

## Barriers to Effective Implementation of Edutainment in the Classroom

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### Abstract

This research explores the challenges faced in implementing edutainment in elementary schools as an alternative method for increasing student motivation and involvement and honing their problem-solving skills. This research is based on the increasing need to create an engaging and effective learning atmosphere and problems related to low student motivation and monotonous learning methods. The research method used is a qualitative approach with the type of case study research. Data collection techniques are carried out through in-depth interviews with teachers, direct observation in the classroom, and documentation of learning activities. The findings show that although edutainment succeeds in increasing student engagement, the main challenge is balancing the entertainment element and the educational objectives. In addition, efficient time management and selecting appropriate educational games are key in optimizing the benefits of edutainment. The contribution of this research is to provide insight into how the implementation of edutainment can be optimized at the elementary school level, as well as identify obstacles that need to be considered by educators. The recommendation of this study is to create the right balance between entertainment and learning and to provide training to teachers to choose and apply educational games that are relevant to the learning objectives.

**Keywords:** Edutainment, Student Motivation, Student Involvement, Problem Solving, Implementation Challenges

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## INTRODUCTION

Education is a key element in shaping the nation's future, with the primary goal of developing students' ability to think critically and creatively and solve problems effectively (Akour & Alenezi, 2022). However, amid growing global challenges, education systems are often faced with classic problems such as students' low motivation to learn (Calma & Davies, 2021; Khotimah et al., 2024; Rizvi & Nabi, 2021), their lack of engagement in learning, and difficulties in coping with material that is considered difficult or tedious (Maisuroh & Aisyah, 2024; Xie et al., 2022). Educators have applied various approaches to create a fun and more engaging learning atmosphere (Ng et al., 2022; Safitri, 2024). One of the methods that is now increasingly popular is edutainment, which combines elements of entertainment in the learning process to increase students' interest and create a more dynamic and interactive learning atmosphere (Arifin, 2024; Hsbollah & Hassan, 2022; Saleem et al., 2022). Although the method promises many benefits, such as increased motivation and student engagement, implementing edutainment in classroom learning does not always go smoothly and still faces many challenges that must be overcome.

This research is focused on the application of edutainment in SDN 1 Bangil, an elementary school in the region with characteristics of students with varying motivation levels. Emerging phenomena in the field suggest that while using edutainment in the classroom can attract students' attention, educators face many challenges in implementing this approach effectively. Students tend to be more interested in the entertainment aspects of educational games or other activities but often have difficulty connecting that entertainment to more in-depth learning objectives. On the other hand, teachers feel limited in balancing the entertainment and educational aspects and often face difficulties in ensuring that educational values are maintained even when students engage in fun games or activities. This creates an imbalance that impacts the effectiveness of the edutainment method in achieving broader educational goals.

Yılmaz and Griffiths (2023) revealed that educational games can increase students' involvement in learning and develop their cognitive and social skills, including problem-solving skills. The use of visual media in learning, such as videos and games, can improve students' understanding and retention of information (Purwanto & Wafa, 2023; Saharani & Diana, 2024; Yu et al., 2021). Chou et al. (2023) also stated that game-based learning can develop strategic thinking skills and improve students' problem-solving skills. The use of games that are too focused on entertainment can cause students to lose focus on the primary educational objectives, thus reducing the effectiveness of learning (Assapun & Thummaphan, 2023; Ataman et al., 2024; Zaini & Fahmi, 2023). Mao et al. (2022) show that although educational games increase student engagement and collaboration, significant challenges remain in integrating games with more serious academic goals. Proper time management and appropriate game selection are essential to avoid a decrease in the quality of learning. Previous research illustrates that while edutainment has excellent potential to increase student engagement, challenges in its implementation still require serious attention from educators and education policymakers.

Much research on edutainment, particularly its benefits in increasing student motivation and engagement, is still lacking in the literature regarding the specific challenges educators face in their application in the classroom. Many studies have highlighted the potential of edutainment in improving learning outcomes. However, few have examined in depth the constraints of maintaining a balance between entertainment and education and how to manage the emotional burden of students arising from using educational games or activities that are too competitive. The novelty of this research lies in the contextual approach that combines the theory of edutainment with the field reality in elementary schools and the attempt to understand the social and pedagogical dynamics that influence its implementation.

The main objective of this study is to explore the challenges educators face in implementing edutainment in the classroom, with a particular focus on maintaining a balance between education and entertainment, ensuring the effectiveness of learning, and addressing the emotional burden that may arise. This study also aims to explore the impact of edutainment on student motivation and engagement and how this method can improve their problem-solving skills. The primary focus of the research is on practical experiences at SDN 1 Bangil, which will provide insight into the real conditions on the ground and the challenges teachers face in implementing entertainment-based learning approaches. The success of edutainment in education depends on its balanced and targeted application, so this research is expected to significantly contribute to developing more innovative learning strategies at the elementary school level.

## RESEARCH METHOD

This study uses a qualitative approach with the type of case study research to explore the challenges faced in implementing edutainment at SDN 1 Bangil. The qualitative approach was chosen because it allows researchers to gain a more comprehensive understanding of the

phenomena that occur in the field, especially related to the management of edutainment-based learning(Williams, 2021). The object of the research material is students and teachers at SDN 1 Bangil, who are directly involved in the learning process with an edutainment approach. This case study research allows researchers to explore specific and contextual phenomena in a single school location and provide deeper insights into the dynamics that occur in the classroom.

This study uses three data collection techniques to obtain valid and in-depth data: interviews, observations, and documentation(Maxwell, 2020). Interviews were conducted with teachers involved in implementing edutainment in the classroom. Observations are made in the classroom during the learning process to see firsthand the interaction between students and teachers and how students respond to the use of educational games in their learning activities. This observation also records the dynamics that occur, both in terms of student involvement and challenges that arise in learning. Documentation in the form of field notes, photographs, and recordings of learning activities is also used to support data obtained from interviews and observations and to document the learning process that occurs at SDN 1 Bangil.

The data analysis in this study uses a data analysis model developed by Miles and Huberman (1994)(Hirose & Creswell, 2023), which includes three main stages: data collection, data reduction, and data presentation. In the first stage, the data collected from interviews, observations, and documentation will be compiled and processed for further analysis. The second stage, data reduction, is carried out by selecting and grouping information relevant to the research focus, namely the challenges in implementing edutainment in the classroom and its impact on student motivation and engagement. Irrelevant data will be removed to make the analysis process more focused. Furthermore, at the data presentation stage, the analysis results will be presented in the form of a narrative that explains the main findings of the research. The data that has been analyzed will be structured to facilitate an understanding of the challenges faced in implementing edutainment and how effective management can improve the quality of learning.

## **FINDINGS AND DISCUSSION**

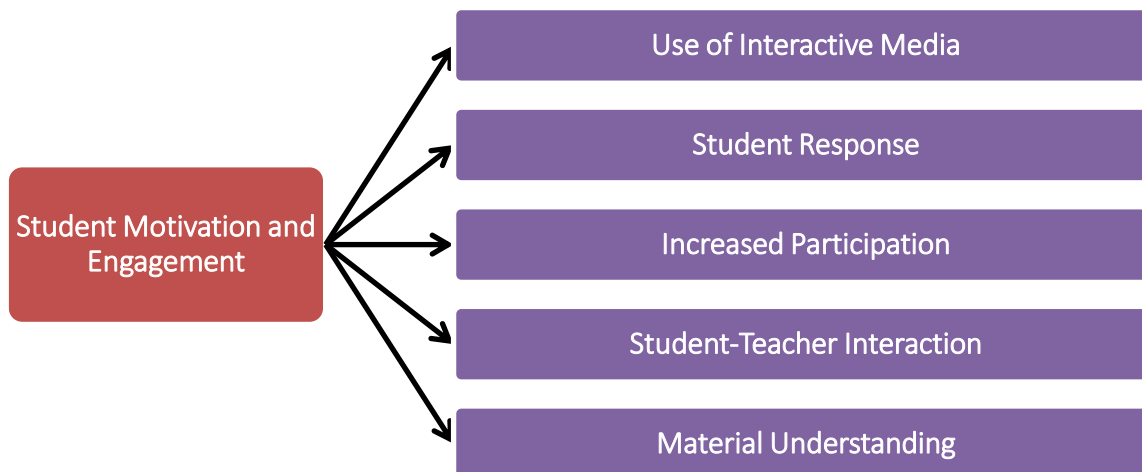
### **Result**

#### **Increased Student Motivation and Engagement**

The application of edutainment in the classroom as an alternative to active and practical teaching, as well as how its application can increase students' learning motivation and problem-solving skills at SDN 1 Bangil. One of the findings was increased student motivation and involvement in learning after introducing the edutainment method. Edutainment, which combines elements of entertainment with learning, has successfully created a more interactive and fun classroom atmosphere, making students more enthusiastic about taking lessons. Students who were previously less interested in the lessons now show greater interest and more active participation in teaching and learning activities. This also affects the quality of interaction between students and teachers as well as between students, which is an important foundation for building a favorable learning climate.

Edutainment applied in SDN 1 Bangil classrooms involves various interactive tools and media, such as educational games, learning videos, and game-based educational applications. At first, the students seemed hesitant, but after a few meetings, they responded more positively. Activities involving educational games are in high demand, where students actively participate in games that test their knowledge, such as interactive quizzes that relate to the subject matter. Observation results showed that student engagement increased significantly, with more students willing to ask questions, provide answers, or debate about ideas related to the topic being taught. Documentation of interviews with teachers also showed an increase in students' enthusiasm to

come to class and participate in edutainment-based learning sessions.



**Figure 1. Factors that Increase Student Motivation and Engagement**

Figure 1, obtained by the study, reveals several factors contributing to increased student motivation and engagement. First, using interactive media, such as educational games and videos, provides a more enjoyable learning experience and motivates students to participate actively. Games that combine elements of competition and challenge increase students' intrinsic motivation to learn as they feel more involved in the process. Students' positive responses to quizzes and challenges indicate that they prefer learning through an approach combining entertainment and education. In addition, increased interaction between students and teachers and between students is also an indicator of the success of the implementation of edutainment. Students are more confident in asking questions and providing answers, contributing to their improved understanding of the material.

Implementing edutainment at SDN 1 Bangil significantly increases student motivation and involvement in learning. Observational data and interviews with teachers and students show that using entertainment elements, such as games and educational videos, plays a significant role in attracting students' attention and encouraging them to be more active in learning. This increases their interest in the lesson and helps them develop a deeper understanding of the material being taught. In addition, students' higher participation in discussions and interactions with teachers signifies that they feel more valued and encouraged to learn fun and engagingly. Based on these findings, it can be concluded that edutainment effectively increases student learning motivation and engagement, creating a more dynamic and productive classroom atmosphere.

### **Problem Solving Skills**

Problem-solving, or the ability to solve problems, is an essential skill in education because it teaches students to think critically and creatively. This study found that learning methods that combine entertainment elements with education make students more interested and involved in learning activities and help them hone logical thinking and problem-solving skills. Educational game-based learning allows students to face challenges and solve problems in a more fun and engaging context, which ultimately positively impacts their ability to solve problems.

SDN 1 Bangil shows a positive view of improving students' problem-solving skills by applying edutainment-based learning. The teachers interviewed explained that during the implementation of this method, they noticed an improvement in how students faced challenges, completing individual assignments and in group discussions. They also note that students become more confident trying

different approaches to solve existing problems. Teachers revealed that learning activities involving educational games provide a more dynamic atmosphere, where students learn while playing, without feeling burdened by the pressure always to be right. This encourages students to be more daring to experiment and find creative solutions to the various problems they face in the subject matter.

The fourth-grade teacher said, "We have seen a significant change in students' thinking. They are more open to various possibilities in solving problems. Previously, students often found it difficult when faced with more complex problems, but with these educational games, they can relax and try different approaches to solve them." This is corroborated by an interview with a fifth-grade home teacher who said, "Students become more courageous to come up with their solutions, even when the solution is not immediately right. They are not afraid of failure because they know that process is important. Edutainment-based learning gives them space to fail and learn from those mistakes." Meanwhile, the religion teacher added, "In addition to improving problem-solving skills, this method also strengthens student cooperation. They discuss and work together more often in groups to solve problems faced in educational games, which is evident in the classroom."

Edutainment-based learning has a positive influence on students' problem-solving skills. Teachers noted that students became more creative and confident in finding solutions and not afraid to experiment with different methods. This shows that this method makes students more engaged in learning and improves their critical thinking skills. The students' courage to try different solutions and learn from their failures indicates that they are developing better problem-solving skills. In addition, interaction between students in solving problems improves teamwork and communication skills, which are also important components in problem-solving.

Edutainment-based learning, especially educational games, effectively improves students' problem-solving skills. Students who previously had difficulty solving problems are now better able to think critically and find creative solutions. Entertainment-based learning not only reduces the fear of failure but also teaches students to focus on the correct answers and the process they go through to find solutions. This also shows that by creating a fun and stress-free learning environment, students can be more optimal in honing their problem-solving skills.

### **Challenges of Implementing Edutainment**

This study identifies several challenges in applying the edutainment method at SDN 1 Bangil. One of the main challenges is maintaining a reasonable balance between the educational and entertainment aspects. While edutainment can increase student engagement, there are concerns that the dominant aspect of entertainment may interfere with the focus on objective educational goals. In addition, another challenge is to ensure that the educational values in the content are maintained so that students are not only entertained but also get clear academic benefits. Finally, the emotional burden caused by content that is too entertaining or competitive is also a challenge that must be considered so that students do not feel stressed or depressed. In this context, research shows that although gamification provides a positive response for students, too many game-based assignments can reduce efficiency in achieving objective educational goals.

SDN 1 Bangil shows that there are two sides that teachers must consider. On the one hand, students positively respond to learning activities that use educational games. They are more interested and active in taking lessons, which can be seen in their increased participation and attendance. However, many students get distracted by the time spent playing games that are not always directly related to educational goals. Some teachers report that there are times when students are more interested in the entertainment aspect than the learning itself, leading to a reduced focus on more serious material. Additionally, while educational games can increase

motivation, there are concerns that students may not make the most of their study time due to too much focus on entertainment.

**Table 1. Challenges in Edutainment Implementation**

Challenge Aspect	Information
Balance between education and entertainment	Learning that focuses too much on entertainment can reduce students' understanding of the more in-depth material. Teachers find it difficult to balance these two aspects.
Effective delivery of educational content	Educational games can help convey material in a fun way, but sometimes the entertainment aspect reduces the focus on more substantial learning.
Emotional burden of students	Games that are too competitive or too difficult a challenge can cause students to feel stressed, which interferes with their learning process.
Learning efficiency	Students are sometimes more interested in the entertainment elements in the game, reducing the efficiency of time spent studying the subject matter objectively.

Table 1 summarizes the main challenges faced in the implementation of edutainment at SDN 1 Bangil. The balance between education and entertainment is the most prominent issue. Teachers often face dilemmas when presenting subject matter engagingly without sacrificing a more in-depth educational purpose. Delivering effective educational content is also a challenge, as educational games that focus too much on entertainment can make students lose focus on more important subjects. The emotional burden of students is also a significant concern. Some games that demand high competition can cause students to feel stressed, interfering with their learning experience. Finally, learning efficiency becomes an issue. Although students become more engaged, too much time spent on games can reduce the time that would otherwise be spent on more substantial material understanding.

Although edutainment has the benefit of increasing student engagement, its implementation must be done with care. Teachers need to maintain a good balance between entertainment and education and ensure that students do not focus too much on entertainment elements that can reduce the effectiveness of learning. The biggest challenge faced is optimizing educational games so that they are not only fun but also educationally effective. The emotional load of students and the efficiency of study time also need to be considered so that learning remains focused on clear academic goals.

## Discussion

Edutainment as a teaching method creates a more active and enjoyable learning environment, increasing student motivation and engagement (Archambault et al., 2022; Faiz et al., 2023). Learning that involves an element of entertainment, such as educational games, allows students to learn without feeling stressed or bored. Students become more open and motivated to participate, feeling that learning is not boring but a fun experience (Huda et al., 2022; Zain & Mustofa, 2024). The success also shows that an approach incorporating entertainment in learning can address the problem of students' tendency to lose interest in lessons that are considered tedious or difficult. On the other hand, the more intense interaction between students and teachers created from edutainment strengthens closer and collaborative educational relationships, where students feel supported in their learning process.

Educational games and entertainment-based approaches can increase student motivation in learning, which is in line with the findings of this study, which show increased student motivation and engagement. Yilmaz and Griffiths (2023), in their study, revealed that game-based learning can develop students' cognitive and social skills, including problem-solving skills, which is also reflected in the findings of this study. Sholeh et al. (2024) found that using visual media and video in learning helps improve students' understanding and retention of information. This supports the finding that

video in edutainment improves students' understanding of the material. Educational games can increase student engagement in learning, which is reflected in increased student participation in education (Fahmi et al., 2024; Ramzan et al., 2023). Game-based learning improves problem-solving and collaboration skills, aligning with the findings that edutainment improves problem-solving skills and student collaboration. Edutainment can be an effective alternative in increasing student motivation and engagement in learning.

Edutainment can create an atmosphere that supports the development of critical thinking and problem-solving skills in students. Focusing on results and processes is essential in honing students' analytical abilities. Educational in-game activities force students to think logically and strategically, which in turn helps them solve problems more effectively (Albano et al., 2021; Sanjani, 2024). By providing space for students to experiment and learn from their mistakes, edutainment-based learning also supports the development of metacognitive skills, such as self-reflection and process evaluation, which are particularly useful in problem-solving. Therefore, integrating educational games into learning can be a very effective way to improve students' problem-solving skills at SDN 1 Bangil.

Using educational games in learning can improve students' ability to solve more complex problems because they are encouraged to think critically. Liu (2024) revealed that educational game-based learning improves students' strategic thinking skills and problem-solving abilities. A similar thing was also found by Saleem et al. (2022), who noted that students who engaged in game-based learning significantly improved their analytical abilities. Hsbollah and Hassan (2022) show that educational games involving challenges and strategies can encourage students to develop creative solutions to the problems at hand. Educational games help students build teamwork skills that are important in problem-solving. So, it can be concluded that edutainment can play a key role in developing students' problem-solving skills in a fun and effective way.

The success of edutainment in learning depends significantly on how it is applied. If it is not balanced, using edutainment can distract from the main learning objectives. For this reason, teachers need to modify or choose games with strong educational elements (Ng et al., 2023) and entertainment elements that do not reduce students' focus on learning. In addition, more effective time management during learning sessions is critical so students do not get caught up in games that do not provide academic benefits. With proper management, edutainment can effectively increase student motivation and engagement without sacrificing educational goals.

Zhang and Yu (2021) show that educational games can increase student engagement but emphasize the importance of balancing entertainment and education. Games that focus too much on entertainment can cause students to lose focus on the subject matter and decrease learning efficiency. The challenge in gamification is keeping the game elements from distracting from more serious learning objectives (Yunus & Hua, 2021). Volberda et al. (2021) also showed that spending too much time on in-game entertainment can decrease learning effectiveness. Educational games can create stress in students if the difficulty level is too high, ultimately interfering with their learning experience. All of these findings suggest that while edutainment has the potential to increase student motivation, its implementation must be done with the right balance between entertainment and education in mind.

Edutainment in education, if applied wisely, can be a very effective learning method in increasing students' motivation and involvement and honing their problem-solving skills. With the proper integration of educational games, students are more interested in learning and able to think critically and creatively in solving problems. This research's main contribution is to provide educators insight into utilizing the entertainment element in education without sacrificing more serious academic goals. The study also underscores the importance of balancing entertainment and

education when using educational games and effective time management in the classroom.

## CONCLUSION

The implementation of edutainment at SDN 1 Bangil has increased student motivation and involvement and honed their problem-solving skills through educational games and other entertainment elements. Nonetheless, the main challenge faced is maintaining a balance between the entertainment aspect and the more in-depth educational goals, as well as the efficient management of time in the classroom. The limitations of this study lie in the focus that only covers one primary school and the potential bias in teachers' perceptions of edutainment. Therefore, further research can be carried out by involving more elementary schools with diverse backgrounds and examining more deeply the selection of educational games that are in accordance with the curriculum and learning objectives. The research is also recommended to explore the long-term impact of edutainment on students' cognitive and social development and to investigate further how teacher training in implementing edutainment can improve the effectiveness of entertainment-based learning.

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