pedagogical Content Knowledge (TPACK) (Pazin, Maat & Mahmud, 2022). This research provides an understanding to the authors that in developing creativity, it is important to utilise technology with the TPACK approach.

Edutainment with a technological approach will provide new opportunities for students to explore knowledge in various ways/variations (Fog et al., 2013). Thus, in developing edutainment in learning is also necessary to develop the TPACK approach. The research results by Makarius (2017) show that edutainment leads to effective learning outcomes such as involvement, motivation to learn, enjoyable experiences, and the desire to learn more and apply knowledge. Edutainment not only tends to be more exciting but also more memorable for students. Anikina and Yakimenko (2015) research results concluded that edutainment provides new opportunities to gain knowledge interestingly, enabling students trained with different abilities to obtain information. Edutainment technology is a fascinating combination of traditional content and teaching methods in a new technological context. This system is helpful on many levels because in edutainment, there is a creative approach to teaching students, and students can see the practical results of their activities.

1.3. Purpose of the research

This research aims to develop an edutainment learning model for Social Sciences learning at the junior high school level in Bandung to promote critical and creative thinking skills. In particular, the objectives of this research are:

a. to identify Social Science teachers' perceptions of the social sciences learning process that utilise the edutainment model.

b. to develop a product in the form of an edutainment learning model for learning social sciences at the junior high school education level in Bandung.

c. to investigate the strengths and weaknesses of the edutainment learning model in social science learning at the junior high school education level in Bandung that aims to increase critical and creative thinking skills.

2. Methods and materials

2.1. Research method

This study adopted a model of research and development approach (research and development). Borg & Gall (1979) define the research and development model in education as 'a process used to develop and validate educational products'. The steps in this process often refer to a product development cycle based on the study of research findings. Product development based on the findings of this preliminary study was tested in a certain situation. Based on the results of the intervention, necessary revisions were made in order to obtain a suitable model (as a product) that could be used to improve output.

2.2. Participants

The subjects of this research were junior high school teachers who taught social sciences subjects and students who took social sciences subjects at junior high schools in Bandung. Model trials were carried out in several schools for the classroom action research (CAR) stage: SMPN 12, SMPN 15, and SMPN 1 Bandung.

2.3. Data collection tools

The development of the instruments consisted of two phases: First, the pre-survey research phase aimed to develop questionnaires and interview instructions for teachers and students. The questionnaire was designed to collect information regarding the social studies learning process carried out by teachers and students in schools and teachers' perspectives on the edutainment learning paradigm. Second, in the development stage of the edutainment learning model to improve critical and creative thinking skills, the following instruments were developed: (1) field notes to directly observe the learning process of the edutainment model in schools; (2) authentic assessment to facilitate the assessment of the learning process that develops students' critical and creative thinking skills when implementing the edutainment learning model.

2.4. Data collection process

1) *Pre-survey Research*

   Pre-survey research is descriptive research and is not intended to test hypothesis. This inquiry yielded the answers to the queries of what, how, and how much, but not the question of why. Here, the primary objective is to collect data regarding the variables (Sudjana & Ibrahim, 1989). At this stage, research was conducted on the schooling process typically implemented by teachers in the classroom to reflect on how the learning process was typically implemented and the teachers' perspectives on edutainment learning. At this pre-survey stage, the following aspects were examined: (1) a literature review and a review of previous research results; (2) the design and teaching and learning processes conducted by teachers at schools; (3) teachers' perspectives

on edutainment learning models; and (4) the development of instruments for edutainment learning models.

2) Developing Edutainment Social Science Learning Model

Based on the findings of the preliminary survey, an edutainment learning model was constructed and created for the intervention at the participating schools, particularly junior high schools. CAR is a study undertaken by teachers to improve the quality of teaching and learning or to address issues encountered throughout the teaching and learning process. This study conducted the intervention through multiple planning, action, observation, and reflection cycles to get accurate results indicating a deviation from the planned path. It is consistent with Noffke and Stevenson's (1995) view that action research is essential "… the everyday process of improvement, in that it is public and collaborative. It highlights 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".

Using a CAR technique, the model generated in this study was tested until a solid model was obtained and in agreement with the current aspects investigated at this phase included (1) the draft of edutainment learning model and (2) the implementation of the edutainment learning model. This trial was conducted on Bandung junior high school students for one semester.

2.5. Data analysis

Data analysis of this study was conducted as follows.

(1) Pre-survey data were analyzed using (1) Statistical Package for the Social Sciences (SPSS), a quantitative approach, to obtain an overview of how teachers carry out the Social Sciences learning process in schools, and (2) triangulation and member checking, a qualitative approach, to determine the teacher's perspective of the edutainment learning model.

(2) Data analysis of model development was conducted using a qualitative strategy to process observational data through triangulation, member checking, and expert judgment, and a quantitative way to obtain findings from the intervention.

3. Results

This study was motivated by the fact that the currently social studies teaching and learning processes at schools have placed a greater emphasis on covering the curriculum content as much as possible. Such an emphasis has resulted in learning environment that rigid, disagreeable, and one-sided, eliminating opportunities for learners to engage in active learning. The culture of learning tend to be characterised by a culture of memorisation than critical thinking. As a result, learners believe that social studies classes are merely drills. Therefore, a particular plan is required to address the issues mentioned above.

The framework of gaining 21st-century skills necessitates the development of a social studies teaching and learning processes that are engaging and capable of maximizing the potential of all students. To achieve this, an edutainment model can be utilised. Edutainment is derived from the words 'education' and 'entertainment'. In terms of language, edutainment is an instruction that is amusing or enjoyable, typically accomplished through games, role-playing, humor, and demonstrations (Sutrisno, 2005).

The purpose of this model is for the students to follow and experience the learning process in a joyful, amusing, engaging, and instructive environment. Examples of edutainment strategies are humanising the classroom that fosters active learning, accelerated learning, quantum learning, and quantum teaching (Djumali & Hidayanti, 2016). Edutainment assists students in achieving academic success by maximising their potential. As a form of functional theory, edutainment is concerned with student participation in learning activities (Kusmarni et al., 2018).

The current generation of students' familiarity with technology presents a chance to enhance the quality of social studies education. Technology provides a comfortable and enjoyable learning

environment for learners to reach their full potential. Through this project, a fun learning model was designed by incorporatingan edutainment approach that uses technology to enhance critical and creative thinking.

The initial stage of this study was conducting a preliminary survey to get an overview of the initial conditions of social science learning, critical and creative thinking skills, as well as understanding and suggestions from teachers regarding the development of edutainment models. The initial conditions of social studies teaching and learning were examined based on the students' questionnaire responses regarding the social studies learning atmosphere. The questions include students' opinion about the classroom atmosphere whether it was pleasant, the interactive engagement process between teachers and students, the use of applications in the social studies learning process, the use of digital media, the evaluation of the use of variations, critical thinking and creative thinking. Based on survey results, the following information was discovered.

Table.1

Student's Opinion about Classroom Atmosphere

Dimension	Criteria	Frequency	Percent
Pleasant Situation	Very often	79	39,9
	Often	96	48,5
	Rarely	23	11,6
Interactive Interaction	Very often	73	36,9
	Often	100	50,5
	Rarely	23	11,6
	Never	2	1,0
The Use of Applications	Very often	18	9,1
	Often	78	39,4
	Rarely	87	43,9
	Never	15	7,6
Digital Media	Very often	1	0,5
	Often	93	47,0
	Rarely	88	44,4
	Never	16	8,1
Evaluation Variation	Very often	4	2,0
	Often	162	81,8
	Rarely	29	14,6
	Never	3	1,5
Critical Thinking	High	30	15,2
	Medium	167	84,3
	Low	1	0.5
Creative Thinking	High	51	25,8
	Medium	146	73,7
	Low	1	0,5

In social studies learning, 96 respondents, or 48.5% of respondents, indicated that social studies learning was often conducted in a pleasant environment. On the interactive relationships between teachers and students, 100 respondents, or 50.5% of all respondents, responded that social studies learning is frequently generated through interactive interactions. In terms of the use of applications in learning, 87 respondents (43.9%) indicated that learning applications are occasionally utilised. On the issue regarding the use of digital media, 93 respondents, or 47%, responded frequently. Moreover, 81.8% of the 162 respondents who responded to the questions about the evaluation variations administered in social studies teaching and learning indicate that they frequently utilise different evaluation instruments. As far as critical thinking skills are concerned, 167 of the 198 students provide answers in the moderate range (or 84.3%) On the ability to think creatively, 146 individuals, or 73.7%,

respond with medium responses. Students place most of their responses in the medium group regarding critical and creative thinking skills.

Now let us turn to the comparison of data gained from the students' and the social sciences teachers' responses about the leaning process and also the teacher's assessment of the ability to think critically and think creatively. Based on the survey results, the data processing results were obtained as follows:

Table.2

Teachers' Responses about the Learning Process

Dimension	Criteria	Frequency	Percent
Initial Condition	Good	4	16,7
	Quite good	10	41,7
	Bad	10	41,7
Critical Creative Thinking	High	7	29.2
	Medium	12	50,0
	Low	5	20,8

The data analysis regarding the initial description of the social studies learning process shows that four respondents, or 16.7%, are categorised as giving a good assessment of the social studies learning process. Meanwhile, 10 people, or 41.7% each, assess the social studies learning process as relatively good and not good. Based on the findings of the data analysis, it can be seen that 12 out of 24 teachers (or 50%) award a moderate rating to the description of students' critical and creative thinking skills. Thus, when the student's responses are compared to the teacher's responses, the same conclusion can be drawn; both the teachers and the students evaluate the ability to think critically and creatively within the medium category.

The description of teachers' attitudes toward the implementation of the edutainment model in social sciences learning is investigated by analysing their comprehension of the edutainment model. This understanding comprises the characteristics of the edutainment model, the absorption of the edutainment model in the social studies learning process, and the assessment method administered in the edutainment model. The outcomes of data analysis are displayed as follows.

Table.3

Teachers'Perception

Criteria	Frequency	Percent
Understand	1	4,2
Partially Understand	11	45,8
Do not Understand	12	50,0

The data analysis results show that of the24 teachers participating in the survey, the majority, 12 individuals or 50%, do not comprehend the edutainment model. It is understandable, given that a new edutainment model will be further developed. After its development, the model will be socialised so that teachers can comprehend the development of the edutainment model in social sciences learning.

This data in this study was supplemented by the data from interviews and questionnaires that explored teachers' input in terms of activities, learning materials, learning media, learning resources, evaluation tools, learning experiences, and learning elements. It aims to determine how teachers view the development of the edutainment model. The results of the data analysis are presented as follows.

Table.4

Teachers View the Development of Edutainment Model

Elements	Teachers' Opinion
Activity	Problem based
	Discovery

Material	Project Based
	Active and Individual
	Contextual Problem
	Theme- based
	Controversy
Learning Media	Concept Comprehension
	Film
	Puzzle
Sources	Audio Visual
	Internet
	Environment
	Newspaper and teachers
Assessment	Textbooks and friends
	Portfolio
	Product
	Competency
Learning Experiences	Test, rubric and self assessment
	Field trip
	Retelling
	Writing personal experience
Edutainment Elements	Reading and writing favorite things
	Educational game
	Role playing
	Pantomime, Quizzez and singing

The results of the data analysis indicate that activities that need improvement are those problem-based and discovery activities by incorporating contextual issues and familiar themes. Movies and Puzzles are considered the best media that can be applied to edutainment; the Internet and the environment are regarded as the best learning resources for edutainment; portfolio, product, and performance appraisal are seen as the most suitable evaluation tools; field trips and recounts of oral and written experiences are considered as the best way for teachers to apply the learning experiences; Roleplaying and educational games are the elements of edutainment on which the most emphasis should be placed. The findings mentioned above suggest that the Edutainment model that can be further developed involves: (a) developing students' skills in developing social sciences concepts; (b) training students to use scientific and enjoyable methods to solve problems; (c) fostering student creativity, and (d) understanding new ideas or information in Science and Technology.

The preliminary research results are then processed in the form of a model development plan. The design of the model development was tested using CAR methods. Based on research, the learning design developed in the edutainment model produces three types of edutainment, namely educational games, the Imagination method with the "If History" technique, and creative writing.

In the educational game method, researchers prepared several designs with different games developed digitally. The games that were to be developed included snakes and ladders games, puzzles, and bingo games. While the design is described as follows.

Table.5

Edutainment Learning Model Using Snake and Ladders

Teacher	Student
The teacher assigns the students into several groups of 7 to 8.	Students gather with their respective groups
The teacher explains how to play each group's snakes and ladders game.	Students pay attention to the explanation of the rules of the game of snakes and ladders delivered by the teacher

The teacher will give questions to two students and the answer key of the questions to two students to be read to all groups.	One student from each group representative comes forward to get the role that the teacher has prepared
The teacher tells all groups to pay attention to the questions read by their partners.	Students will read the questions that the teacher has made, and each group will pay attention to the questions read by their friends
The teacher looks at and points to the group that raise their hand first and allow them to answer the questions that their friends have read	Each group prepares to raise their hands first to be able to answer questions submitted by their friends
The teacher confirms with the representatives of the groups who hold the information whether the answers are correct or incorrect.	If one of the groups has been chosen by the teacher to answer a question read by a friend, the group representative answers the question, and if the answer is correct, then the representative can move forward by throwing the dice prepared by the teacher. If the answer is wrong then the question will be given to another group who responds the fastest.
If one of the pawns steps on a "ladder" or "snake," the teacher will order the pawn and his group to sing a song while moving his limbs. The example of the song that the teacher has prepared is "up and up to the finish line" and "back and forth, backward! backward".	If the answer is correct, then the group is welcome to roll the dice, and the pawns can advance according to the number obtained from throwing the dice
The teacher will challenge the whole group if they get a box marked with an exclamation mark.	The pawn will take the lot that the teacher has prepared. If you get a folk song, the pawn will lead the song while dancing with their group mates. A raffle is also given with a bonus for going three steps forward or zonk three steps back.
The teacher prepares a puzzle game and picture guessing game before answering the questions that have been read.	Each group will receive a puzzle piece, and then the group assembles the puzzle pieces intact. Then they are allowed to answer the questions that have been read. In the picture guessing game, each group will be given one clue first. If the group is correct in answering the first clue, it has the right to continue answering the next clue and has the right to answer the questions read out.
After playing snakes and ladders, the teacher will ask one of the students to conclude today's lesson with a game of snakes and ladders and provide worksheets each group must fill out.	Students are invited to conclude today's learning, and each group fills out the worksheet provided by the teacher.

Table.6
Edutainment Learning Model Using Bingo

Teacher	Student
The teacher divides students into five groups; each group consists of 6-7 people	Students gather according to their respective groups
The teacher explains the technicalities of bingo games and gives identification marks for each group in the form of stars, crescent moons, heart emoticons, silly emoticons, and laugh emoticons.	Students listen to the explanation from the teacher
The teacher asks students to open their learning resources	Students open learning resources in the form of textbooks and other relevant sources

The teacher reads the bingo questions one by one. Of all the questions, there will be several questions in which there are bonus tour packages with destinations in Kalimantan, Sumatra, Bali, Central Java, and East Java. The group that gets the question with the tour package bonus has the right to choose which area to go to. The tour package contains the influence of the influx of Hindu-Buddhist culture and religion in the area covering social, economic, cultural, and political aspects. In addition to the tour package bonus, several questions will contain challenges for students. The challenges are singing, dancing, clapping, asking questions to other groups, and so on.	Each group must compete quickly in answering questions from the teacher. The group that manages to answer the question has the right to put their ID on the bingo board. The group must complete a mission to arrange the identification marks on the bingo board to become five rows of cells, either horizontally, vertically, or diagonally. The group that manages to arrange 5 rows of cells must say the word "bingo," which means the group has finished the game.
After finishing playing bingo, the teacher will give the worksheet that each group must fill out	The group fills out the worksheet given by the teacher. The group that completes the worksheet must present it in front of the class

The edutainment learning developed in this research uses history to encourage students to imagine, experience, envision, and explain their feelings as if they directly participated in an event. After students can feel, understand, and imagine themselves involved in a historical event, they pour their understanding into written in the form of a story so that students are expected to be able to explore the meaning of what they have learned and done so that they can experience directly with the activity—learning fun.

The actions that will be taken in social studies learning based on edutainment employing "If History" is as follows:

Table.7
Edutainment Model Using If History

Teacher	Student
The teacher conveys the historical material that will be taught. Students are invited to feel, imagine, and imagine if they are involved in an event or problem.	Students pay attention and listen to the material presented.
The teacher provides opportunities for students to ask questions or express what students want to know from the results of students' observations regarding the narrative conveyed.	Students ask and explore further the narrative that has been delivered and observed.
The teacher divides students into four groups. Then, the teacher asks students to make or write down the material that will be and has been discussed before with writing in the form of historical stories in their language. Later, in act III, the historical story is retold into the form of a scrapbook. The making of the story itself cannot be separated from supporting sources or facts.	Students get together and start making historical stories without being separated from learning resources in the form of textbooks and other relevant sources. The story's content describes how students feel involved in an event using their language.

Creative writing method, In this step, the teachers mixed edutainment learning with free creative writing through pictures to increase students' creativity. The researcher developed a learning design as follows.

Table.8
Free Creative Writing

Steps	Description
Making a group	The teacher assigns students to work in pairs per table, but students are free to join other groups if they do not have a chair mate or there are not enough people to work in pairs.

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Introducing the lesson	The teacher begins distributing cartoon illustrations related to the studied content; the cartoons are distributed one per group (table). The teacher then invites students to analyse the image, and the students write down the investigation's conclusions as creatively as possible in free writing. Students are encouraged to write in various descriptive, narrative, and poetry styles.
Presenting the writing	The teacher allows groups that have finished writing to continue communicating the results of their work.
Reflection and Evaluation	The teacher expresses gratitude to the group that ventured to submit their creative writing work, as well as to other groups before the teacher and students summarise the results of the day's learning and reflect on and evaluate the learning activities that were carried out.

4. Discussion

The edutainment model is basically to create a learning process that can improve the condition of a passive class by turning it into a more active class. Of course, this is done in a fun way so that students are more energised and active during the learning process. Such a learning process is not solely so that students can participate in learning, but the essential thing that must be achieved is the achievement of learning objectives. Edutainment is the learning concept combined with entertainment so that learning becomes fun. Edutainment is packaged in such a way as to produce an entertaining learning process for students. Fun and entertaining learning is usually done with games, role-playing, or demonstrations, but it can also be felt with pleasure when students enjoy it. The essence obtained when the teacher applies edutainment in learning is to build a pleasant atmosphere for students and get learning experiences for students to develop their creativity, using various sources of information and learning methods. The enthusiasm and excitement of students can be increased so they can quickly receive information and complex subjects. Teaching can be made more accessible by attracting students' attention and teaching subjects and information with the edutainment approach more enjoyable (Aksakal, 2015).

Based on the research findings, three edutainment models were developed: educational games, edutainment by developing imagination through the "if history" technique, and edutainment by developing thinking through creative writing techniques. The three edutainment models were developed by emphasising student activity in the learning process. Active learning is a learning approach that involves more student activities in accessing various information and knowledge to be discussed and studied in the learning process in class so that they get various experiences that can increase their understanding and competence.

This study developed edutainment through several games, namely puzzles, bingo, and ladders' snake. Games in learning will provide opportunities for students to manipulate, repeat, discover for themselves, explore, practice, and get countless concepts and understandings. By doing so, students can make decisions, choose, determine, express opinions, solve problems thoroughly, work with friends, and experience various kinds of feelings. Game-based learning involves not only playing games for students but also planning learning activities that can sequentially introduce concepts and facilitate users in achieving learning objectives (Bunt & Gouws, 2020). Especially if educational games developed in edutainment use technology such as digital games or specific applications, students will not feel they are learning but are playing while enjoying applications containing material related to school subjects. Thus, it trains students to improve their critical thinking skills (Isrokatun et al., 2022).

The edutainment learning developed in this study uses if history and creative writing. Through the edutainment model, students are trained to build imagination by developing learning through monologues, creative writing, and developing the history. Imagination is a person's divergent thinking ability which is carried out without limits, as broadly as possible, and with multiple perspectives, in response to a stimulus so that imagination can train critical and creative thinking skills. Through imagination, students can imagine, feel, describe and then feel as if they were directly involved in an event or particular condition. After students can feel, understand, and imagine themselves involved in an event or situation, they pour their understanding into written form in the form of a story and then present it in the form of storytelling. Through storytelling activities, students transform their values and beliefs into stories. In this process, creative procedures are influenced by social, cultural, and ethnographic characteristics. As a result, these stories are not only the end product of students' imaginations but also represent students' internal cognitive mechanisms (Smyrnaiou et al., 2020). Through stories, students must use higher cognitive skills. This study shows a qualitative analysis of students' cognitive and creative skills when they develop their imagination through story development based on "if history." Besides that, the nurturant effect of developing 'if history' is that students are trained to build a social bond with students through group work. Students' cooperation was highly encouraged by pragmatic reasons from complex tasks given by the teachers that required them to work together in a group (Darmawan et al., 2022).

5. Conclusion

Edutainment is the idea of combining education and entertainment to make learning enjoyable. Edutainment is encapsulated to provide students with an entertaining learning experience. Fun and entertaining learning is typically accomplished through games, role-playing, or demonstrations, but it can also be experienced through students' enjoyment.

Essentially, edutainment can be integrated into any educational contexts. Edutainment has transformed into many different forms, including active learning. It is a learning approach that involves more students' activities in accessing various information and knowledge discussed and studied during the learning process in class, so that students can gain various experiences to enhance their comprehension and competence.

Playing while learning engages students in the learning process because games encourage students to try new things and allow for exploring students' creativity in learning. Consequently, the learning process packaged as a game can boost students' interest during the learning process.

6. Recommendations

The edutainment model in social studies education is an alternative learning method that can enhance the students' diverse skills. Based on the research that has been conducted, there are several recommendations regarding the implementation of this research. First, teachers can develop plans or create engaging learning activities to enhance the skills of many students. Developing an edutainment model is one of the various models, methods, and learning media teachers must use. Fun learning will make students feel comfortable and enthusiastic about participating in it. In addition, it is also crucial for further research to test the correlation between edutainment development and critical and creative thinking skills.

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