Volume 4 No 2 (2024) Pages 365-377
JCD: Journal of Childhood Development
ISSN: 2776-8082
DOI: https://doi.org/10.25217/jcd | Accepted 08-09-2024 | Published 30-09-2024

# Application of Table 100 Media in Addition and Subtraction Learning to Improve Math Learning Outcomes

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## Abstract
This research uses a type of quantitative research with a quasi-experimental approach by using the 100 table media to improve math learning outcomes. This study used 100 learning table media to improve math learning outcomes. The quantitative approach used in this research is a type of quasi experiment. This study uses the table 100 media as the independent variable and student learning outcomes as the dependent variable. In this study, 20 students were used as samples. Observation, interview, test, survey, and documentation are the methods used to collect data. The steps of proposing hypotheses and testing normality are the data analysis procedures. The paired sample t test (t-test) resulted in Sig. (2-tailed) 0.02 in the experimental class, in accordance with the results of hypothesis testing. In contrast, the control class had a Sig. (2-tailed) of 0.01. The findings of the 2-tailed sig value can be compared with hypothesis testing if the sig (2-tailed) value is between 0.01 and 0.02. With the assumption that the 2-tailed sig value is greater than 0.05, the hypothesis is not rejected if it is less than 0.05. This shows that the math learning outcomes of grade II students of MI Ma'arif NU 6 Karyamukti are influenced by the table 100 media. The normality test shows that the Experiment class has a significance value of 0.018 and 0.088 before and after the test, while the Control class has a significance value of 0.200 and 0.135. If the p-value is less than 0.05, it can be concluded that the data follows a normal distribution.

**Keywords :** *Table 100 media, Student Learning Outcomes, Mathematics Learning*

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## INTRODUCTION

Education is part of the human learning process to gain knowledge. Education is the first part in the formation of the human person, developing abilities/skills and changing attitudes (Subakri, 2020). Education is also a process of changing students to achieve something clear as a result of the educational process they follow. An important part of education is teaching and learning and the two cannot be separated in the world of education. In the teaching and learning process, the presence of media has a very important meaning (Alpian et al., 2019). Because, in this activity, the lack of clarity in the subject matter presented can be helped by presenting the media as an intermediary (Nurrita, 2018). The word "media" comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Media is an intermediary or messenger of messages from message recipients (Wahid, 2018).

Learning media is a tool that functions and can be used to convey learning messages (Mirza, 2017). Meanwhile, according to Gagne, learning media is stated as a component of learning resources that can stimulate students to learn (Karo-Karo & Rohani, 2018). Apart from that, learning media is also very determining in the learning process of students, so that they will overcome difficulties in achieving educational goals.

The use of concrete mathematics learning media to help students understand mathematical concepts has a positive impact on students (Hariyanti et al., 2023). The advantages of learning media are that they can help increase student enthusiasm during mathematics learning. This is because in the learning process using learning media, students become more interested because the teacher provides new "colors" in learning (Amir, 2016). To learn mathematics, you need alternative media that can make mathematics lessons easier for students to understand. Many students stated that learning arithmetic was difficult. As well as students' lack of confidence when working on practice questions. Students also expressed a lack of interest in learning, this was proven by students playing and not paying attention to the teacher (Herlina, 2019). This can result in a lack of conduciveness in the classroom during class hours. The learning media that teachers can use are very diverse. Everything can be used as a learning medium, such as mathematics subjects involving addition and subtraction, teachers can use the 100 table as a learning medium (Rosanti et al., 2022).

Table 100 is one of the auxiliary media in mathematics lessons. Counting addition and subtraction works simply and quickly. Using this simple 100 table, students can easily and quickly calculate the results of addition and subtraction of numbers 1 to 100 without using calculating tools (Setiawan, 2018).

Learning outcomes are numbers obtained by students who have successfully completed subject concepts in accordance with the stated objectives (El Fiah & Purbaya, 2016). Generally, learning outcomes are in the form of grades, both raw and accumulated. However, it does not rule out the possibility of learning outcomes in the form of changes in student behavior (Herlina, 2019). Bloom (in Suprijono) states that "learning outcomes include cognitive, effective and psychomotor abilities."

Meanwhile, "Lindgren states that learning outcomes include proficiency, information, understanding and attitude" (Putri, 2019).

Mathematics learning at the elementary school level is learning that is expected to occur reinvention. Rediscovery is finding a way to solve information in class learning. In learning mathematics, students must discover for themselves the various knowledge they need. The material presented to students is open in its final form and they are not told how to complete it. In mathematics learning, the teacher must play more of a role as a guide than as an informer (Rikmasari & Saragih, 2017).

Uswatun Hasanah entitled The Effect of Using Counting Funnel Media on Student Learning in Class V Mathematics Subjects at SDN 1 Merambu(Yandiana & Ariani, 2020). The results of this study indicate that there is a positive and significant influence with the use of counting funnel media for class V students at SDN 1 Merambu as evidenced by the results of 4.75%>2.021 at a significance level of 5% and a confidence level of 95%, which means that there is an influence between learning using funnels. calculating with learning outcomes. The similarity in the research that researchers will carry out is that they are both researching improving mathematics learning outcomes by using learning media. The difference lies in the class, the class that the researcher conducted was class 2 at MI Ma'arif NU 6 Karyamukti, while Uswatun Hasanah's thesis examined class V students at SD Merambu.

Desty Aprilia Kartini "Development of Learning Media as a Media for Learning Numeracy"(Safitri et al., 2023). The research results show that the counting box media falls within the criteria for being suitable for use with validation results between 0-2. Findings from the research show: 1) The counting box learning media is very helpful in helping students because the discussion of counting is detailed and easy to understand, 2) The display of the media is not too complicated and also makes students focus on counting.The similarities in the research that researchers will carry out are: both use learning media on addition and subtraction material. And researchers both use learning media to focus students on learning. The difference is that previous researchers used counting box media compared to current researchers using 100 table media.

From the information I got in the interview, before implementing learning media, the teacher only used small groups and there were still some students who did not understand the learning material, class conditions were also not conducive so that student learning outcomes in the lesson were less than optimal. Then, after the teacher implemented one of the learning media, the teacher said it was easier to convey learning material and with this learning media it was also easier to understand the learning material, socialize well and be responsible for the learning material. From the results of the pre-survey above, there are several students who have not reached the KKM in mathematics learning outcomes in classes 2 A and B. There were 12 students who reached the KKM out of 20 students in class 2 A. This was because the teacher had not used learning media. In mathematics learning, teachers previously only used the lecture method as a form of interaction through information and oral narrative

from the teacher to students. Teachers have not implemented learning media to make students' understanding easier in order to clarify and focus students' attention on the teacher. Therefore, it results in students who are not yet focused on participating in learning activities, especially in mathematics lessons. Because mathematics lessons are considered very difficult for students.

Therefore, researchers are interested in using 100 table media to improve student learning outcomes in addition and subtraction materials. There are many media that can be used for addition and subtraction material, not only using the 100 table media, but there are number boards and gap boards. However, researchers are interested in the 100 table media for addition and subtraction material. Because from the researcher's experience, this table of 100 is suitable for students who are still in lower grades. This 100 table also makes it easier for students to calculate addition and subtraction from 1 to 100 without using calculating tools to improve learning outcomes.

## METHOD

This type of research uses quantitative research with a quasi-experimental approach. Experimental research is research carried out through experiments or experiments that show a deliberate effort to modify the conditions that shape the emergence of an event, as well as observing and interpreting the changes that occur in that event in a controlled manner.

The experimental design uses a pretest-posttest design using a control group by selecting a random sample of subjects. Random assignment was carried out to divide the sample into two groups. However, in this study the control group did not function fully to control external variables that would influence the implementation of an experiment (Priadana & Sunarsi, 2021).

Before the experiment was carried out on the two, a pretest was carried out ($0_1$). The experimental group was then given treatment (X), while the control group was not given treatment (no X). After giving treatment to both groups, a posttest was carried out ($0_2$)(Nugroho, 2018).

**Table 1. Research Design**

| Class | Pretest | Treatment | Posttest |
|---|---|---|---|
| Class A | $0_1$ | - | $0_2$ |
| Class B | $0_1$ | X | $0_2$ |

Information:

X = Media Table 1000
$0_1$ = Pretest score for groups A and B
$0_2$ = Posttest score for groups A and B

The explanation obtained from the table above is that classes which are all the same are divided into 2 groups, namely the experimental group and the control group. An initial test was given to the experimental group (the group that received treatment) and the control group before the experiment was carried out to assess how well the students performed before being given treatment. Table 100 media was used to help students in learning in the experimental group accompanied by table 100 media. In the control group, learning took place using the lecture method usually used by teachers in class. Both the control group and the experimental group underwent a post-test after a certain period of time to see how well they had learned the material in learning mathematics addition and subtraction. The instrument used in this research process is to create questions related to the mathematics subject matter being researched, namely the arithmetic operations of addition and subtraction to produce student learning in mathematics learning.

Research stages using table 100 in mathematics lessons in class 2 MI Ma'arif NU 6 Karyamukti, there are several steps that the researcher took. Initially, the researcher prepared the material to be presented in the form of lesson plans, pretest questions and posttest questions and learning media. Next, the researcher distributed one sheet of table 100 media to the students. The next step is that the researcher explains the material that will be presented and explains how to use the 100 table media for addition and subtraction material.

Validation testing is carried out by testing construct validity (*contruct validity*). Testing construct validity is by asking whether the question items in the instrument are in accordance with the scientific concept in question. In this way, these question items can be justified by scientific knowledge in their field. These question items are then reviewed by people who are experts in the field concerned *(expert judgement)*(Puspitasari & Febrinita, 2021).

The validity test is used to determine the appropriateness of the items in a list of statements in defining a variable. The validity test of the instrument is carried out on each question whose validity is tested. The validity test is calculated using computer assistance *Statistic Package for Sosial Science* (SPSS).

After carrying out a reliability test using assistance *Statistic Package For Sosial Science* (SPSS) then the coefficient value can be obtained
its reliability. Reliability tests were carried out on all statement items. Decision making to determine its reliability is if the value r (*cronbsch's alpha*) is greater than 0.60 then the instrument is said to be reliable. When the value of r (*cronbach's alpha*) is smaller than 0.60, then the instrument is not reliable.

Data analysis techniques in quantitative research use statistics. There are two types of statistics used for data analysis in research, namely *descriptive statistics* and *inferential statistics*.

1. Descriptive statistics

   Descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected as it is without the intention of

making general conclusions or generalizations. Descriptive statistics can be used if the researcher only wants to describe sample data, and does not want to make conclusions that apply to the population from which the sample was taken.

2. Inferential statistics

Inferential statistics is a statistical technique used to analyze sample data and apply the results to the population. This statistic will be suitable for use if the sample is taken from a clear population, and the sampling technique from that population is carried out randomly (Darmawan, 2013).

## RESULTS AND DISCUSSION

The purpose of conducting descriptive statistical analysis in this research is to assess the level of change in student learning outcomes after and before using table 100 media. Data comes from pretest and posttest scores tested on all class II students at MI Ma'arif NU 6 Karyamukti and then analyzed using the MS application Ezcel and SPSS 16.0.

A. Learning outcomes

Student learning outcome scores originating from pre-test and post-test scores can be seen in the table below.

**Table 2. Descriptive Statistics Analysis of Pre-test and Post-test Data**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| I pretend | 20 | 50 | 85 | 71.00 | 9.542 |
| Posttest Me | 20 | 70 | 90 | 80.25 | 5.495 |
| Pretest Con | 20 | 60 | 85 | 73.50 | 7.964 |
| Kon Posts | 20 | 60 | 85 | 72.75 | 9.101 |
| Valid N (listwise) | 20 | | | | |

Researchers conducted teaching and all 20 students used SPSS 16.0 to carry out calculations, and produced results. With a pre-test score range of 50 to 85, the average score obtained by students was 71.00. In the post-test, students did better on the material studied. Students obtained an average test score of 80.25, with the highest score being 90 and the lowest being 70. Based on these results it can be concluded that there were changes between before and after using the learning model. This can be seen when comparing students' pre-test and post-test scores with the maximum score obtained during the pre-test being 85, and the maximum score obtained during the post-test being 90.

1) Pre-test

To provide an illustration of how well class II students at MI Ma'arif NU 6 Karyamukti are able to learn mathematics lessons with addition and

subtraction material. The following is the initial score data (pre-test) before implementing Table 100 Media to improve mathematics learning outcomes for class II MI Ma'arif NU 6 Karyamukti.

Initial Student Proficiency in addition and subtraction subjects is assessed using Pre-test questions. Of the 20 students, the highest score was 75, while the lowest score was 50, with an average of 75.00 and a range of 35. The average student score was 85, while the required standard was 9.542. The frequency of initial test results obtained by students can be seen below

a) Range = 35
b) Number of classes = 1 + 3.3 log n
   = 1 + 3,3 log 20
   = 1 + 3,3 log 1.30
   = 1 + 3,3.1,30
   = 1 + 4,29
   = 5.29 (rounded to 5)

**Table 3. skills before the application of media table 100**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 50-57 | 1 | 5.0 | 5.0 | 5.0 |
| | 58-64 | 4 | 20.0 | 20.0 | 25.0 |
| | 65-71 | 4 | 20.0 | 20.0 | 45.0 |
| | 72-78 | 6 | 30.0 | 30.0 | 75.0 |
| | 79-85 | 5 | 25.0 | 25.0 | 100.0 |
| | Total | 20 | 100.0 | 100.0 | |

Based on the data results, it can be understood that out of a total of 20 students, 11 people (or 55%) successfully completed the test, while 9 people (or 45%) did not complete the test. The maximum or highest score a student can achieve is 85, while the minimum or lowest score obtained is 50, and one student got a score of 50, 4 students got a score of 60, 2 students got a score of 65 and 2 students got a score of 70.

**Table 4. Pretest frequency**

| Score interval | frequency | percentage | Outcome cantegory | Proficiency status |
|---|---|---|---|---|
| 79 – 85 | 5 | | 25% | X ≥ 75 (passed) |
| 72 – 78 | 6 | | 30% | |
| 65 – 71 | 4 | | 20% | |
| 58 – 64 | 4 | | 20% | |
| 50 – 57 | 1 | | 5% | X< 75 |

| | | | | |
|---|---|---|---|---|
| total | 20 | | 100% | (failed) |

The passing standard for class II students at MI Ma'arif NU 6 Karyamukti is 75. From this data it can be concluded that some students have not reached the passing standard, with nine students not passing the exam. Fifty-five percent is considered passed. Meanwhile, the remaining forty-five percent have not achieved a passing grade.

2) Pos-test

The results of the learning post-test in the research showed that the minimum score achieved was 70, while the maximum score achieved was 90. The average score achieved was 75, with a percentile range of 20. On the other hand, the mode score achieved by students was 75 with the division standard 5,495. The frequency table obtained by students after being given treatment (Pre-test) is as follows:

a) Range = 20
b) Number of Classes = 1 + 3,3 log n
   = 1 + 3,3 log 20
   = 1 + 3,3 log (1,30)
   = 1 + 4,29
   = 5.29 (rounded to 5)
c) Class Interval = rang / number of classes
   = 20 / 5
   = 4

**Table 5. Skilled after the application of media table 100**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 70-73 | 1 | 5.0 | 5.3 | 5.3 |
| | 74-77 | 6 | 30.0 | 31.6 | 36.8 |
| | 78-81 | 6 | 30.0 | 31.6 | 68.4 |
| | 82-85 | 5 | 25.0 | 26.3 | 94.7 |
| | 86-90 | 1 | 5.0 | 5.3 | 100.0 |
| | Total | 19 | 95.0 | 100.0 | |
| Missing | System | 1 | 5.0 | | |
| Total | | 20 | 100.0 | | |

As seen above, among the 20 students who excelled, 19 students or 90% successfully completed the test, while 1 student or 5.0% did not complete the test. The highest score achieved by a student is 90, while the lowest score is 70. The details of

the scores obtained are as follows: 70 for one student, 75 for 6 students, 80 for 6 students, 85 for 5 students and 90 for 2 students.

**Table 9. Post-test frequency**

| Score interval | frequency | percentage | Outcome cantegory | Proficiency Status |
|---|---|---|---|---|
| 70 – 73 | 1 | | 5% | X < 75 (incomplete ) |
| 74 – 77 | 6 | | 30% | X ≥ 75 (Completed ) |
| 78 – 81 | 6 | | 30% | |
| 82 – 85 | 5 | | 25% | |
| 86 – 90 | 2 | | 10% | |
| | | | 100% | |

The standard passing score for MI Ma'arif NU 6 Karyamukti students is 75. Therefore, only 19 students achieved a passing score, while only 1 student did not achieve a passing score or failed. Thus it can be concluded that student learning outcomes are satisfactory. Individually, students who meet the passing standards get a grade with an A percentage of 95%, while students who do not meet the completion standards get a grade with a percentage of 5%.

B. Inferential Analysis

The analysis in this research is used to assess whether there is an influence of the 100 table media on student learning outcomes. The data comes from pre-test and post-test scores given to class II students at MI Ma'arif NU 6 Karyamukti. Then analyzed using Ms. Excel and SPSS 16.0. However, before testing the research hypothesis, the researcher carried out several tests, including:

1) Normality Test

To determine whether the data of a study follows a normal distribution, statisticians use the normality test. If the calculated significance value is greater than 0.05 then the data is considered a normal distribution, otherwise, we say that the data has a non-normal distribution.

**Table 9. Pre-test and Post-test Normality Test Results**

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Say. | Statistic | df | Say. |
| learning outcomes | experimental pre-test | .212 | 20 | .018 | .933 | 20 | .179 |
| | experimental post-test | .180 | 20 | .088 | .920 | 20 | .097 |
| | pre-test controls | .143 | 20 | .200* | .935 | 20 | .192 |
| | post-test control | .169 | 20 | .135 | .882 | 20 | .019 |

All data in this investigation follows a normal distribution, the significant values for each step, namely 0.018 and 0.088, are obtained from the table. The data follows a normal distribution because the calculated significance is greater than 0.05.

C. Hypothesis Testing

After carrying out the normality test and obtaining normal data, the next step is to test the hypothesis in this research. The one sample t-test formula was used in this research to test whether there was an influence of table 100 media on student learning outcomes. Hypothesis testing calculations can be seen in the table below:

**Table 10. Paired Sample Test**

| | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Daviation | Std. Erroe Mean | 95% Confidence interval of the Difference | | T | df | Say. (2-tailed) |
| | | | | Lower | Upper | | | |
| Pre experiment – post experiment | -9,25 | -4,047 | 0,905 | -11,15 | -25,35 | -33,003 | 19 | ,002 |
| Pre control – post control | 0,79 | -1,137 | -0,254 | 1,28 | 0,22 | 5,527 | 19 | ,001 |

The results of the paired t test in the experimental group produced a two-sided significance value (sig.) of 0.02. Meanwhile, in the control group, the two-sided significance level was 0.01. After determining the significance value (2-tailed) to be 0.01 and 0.02, the next step is to compare the findings using hypothesis testing. If the significance value for both sides is less than 0.05 then the hypothesis is rejected. This shows the impact of implementing the table 100

media-assisted learning paradigm on the learning outcomes of class II students at MI Ma'arif NU 6 Karyamukti.

Research on class II students at MI Ma'arif NU 6 Kaeryamukti found that the 100 table media learning approach in mathematics learning significantly improved learning outcomes compared to the control class. Before implementing the 100 table media, student scores ranged from 50 (lowest) to 85 (highest) with an average of 71.00 percent. However, after implementing the 100 table media, students' mathematics learning outcomes increased. The scores range from 70 to 90. These findings indicate that the use of 100 table media significantly increases students' mathematics learning outcomes.

The results of this study are in line with research Uswatun Hasanah entitled The Effect of Using Counting Funnel Media on Student Learning in Class V Mathematics Subjects at SDN 1 Merambu. The similarity in the research that researchers will carry out is that they are both researching improving mathematics learning outcomes by using learning media. The difference lies in the class, the class that the researcher conducted was class 2 at MI Ma'arif NU 6 Karyamukti, while Uswatun Hasanah's thesis examined class V students at SD Merambu (Nursam, 2019). The majority of students, 19 students (95%) answered correctly to the post-test questions and only 1 student (5%) gave a negative response. Class II students at MI Ma'arif NU 6 Karyamukti benefit from mathematics learning outcomes if the 100 table media is used.

In addition, the experimental group has a statistically significant p value of 0.02 according to inferential statistical research using the paired t-test technique. However, the control group had a p value of 0.01. Next, the data will be compared using hypothesis testing after determining the sig (2-tailed) values obtained at 0.01 and 0.02. If the sig value> 0.5 then hypothesis testing is accepted. The results of the research show that there is a change in the learning outcomes of class II students at MI Ma'arif NU 6 Karyamukti before and after using table 100 media.

Descriptive and inferential statistical findings from this study showed statistically significant changes between pretest and posttest scores. Based on this research, class II students at MI Ma'arif NU 6 Karyamukti succeeded in improving learning outcomes in mathematics learning by using table 100 media. The contribution of this research can be summarized as follows: This analysis functions as a guide for conducting a more in-depth analysis of the research findings. It is hoped that this research can become a standard for conducting further relevant research in this context. As a follow-up, this research can complement existing knowledge so that further research can be carried out more effectively. The results of this research have the potential to improve the quality of teaching in schools, showing the important role of teachers in supporting students in understanding lessons in class. It is hoped that this research can encourage other people, teachers to adopt new teaching

methods to improve the quality of learning and create a better, creative and enjoyable learning environment for students.

## CONCLUSION

Based on data analysis and research findings, it can be understood that the use of table 100 media has had a significant impact on improving the mathematics learning outcomes of class II students at MI Ma'arif NU 6 Karyamukti. This is indicated by the paired sample t-test (t-test) value obtained, with a Sig value. (2-tailed) of 0.02 for the experimental group and 0.01 for the control group. In addition, the normality test shows that the pre-test and post-test significance values in the experimental class are 0.018 and 0.088 respectively, while in the control class they are 0.200 and 0.135. With a p-value > 0.05, it can be concluded that all data is normally distributed. Based on the research results and conclusions outlined above, it can be concluded that the application of table 100 media has a significant influence on mathematics learning outcomes, especially in mathematics learning about addition and subtraction, for class II students at MI Ma'arif NU 6 Karyamukti Sekampung East Lampung.

## ACKNOWLEDGMENTS

Thank you very much to Mr. Muh Ngali Zainal Makmun, M.Pd.I and Mrs. Nurul Aisyah, M.Pd as supervisors and Mrs. Masrurotul Mahmudah, M.Pd.I as lecturer at the head of PGMI study program, and my family who always provide moral support and prayers in the course of this study.

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