

## IMPLEMENTING THE TEACHING AND LEARNING PROCESSES OF DIDIK HIBUR EDUTAINMENT APPROACH AMONG REMEDIAL EDUCATION TEACHERS IN PENANG

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Article Info	ABSTRACT
<p><b>Article history:</b>                      Received Feb: 7, 2022                      Revised: Feb 20 2022                      Accepted: March 13, 2022                      Published: 1 April 2022</p> <p><b>Keywords:</b>                      Didik Hibur                      Edutainment                      Rehabilitation Teacher                      Knowledge Skill                      Attitudes                      Remedial</p>	<p>The used of Didik Hibur Edutainment (Educational Entertainment) Approach is a method of teaching and learning processes by using various techniques and methods that involve listening, speaking and writing to attract students to learn. The Didik Hibur Education Entertainment approach has been applied in every subject including the field of rehabilitation in special remedial programme in primary school. In general, the purpose of this study was to examine the extent to which remedial teachers in primary schools use the Entertainment Education approach in the teaching and learning process. In addition, this study would like to see the extent of gender factors, teaching experience, teaching according to options and the frequency of use of Didik Hibur Edutainment in remedial classes in primary schools. This study is a survey study conducted on 160 primary school rehabilitation remedial teachers in Penang, namely 27 male teachers and 133 female teachers. The study data that were distributed to the respondents were analyzed quantitatively. The questionnaire consists of four parts, namely part A is demographics, part B consists of the level of knowledge of the entertainment approach, part C consists of the implementation skills of the entertainment approach and part D consists of teachers' attitudes towards the entertainment approach which consists of 10 questions. The results of this study found that the reliability of the items of knowledge level, skills and attitudes of rehabilitation remedial teachers towards the entertainment learner approach showed Cronbach's Alpha results between 0.947 and 0.979. The results of the study on the level of knowledge with a value of <math>p = 0.29</math>, skills with a value of <math>p = 0.43</math> and attitudes with a value of <math>p = 0.93</math> is that there is no significant difference where the value of <math>p &gt; 0.05</math>. Pearson correlation test was conducted to see the relationship between knowledge and skills which showed that there was a significant relationship that is the value of <math>r = 0.666</math>, <math>p &lt; 0.005</math> and there is a significant relationship between skills and attitudes that is the value of <math>r = 0.636</math>, <math>p &lt; 0.005</math>.</p>

## **INTRODUCTION**

The objective of this study is to identify the implementation practices of Didik Hibur Edutainment educators applied among remedial teachers in learning and teaching in primary school . It is hoped that the findings of this study will be a guide and provide guidance to remedial teachers in implementing entertainment-based teaching more consistently according to the recommendations by the MOE. Remedial teachers are more confident if the effectiveness of their teaching using entertainment can improve the mastery of rehabilitation students in reading, writing and counting (3M) and can reduce the number of dropouts of rehabilitation students who are still illiterate. This study has several objectives as follows:

1. Identify the level of knowledge on Didik Hibur Edutainment approach among primary school remedial education teachers in Penang?
2. Identify the the level of skills in implementing the Didik Hibur Edutainment approach among primary school remedial education teachers in Penang?
3. Identify the level of attitude towards the use of Didik Hibur Edutainment approach among primary school remedial education teachers in Penang?
4. Identify whether there is a relationship between options and knowledge of Didik Hibur Edutainment approach among primary school remedial education teachers in Penang?
5. Identify whether there is a relationship between options and skills in implementing the Didik Hibur Edutainment approach among primary school remedial education teachers in Penang?

## **LITERATURE REVIEW**

From the literature, it is found that the educational entertainment was approached in 21st Century Learning (PAK21) or student -centered learning based on elements of communication, collaborative, creative and critical thinking as well as the application of moral values and ethics has been introduced in the education system in primary schools. These changes in the education system coincide with the formulation of a policy in the Integrated Primary School Curriculum (KSSR) in 2010 which has introduced an entertainment educator approach as a fun learning strategy (Noriah and Hashim, 2008). In the primary classroom, edutainment takes the form of media and experiences that mixfun and learning to motivate students. Didik Hibur is an innovation in an alternative edutainment approach centered on students in the act of class teaching and learning processes (PdP) that involves the teaching of Malay language. It is a paradigm shift that occurs in teaching and learning in primary school classrooms, including the teaching and learning of pre -school classes and 3M remedial intervention classes for reading, writing and counting basic skills. Zanariah Wahab, Zamri Mahamod (2017), has studied the level of readiness, attitude and ability of teaching approach using Didik Hibur Edutainment method among Malay Language primary school teachers in Sepang District, Selangor. This study also aims to examine the differences between Malay primary school teachers between the variables and expertise of the population, attitudes and abilities in applying Didik Hibur Edutainment strategies. A survey design was used in this study and all information was collected through questionnaires. The findings of this study found that Malay Language teachers in primary schools in the Sepang District of Selangor have a high level of knowledge about the entertainment education approach and a high level of attitude towards the use of the entertainment education approach. However, the level of skills in implementing the entertainment education approach among teachers is at a moderate level.

## **METHODOLOGY**

Based on quantitative research, this survey study was selected as the study design. Study design is the most important thing to enable the researcher to conduct his or her study. Creswell (2005), stated that study design is a procedure of how the processing of data collected based on a systematic planning of the concept of the formation of a study. In this study, researchers use survey research method with the use of data collection methods through questionnaires. Researchers used a questionnaire instrument in this study. A research instrument is a tool used to process data collection. Thus, the research instrument is closely related to data collection techniques. Set questions on adaptation by researchers using the Malay language instruments based on Didik Hibur Edutainment questionnaires by Zanariah Abdul Wahab (2017). According to Mokhtar (2011), in an investigation, the instruments used to obtain data. Thus, the instruments used in research studies must include all forms of data collection equipment used in a research. These instruments include tests such as level of knowledge, skills, attitudes, achievements and so on. The use of the instrument can provide an explanation of the data to the researcher in choosing the method of analyzing the data to solve the research problem easily. The evidence in the instrument itself, can be used as a data collection tool both from consistency, validity, and objective.

Therefore, in this study the researchers chose to collect data through a set of questionnaires. In this study, the questionnaire instrument form for the questions was adapted and modified from the research questionnaire by Zanariah Wahab (2017) which is related to the survey of past entertainment educator studies. The items selected by the researcher were modified according to the research questions related to entertainment education in the context of previous rehabilitation. This questionnaire instrument has been modified from other researchers such as Afendi Hamat (2002), Lim Ser Yen (2005), Muhamad Ridzuan (2006). According to ) who stated that a good instrument should have the characteristics of objectivity, validity, reliability and usability. The use of questionnaires was felt to be more appropriate because the data obtained from the respondents were accurate. This is because they feel safer to give answers to the questionnaire because they do not have to write their own names and the respondents' answers will be kept secret by the researcher. For the purpose of data collection, a set of questionnaires was distributed through google form application and only a total of 160 sets of questionnaires from the completed respondents will be taken counted and evaluated to measure various elements and variables related to the study of entertainment practice in the context of rehabilitation in schools in Penang. All items were based on a 5 -point Likert Scale type with 1 Strongly Disagree and 5 Strongly Agree. The questionnaire instrument consisted of 13 knowledge level item questions, 10 item questions on applying skills and 10 attitude -related question items. This questionnaire instrument was validated by three panel of experts in the field construction for content and building validity. The instrument also underwent a pilot study for the purpose of testing reliability with Cronbach's alpha values of .947 for knowledge items and .967 for applying skills items and .969 for attitude -involving items. Based on the constructed and modified questionnaire instrument, respondents had to answer according to a pre -determined agreement level scale into five categories. The five -point Likert scale selected for this instrument was based on the ability to use information about a respondent's level of agreement on each item presented. According to Azizi et al. (2006) the use of the Likert scale is very easy to manage and set up.

## **Participants**

The selected study sample is a total of 160 primary school remedial education teachers in the state of Penang. The study conducted by the researcher is related to the knowledge, implementation skills and attitudes of rehabilitation teachers towards the entertainment educator approach that makes rehabilitation classes in primary schools in Penang as the study location.

**RESEARCH FINDINGS**

**Question 1 : Level of Knowledge on Didik Hibur Edutainment approach among primary school remedial education teachers in Penang.**

To answer the first research question that is the level of knowledge about entertainment education among rehabilitation remedial teachers, researchers have conducted a descriptive analysis based on mean values and standard deviations. The results of the study can be explained in detail through table 1. Descriptive analysis shows that the overall level of knowledge about entertainment education among rehabilitation teachers is at a moderately high level with a mean score value = 3.905 and standard deviation = 0.475. The interpretation of this mean score is based on Bahaman and Turiman (1999) who stated that the mean score value is between 4.01 to 5.00 is high. This indicates that the level of knowledge of remedial teachers is still at a moderate level in mastering the approach of entertaining learners during learning and teaching is carried out. This moderate level of knowledge can be seen through the answers given by the respondents. However, the results of this study can refute the researcher's assumption that shows the level of knowledge of rehabilitation teachers in the entertainment education approach is high.

**Table 1 : Descriptive Statistics Level of Knowledge of Didik Hibur Edutainment approach**

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>
Knowledge	160	2.62	5.00	3.905	0.475
Number (N)	160				

In addition, learning and teaching (PdP) that uses an entertaining learner approach can also reduce the level of anxiety of rehabilitation students so that they can learn in a relaxed and cheerful atmosphere in the classroom. This finding is supported by the study of Zailah (2012) stated that Didik Hibur Edutainment approach is a fun learning session with elements of humor, aesthetics, music games and acting. Teaching and learning English is more fun to be followed by the students. This method can reduce the level of anxiety and fear to teachers who have the concept of relaxing and entertaining. In conclusion, the level of knowledge of rehabilitation teachers about the entertainment education approach is at a moderately high level with a mean value = 3.905, standard deviation = 0.475. In addition, the level of knowledge on the approach of entertainment learners can also be seen based on the results of the study according to 13 constructs that have been determined at the beginning of the study. The results show that the construct that is at a high level is PdP which allows rehabilitation students to speak freely, express opinions and ideas logically in a controlled manner with a mean value = 4.09, standard deviation = 0.576, followed by PdP which can reduce the level of anxiety of rehabilitation students. so that they can learn in a relaxed and cheerful atmosphere in the classroom with a mean value = 4.03, standard deviation = 0.565, followed by PdP objectives tend to a variety of ways and activities in solving problems 3M rehabilitation students individually, in pairs or groups with a mean value = 3.97 , standard deviation = 0.549, and PdP “fun learning” that is fun with various elements such as singing, musicals, acting, drama, joke sketches and games are classified with a mean value = 3.97, standard deviation = 0.598 and the use of ICT (information communication technology) and BBM (teachings aids) that attracting the involvement of remedial pupils 'activities towards teaching and learning n is classified with mean value: 3.96, standard sishan = 0.638. While the construct that is at a moderately high level is the model of poetry through the method of entertainment education approach that is mean value = 3.95, standard deviation = 0.536.

**Question 2: The level of skills in implementing the Didik Hibur Edutainment approach among primary school remedial education teachers in Penang.**

To answer the second research question, which is the level of skills in the implementation of the entertainment education approach among rehabilitation remedial teachers, the researcher conducted a descriptive analysis based on the mean value and standard deviation. The results of the study can be explained in detail through table 2. Descriptive analysis shows that the overall level of skills in the implementation of the entertainment education approach among rehabilitation teachers is at a high level with a mean score value = 4.0619 and standard deviation = 0.579. The interpretation of this mean score is based on Bahaman and Turiman (1999) who stated that the mean score value is between 4.01 to 5.00 is high. This indicates that the level of skills in the implementation of the entertainment education approach is at a high level and this means that primary school rehabilitation teachers in Penang can master the skills of entertainment education during the teaching and learning process is implemented. The high level of skills can be seen through the answers given by the respondents. However, the results of this study can agree with the researcher's assumption that shows the level of skills in the implementation of the entertainment educator approach is high.

**Table 2 : Skill Level implementation of Didik Hibur Edutainment approach**

	N	Min	Max	Mean	Standard Deviation
Skill	160	2.00	5.00	4.0619	0.57908
Number (N)	160				

Table 2 shows that the study found that the mean of the highest items in the skill construct of the implementation of the entertainment approach is from the aspect of making daily lesson plans (RPH) according to the level of suitability of rehabilitation students based on DSKP syllabus and Planning simple teaching steps to produce effective lesson plans to rehabilitation students. This shows that rehabilitation teachers who use and master the skills of the entertainment approach in the aspect of teaching and learning (PdP) can help students in the rehabilitation class. If we look at the aspect of daily teaching plan (RPH) according to the level of suitability of rehabilitation students based on DSKP, the study can prove that rehabilitation teachers can fully understand the importance of applying entertainment approach skills during PdP to attract rehabilitation students. This finding is supported by the study of Zaitun Ejuri (2009) also found that the lack of knowledge of teachers in the latest skills makes teachers less role in the classroom and use the old method is quite boring, while the musical element itself is enough to describe excitement and fun. The study of Shaffe Mohd Daud, Ramli Basri, Roselan Baki, Sahandri Ghani Hamzah and Mokhtar Nawawi (2011), the results show that the relationship between research and learning methods using humor teaching approach is one of the appropriate features for effective techniques and learning in entertainment education approach .In addition, remedial teachers who are able to solve remedial student learning problems can be detected through diagnostic tests. This finding is supported by studies Abdul Rasid Jamian, Razali Nurul Nadiah and Shamsudin Othman (2016), these findings indicate that the edutainment techniques used in the teaching of English can improve your essay writing.

**Question 3: The level of attitude towards the use of Didik Hibur Edutainment approach among primary school remedial education teachers in Penang.**

To answer the third research question, which is the level of attitude towards the use of Didik Hibur approach among primary school rehabilitation teachers in Penang, the researcher conducted a descriptive analysis based on the mean value and standard deviation. The results of the study can be

explained in detail through table 3. Descriptive analysis shows that the overall level of attitude towards the use of Didik Hibur approach among primary school rehabilitation teachers is at a high level with a mean score value = 4.1138 and standard deviation = 0.5007. The interpretation of this mean score is based on Bahaman and Turiman (1999) who stated that the mean score value is between 4.01 to 5.00 is high. This shows that the level of attitude towards the use of Didik Hibur approach among primary school rehabilitation teachers is at a high level and this means that primary school rehabilitation teachers in Penang can cultivate attitudes towards the use of didik hibur approach while implementing the teaching and learning process. The high level of attitude towards the use of Didik Hibur approach can be seen through the answers given by the respondents. However, the results of this study can agree with the researcher's assumption that the level of attitude towards the use of Didik Hibur approach is high.

**Table 3: Level of attitude towards the use of Didik Hibur Edutainment approach**

	N	Min	Max	Mean	Standard Deviation
Attitude	160	2.00	5.00	4.1138	0.50075
Number (N)	160				

Table 3 shows the study found the mean of the highest items in the attitude construct towards the use of Didik Hibur Edutainment approach from the aspect of creating a cheerful, fun and meaningful learning environment in the classroom, ways to form positive social interactions in helping rehabilitation students to learn and very effective if PdP is performed by a remedial teacher. This shows that rehabilitation teachers who apply the attitude towards the use of Didik Hibur Edutainment approach to teaching and learning aspects (PdP) can help students in the rehabilitation class. If seen the aspect of creating a cheerful, fun and meaningful learning atmosphere in the classroom. This finding is supported by the study of Zamrah (1999), showing that a motivated attitude, can produce an authoritative and visionary human character. Suradi's (1987) study found that the attitude of educators will influence the interest and efforts towards student achievement. Bad attitudes towards teachers can weaken students' interest and motivation in topics taught by teachers. In addition, the way to form positive social interactions is positive in helping rehabilitation students to learn and is very effective if PdP is implemented by rehabilitation teachers. Based on the study of Maimon (2011), stated that singing can enhance motivation because it is an activity that focuses on the full involvement of students. This is where students' talents, interests and responsibilities will be nurtured. They will be more motivated and excited in doing the activities given by the teacher, can indirectly successfully change their perception of a subject

**Question 4 : Differences in knowledge stages about educational approaches to entertainment education based in option.**

There is no significant difference between options and knowledge of Didik Hibur Edutainment approach among primary school remedial teachers in Penang. The researcher conducted a T test for Two Independent Samples to identify the differences in the level of knowledge of teachers of the Entertainment Education approach based on options. Before determining whether the t statistics differed significantly, the researcher conducted the Levene test to ensure that the variance of the two groups was no significant difference. Levene test results found F value = 4.760 and P value = 0.031 (P <0.05). This indicates that the variance of the level of knowledge of remedial teachers who teach according to option and non -option is significantly different. In other words the two variances are not the same. Therefore, the researcher looked at the value of t in the "Equal Variances assumed" part of the statement.

**Table 4 - Results of T Test Analysis of Two Independent Samples (Knowledge)**

	Option	N	Mean	Value of T	Df	Sig
Level of Knowledge of Educational Remedial Teachers in Didik Hibur Edutainment	Yes	70	3.9495	1.048	158	0.296
	No	90	3.8701			

The results of T test analysis for these two independent samples can be explained through Table 4.6, the researcher found that there is no significant difference in the level of knowledge about Didik Hibur Edutainment approach based on options with t value (1.048) = 0.07937 and P value = 0.296 (P> 0.05). If viewed in terms of mean, it shows the level of knowledge about the entertainment approach of rehabilitation teachers who teach according to options with a mean value = 3.9495, while rehabilitation teachers who do not teach according to options with a mean value = 3.8701. This indicates that significantly, the level of knowledge about the remedial teacher entertainment educator approach in those who teach according to option is higher than that of teachers who teach not according to option. In summary, the results of t test analysis of two independent samples showed no significant difference in the level of knowledge about the approach of entertainment learners between rehabilitation teachers who teach optionally in the state of Penang. In addition, the results also show that the level of knowledge of the entertainment approach of rehabilitation teachers who teach according to options is higher compared to rehabilitation teachers who do not follow the options are more likely to use the entertainment approach in the teaching and learning process in schools.

**Question 5 : Differences in skill levels implementing an option based entertainment education approach.**

There is no significant difference between options and skills in implementing the Didik Hibur approach among primary school rehabilitation teachers in Penang. The researcher conducted a T test for Two Independent Samples to identify the differences in the level of skills of implementing the entertainment educator approach based on options. Before determining whether the t statistics differed significantly, the researcher conducted the Levene test to ensure that the variance of the two groups was no significant difference. Levene test results found F value = 1.917 and P value = 0.168 (P> 0.05). This indicates that the variance of skill level of implementing the entertainment educator approach among remedial teachers who teach according to option and non -option is not significantly different. In other words the two variances are the same. Therefore, the researcher looked at the value of t in the “Equal Variances assumed” part of the statement. The results of T test analysis for these two independent samples can be explained through Table 5 , the researcher found that there is no significant difference in the level of skills to implement Didik Hibur approach based on options with t value (160) = 0.789 and P value = 0.432 (P> 0.05). So the null hypothesis (Ho11) is a failure to reject. If viewed in terms of mean shows the level of skills to implement the approach of rehabilitation teachers who teach according to options with a mean value = 4.1029, while rehabilitation teachers who teach not according to options with a mean value = 4.0300 rehabilitation teachers who teach according to options are higher than teachers who teach not by option.

**Table 5 : Results of T Test Analysis of Two Independent Samples (Skills)**

	Option	N	Mean	Value of T	Df	Sig
Level of Knowledge of Educational Remedial Teachers in Didik Hibur Edutainment	Yes	70	4.1029	0.789	158	0.432
	No	90	4.0300			

In summary, the results of t test analysis of two independent samples showed no significant difference in the level of skills in implementing the entertainment education approach between remedial teachers who teach optionally in the state of Penang. In addition, the results also show that the level of skills in implementing the entertainment educator approach of rehabilitation teachers who teach according to options is higher compared to rehabilitation teachers who do not follow the option are more likely to use the entertainment educator approach in the teaching and learning process in schools.

## **DISCUSSIONS**

This study shows the level of knowledge about the Didik Hibur Edutainment approach which shows a significant relationship with the skills of implementing the approach is that there is a significant relationship between knowledge and skills. This indicates that both variables are positively related to the strength of the relationship at a moderate level. . According to Khalidah Khalid (2011), the skills of teachers to apply noble values through the Didik Hibur Edutainment approach of acting model in teaching is an aspect that is able to nurture social skills among students. It is able to nurture social skills based on noble values such as team spirit, cooperation, courage, responsibility, confidence and ability to move forward without shame and embarrassment, thus successfully cultivating self-confidence and building a positive personality. He added that through acting techniques, it is also able to leave a big impact if teachers are skilled in creating PdP materials based on high knowledge and skills, careful planning and systematic implementation. Even storytelling and acting techniques have been recognized as an approach to the education of pure values. In summary, the results of the study have shown that there is a significant relationship between the knowledge of the Didik Hibur Edutainment approach to the skills of implementing the Didik Hibur Edutainment approach among primary school rehabilitation remedial teachers in Penang. The level of skills in implementing the Entertainment Education approach which shows a significant relationship with the attitude towards the use of the entertainment education approach is that there is a significant relationship between skills and attitudes. This indicates that both variables are positively related to the strength of the relationship at a moderate level. According to Maimon (2011), states that singing can enhance motivation because it is an activity that focuses on the full involvement of students. This is where students' talents, interests and responsibilities will be nurtured. They will be more motivated and excited in doing the activities given by the teacher, can indirectly successfully change their perception of a subject. In summary, the results of the study have shown that there is a significant relationship between the skills of implementing Didik Hibur Edutainment on the attitude towards the Didik Hibur Edutainment approach among primary school rehabilitation remedial teachers in Penang, Malaysia.

## **CONCLUSION AND RECOMMENDATION**

This study was conducted only based on the factors of gender, school location, teaching experience, options and frequency of using Didik Hibur Edutainment only. It does not make generalizations about other factors in detail that influence knowledge, skills and attitudes among teachers. Therefore, it is suggested that future studies of demographic factors can be further developed by taking into account other factors such as age, education level and state. This study is only an exploratory study involving a very small sample size of 160 rehabilitation teachers only. Therefore, the researcher suggested to future researchers to add a large number of samples where done to all teachers not only remedial teachers. This is because a larger number of subjects is important to provide a comprehensive picture of the study conducted among teachers. The researcher would also like to suggest that future researchers can conduct a personality study with the knowledge, skills and attitudes about this approach to Didik Hibur Education Entertainment towards teachers of other subjects. This is because, environmental factors also contribute to the results of the study conducted later and so that the findings obtained are even clearer. The researcher would like to suggest that future researchers use other methods such as experimental methods that are rarely used by local researchers so that more



new findings are found. While researchers conducting this study, we can see the tools used in this study is limited to only those who can understand, read and write in English. Difficulties existed for Chinese and Indian students to understand the questions of the distributed questionnaire. Therefore, it is suggested that the use of multilingual translation tools, namely Chinese and Tamil, can be carried out so that the results of the study can be generalized to this population. The researcher also wants to make a proposal to the school administration to hold a program or camp that can improve the knowledge, skills and attitudes about Didik Hibur Edutainment among remedial teachers in schools according to the subjects offered in schools. These programs or camps can also have an impact on academic achievement, and even include the positive development of the teacher's personality, discipline and self-behavior.

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