

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

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**Abstract:** Didik Hibur Education Approach is a method of teaching and learning using various techniques and methods that involve listening, speaking and writing to attract students to learn. The Didik Hibur Education approach has been applied in every subject including the field of rehabilitation. In general, the purpose of this study was to examine the extent to which remedial teachers in primary schools use the Didik Hibur approach in the teaching and learning process. In addition, this study would like to observe the extent of gender factors, teaching experience, teaching according to options and the frequency of use of Didik Hibur Education in remedial classes in primary schools. This study is a survey study conducted on 160 primary school rehabilitation 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 which 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. The results of this study found that the reliability of the items of knowledge level, skills and attitudes of rehabilitation teachers towards the entertainment learner approach showed Cronbach's Alpha results between 0.947 and 0.979. The results of this study showed that there was no significant difference of p value  $> 0.05$  on the influence of school location on knowledge and skills compared to attitudes where there was a significant difference with a value of  $p = 0.002$ . The results of the study on the level of knowledge with a value of  $p = 0.29$ , skills with a value of  $p = 0.43$  and attitudes with a value of  $p = 0.93$  is that there is no significant difference where the value of  $p > 0.05$ . Pearson correlation test was conducted to see the relationship between knowledge and skills which showed that there was a significant relationship,  $r = 0.666$ ,  $p < 0.005$  and there is a significant relationship between skills and attitudes,  $r = 0.636$ ,  $p < 0.005$ .

**Keywords:** Didik Hibur, Remedial Teachers, Knowledge, Skill and Attitudes

### INTRODUCTION

The objective of this study is to identify the implementation practices of entertainment (*Didik Hibur*) educators applied among remedial education teachers in teaching and learning. It is hoped that the findings of this study will provide guidance to remedial teachers in implementing entertainment-based teaching more consistently according to MOE recommendations. Remedial education teachers are more confident if the effectiveness of their teaching using entertainment can improve the mastery of remedial students in reading, writing and counting (3M) and reduce the number of dropouts of remedial students who are still illiterate.

This study has several objectives as follows:

1. Identify the knowledge, skills, and attitudes about the Didik Hibur approach among primary school remedial teachers in Penang.
2. Identify the differences between the frequency of using Didik Hibur with knowledge, skills and attitudes about the Didik Hibur approach among primary school remedial teachers in Penang.
3. Identify whether there is a relationship between knowledge about skills in implementing the Didik Hibur approach among primary school remedial teachers in Penang.
4. Identify whether there is a relationship between skills and attitudes in implementing the Didik Hibur approach among primary school remedial teachers in Penang.

## METHODOLOGY

A survey study was selected as the study design. Study design is very important as it functions to enable the researcher to conduct his or her study. Creswell (2005) stated that study design is a procedure of how the collected data is processed based on a systematic planning of the concept of the study formation. In this study, researchers use survey research method with the use of data collection methods through questionnaires.

In this study, a research questionnaire was used as the study instrument. A research instrument is a tool used to process data collection and is closely related to data collection techniques. A set of questionnaires in Malay on edutainment by Zanariah Abdul Wahab (2017) was adopted for this study. According to Mokhtar (2011), in an investigation, instruments are used to obtain data. Thus, the instruments used in research studies must include all forms of data collection equipment used in 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 data analysis to solve the research problem. The evidence in the instrument itself can be used as a data collection tool from the aspects of 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 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 Mohamad Najid (1999), 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 Forms and only a total of between 140 - 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 edutainment 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 for content construction and validity. The instrument also underwent a pilot study for the purpose of testing reliability with Cronbach's alpha values of 0.947 for knowledge items, 0.967 for applying skills items and 0.969 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.

## FINDINGS

### *Reliability of Study Tools*

Instrument reliability can be defined as an error-free level of measurement at which it provides consistent answers. Using Cronbach's Alpha model, it will determine the meaning of reliability coefficient for all items. The reliability test on the items of Knowledge Level, Implementation Skills and Attitudes of Rehabilitation Teachers Towards the Entertainment Educator Approach showed Cronbach's Alpha results between 0.947 and 0.979.

According to Sekaran (2005), the closer the reliability coefficient to 1.0, the higher the reliability. Roughly speaking, reliability of less than 0.60 can be defined as low reliability, if in the range of 0.70 it is acceptable while above 0.80 indicates high reliability. Therefore, the questionnaire in this study can be categorized as good and reliable to be used in this study. Statistical Package for the Social Science (SPSS Version 27.0) was used to obtain analytical statistics.

The results of the pilot study on 30 respondents are as follows:

- a) Section B. The questionnaire in this section focuses on the Knowledge About Didik Hibur Approach. Reliability tests for this section are shown in Table 1.

*Table 1  
Reliability Statistics Knowledge Audit About Didik Hibur Approach*

Cronbach's Alpha	N of Items
0.947	13

- b) Section C. The questionnaire in this section focuses on the Skills Audit in Implementing the Didik Hibur Approach. Reliability tests for this section are shown in Table 2.

*Table 2  
Reliability Statistics Audit of Skills Performing Didik Hibur*

Cronbach's Alpha	N of Items
0.967	10

- c) Section D. The questionnaire in this section focuses on Teachers' Attitudes Towards the Use of Didik Hibur. Reliability tests for this section are shown in Table 3.

*Table 3  
Reliability Statistics Audit of Teachers' Attitudes Towards the Use of Didik Hibur*

Cronbach's Alpha	N of Items
0.969	10

**Descriptive Analysis**

**Level of Knowledge on Didik Hibur approach among primary school remedial teachers in Penang**

To answer the first research question on the level of knowledge about entertainment education among 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 4.

Descriptive analysis shows that the overall level of knowledge about entertainment education among remedial 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 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. 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 the level of knowledge of rehabilitation teachers of Didik Hibur approach is high.

*Table 4  
Descriptive Statistics Level of Knowledge of Didik Hibur approach*

	N	Min	Max	Mean	Standard deviation
Skill (N)	160	2.62	5.00	3.905	0.475

In addition, 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) who stated that Didik Hibur approach is a fun learning session with elements of humor, aesthetics, music games and acting. Teaching and learning English is more fun for the students. This method can reduce the level of anxiety and fear to teachers by incorporating entertainment and relaxation.

In conclusion, the level of knowledge of teachers' rehabilitation 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 PdP construct is at a high level 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 which 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 and BBM that attract the involvement of remedial pupils' activities towards teaching and learning is classified with mean value = 3.96, standard deviation = 0.638. While the construct that is at a moderately high level is the model of poetry through the method of Didik Hibur approach that is mean value = 3.95, standard deviation = 0.536.

#### *The level of skills in implementing the Didik Hibur approach among primary school remedial teachers in Penang*

To answer the second research question on the level of skills in the implementation of the entertainment education approach among rehabilitation 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 5.

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 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 Didik Hibur approach during the teaching and learning process implemented. The high level of skills can be seen through the answers given by the respondents. However, the result of this study is agreeable with the researcher's assumption that shows the level of skills in the implementation of the Didik Hibur approach is high.

*Table 5*  
*Skill Level Implementation of Didik Hibur approach*

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

The table shows 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 and planning simple teaching steps to produce effective lesson plans. This shows that rehabilitation teachers who use and master the skills of the Didik Hibur 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) who also found that the lack of knowledge of teachers in the latest skills makes teachers have lesser role in the classroom and the use of old methods is causing boredom, while the musical element itself is enough to spark excitement and fun. In 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 of Abdul Rasid Jamian, Razali Nurul Nadiah and Shamsudin Othman (2016), which indicate that the edutainment techniques used in the teaching of English can improve your essay writing.

***The level of attitude towards the use of Didik Hibur approach among primary school remedial 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 6.

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 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 6*  
*Level of attitude towards the use of Didik Hibur approach*

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

Table 6 shows the study found the mean of the highest items in the attitude construct towards the use of Didik Hibur 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 effectiveness of PdPc is performed by a remedial teacher. This shows that rehabilitation teachers who apply the attitude towards the use of Didik Hibur approach to teaching and learning aspects (PdPc) can help students in the rehabilitation class.

Didik Hibur's strengths lies in 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 PdPc is implemented by rehabilitation teachers. Based on the study of Maimon (2011), 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 and indirectly change their perception of a subject.

***Inferential Analysis***

***Differences in knowledge stages about educational approaches to entertaining education based on options***

There is no significant difference between options and knowledge of 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 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 shows 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 7*  
*Results of T Test Analysis of Two Independent Samples (Knowledge)*

	Option	N	Mean	Value of T	Df	Sig
Level of Knowledge Educational Rehabilitation Teachers Didik Hibur	Yes	70	3.949	1.048	158	0.296
	No	90	3.870			

The results of T test analysis for these two independent samples can be explained through Table 7, the researcher found that there is no significant difference in the level of knowledge about Didik Hibur approach based on options with t value (1.048) = 0.07937 and P value = 0.296 ( $P > 0.05$ ). As such, the null hypothesis ( $H_0$ ) failed to be rejected. 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.

#### ***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.

*Table 8*  
*Results of T Test Analysis of Two Independent Samples (Skills)*

	Option	N	Mean	Value of T	Df	Sig
Level of Knowledge of Educational Rehabilitation Teachers Fun learning	Yes	70	4.1029	0.789	158	0.432
	No	90	4.0300			

The results of T test analysis for these two independent samples can be explained through Table 8, 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 ( $H_0$ ) 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.

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 Didik Hibur approach in the teaching and learning process in schools.

## DISCUSSION

The level of knowledge about the Didik Hibur Education approach shows a significant relationship with its implementation as there exists a significant relationship between knowledge and skills. This indicates that both variables are moderately related to the strength of the relationship. Thus, the null hypothesis of the Ho16 study is that it is failed to be rejected. According to Khalidah Khalid (2011), the skills of teachers to apply noble values through the Didik Hibur approach of acting model in teaching is an aspect that is able to nurture social skills among students 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 PdPc materials based on strong 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 approach to its implementation skills among primary school rehabilitation teachers in Penang.

The level of skills in implementing the Didik Hibur approach shows a significant relationship with the attitude towards its use as there exists 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), 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 and indirectly 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 Education on the attitude towards the Didik Hibur Education approach among primary school rehabilitation teachers in Penang.

## CONCLUSION

This study was conducted only based on the factors of gender, school location, teaching experience, options and frequency of using Didik Hibur approach. 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 an exploratory study involving a very small sample size of only 160 rehabilitation teachers. Therefore, the researcher suggests for future researchers to add a large number of samples involving all teachers and 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 towards teachers of other subjects. This is because, environmental factors also contribute to the results of the study conducted later and provide clearer findings.

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 approach among teachers in schools according to the subjects offered in schools. These programs or camps can also have an impact on academic achievement, and include the positive development of the teacher's personality, discipline and self -behavior.

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