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CONTENT ANALYSIS OF RUANGGURU'S ACADEMY OF CHAMPIONS EDUCATIONAL PROGRAM AS A COMPETITIVE EDUTAINMENT PROGRAM

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Abstract

This study analyzes the Academy of Champions competition program aired on the Ruangguru YouTube channel (December 28, 2024–February 1, 2025) to identify the construction of educational values through the integration of cognitive, affective, visual-narrative, and educational rhetoric dimensions within the edutainment framework. Using Krippendorff's content analysis method combined with Bloom's revised taxonomy (C3–C6), this study found that the cognitive dimension is represented through higher-order thinking skills reflected in problem solving, argumentation, and multidisciplinary reasoning. The affective dimension shows the internalization of the values of sportsmanship, collaboration, discipline, and responsibility formed through the dynamics of competition and the mentoring process. The visual-narrative dimension strengthens learning engagement through the use of multimodal elements, including gamification, educational icons, animations, and visualizations of solution steps that serve as cognitive supports. Educational rhetoric, which includes ethos, pathos, and logos, also clarifies the mechanism of instructional message delivery through the reinforcement of mentor credibility, emotional resonance, and logical argumentation. Overall, the findings of this study indicate that the Academy of Champions operates as a digital learning model that integrates entertainment, instructional design, character building, and multimodality in a competition-based edutainment format.

Keywords

edutainment; content analysis; higher-order thinking skills; multimodality; affective values; educational rhetoric

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1. INTRODUCTION

The Academy of Champions is an educational competition program produced by Ruangguru, which will air from December 28, 2024, to February 1, 2025, on Ruangguru's official YouTube channel. This program combines an academic quiz format with competitive visual narration, featuring high school students from various regions in Indonesia. Structurally, the competition is divided into 12 districts, each consisting of three participants representing provinces in Indonesia

(Ruangguru, 2024).

Each episode presents one to two games and shows the competition process, from participant introductions, quiz implementation, question discussions, mentoring, to the announcement of district winners. The average duration of each episode is 1 hour and is interspersed with advertisements for Ruangguru products such as English Academy, Schoters, Math Champs, Brain Academy, Ruang Belajar, and external sponsors **(**Usman, 2024).

This competition combines elements of learning and motivation. Participants are challenged to answer questions covering science, mathematics, and geography, some of which are part of Olympic-level questions with varying degrees of difficulty. On the other hand, they also have mentors who are students from world-renowned universities such as Oxford, KAIST, NUS, and several of the best universities in Indonesia, such as UI, UGM, Unair, and ITB. Each mentor serves as an inspirational figure who conveys values such as competition ethics, time management, and critical thinking (Usman, 2024).

Figure 1 Screen Shot of Episode 1 Questions from Academy of Champions

Source: (Usman, 2024)

The image above is the opening episode, which has been viewed more than five million times and received 146,000 likes, while the comments received more than seven thousand, dominated by young people and parents who showed positive responses. Until the last episode on February 1, 2024, eleven episodes had been aired with a total accumulation of more than 37.8 million views. Additional interactive features such as weekly online quizzes and user leaderboards on the Ruangguru app reached over 18,000 active participants everyweek (Usman, 2024).

The high number of viewers and public interaction shows that the Academy of Champions facilitates indirect interaction between the audience and the material and dynamics of the participants presented. However, some segments still need to be reviewed in terms of the proportion between the presentation of questions, participant responses, and commercial breaks so that the delivery of educational values remains balanced.

Digital transformation in Indonesian education is developing rapidly in line with advances in information and communication technology. This change marks a paradigm shift in the way students

acquire, process, and interact with knowledge. The presence of the internet and various digital devices has given rise to new learning models that are more flexible, adaptive, and visual-based.

Quoted from its official website, Ruangguru is an education-based technology company that was founded in 2014. Ruangguru offers learning through high-quality interactive content. Ruangguru was founded by Belva Devara and Iman Usman with the aim of providing wider access to education through technology (Ruangguru, 2024).

Figure 2 Data on frequently visited entertainment internet content

Source: (APJII (Asosiasi Penyelenggara Jasa Internet Indonesia), 2024)

The transformation of information technology has changed the learning patterns of the younger generation, who now widely use digital media as a source of knowledge. Based on the figure above, (APJII (Asosiasi Penyelenggara Jasa Internet Indonesia), 2024) reports that 78.35% of Generation Z access online videos every day, making YouTube a new space for literacy that influences learning characteristics. This change requires the presence of learning media that is more interactive and in line with students' digital preferences. Audio-visual media has become an important alternative in meeting these needs.

The development of digital technology has driven significant transformations in the use of learning media, especially through internet-based audio-visual platforms. Previous studies have shown that digital media contributes to improving the learning process, both cognitively and non-cognitively.

(Yuliarti et al., 2024) stated that the use of digital media affects student learning engagement, which includes cognitive, emotional, and behavioral dimensions. Similar findings were reported by (Raisah et al., 2021), who showed that digital platforms such as YouTube and interactive learning applications can improve material comprehension in formal learning.

In addition, (Wardhana et al., 2024) emphasize that creative strategies in developing digital media play an important role in stimulating motivation and increasing learning effectiveness. Although they make important contributions, these studies focus on the context of formal learning and do not specifically discuss forms of digital content that combine elements of entertainment and

competition in a single message delivery structure.

Studies conducted by (Wahyuni et al., 2024) focused more on analyzing the readiness of educational institutions and the implementation of digital media in curriculum policies. Both studies reviewed aspects of technology integration in learning but did not examine the phenomenon of digital media emerging from the non-formal education sector, such as edutainment programs produced by educational technology companies.

The concept of edutainment emphasizes the integration of entertainment and learning elements to enhance engagement and material retention. The edutainment model has been proven to create a more meaningful learning experience through strengthening motivation and emotional interaction, as shown in the research by (Siddiq et al., 2025), which found that edutainment strategies increase student participation and learning outcomes. Similar findings were reported by (Ramadhan, 2020), who emphasized that edutainment promotes a positive learning atmosphere and facilitates the internalization of values.

In media studies, (Wahyudi et al., 2023) showed that audiovisual programs frame messages through rhetorical strategies, narrative structures, and delivery styles that shape audience meaning-making. Meanwhile, (Marwantika & Nurwahyuni, 2021) emphasized that digital content requires systematic reading because every element of production, both visual and verbal, can contribute to message construction.

These findings reveal that digital media operates through processes of selection and packaging that generate specific meanings. Understanding the mechanisms of meaning construction is crucial for examining how educational values are represented in competition-based edutainment formats such as Academy of Champions, which has become part of non-formal digital learning practices.

(Hafidz et al., 2024) through the CoPORA model show that media pedagogy plays an important role in developing digital literacy that enables students to read messages critically and not just be passive consumers. Meanwhile, (Knaus, 2020) emphasizes that media literacy is necessary to understand media bias, platform logic, and message construction.

Multimodal learning emphasizes that meaning is constructed through various modes of representation such as text, images, sound, gestures, and visual layout. Research by (Philippe et al., 2020) shows that multimodality improves conceptual understanding through complementary visual-narrative combinations.

(Mayer, 2024) also updates the Cognitive Theory of Multimedia Learning and asserts that the integration of visual and verbal elements can optimize information processing when designed according to the principles of segmentation, contiguity, and cognitive load reduction. Its relevance in

the Academy of Champions can be seen in the use of icons, animations, scoreboards, question visualizations, and competition dramaturgy, which work as multimodal instruments to build understanding and emotional engagement among the audience.

These studies did not examine how the mechanism of delivering learning messages takes place through the structure of competition, the use of narrative visuals, or multimodal communicative rhetorical strategies in digital audio-visual content.

Based on this literature review, a relevant research gap can be identified. To date, no comprehensive study has been found that examines academic competition-based edutainment programs as digital learning media. There has been no research analyzing how educational value is constructed through the integration of cognitive, affective, and visual-narrative dimensions in competitive content broadcast on the YouTube platform.

In addition, previous studies have not examined how the educational rhetoric conveyed by mentors in the competition structure plays a role in the construction of learning messages. Thus, there is a research gap that needs to be filled to understand the characteristics and mechanisms of learning that emerge in competitive edutainment formats.

This research is needed to fill this gap by analyzing the Academy of Champions program as a form of digital learning media that combines elements of competition, visual narrative, and educational rhetoric strategies.

This analysis is important to provide a deeper understanding of how educational values are constructed in the context of non-formal digital media, as well as to expand scientific studies on the development of edutainment in the educational technology ecosystem in Indonesia.

2. METHODS

Content analysis is used to examine the messages, values, and narrative structure in audio-visual programs such as Academy of Champions. According to (Krippendorff, 1980 in (AZ-Zahra & Azhar, 2025), content analysis requires a systematic, objective, and replicable categorization process. Thus, this method not only functions descriptively but also as an analytical framework that requires explanations of coding procedures, inter-coder reliability, and validity assurance strategies.

The research object included eleven episodes of the Academy of Champions that aired from December 28, 2024, to February 1, 2025. All episodes were analyzed through total/census sampling because the series of episodes formed a continuous competition flow and showed progressive variations in cognitive complexity (C3–C6), affective dynamics, and the use of visual elements and gamification. The selection of all episodes allowed for a complete mapping of the development of educational values throughout the program.

The main units of analysis included four segments: quiz questions, material discussions, mentor interactions, and motivational messages; while verbal dialogue, visual scenes, and graphic displays were used as supporting units. The determination of these units maintained consistency in the analysis of the cognitive, affective, visual-narrative, and educational rhetoric domains.

The research process began with replaying all episodes and compiling complete transcripts. Coding was carried out using a deductive-inductive approach. Deductive categories were developed from three theoretical frameworks, namely the revised Bloom's taxonomy (C3–C6), followed by the affective domain (valuing–characterizing), and finally Kress and van Leeuwen's multimodal analysis. Meanwhile, inductive categories were used to capture contextual findings, such as motivational mentor slogans, leaderboard formats, or distinctive rhetorical characteristics.

To maintain consistency, a coding book was compiled containing operational definitions of categories, inclusion–exclusion criteria, and empirical examples. Two coders were involved and underwent training, with a coding trial conducted on one episode to ensure clarity of categories. Subsequently, all episodes were coded independently. Inter-coder reliability was calculated using Krippendorff's Alpha, and the results were above the recommended minimum threshold (>0.67), making them adequate for interpretive analysis. Differences in coding were resolved through discussion until consensus was reached.

Cognitive analysis referred to levels C3–C6, in line with the increasing complexity of the questions between episodes. The affective dimension was analyzed using indicators of appreciation, collaboration, leadership, and value characterization. Visual-narrative analysis applied the concepts of representational, interactive, and compositional meaning to interpret the use of leaderboards, district symbols, question animations, gamification elements such as emerald stones, and experimental tools that appeared in the final episode.

Validity is maintained through theory triangulation (Bloom, affective, multimodal), coder triangulation, analysis process audit trails, and repeated screenings. These steps ensure scientific accountability and guarantee that the interpretations in the results section originate from rigorous and accountable methodological procedures (Sugiyono, 2023).

3. FINDINGS AND DISCUSSION

The Academy of Champions program produced by Ruangguru is a form of digital learning media innovation that combines entertainment with education (edutainment). The program premiered on December 28, 2024, on Ruangguru's official YouTube channel and ended on February 1, 2025, with a total of 11 episodes. Its presence successfully attracted public attention in Indonesia (Ruangguru, 2024).

Based on a report by the Indonesian Internet Service Providers Association (APJII, 2024), 78.35% of Gen Z accesses online videos every day, making YouTube the main medium for consuming audio-visual content, including educational content.

The public response to this show has been significant. As of the time of this study, the @Ruangguru channel had 2.2 million subscribers, with the Academy of Champions program garnering more than 36.8 million views from just 11 episodes. The first episode alone was viewed more than 5 million times and received 146,000 likes and thousands of comments from people of all ages who responded positively. This shows an emotional and cognitive connection between the content presented and the needs of young audiences who are accustomed to intensively accessing audio-visual content.

This finding is in line with a report (APJII (Asosiasi Penyelenggara Jasa Internet Indonesia), 2024) which states that 78.35% of Indonesian Gen Z watch online videos every day. YouTube has indeed become their primary medium for both entertainment and visual-based learning. Academy of Champions presents competitive narratives, dynamic visual formats, and strong emotional interactions, thereby addressing these issues.

Table 1. Findings from Episode 1 – Episode 11

Episode and Air Date	Cognitive Dimension	Cognitive Dimension	Visual Narrative Dimension
Episode 1 (December 28, 2024)	C4 – Analyzing: atomic scale (chemistry), torsion (physisc), counting 24 atoms (math)	Appreciating Rexx's abilities, no jealousy, and participation of alumni coaches (valuing)	Regarding atomic scale, district leaderboard
Episode 2 (December 29, 2024)	C3 – Applying: logic, biology, geography, chemistry in application-based problems	District captain leadership, initial coaching (responding–valuing)	District symbol visuals, problems, and results
Episode 3 (January 4, 2025)	C5 – Evaluating: earthquake points, data from 60 problems. C4 – Analyzing contour maps	Teamwork and healthy competition between districts (valuing–organizing)	Aurora explains contours, leaderboard, visual puzzle.
Episode 4 (January 5, 2025)	C6 – Creating: barter strategies & Rubik's Cube C4 – Analyzing number pyramids	Teamwork and healthy competition between districts (valuing–organizing)	Essential items, symbols of district elimination.
Episode 5 (January 11, 2025)	C4 – Analyzing: Nemeth, Babylonian, Devanagari C3 – Applying memory	Initial benefits, teamwork, emotional involvement of the coach (valuing)	Visualization of foreign symbols (Nemeth, Babylonian, Devanagari), district leaderboard

Episode 6 (January 12, 2025)	C5 – Evaluating C3 – Applying: elastic style, resistor, spatial	Fansen gains confidence in solving physics problems, cooperation among members (valuing)	Mechanical leaderboard, visually appealing problem packaging
Episode 7 (January 18, 2025)	C4 – Analyzing UTBK domino problems: numeracy, logic, language	Earning stars and collaborating with coaches (valuing–responding)	*Dice and visual probability tables. Leaderboard*
Episode 8 (January 19, 2025)	C6 – Creating strategies C4 – Multidisciplinary Analysis (TPS, Geography, Economics)	Fiko earns a star, answer symbol, victory in district 11 (valuing)	Monopoly board, leaderboard, question scenarios
Episode 9 (January 25, 2025)	C5 – Evaluating: asset valuation, mechanical logic & economic	Star for Evan, transactions between participants, discussion of with coach (valuing–organizing)	*Mechanical and asset visualization*
Episode 10 (January 26, 2025	C6 – Creating C5 – Evaluation: building bridges with mass logic	Fansen can start, teamwork, reflection on results (characterizing)	Team leaderboard, visual problems and calculations
Episode 11 Grand Final (February 1, 2025	C6 – Creating. C5 – Evaluating: high interdisciplinary combination (C5). Multidisciplinary challenge (Physics+Chemistry+Mathematics) tests concept integration (C5).	District 4 wins with a calm attitude (characterized by value), District 11 accepts defeat: "They deserved to win", Team pride as champions.	Visualization of the grand final, integration of puzzles, Emerald stone as a symbol of the gamification mission, Integration of experimental tools (laser, pH meter, tangram) in one arena.

Source: Author's Analysis

A. Cognitive Dimension

Analisis Cross-episode analysis shows that the cognitive construction of the program moves in a consistent progressive pattern, shifting from concept application (C3) to analysis (C4), evaluation (C5), and solution creation (C6).

Mapping based on the table shows that almost all challenges lead to the strengthening of Higher Order Thinking Skills (HOTS), in line with the findings of (Ali et al., 2025) which confirm that levels C3–C6 are the main drivers of critical thinking skills.

The cognitive development in this program is not a product of chance in each episode, but part of an instructional design pattern designed to form a gradual cognitive curve. Each episode

demonstrates the increasing use of analytical principles through the interpretation of numerical data, the construction of arguments, and the analysis of cause-and-effect relationships in a multidisciplinary context.

Although the questions vary, they all show one main pattern: participants must connect concepts spread across several disciplines, not just execute a single procedure. This is evident in the uniformity of characteristics across many rows in the findings table, where the integration of science, geography, mathematics, and economics dominates most of the challenges.

The program not only supports Bloom's cognitive domain but also reinforces interdisciplinary cognitive mapping, which is the ability to connect previously separate pieces of knowledge. In addition, the mechanism of brief discussions between mentors and participants demonstrates the process of cognitive scaffolding, in which mentors do not offer answers but trigger mental restructuring through guiding questions.

This pattern shows that the program adopts constructivist learning principles, particularly in episodes featuring strategies such as bartering, elasticity calculations, or bridge design. These elements are similar in function to the worked examples in CTML (Mayer, 2024) which serve as cognitive guides without eliminating the main mental demands.

The program's cognitive structure also functions as a legitimizing device for the edtech company's image. By presenting complex problems and intricate solutions, the program constructs a narrative of high academic competence as an indicator of platform quality.

This is in line with (Knaus, 2020) criticism that digital educational content often displays performativity of intelligence as an intellectual branding strategy. However, the cognitive patterns that emerge still show real educational relevance, not just commercial packaging, because the internal relationships between questions and between disciplines appear structured and consistent.

The cognitive dimension of the Academy of Champions serves as a progressive and structured pedagogical foundation, forming a systematically increasing HOTS curve, supported by visual modalities and mentor interactions that function as triggers for knowledge restructuring. These findings fill a gap in the literature, which previously did not examine how digital competitions can function as instruments of higher learning in a multimodal format.

B. Affective Dimension

The affective dimension in the Academy of Champions does not only appear as emotions that can be read in the show, but as a value trajectory that moves from simply accepting values (valuing) to forming stable character (characterizing).

The early episodes reveal patterns of appreciation, self-confidence, and openness to mentor guidance. As the competition progresses, these values develop into team coordination, emotional

stability when facing strategic failures, and responses to cognitive pressure in increasingly complex challenges.

This pattern is in line with the responding and organizing stages in the affective domain, which indicates that positive values are not only recognized but also actively practiced in competitive interactions.

The affective column is dominated by keywords such as teamwork, cooperation, confidence, and sportsmanship. This uniformity is not repetition, but shows that the program intentionally builds a stable emotional dramaturgy pattern, namely that competition demands individual work, but the scoring system, collective challenges, and mentoring encourage the internalization of communal values. These findings reinforce (Judijanto, 2025) idea that a positive culture can produce sustainable character stability.

Affective values in competition have the potential to be reproduced as meritocratic norms, namely the belief that success is solely determined by individual hard work. Visual narrative patterns in the form of leaderboards, star systems, and eliminations legitimize highly selective competition structures.

However, in the context of edutainment, this also has the potential to stimulate intrinsic motivation through positively channeled competitive pressure, as seen in the way participants accept the final results and validate their competitors' achievements. Thus, the affective patterns that are formed still support educational goals, even though they are framed in a competitive narrative that has ideological potential.

At the end of the competition, the affective pattern reaches the characterizing stage, which is seen in the magnanimous attitude in accepting defeat, indicating that sportsmanship is no longer present as a situational response but as part of the moral identity of the participants. These findings provide empirical evidence that competition-based edutainment can form stable educational affections, something that has not been widely discussed in previous digital education literature.

C. Educational Narrative Visual Dimensions

The visual-narrative dimension in the Academy of Champions is the most prominent part of the edutainment construction, as the program's multimodality serves as a bridge between cognitive and affective content.

Each episode contains different visual elements. There are layered patterns, namely representational visuals for explaining concepts, competitive visuals for marking the dynamics of the game, and dramatic visuals for building narrative tension.

The use of animation, icons, scoreboards, probability tables, geographic models, and mechanical simulations is not decorative, but rather instructional visuals that support abstract

understanding, in accordance with Mayer's CTML principle (Mayer, 2024).

This pattern is strongly evident in the dominance of numerical and graphic visuals at the beginning of the competition, which then develops into simulational and experimental visuals at the end, as illustrated in the table showing devices such as lasers, pH meters, and tangrams in the final round. Thus, the visual-narrative development reflects the parallel increase in cognitive complexity.

From a media criticism perspective, the visuals in this program also function as a strategy to support competitive dramaturgy, which unites emotions, anxieties, and aspirations into a single visual narrative. The constantly changing leaderboard, distinctive symbols, and the awarding of emblems such as emerald stones are symbolic practices that create a mythology of achievement.

(Knaus, 2020) argues in his critique that symbols in digital media often produce ideological framing around competition and achievement. However, the analysis of the findings shows that the use of symbols in the Academy of Champions still contributes to multimodal learning engagement, not merely building commercial interests.

The visual-narrative dimension creates a multimodal ecosystem that facilitates understanding, emotional participation, and internalization of values through symbols, animations, and progressive visual structures. This reinforces the findings of (Philippe et al., 2020) that multimodality can enhance the processing of complex concepts through the combination of visual and verbal representations.

D. Persuasive Rhetoric in the Academy of Champions

Rhetoric in the Academy of Champions forms a mechanism for conveying educational values through the integration of ethos, pathos, and logos. The presence of mentors from renowned universities strengthens the ethos that gives academic legitimacy to the entire learning process.

There is a fairly consistent pattern, namely through the involvement of mentors in almost all challenges, particularly in providing feedback, validating thought processes, and modeling ways of reasoning.

On the logos side, the program displays a neat argumentative pattern: each answer is presented through numerical evidence, logical calculations, or specific visual mechanisms. This pattern reinforces what (Krismawan & Rahmawati, 2025) refer to as rational credibility, namely trust formed by the rationality of arguments, not merely the authority of the communicator.

However, the logos element also has a hidden commercial function, namely the presentation of smart learning strategies, time management, and logical analysis, which implicitly promotes the quality of the Ruangguru learning platform.

Pathos is built through narratives of participants' struggles, expressions of tension, and emotional moments of victory or failure. However, pathos does not stand alone, but is inserted into a

logical structure that shows the relationship between effort, strategy, and results. This combined pattern of ethos–pathos–logos shows that rhetoric in the program functions as a bridge between entertainment and education, in line with the concept of educational rhetoric described by (Rapp, 2025).

When viewed critically, this rhetoric also contains elements of ideological framing about meritocracy and self-enterprise. Participants are positioned as agents who are fully responsible for their results, while structural elements such as access to learning resources are not part of the discussion. Nevertheless, as an edutainment product, this rhetoric is effective in maintaining internal motivation and engagement, making it pedagogically relevant.

E. Duration Distribution in Each Segment

The distribution of segment durations in the Academy of Champions shows a systematic pattern of information segmentation, helping to regulate cognitive load in accordance with the principles of Cognitive Load Theory (Haryana et al., 2022).

The brief opening serves to introduce the context without overloading initial memory, while the core segment, namely the participants' thinking process, is given the longest duration. Segments with multi-step or multidisciplinary challenges are always presented with proportionally longer durations, indicating that the program places cognitive processing at the center of its dramaturgy.

The mentoring segment appears as a mid-segment cognitive relief, providing cognitive support that helps participants and viewers restructure information before continuing to the next stage. This duration distribution is in line with the findings of (Pongtambing, et al., 2023), which show that more segmented educational videos result in higher attention and retention.

From a media criticism perspective, the duration pattern also facilitates the insertion of advertisements at strategic points, especially during peaks of cognitive tension. This demonstrates the interaction between pedagogical design and platform commercialization strategies. Nevertheless, duration segmentation retains strong pedagogical efficiency and does not significantly disrupt the learning flow.

4. CONCLUSION

This study identifies how educational values are constructed in the Academy of Champions program through the integration of cognitive, affective, and visual-narrative dimensions within an edutainment framework. The findings show that the program consistently encourages higher-order thinking skills (C3–C6), builds affective values such as cooperation, sportsmanship, and emotional management, and utilizes multimodal visual structures, including animations, competitive icons, leaderboards, and experimental simulations to reinforce conceptual understanding.

The integration of these three dimensions forms a planned and progressive pedagogical mechanism, so that the program not only functions as competitive entertainment, but also as a

digital learning model that features a gradual cognitive curve, rhetorical guidance from mentors, and visual dramaturgy that increases engagement and internalization of values.

However, this study has several limitations. The focus of the study was only on one edutainment program on one platform (YouTube), so the findings cannot be generalized to other digital media formats or ecosystems. In addition, this study did not involve audience data related to understanding, perception, or learning impact, so the effectiveness of the program for viewers cannot yet be mapped empirically.

Despite these limitations, the results of this study have important practical implications. For educators, the multimodal structure of the program can be used as a reference in designing learning that combines HOTS, character building, and conceptual visual support.

For media creators and digital content producers, these findings emphasize the importance of narrative consistency, instructional visuals, and communicative rhetoric to maintain a balance between entertainment and educational depth.

Meanwhile, for digital learning platforms, the program's model of gradual cognitive development and use of gamification elements can be used as a strategy to increase user retention and long-term learning motivation.

For further research, studies can be expanded to include audience data analysis, learning impact measurement, or comparisons with similar edutainment programs across various platforms. Additionally, studies on production strategies, algorithm dynamics, and the commercialization of digital content are also needed to understand how edutainment models evolve within the contemporary media ecosystem.

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