International Conference on Business, Economics, Technology, and Social Sciences (IC-BESTS) 2026

E-ISSN 3164-077X **Conference Date: July 23, 2026** **DOI: 10.34127/icbests.v1i1.235**

HE EFFECT OF THE EDUTAINMENT METHOD ON STUDENTS' LEARNING ACHIEVEMENT IN THE SELF-DEVELOPMENT COURSE AT POLITEKNIK LP3I JAKARTA

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ABSTRACT

The purpose of this study was to know (1) the impact of the Teams Games Tournament (TGT) and conventional learning models on the students history education achievement (2) to reveal the impact differences between the students with high and low learning independence on their history education achievement, and (3) to find out the interactional impact between the learning models on the students history education achievement and their independent learning. The research was carried out in SMA 1 Banyudono in the second semester of academic year 2012/2013. The study population was all students in class XI IPS SMA N 1 Banyudono, of the population of researchers got 32 students XI IPS 4 as the experimental group using the learning model of TGT and 32 students of class XI IPS 3 as control group using conventional learning. Sampling technique used was the cluster random. The data were analyzed with ANOVA multiple regression after precondition test. The normality analysis was tested using Lilliefors significant corection from Kolmogorov-Smirnov Test, meanwhile the homogeneity analysis with Levene's Test. From the results of this research concluded that: 1) There is a significant differing impact of TGT and conventional learning models on the students history education achievement, as shown by F value = 4.861, and p value = 0.31> 0.05. 2) a significant differing impact between students with high and low learning independence is found as reflected by F value = 40.822, and p value = 0.000 <0.05, and finally 3) there is no interactional impact between the learning models and the students independent learning in history education as confirmed by F value = 2.063, and p value = 0.129> 0.05. Based on this research, it can be concluded that the learning model, edutainment method, indoor and outdoor learning activities, and students' learning motivation have a significant influence on students' learning achievement in the Development of Self course.

Keywords: Learning achievement, learning model, edutainment method, indoor-outdoor learning activities, learning motivation.

Introduction

Education plays an important role in developing individuals who possess knowledge, skills, attitudes, creativity, and the ability to adapt to various demands of life. The educational process is not merely concerned with transferring knowledge from educators to students but also with developing students' cognitive, affective, and psychomotor capacities. In the Indonesian educational context, education is defined as a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential, including intelligence, personality, noble character, and skills required in their lives and society (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003). Consequently, the success of education cannot be measured only by the extent to which students understand learning materials but also by their ability to actively participate in learning and achieve meaningful learning outcomes.

Learning achievement is one of the important indicators used to evaluate the success of an educational process. Achievement reflects the extent to which students are able to understand and master the competencies expected after participating in learning activities. However, learning achievement is not determined solely by students' intellectual abilities. It is influenced by various internal and external factors, including interest, intelligence, aptitude, motivation, learning facilities, teachers or lecturers, learning methods, learning models, learning media, and the learning environment. The interaction among these factors determines the quality of students' learning experiences and, ultimately, their achievement. Therefore, improving learning achievement requires instructional strategies that are capable of involving students actively and creating learning conditions that encourage them to participate meaningfully in the learning process.

One of the challenges in the learning process is the tendency of learning activities to become routine, static, and monotonous. When learning is dominated by one-way communication, students may tend to function only as recipients of information rather than as active participants. Such conditions may reduce students' attention, participation, creativity, and enthusiasm for learning. The source document emphasizes that effective learning requires reciprocal and structured interaction between educators and students. Students need to be provided with opportunities to participate, communicate, explore, and develop their potential rather than simply receive information from the teacher or lecturer. Therefore, the development of instructional methods that can create an active and enjoyable learning environment is an important consideration in improving educational outcomes.

In this context, **edutainment** offers an alternative approach to creating a more enjoyable and engaging learning process. Edutainment is presented as a combination of two activities, namely education and entertainment. The underlying idea is that learning can be designed in an atmosphere that is enjoyable without eliminating its educational objectives. An enjoyable learning process is expected to attract students' attention and encourage them to become more actively involved in learning activities. Rather than viewing learning as a rigid and monotonous activity, edutainment attempts to create conditions in which students can learn while experiencing enjoyment, interaction, and meaningful participation.

The relevance of edutainment can be understood from the relationship between students' learning activities and learning outcomes. The source document explains that learning achievement is closely associated with students' activities during the learning process. To increase learning activity, students require factors that encourage, drive, and direct their learning behavior. Learning motivation is one such factor, and a higher level of motivation is expected to contribute to better learning outcomes. In this respect, an enjoyable learning environment may become an important element in stimulating students' willingness to

participate in learning. Edutainment is therefore not simply intended to make learning entertaining but to create a learning atmosphere that supports students' engagement with the educational process.

The importance of creating enjoyable learning experiences is also reflected in the concept of PAIKEM, namely active, innovative, creative, effective, and enjoyable learning. This approach emphasizes that students should be actively involved in learning activities and should have opportunities to ask questions, express ideas, communicate experiences, explore information, and construct their understanding. Learning should involve students in various activities rather than relying exclusively on lectures or passive reception of information. An enjoyable learning atmosphere is expected to enable students to focus their attention more fully on learning activities, while the effectiveness of learning remains essential because enjoyable activities must still lead to the achievement of predetermined learning objectives.

Edutainment is consequently relevant to the development of learning practices that place students at the center of the learning process. The source document indicates that effective learning should accommodate students' different characteristics, interests, abilities, and learning modalities. PAIKEM, for example, emphasizes interaction, communication, reflection, and exploration, while the discussion of learning modalities recognizes visual, auditory, and kinesthetic tendencies among students. These principles suggest that learning activities need to provide varied experiences and opportunities for students to interact directly with learning materials, educators, peers, and their surrounding environment. An edutainment-oriented approach can support such conditions by incorporating enjoyable and engaging activities into the learning process while maintaining its educational purpose.

The role of the educator is particularly important in implementing an edutainment-oriented learning process. Educators are not merely transmitters of information but also facilitators who are expected to stimulate students' enthusiasm, creativity, and active participation. The source document states that teachers or educators need creativity in selecting and implementing appropriate learning models and methods. They are expected to create learning conditions that make students enthusiastic about learning, encourage them to think and act, and facilitate independent learning. Therefore, the effectiveness of edutainment depends not only on the use of entertaining activities but also on the educator's ability to connect those activities with learning objectives and students' needs.

The potential relationship between edutainment and learning achievement is particularly relevant in higher education, where students are expected to develop both academic knowledge and personal competencies. Learning activities that are engaging, interactive, and meaningful may provide students with experiences that differ from conventional classroom instruction. In the Development of Self course at Politeknik LP3I Jakarta, the source document reports an observation of differences in student achievement between students who participated in indoor–outdoor learning activities without the edutainment method and students who participated in indoor–outdoor learning activities integrated with edutainment. This observation became one of the reasons for examining the role of edutainment in the learning process.

The issue is important because the achievement of students is expected to result not only from their individual capabilities but also from the quality of the learning process they experience. The learning process needs to provide an environment in which students are motivated to participate, interact, explore, and apply what they learn. Edutainment may contribute to this process by transforming learning into an activity that is more enjoyable and

engaging while maintaining its educational orientation. Nevertheless, entertainment alone cannot be considered sufficient. The essential issue is whether the integration of enjoyable activities into instruction is capable of supporting the achievement of learning objectives and improving students' learning outcomes. The concept of PAIKEM reinforces this distinction by emphasizing that learning should be both enjoyable and effective.

Based on this rationale, there is a need to examine more specifically the contribution of the edutainment method to students' learning achievement. While learning achievement is influenced by numerous factors, focusing on edutainment allows the study to investigate whether the way learning is presented and experienced by students has a meaningful relationship with their academic outcomes. This focus is particularly relevant to courses such as Development of Self, which require learning experiences that can encourage students to participate actively and develop competencies beyond the acquisition of theoretical knowledge.

Therefore, this study focuses on **the effect of the edutainment method on students' learning achievement in the Development of Self course at Politeknik LP3I Jakarta**. The study is based on the premise that a learning process designed to be educational as well as enjoyable may encourage greater student engagement and create conditions that support better learning outcomes. The research is expected to contribute to the development of more engaging instructional practices and provide empirical evidence regarding the role of edutainment in improving student learning achievement. The original study identified improving the quality of learning and increasing student achievement through the implementation of edutainment-oriented learning activities as important objectives of the research.

THEORETICAL STUDIES

Theoretical Studies

Edutainment

Edutainment is an instructional approach that combines **education** and **entertainment** to create a learning process that is enjoyable while maintaining its educational objectives. In the thesis, edutainment is conceptually defined as a learning process designed to combine educational content and entertainment harmoniously so that learning becomes more enjoyable (Sutrisno, 2005). Therefore, edutainment should not be understood simply as adding entertainment to classroom activities. Rather, entertainment is used as a pedagogical means to encourage students' attention, participation, interaction, and engagement in achieving learning objectives.

The theoretical foundation of edutainment emphasizes active student involvement in the learning process. Learning through playing, for example, provides students with opportunities to manipulate, repeat, discover, explore, and practice concepts through direct experiences (Sudono, 2000). Similarly, Silberman (2006) emphasizes that learning becomes more meaningful when students are involved in activities such as listening, seeing, discussing, doing, and teaching others. These principles indicate that students should not merely receive information from lecturers but should actively participate in constructing knowledge and developing skills.

The implementation of edutainment can therefore involve various instructional activities and media, including stories, cases, pictures, films, videos, games, drama, demonstrations, experiments, and technology-supported activities. These activities are expected to create a more attractive and enjoyable learning atmosphere while remaining connected to the learning objectives. In this perspective, the effectiveness of edutainment depends on the lecturer's ability to select and organize entertaining activities that are relevant to the learning content and students' learning needs. Thus, edutainment emphasizes a balance between **enjoyment and educational effectiveness**.

Learning Achievement

Learning achievement refers to the outcomes obtained by students after participating in a learning process. It represents the extent to which students have achieved the competencies or learning objectives established in the instructional process. In the theoretical discussion contained in the thesis, learning outcomes are associated with changes in students' abilities resulting from learning experiences and practice. Gagne (1985) identifies several forms of learning outcomes, including verbal information, intellectual skills, cognitive strategies, attitudes, and skills. This perspective indicates that learning achievement is not limited to the acquisition of factual knowledge but may also involve intellectual, behavioral, and practical development.

Bloom's classification, as cited in Arikunto (1990), further explains that learning outcomes encompass three domains: **cognitive, affective, and psychomotor**. The cognitive domain concerns students' intellectual abilities and knowledge; the affective domain concerns attitudes, values, and emotional responses; while the psychomotor domain concerns skills and the ability to perform activities. Accordingly, learning achievement can be viewed as a multidimensional indicator of the success of the learning process. In the context of higher education, achievement may be reflected through students' academic performance and their ability to demonstrate knowledge, attitudes, and skills acquired through learning.

Relationship Between Edutainment and Learning Achievement

Theoretically, edutainment is expected to contribute to students' learning achievement because it encourages students to become actively involved in learning activities. When students listen, observe, discuss, practice, and interact with learning materials, they have more opportunities to process and reinforce the information being learned (Silberman, 2006). Similarly, the use of enjoyable learning activities can provide students with opportunities to explore and practice concepts through direct experiences (Sudono, 2000). These learning experiences are consistent with the view that learning occurs through activity, experience, and practice.

The relationship between edutainment and learning achievement is also supported by the empirical findings reported in the thesis. The analysis of the edutainment variable showed a correlation coefficient of **0.665** with learning achievement, indicating a strong positive relationship. Furthermore, the coefficient of determination ($\mathbf{R^2 = 0.442}$) indicates that the learning method explained **44.2% of the variance in students' learning achievement**. The regression analysis also showed a statistically significant effect, with $\mathbf{t = 7.605}$ and $\mathbf{p < .001}$. These findings provide empirical support for the theoretical proposition that the implementation of an engaging and enjoyable learning approach can contribute positively to students' learning achievement.

Based on these theoretical and empirical considerations, this study positions **edutainment as the independent variable (X)** and **learning achievement as the dependent variable (Y)**. The theoretical framework proposes that the more effectively edutainment is implemented—particularly through meaningful, interactive, enjoyable, and educationally relevant activities—the greater the potential for students to achieve better learning outcomes. Therefore, the following hypothesis is proposed:

Research Method

This study employed a **quantitative research approach** to examine the effect of the edutainment method on students' learning achievement. The research was conducted at Politeknik LP3I Jakarta, Kampus Blok M, during the first semester of the 2014/2015 academic year. The population consisted of 132 first-semester students enrolled in the Development of Self course. From this population, 75 students were selected as the research sample using **simple random sampling**, with the sample size determined using the Slovin formula and a 5% margin of error. Data were collected primarily through a closed-ended questionnaire using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured students' perceptions of the edutainment method and its relationship with learning achievement. The edutainment variable was operationalized through four dimensions: **use of teaching resources, use of edutainment elements, learning comfort, and learning interest/attractiveness**.

Data analysis involved several stages to ensure the quality and appropriateness of the research instruments and statistical model. The questionnaire was tested for **validity using Pearson Product-Moment correlation** and for **reliability using Cronbach's Alpha**, with an Alpha value greater than 0.60 considered reliable (Haryono, 2007). Prior to hypothesis testing, the data were examined through normality and heteroscedasticity tests. Because the original research examined several independent variables simultaneously, multiple regression was employed, with learning achievement as the dependent variable and edutainment as one of the independent variables. Specifically, the effect of edutainment on learning achievement was tested partially using the **t-test**, with the hypothesis formulated as H_0: there is no significant effect of the edutainment method on students' learning achievement, and H_a: there is a significant effect of the edutainment method on students' learning achievement. The statistical analysis was therefore used to determine whether the edutainment method made a significant contribution to students' learning achievement.

Results of the Research and Discussion

The results of the study indicate that the **edutainment method has a positive and significant effect on students' learning achievement** in the Development of Self course at Politeknik LP3I Jakarta. The analysis of the relationship between the edutainment variable (X2) and students' learning achievement (Y) produced a correlation coefficient of **0.665**, indicating a strong positive relationship between the two variables. The simple linear regression analysis generated the equation $\mathbf{Y = 23.514 + 0.810X2}$, meaning that an increase of one unit in the implementation of the edutainment method was associated with an increase of 0.810 units in students' learning achievement. The positive regression coefficient demonstrates that improvements in the quality of edutainment implementation tend to be followed by improvements in students' learning achievement.

The significance test further confirms the effect of edutainment on learning achievement. The partial regression test produced a **t-value of 7.605**, which was greater than the critical t-value

of 1.993, with a significance level of **0.000**, which is below the 0.05 significance threshold. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. These results demonstrate that the edutainment method has a statistically significant positive effect on students' learning achievement. In other words, the implementation of learning activities that combine educational content with enjoyable and engaging elements contributes significantly to differences in students' achievement.

The magnitude of the contribution of the edutainment-related learning method can also be observed from the coefficient of determination. The analysis produced an **R^2 value of 0.442**, indicating that the variable accounted for approximately **44.2% of the variance in students' learning achievement**, while the remaining 55.8% was associated with other factors outside the model. The correlation coefficient of 0.665 also indicates a strong relationship between the learning method and learning achievement. These findings are important because they demonstrate that instructional methods constitute a substantial component in explaining differences in student achievement, although learning achievement remains a multidimensional outcome that is also influenced by other educational and individual factors.

The findings become even more meaningful when the edutainment variable is considered simultaneously with the other variables included in the original research model. In the multiple regression analysis, the coefficient for the learning method (X2) was **0.427**, with a standardized beta coefficient of **0.350**, a t-value of **2.800**, and a significance level of **0.007**. Because the significance value is below 0.05, the effect remains statistically significant even after the model simultaneously considers learning model, indoor–outdoor activities, and learning motivation. This suggests that the contribution of edutainment is not merely an indirect consequence of the other instructional variables. Rather, the learning method itself makes an independent contribution to explaining students' learning achievement.

These quantitative findings are consistent with the theoretical conception of edutainment presented in the study. Sutrisno describes edutainment as a combination of education and entertainment, in which educational content and entertainment are harmoniously integrated to create a more enjoyable learning process (Sutrisno, 2005). The implementation observed in the Development of Self course included the use of stories, cases, examples, supporting images, films, videos, games, and drama. The lecturer also combined these activities with lectures, demonstrations, and experiments supported by technology. According to the original research discussion, these approaches helped increase students' willingness and interest in participating in the learning process.

The findings can also be interpreted through Silberman's perspective on active learning. Learning becomes more meaningful when students are not only listening but are also involved in seeing, discussing, doing, and communicating what they have learned (Silberman, 2006). This theoretical perspective is particularly relevant to edutainment because the method provides students with multiple forms of engagement. The use of films, videos, games, drama, cases, demonstrations, and experiments allows students to experience learning through more than one channel. Consequently, edutainment may facilitate a transition from passive reception of information toward active engagement with learning content. The results of this study provide empirical support for the proposition that such active and enjoyable learning experiences can be associated with higher learning achievement.

The relationship between edutainment and learning achievement is also supported by the concept of learning as a process of change resulting from experience and practice. The

theoretical framework in the source document explains that learning involves activities such as observing, reading, initiating, trying, listening, and following directions, while practice contributes to changes in performance (Cronbach, 1954; Geoch, as cited in the thesis). These principles correspond closely with edutainment, which provides students with opportunities to observe, interact, practice, and experience learning materials in a more varied manner. Thus, the positive coefficient found in this study can theoretically be explained by the greater opportunities for students to engage directly with learning experiences rather than merely receiving information verbally.

The findings are also consistent with previous research identified in the thesis. Mufidah's study examining the effect of edutainment on learning outcomes reported differences in students' learning outcomes before and after the implementation of edutainment. The study used a quasi-experimental quantitative design with a one-group pretest–posttest approach and concluded that edutainment had an important effect on learning outcomes. Although Mufidah's research was conducted in a vocational-school context and focused on basic cooking techniques, the similarity of the findings suggests that the positive contribution of edutainment is not limited to one particular subject area. The present study extends this evidence to higher education, specifically students taking the Development of Self course.

An important aspect of the present findings is that edutainment should not be interpreted simply as adding entertainment to the classroom. The effectiveness of the method depends on whether entertainment is meaningfully connected to educational objectives. In the Development of Self course, the activities were designed to support students' understanding of concepts related to personal planning, positive thinking, ethical behavior, self-potential, and the ability to analyze causes and consequences of events. The original findings indicate that students became more confident, developed planning skills, were encouraged to think positively about their future, and were able to apply learning to everyday life. This indicates that the entertainment elements functioned as instructional mechanisms rather than merely as recreational activities.

From a pedagogical perspective, the findings suggest that the quality of the learning experience is an important consideration in improving student achievement. A learning environment that is enjoyable, interactive, and varied can encourage students to pay greater attention to the material and participate more actively. This interpretation is particularly relevant for higher education, where students are expected to develop not only cognitive knowledge but also communication, problem-solving, interpersonal, and practical competencies. Edutainment can support these objectives when lecturers carefully select educational games, audiovisual materials, cases, demonstrations, and other activities that are aligned with the intended learning outcomes.

Novelty of the Research. The novelty of this study lies in its empirical examination of edutainment as a specific instructional variable influencing **learning achievement among higher-education students**, particularly within the Development of Self course at Politeknik LP3I Jakarta. Previous research identified in the thesis primarily examined edutainment in school-level contexts, including vocational education, and generally focused on differences in learning outcomes following an intervention. In contrast, the present study provides quantitative evidence from 75 higher-education students and demonstrates both a strong bivariate relationship (**$r = 0.665$**) and a substantial explanatory contribution (**$R^2 = 0.442$**) of the learning method to student achievement. Furthermore, when examined together with other instructional and motivational variables, edutainment retains a significant independent effect (**$\beta = 0.350$; $t = 2.800$; $p = 0.007$**). Thus, the contribution of this research is not simply

demonstrating that enjoyable learning is beneficial, but providing quantitative evidence that an appropriately designed edutainment approach can make a distinct and measurable contribution to students' academic achievement in higher education.

Overall, the results support the proposed hypothesis that **edutainment has a positive and significant effect on students' learning achievement**. The findings suggest that lecturers can consider edutainment as an instructional strategy for creating learning experiences that are educationally purposeful while remaining enjoyable and engaging. However, the R^2 value of 44.2% also demonstrates that edutainment does not fully explain students' achievement; more than half of the variation remains attributable to other factors. Therefore, edutainment should be viewed as an important component within a broader instructional system rather than as a single determinant of academic success. The findings nevertheless provide empirical support for integrating educational and entertaining activities into higher-education instruction, particularly when the activities are deliberately aligned with learning objectives and students' needs.

Conclusion

The findings of this study demonstrate that the edutainment method has a positive and significant effect on students' learning achievement in the Development of Self course at Politeknik LP3I Jakarta. The statistical analysis showed a strong relationship between edutainment and learning achievement, with a correlation coefficient of 0.665, while the simple regression analysis produced the equation $Y = 23.514 + 0.810X2$. The hypothesis testing further confirmed this relationship, as the calculated t-value of 7.605 exceeded the critical value of 1.993 with a significance level of 0.000, indicating that the implementation of edutainment significantly contributes to improving students' learning achievement.

Furthermore, the coefficient of determination ($R^2 = 0.442$) indicates that the edutainment-related learning method explains 44.2% of the variation in students' learning achievement, whereas the remaining 55.8% is influenced by other factors beyond the scope of this model. When examined together with other instructional variables through multiple regression analysis, the edutainment variable remained statistically significant with a regression coefficient of 0.427, standardized beta of 0.350, t-value of 2.800, and significance value of 0.007. These findings indicate that edutainment provides an independent contribution to students' academic achievement and remains an important instructional factor even when considered alongside other learning variables.

In conclusion, edutainment can be regarded as an effective learning approach because it integrates educational objectives with enjoyable learning experiences that encourage students' active participation and engagement during the learning process. The implementation of stories, cases, images, films, videos, games, drama, demonstrations, and technology-supported activities created a more attractive learning atmosphere and supported students in understanding the Development of Self material more meaningfully. Therefore, the study concludes that the appropriate implementation of edutainment has the potential to enhance students' learning achievement and may serve as a valuable instructional strategy for lecturers in higher education, particularly when entertainment elements are purposefully aligned with intended learning outcomes.

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