



Project-based edutainment in introducing culture and tourism to early childhood

Christiani Endah Poerwati ^{*1}, I Made Elia Cahaya², Ni Komang Theda Febrina Subagia³, I Made Yoga Parwata⁴

¹Universitas Dhyana Pura, Bali, Indonesia; christianiendah@undirabali.ac.id

²Universitas Dhyana Pura, Bali, Indonesia; madeeliacahaya@undhirabali.ac.id

³Universitas Dhyana Pura, Bali, Indonesia; thedafebrina@undhirabali.ac.id

⁴Universitas Dhyana Pura, Bali, Indonesia; yogaparwata@undhirabali.ac.id

^{*}Corresponding author; Christiani Endah Poerwati E-mail addresses: christianiendah@undirabali.ac.id

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Abstract. Children can learn about culture and tourism through meaningful playing activities. The learning model that accommodates both playing and learning activities is edutainment based on project-based learning. This study aimed to determine the effectiveness of project-based edutainment in introducing culture and tourism to early childhood. This research was a quasi-experiment, designed using a post-test only control group design. The population of the study was 5-6-year-old children in PAUD Desa Dalung, Kuta Utara District. The data collection technique was through observation and documentation. Data was gathered using observation sheets and the data analysis used one-way analysis of variance (ANOVA). The results of the analysis showed a significant impact on the introduction of culture and tourism in the experimental group after applying edutainment-based learning. Based on the data analysis, it was concluded that there

was a significant difference in the ability to recognise culture and tourism in children who followed the edutainment-based learning compared to those who followed conventional learning. Activities involving simple projects designed in a fun way could enhance children's ability to recognise culture and tourism. The research results provided an effective learning design to improve early childhood's ability to recognise culture and tourism.

Introduction

The Minister of Education and Culture's Decree No. 256/M/2022 ([Guidelines for Curriculum Implementation in the Context of Learning Recovery, 2022](#)) concerning the implementation of the Independent Curriculum in the academic year 2022/2023 mandates the use of the Independent Curriculum. The structure of the Independent Curriculum for Early Childhood Education (PAUD) includes intracurricular learning activities and projects to strengthen the Pancasila Student Profile (P5) as character education. The essence of learning activities in the PAUD curriculum is meaningful play with the concept of "Freedom to Learn, Freedom to Play." Therefore, every activity chosen for children must provide enjoyable and meaningful learning experiences ([Guidelines for the Development of the Pancasila Student Profile Project, 2022](#)). This new curriculum paradigm essentially gives educators the freedom to choose various teaching tools, design learning experiences, and learning materials that are suitable for achieving learning goals. Meanwhile, children are also given ample opportunity and space to explore their potential and

express their uniqueness. The design of edutainment learning can provide clear guidance and principles for implementing the Independent Curriculum because teachers are given the freedom to determine the Learning Outcomes (CP), teaching materials, and theme development. This is made possible because the implementation of the Independent Curriculum applies learning principles that consider the developmental stages and achievements of children, so it aligns with the learning developmental level and reflects the diverse characteristics and development of children to achieve meaningful and enjoyable learning (Rahardjo & Maryati, 2021; Sumandya et al., 2022).

The curriculum must be able to respond to the rapid development of science and technology today. There are rapid changes in various aspects of life, including economic, social, and cultural changes. In such a dynamic era, the curriculum must be able to respond quickly and accurately to produce high-quality, competent, and highly competitive graduates who are ready to face social, cultural, work, and technological changes in the era of the 4.0 industrial revolution. This is the expected outcome from the education, learning, and integrative experiences during the education process. Therefore, a transformation in learning is needed to equip and prepare future generations (Widana & Ratnaya, 2021). These generations must be responsive and ready to face the challenges of their time, without being detached from the roots of their national culture.

The structure of the Independent Curriculum for the Pancasila Student Profile consists of six dimensions, namely 1) belief and devotion to the One and Only God and good morals, 2) independence, 3) the spirit of mutual cooperation, 4) appreciation of global diversity, 5) critical thinking abilities, and 6) creative thinking (Sulistiyati et al., 2021). The dimension of global diversity can be implemented in the introduction of culture and tourism to early childhood. Introducing culture and tourism will open children's knowledge and insight into the diversity of customs, creativity, and works from various countries worldwide. Multicultural education is not yet widely introduced to early childhood, and PAUD education still focuses on literacy and numeracy. Local culture is only introduced through extracurricular activities, while the cultures and tourism of other countries are not yet introduced to children. In fact, introducing culture and tourism should begin at an early age because this introduction will help children expand their views about the world around them. Through this introduction, it will eventually nurture attitudes and character that respect and appreciate the differences in every person, not only those around them but also the wider global world. As noted by Setyowahyudi (2020), the values of multicultural education for early childhood are important to carry out through interactions and engagement with their environment so that it can be internalised in their hearts and behaviour. Likewise, the implementation of P5 in the Independent Curriculum can strengthen the character of love for the homeland in early childhood (Krisnawati & Parmiti, 2023; Widana et al., 2023).

The urgency of introducing and providing learning experiences about culture and tourism is essential to be given from an early age because culture is a valuable heritage that must be developed by future generations, while tourism is one of the nation's basic assets as a global attraction and a source of foreign exchange for the country. The development of tourism, which is almost always based on natural or cultural products, is very supportive of national development (Widari, 2020). By introducing culture, children will develop a sense of nationalism, love for their homeland, appreciation for diversity, and pride in Indonesia's creativity, so children will have a strong Indonesian character and personality. Introducing the cultures of other countries is important while preserving Indonesian culture to prevent it from being eroded by the currents of time due to the influx of Western cultural values (Adinugraha et al., 2020; Setiawan & Teh, 2020). Meanwhile, through the introduction of tourism, children will learn about local tourism potential, preserve arts and culture, interact with tourists, understand global society, protect the environment, and even develop an entrepreneurial spirit, as promoted in the sustainability tourism policy (Widari, 2020).

Therefore, introducing culture and tourism to early childhood must be designed using an attractive, challenging, and fun learning model by exploring the environment around the children.

In reality, in PAUD, the introduction of culture and tourism has not been widely introduced to children because, aside from not implementing the Independent Curriculum, it is still more focused on literacy and numeracy learning. The introduction of cultural diversity is partly introduced through extracurricular activities, and tourism is introduced through local tourism activities, but has not yet expanded to global introductions. On the other hand, children are capable and ready to learn various knowledge and experiences, even global diversity, as part of exploring the environment on a broader scale. It is the responsibility of educational institutions to educate the community, including young children, about the wealth of regional cultures (Lilianti et al., 2022). In addition, educators need to be prepared to introduce culture through the learning process, such as selecting materials, preparing teaching materials, and mastering the content (Rohita, 2023; Suhardita et al., 2024). Educators need to have critical awareness, a progressive attitude, adaptability, and futurism towards the latest developments, including curriculum changes (Suhandi & Robi'ah, 2022).

Based on the issues above, considering that the way children learn and explore the environment is through playing activities. Playing becomes an essential part of children's lives and a fun way for children to get to know the world around them. Therefore, PAUD education needs to be designed and managed by applying learning strategies based on playing activities to optimally stimulate children's learning objectives and developmental achievements. The appropriate learning model to accommodate the way children learn through play is the edutainment learning model. Even field trips and excursions involving visits to tourist destinations in the city are in line with current technology trends. The best way to facilitate student needs is to introduce the concept of edutainment, which combines two major elements, education and entertainment (Rusman & Ismail, 2020; Purnadewi & Widana, 2023).

Edutainment can be an effective learning model for early childhood to provide enjoyable and fun learning experiences. The harmonious blend of educational and entertainment content, edutainment is designed so that learning activities are interesting, creative, and enjoyable by creating an engaging learning environment, making it easier for children to grasp the essence of learning (Fadlillah et al., 2014); (Saipudin & Faujiah, 2020). The edutainment concept is based on the idea that positive feelings can accelerate learning by properly utilising children's thinking and emotions, allowing them to make significant learning achievements. Optimal learning outcomes can be achieved by motivating children appropriately and teaching them with the correct methods. Education through entertainment aims to make learning more attractive, joyful, and to make children more excited about learning (Niemann et al., 2020).

Edutainment practice requires the support of a learning model, learning activities, and media that align with the learning objectives. Project-based learning is used as one of the supporting processes for edutainment learning. This learning model can be designed with attractive, challenging, and enjoyable activities, creating an exploratory learning environment. Project-based learning is a model that emphasises assignments, especially in the form of projects, which will direct children to experience a discovery/inquiry process. Therefore, it is expected that children can develop knowledge, skills, and attitudes as the basis for teacher assessment (Thomas in Hamidah, 2020). However, it should be noted that not all learning models that produce projects can be categorised as project-based learning. Therefore, for early childhood, project-based learning models must be designed by prioritising meaningful playing activities so that learning objectives can be optimally achieved. The projects are arranged in clear stages with attractive and challenging products that encourage children to work together to achieve the best outcomes.

Edutainment-based learning aligns with the implementation of the Independent Curriculum in PAUD, which emphasises the learning principle "Freedom to Learn, Freedom to Play" by providing children with enjoyable and meaningful learning experiences. Edutainment-based learning is considered an appropriate learning strategy for early childhood because it accommodates the concepts of free learning and free play. Based on the project-based learning model, the implementation of edutainment learning can be an alternative development for learning activities that are not only attractive and enjoyable but also train children to think logically, critically, and creatively. Introducing culture and tourism can be used as the development of learning material and themes for the Pancasila student profile learning in the Independent Curriculum, with the themes "I Love the Earth" and "I Love Indonesia" (Sulistiyati et al., 2021). On the other hand, the existence of the Independent Curriculum and project-based methods will strengthen the Pancasila student profile (P5), and children's character will be reinforced through various multicultural awareness strengthening activities (Azis, 2023; Syafe'i, 2017).

Edutainment-based learning has never been implemented in learning at PAUD Tunas Mekar II Dalung in the introduction of culture and tourism. Based on interviews with the teacher, it was stated that the implementation of the PjBL learning model, which is recommended in the Merdeka curriculum, is still not well understood by teachers. Teachers are still comfortable with conventional teaching models. Meanwhile, the introduction of culture and tourism is still limited to the introduction of Balinese culture through extracurricular activities such as dance and baleganjur. Therefore, there is a need for practical implementation of the PjBL-based edutainment learning model in the introduction of culture and tourism to early childhood through activities that are designed in a simple and engaging way, making them easy to implement. Through this research, teachers can gain practical experience in implementing creative and innovative learning models. In the future, it is expected that teachers will have the enthusiasm and skills to develop other learning models, making early childhood education even richer and more meaningful.

Therefore, based on the background, this research aims to find the influence of a project-based edutainment approach in introducing culture and tourism to early childhood. By combining the concepts of edutainment and project-based approaches, it will provide enjoyable, meaningful, and contextual learning so that children will be enthusiastic about studying the diversity of culture and tourism, both local and international. Through activities such as making wayang boards, creating pop-up books, and simple handicrafts, children will be introduced to the language, arts, handicrafts, architecture, clothing, food, and leisure activities of local and international communities in a simple and contextual manner. Through a comprehensive approach relevant to daily life, this research is expected to provide practical and innovative solutions for educators to address the challenges of cultural and tourism education in early childhood education.

Method

This study used a quasi-experimental method because the research sample consisted of two groups, namely a control group for comparison and an experimental group. Both groups, the experimental group and the control group, were predetermined (nonequivalent control group design), so they could not be selected randomly (Sugiyono, 2022). The aim of this study was to find the effect of a particular treatment on others in a controlled condition (Fraenkel et al., 2009) by determining the effectiveness of edutainment learning based on project-based learning in introducing culture and tourism to early childhood. The edutainment learning method based on project-based learning was applied in the experimental class, while the control class used conventional learning.

The research was conducted in an early childhood education institution located in Dalung Village, Kuta Utara District, Badung Regency, Bali, for in the academic year 2023/2024. The subjects of this study were children in Group B aged 5-6 years. The research sample consisted of 52 children, with 26 children in the experimental group and 26 children in the control group. The sampling method used in this study was nonprobability sampling, specifically convenience sampling (Creswell, 2014). The researcher chose the convenience sampling technique because the research could only be conducted in classes provided by the PAUD institution.

The research design used a Post-test-only Design with Non-equivalent Groups, assuming that the comparison group chosen showed homogeneous results between the two subject groups (Arikunto, 2019). The design consisted of one experimental group (X1) with a treatment and a post-test without a pre-test, and one control group (X2) that only received a post-test without a pre-test and without treatment (Mangal & Mangal, 2013).

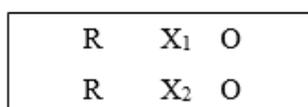


Image 1. Research Design

Explanation:

X1: Edutainment-based learning

X2: Conventional learning

O: Final observation in the form of a culture and tourism introduction observation for early childhood

Data collection techniques involved observation and documentation. The research instrument was an observation sheet with indicators referring to cultural elements that support tourism (Adyla et al., 2023) consisting of 12 items. For early childhood introduction, only 7 items were measured. Below was the research instrument matrix.

Table 1. Research Grid

No	Aspect/Dimension	Indicator Item	Activity
1.	Language	Recognising language diversity	Introducing culture and tourism through games, demonstrations, simulations, concrete objects, and working on projects: 1. Making puppet boards 2. Making pop-up books 3. Making handicrafts
2.	Handicrafts	Recognising handicrafts	
3.	Foods and eating habits	Indonesian food and foreign food	
4.	Art and music	Distinguishing types of musical instruments from Indonesia and other countries	
5.	Architectural characteristic in the area	Distinguishing building forms and architecture from Indonesia and other countries	
6.	Clothes	Distinguishing the way of dressing in Indonesia and other countries	
7.	Leisure	Mentioning tourist activities at tourist attractions	

Hypothesis testing was conducted to determine the significant difference between children's cultural and tourism recognition abilities by applying the edutainment model based on PjBL compared to conventional learning in early childhood. The data analysis technique used in this study is a one-way analysis of variance (ANOVA) involving one independent variable and one dependent variable (Sugiyono, 2022). The hypothesis test was performed after the processed data

meet the prerequisite assumptions for analysis, namely being homogeneous and normally distributed. The instrument test was conducted as a prerequisite before the research implementation, aimed at providing accurate and reliable measurement results to generate relevant data. The research instruments created were tested on 26 children. The instrument test consisted of validity and reliability tests.

Validity Test. Each indicator item from the research instrument was tested for validity, with the results as shown in Table 2.

Table 2. Results of Validity and Reliability Tests

Item	Corrected Item-Total Correlation	T Table	Conclusion
1	0.703284	0.444	Valid
2	0.508868	0.444	Valid
3	0.501589	0.444	Valid
4	0.536543	0.444	Valid
5	0.458277	0.444	Valid
6	0.765768	0.444	Valid
7	0.712788	0.444	Valid
Testing Criteria			
Reference Value		Cronbach's Alpha	Conclusion
0.7		0.710813267	Reliabel

This instrument was used as a measurement tool aimed at producing accurate quantitative data, using a rating scale of 1-5 to measure the learning process. Seven aspects were observed during the learning activities. The research instrument underwent validity and reliability tests, conducted by three validators to test the validity and consistency of the instrument. The Aiken's validity analysis showed that the validity value for each item ≥ 0.5 , indicating that the validity of each item was valid. The reliability analysis using Cronbach's Alpha showed that each item ≥ 0.6 , with a result of 0.710, thus it could be concluded that the questionnaire was reliable.

Results and Discussion

Descriptive Analysis Results

In the descriptive analysis, the results showed that the average cultural and tourism recognition abilities of children were higher in the experimental group compared to the control group. Likewise, statistical tests also showed results indicating differences and improvements in children's cultural and tourism recognition abilities in the experimental class, which applied the project-based learning edutainment model. The following is a summary of the descriptive analysis results in Table 3.

Table 3. Descriptive Analysis Results

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	26	20.7308	3.57276	.70068	19.2877	22.1738	15.00	29.00
Experiment	26	31.9615	2.59970	.50984	30.9115	33.0116	25.00	35.00
Total	52	26.3462	6.45918	.89573	24.5479	28.1444	15.00	35.00

From the descriptive data, it can be seen that the control group children has an average score of 20.731, while the experimental group children has an average score of 31.962. The standard deviation for the control group is 3.572, and for the experimental group, it is 2.600. The highest

score in the control class is 29.00, while the lowest is 15.00. In the experimental class, the highest score is 35.00 and the lowest is 25.00.

Table 4. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
3.364	1	50	.073

The result of the homogeneity test shows that $F = 3.364$ with a significance value of 0.073. Since the significance value is > 0.05 , it can be concluded that the variance between groups is homogeneous, thus the prerequisite for ANOVA is met.

Table 5. ANOVA Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1639.692	1	1639.692	167.975	.000
Within Groups	488.077	50	9.762		
Total	2127.769	51			

From the ANOVA test results, it is known that the F value is 167.975 with a significance value of 0.000. Since the significance value is < 0.05 , the null hypothesis (H_0) is rejected, and it can be concluded that there is a significant difference between the experimental group and the control group.

Table 6. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	.124	26	.200*	.959	26	.369
Experiment	.194	26	.073	.907	26	.082

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Since $N < 50$, the normality test continues using the Shapiro-Wilk test. For the control class, the significance value is $0.369 > 0.05$, so the control class data is normally distributed. For the experimental class, the significance value is $0.082 > 0.05$, so it can be concluded that the experimental class data is normally distributed. The following Table 7 presents a comparison of the average scores of cultural and tourism recognition observations in early childhood using the edutainment model based on project-based learning and conventional learning.

Table 7. Descriptive Analysis Results

Aspect	Group	N	Mean	Std.	Std. Error
				Deviation	Mean
Introduction to Culture and Tourism	Control	26	20.7308	3.57276	.70068
	Experiment	26	31.9615	2.59970	.50984

The descriptive analysis results show that the average ability of children in recognising culture and tourism is higher in the experimental group compared to the control group. Similarly, statistical tests also show results indicating a difference and an improvement in the ability to recognise culture and tourism in the experimental group, which applied edutainment-based project-based learning.

Preliminary Test Results. The results of the homogeneity test show that F calculated = 3.364 with a sig = 0.073. Since the sig value is > 0.05 , it can be concluded that the variances between the groups are homogeneous, and the prerequisite for ANOVA is met. From the ANOVA test results,

the F calculated value is 167.975 with sig = 0.000. Since the sig value is < 0.05 , the null hypothesis (Ho) is rejected, and it can be concluded that there is a significant difference between the scores of children in the experimental group compared to the control group. Since $N < 50$, the normality test was continued using the Shapiro-Wilk test. For the control group, the significance value was $0.369 > 0.05$, meaning that the data in the control group is normally distributed. The significance value for the experimental group was $0.082 > 0.05$, so it can be concluded that the data in the experimental group is also normally distributed.

Table 8. Results of the Normality and Homogeneity Tests of the Control and Experimental Groups

Aspect	Group	Normality		Homogeneity		Hypothesis
		Value	Sig.	Nilai	Sig.	
Introduction to Culture and Tourism	Control	1.24	0.369	3.364	0.073	H0 is accepted (Sig > 0.05)
	Experiment	1.94	0.082			

The research data show the effectiveness of the edutainment-based learning model in improving the recognition of culture and tourism in early childhood. Empirically, the group of children who followed the learning model achieved a "very good development" qualification, compared to the children in the control group who achieved a "developing as expected" category. The average score of the experimental group children (edutainment-based learning) was 31.96, while the control group children (conventional learning) had an average score of 20.73. It can be concluded that edutainment-based learning is more effective than conventional learning in introducing culture and tourism to early childhood.

Discussion. The era of globalisation demands the ability to adapt and have a global outlook to compete in social circles and be open to changes and the influence of foreign cultures. Thus, the introduction of culture and tourism as part of global diversity awareness is crucial to teach even to early childhood. The edutainment-based learning can develop children's ability to actively engage and collaborate in the practice of creating projects related to learning about various cultures and tourism in Indonesia and other countries. Through the introduction of different cultures and tourism, children's characters will develop into individuals who appreciate differences. As research has shown (Pitaloka et al., 2021), the cultivation of tolerance aims for children to appreciate diversity, and nationalism is equally important to develop in children through various learning activities (Nurpatimah, 2022). The Independent Curriculum provides many opportunities for educators to apply various learning models and theme developments. The curriculum plays a role in shaping the identity of early childhood. A positive identity will develop and shape children's confidence, enabling them to think positively and feel proud to be part of a certain social group (Harefa, 2022); (Rachman & Cahyani, 2019). Furthermore, global diversity can be developed through the teaching module of the Pancasila Student Profile project on the theme "I Love My Country" (Ibrahim et al., 2023); (Rofiah & Kiptiyah, 2023).

The project-based learning (PjBL) model is often applied to science introduction (Dongjin & Ashari, 2024), but as shown in this study, PjBL can also be applied in the introduction of culture and tourism with an edutainment-based learning design. Children learn about various cultures and tourism through project work, such as making pop-up books, fantasy puppets, and handicrafts. Through the project-making activity, children learn various languages, handicrafts, foods, arts and music, types of food, architecture, traditional clothing, and various leisure activities from several countries. Project activities encourage children to actively learn, collaborate, and create within the context of solving problems and building knowledge. Project-based learning management is an

approach that guides children in studying knowledge, helps them develop reading habits, and fosters creativity so that children find something meaningful for their lives (Prachagool, 2021).

The results of this study show that edutainment-based Project-Based Learning is a learning model that harmoniously combines education and entertainment, creating engaging, creative, and enjoyable learning activities with cooperation and active involvement in culture and tourism introduction projects. The concept of edutainment can create a comfortable and fun atmosphere for children during learning. Other studies also show that edutainment can improve children's cognitive abilities (Uttari et al., 2018) and social skills (Agustriana et al., 2022); (Khadijah et al., 2021). Moreover, the edutainment concept can be developed into an application for distance learning for early childhood (Zamzami, 2020).

In today's digital era, innovative and creative learning offers a wide space for educators to apply and develop learning models that are more engaging and effective. The right learning model will increase children's involvement and understanding as learners. Interactive, personalised, and adaptive learning models according to each individual's needs can be effective. Thus, PjBL can be an effective model to increase children's involvement in the learning process. PjBL allows children to be more actively involved in relevant and challenging projects, enabling them to develop critical thinking, collaboration, and creativity, which are necessary in today's digital era. Additionally, PjBL can help children relate learning concepts to real-world contexts, thereby improving their understanding of the material. As such, Project-Based Learning can provide children with more meaningful and in-depth learning experiences, preparing them to face future challenges.

Several studies indicate that teachers experience a paradigm shift in teaching after applying PjBL, transitioning from lecture-based methods to a learning environment that is more centered on the child, helping teachers deepen and understand relationships, needs, and trust in the children's ability to complete tasks (Boardman et al., 2024). Project-based learning has also been shown to positively contribute to academic achievement, thinking skills, and affective attitudes. This indicates that child-centered learning activities are able to develop higher-order thinking skills, enhance children's emotional attitude, creative thinking, computational thinking, and other higher-order thinking skills (Zhang & Ma, 2023). Additionally, teamwork in project tasks provides psychological safety, group efficacy, and interaction in groups that foster positive relationships and creativity (You, 2020); (Choi et al., 2019).

PjBL has weaknesses, including being potentially unsuitable for all types of children, particularly those who require more traditional and structured learning approaches. Additionally, implementing PjBL requires a significant amount of time and resources, so not all schools or teachers are able to execute it effectively. Research shows that the optimal project duration is between 9-18 weeks, which is suitable for secondary school levels. PjBL is also more appropriate for small-class teaching, with the best results achieved when group sizes are 4-5 students (Zhang & Ma, 2023). To address this, strategies and learning designs need to be specifically tailored to ensure proper implementation and objectives for early childhood.

PjBL for early childhood can be designed by integrating various approaches and environmental designs that facilitate children to explore and work on projects enthusiastically. Children's curiosity is a key indicator that can be used as a consideration in designing children's learning activities. Learning through play or playing while learning is a hierarchy of activities children engage in daily. It is important to provide physical play environments, both indoors and outdoors, so children can gain essential physical, social, and cultural experiences (Storli & Sandseter, 2019). By providing a good psychosocial learning environment, children will enjoy meaningful play and learning activities.

PjBL designed with edutainment can be an alternative to enhance its effectiveness, especially for early childhood. During their developmental stages, young children learn and build their knowledge through exploration and play activities. The influence of enjoyable learning activities will facilitate meaningful learning in implementing PjBL. Activities that provide sensory stimulation and play can help children understand the concepts being taught more deeply. Additionally, this activity can facilitate interaction between children and teachers, as well as among children, thus increasing children's involvement and motivation to learn. Therefore, it is important for schools and teachers to consider the types of activities suited to the characteristics of early childhood when designing and implementing PjBL.

This will ensure that children have an optimal learning experience and achieve the desired learning objectives. Thus, implementing PjBL can provide maximum benefits for children's development and help them achieve the desired competencies. Furthermore, a supportive environment can create a fun learning atmosphere and motivate children to continue developing and learning better. By paying attention to environmental factors, it is hoped that the PjBL learning model can become an effective and efficient method in improving the quality of education.

This study has limitations in terms of the scope of the aspects studied and the subjects researched, so in the future, the edutainment approach can be further developed to assess other abilities and skills of early childhood by combining various learning models. Edutainment is a concept recognised worldwide, adopted by many countries for educational purposes, and studied in various forms. Unfortunately, it has not been explored much in the learning-teaching space due to other priorities regarding education (Omopariola et al., 2023). Therefore, there is still a lot of potential to develop it further in early childhood education, focusing on fun and meaningful learning activities.

Project-based learning as an approach can be applied to early childhood by creating learning designs and simple projects based on play activities. Future research needs to extend the duration of project work to provide a more comprehensive understanding and long-term effects on children regarding a concept. Teachers' roles can be maximised by providing clear rules and steps for PjBL, ensuring dynamic interactions between teachers and children, as well as between children themselves. There is also a need to explore the integration of technology and project-based learning to make learning activities more interactive and innovative.

Project-based learning in early childhood education offers many benefits, such as encouraging critical thinking, problem-solving skills, and collaboration. With age-appropriate project designs, children can directly engage in meaningful and enjoyable real-life experiences. By providing support and guidance during the project, children stay motivated and focused, ultimately gaining a deeper understanding of the concepts being taught. Project-based learning activities not only enhance academic learning but also foster creativity and curiosity in children. Project activities allow children to apply their knowledge practically and enjoyably, making learning more engaging and memorable. Children are encouraged to take responsibility for the project and explore their ideas, while teachers help develop critical thinking and problem-solving skills. Overall, project-based learning helps children develop a love for learning and feel satisfaction when they see their ideas come to life. Project-based learning empowers children to become independent thinkers and lifelong learners. Emphasizing the long-term impact of project-based learning in developing versatile individuals is not an exaggeration, as engaging children in practical projects helps develop skills like critical thinking, collaboration, and problem-solving, which will benefit children throughout their lives. These experiences help children develop curiosity and cognitive growth, preparing them for success in the future.

The cultural and tourism aspects studied need to be expanded by introducing the diversity of other regional cultures, considering the many cultures in Indonesia. Local wisdom can also be introduced early as an important regional wealth and heritage where children come from. The ability to recognize local and foreign cultures will inspire children to have a global perspective, expand their social networks, and recognize the equal rights of all humans. Cultural literacy should be developed so that children can play a role in preserving regional and national cultures. Pride in culture will foster nationalism, tolerance, and collaboration in social life both locally and globally.

Celebrating cultural diversity by providing children the opportunity to interact with peers from various cultures and backgrounds through group projects or collaborative activities. Celebrating various holidays and cultural traditions can help foster empathy, understanding, and acceptance of differences in children. Educators can help children develop a broader view of the world and appreciate the beauty of diversity. By creating an inclusive classroom environment, educators can promote respect and tolerance among children, preparing them to become compassionate and open-minded individuals in an increasingly global society. Introducing diversity and inclusion can also help children learn to appreciate and accept differences that make each person unique. By creating a safe space for children to share their cultural backgrounds and learn about others, educators can help overcome barriers and build connections among classmates. Through storytelling and conversations, children can develop a deeper understanding of the value of diversity and the importance of treating others with kindness and respect. In this way, celebrating holidays and cultural traditions can have a lasting impact on children, shaping them into more compassionate and culturally aware individuals.

Conclusion

The edutainment-based learning model has a significant impact on the introduction of culture and tourism in the experimental group of children compared to conventional learning in the control group. It helps build children's motivation and enthusiasm in learning about culture and tourism by involving play activities and collaboration within groups while working on projects. This allows children to directly engage with learning objects and practice creating challenging projects that align with the learning objectives, thereby honing their thinking abilities, motor skills, and creativity through each stage of the project. Culture and tourism are learned through activities that are challenging, enjoyable, and meaningful. It is hoped that, moving forward, the introduction of culture and tourism will foster tolerance and collaboration in children. Awareness of diversity in the surrounding environment encourages children to study and appreciate global diversity.

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