

**PENGARUH PENDEKATAN *EDUTAINMENT* BERBASIS *HOTs*
TERHADAP HASIL BELAJAR
MATA KULIAH PENDIDIKAN KEWARGANEGARAAN
PADA MAHASISWA UNIVERSITAS PELITA HARAPAN
DI KARAWACI**

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ABSTRAK

Penelitian ini bertujuan untuk (1) menghasilkan pembelajaran yang menggunakan Pendekatan *Edutainment* berbasis *HOTs* dalam Mata Kuliah Pendidikan Kewarganegaraan, (2) mengevaluasi dampak penggunaan Pendekatan *Edutainment* berbasis *HOTs* terhadap hasil belajar Mata Kuliah Pendidikan Kewarganegaraan. Penelitian dilaksanakan menggunakan metode *quasi experimental* dan desain kelompok yang tidak setara. Metode pengumpulan data menggunakan *Post-Test*. Validitas isi instrumen ditentukan melalui hasil telaah pakar yakni 2 *judges* sebagai pakar instrumen, 3 *judges* sebagai pakar materi Pendidikan Kewarganegaraan dengan *content validity ratio* (CVR) yang dikembangkan *Lawshe*. Analisis kepraktisan diperoleh melalui respon mahasiswa. Efektivitas proses pembelajaran menggunakan analisis multivariat (Manova). Hasil penelitian menunjukkan Pendekatan *Edutainment* dengan Sistem Penilaian berbasis *HOTs* secara bersama (X_1) memperoleh hasil belajar aspek Kognitif (Y_1), Afektif (Y_2), dan Psikomotor (Y^3) sangat maksimal. Selanjutnya diikuti Sistem Penilaian berbasis *HOTs* (X_2) tetapi hanya hasil belajar aspek Kognitif (Y_{21}) dan Psikomotor (Y_{23}), karena aspek Afektif (Y_{32}) Pendekatan *Edutainment* lebih efektif dibandingkan dengan Sistem Penilaian berbasis *HOTs* (X_2), disusul oleh Pendekatan *Edutainment* (X_3), dan terakhir; kelompok Pembelajaran Konvensional (X_4). Peningkatan hasil belajar menunjukkan kreativitas mahasiswa dalam proses pembelajaran yang menghasilkan bentuk pembelajaran humanis, kreatif dan inovatif.

Kata Kunci: Pendekatan Edutainment, berbasis HOTs, Pendidikan Kewarganegaraan, hasil belajar, aspek Kognitif, aspek Afektif, aspek Psikomotor

**THE INFLUENCE OF HOTS-BASED EDUTAINMENT APPROACH ON
LEARNING OUTCOMES IN CIVIC EDUCATION COURSES
FOR PELITA HARAPAN UNIVERSITY STUDENTS IN KARAWACI**

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ABSTRACT

This study aims to (1) produce learning using the HOTS-based edutainment approach in civic education course, (2) evaluate the impact of using the HOTS-based edutainment approach on learning outcomes of civic education course. The research was conducted using a quasi-experimental method and an unequal group design. The data collection method used was post-test. The content validity of the instrument was determined through expert review, namely 2 judges as instrument experts, 3 judges as Civic Education material experts with the content validity ratio (CVR) developed by Lawshe. Practicality analysis was obtained through student responses. The effectiveness of the learning process was assessed using multivariate analysis (Manova). The results showed that the edutainment approach together with the HOTS based assessment system (X1) achieved very optimal learning outcomes in cognitive (Y1), affective (Y2) and psychomotor (Y3) aspects. This was followed by the HOTS-based assessment system (X2), but only the learning outcomes of the cognitive (Y21) and psychomotor (Y23) aspects, because the affective aspect (Y32) of the edutainment approach was more effective than the HOTS-based assessment system (X2), followed by the edutainment approach (X3) and finally the conventional learning group (X4). The increase in learning outcomes shows the creativity of the students in the learning process, which produces a form of humanistic, creative and innovative learning.

Keywords: *Edutainment approach, HOTS based, Citizenship Education, Learning outcomes, Cognitive aspects, Affective aspects, Psychomotor aspects.*