
Applying the edutainment method to improve participation and the ability to solve mathematics story problems among grade II elementary school students

YATI SRI DEWI,^{1*} SYAHRIAL², AND DESTRIANELLI³

Abstract

This study aims to improve participation and the ability to solve mathematics story problems through the application of the edutainment method among Grade II students of SDN 86/IV Jambi City. The study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, conducted in two cycles. Each cycle comprised three meetings and followed the stages of planning, acting, observing, and reflecting. The research subjects were 10 Grade II students. Data were collected through participation observation, a story-problem-solving test, interviews, and documentation. The data were analysed qualitatively and quantitatively using percentages, mean scores, and class-wide mastery. The results show that the application of the edutainment method gradually increased student participation. At baseline, no student was in the Active or Very Active category; this rose to 80% at the end of Cycle I and reached 100% in Cycle II. The ability to solve story problems also improved. Class-wide mastery increased from 20% in the pre-cycle to 50% in Cycle I and 90% in Cycle II, while the mean score rose from 65.50 (pre-cycle) to 67.50 (Cycle I) and 91.67 (Cycle II). Thus, the edutainment method can improve students' participation and ability to solve mathematics story problems.

Keywords

Edutainment, student participation, mathematics story problems, mathematics learning, classroom action research

Article History

Received 15 June 2026

Accepted 23 September 2026

How to Cite

Dewi, Y.S., Syahrial, & Destrinelli. (2026). Applying the edutainment method to improve participation and the ability to solve mathematics story problems among grade II elementary school students. *Jurnal Sinar Edukasi*, 7(2), 124-135. <https://doi.org/10.61346/jse.v7i2.410>

^{1*}Universitas Jambi, Indonesia, Corresponding email: yatid204@gmail.com

^{2,3}Universitas Jambi, Indonesia

Introduction

Mathematics is one of the most important subjects in elementary school because it relates to logical and systematic thinking and to problem solving in everyday life (Azzahra R et al., 2026). One of the abilities that needs to be developed from the lower grades onwards is the ability to solve mathematics story problems. Story problems require students not only to perform calculations but also to understand the information given, determine what is known and what is being asked, and select appropriate solution steps (Musyadad et al., 2026).

The ability to solve story problems is important because students need to connect mathematical concepts with situations that are close to their own lives (Wardani et al., 2026). In this process, students are required to read and understand the problem before determining which arithmetic operation to use (Utari et al., 2019). Difficulty in understanding the content of a problem can lead students to choose the wrong solution steps even when they have actually mastered the arithmetic operations they have learned.

Success in mathematics learning is determined not only by academic ability but also by students' engagement during the learning process. Participation manifests in physical, mental, emotional, social, and creative activities (Isnaini et al., 2026). Actively engaged students tend to ask more questions, answer questions, take part in discussions, attempt tasks, and have the confidence to share their thinking during lessons (Awalia et al., 2026).

However, mathematics learning in the lower grades still faces the problem of low student engagement in the learning process. Monotonous instruction, with little variation in methods or media, can reduce students' interest in taking an active part in learning (Utari et al., 2019). This issue deserves particular attention because Grade II students still need concrete, engaging, and enjoyable learning activities that give them opportunities for direct involvement.

The same condition was found in the mathematics learning of Grade II students at SDN 86/IV Jambi City. An initial observation of the 10 students showed that their participation was low. Five students were in the Less Active category and five were in the Fairly Active category, while no student was in the Active or Very Active category. Overall, the initial participation level reached only 39.52%.

This low participation was evident in the uneven engagement of students during lessons. Some students remained passive when asked questions, lacked the confidence to express their opinions, and were rarely involved in discussions or task completion. This situation indicates that learning requires an approach capable of providing more engaging learning experiences while encouraging students to participate actively.

In addition to the problem of participation, students' ability to solve mathematics story problems had not yet reached the expected level. At baseline, only 2 of the 10 students (20%) achieved scores meeting the KKTP (Kriteria Ketercapaian Tujuan Pembelajaran; learning objective achievement criterion), while 8 students (80%) had not yet achieved mastery. The class mean score was also only 65.50, so a learning intervention was needed to help students understand the problems while improving their learning outcomes.

Difficulties in solving story problems appeared when students had to understand the information contained in a problem and determine the solution steps. Students still struggled to identify what was known and what was being asked, to determine a solution strategy, and

to perform calculations appropriate to the problem. This condition indicates that learning needs to provide students with opportunities to learn through more concrete and meaningful experiences.

One alternative that can be used to address these problems is the edutainment method. Edutainment combines elements of education and entertainment in the learning process so that learning activities are oriented not only toward delivering content but also toward creating an enjoyable atmosphere. It can be implemented through educational games, the use of pictures or media, group activities, challenges, and learning activities suited to students' characteristics.

Incorporating game elements into mathematics learning can give students room to learn while engaging in enjoyable activities. Through such activities, students do not merely receive the teacher's explanations but also have opportunities to try things out, discuss, answer questions, and solve problems. Thus, edutainment elements have the potential to encourage student participation while providing more meaningful learning experiences.

The *edutainment* method is also well suited to learning mathematics story problems because the problems can be framed in situations that are close to students' lives. Teachers can use stories, pictures, games, and group activities to help students understand the information in a problem. This process gives students the opportunity to develop their understanding gradually before determining the operation and solving the problem.

Several previous studies have shown that the application of edutainment yields positive results in mathematics learning. Yunailis et al. (2019) applied edutainment to Grade II arithmetic learning, and Zulfi et al. (2025) found that it improved Grade 1 madrasah students' understanding of addition. Nurcahya and Rakhmayanti (2023) likewise showed that math edutainment improved the mathematical problem-solving ability of Grade V students.

Other studies have also demonstrated the benefits of edutainment for mathematics learning. Harlinda et al. (2023) found that edutainment media improved mathematics learning outcomes, Nurjannatul et al. (2025) reported gains in students' learning focus and participation, and Sitorus and Manurung (2024) found that edutainment media supported senior high school students' mathematical communication skills.

Although various studies have discussed the use of edutainment in mathematics learning, research that simultaneously examines student participation and the ability to solve story problems among Grade II elementary school students remains limited. Previous studies have focused mostly on interest, activity, learning outcomes, conceptual understanding, or mathematical communication skills. Research is therefore needed to examine the application of edutainment more specifically in improving both student engagement and the ability to solve mathematics story problems.

Based on these problems, this study was conducted to apply the edutainment method in the mathematics learning of Grade II students at SDN 86/IV Jambi City. The study aimed to improve both students' participation, in its various forms, and their ability to solve mathematics story problems. The application of this method is expected to create learning that is more active, enjoyable, and appropriate to the characteristics of lower-grade students.

Methodology

Research design

This study employed Classroom Action Research (CAR), which aims to improve learning processes and outcomes through actions carried out systematically in the classroom. The research design followed the Kemmis and McTaggart model (Kemmis et al., 2014), which views action research as a cyclical process consisting of the stages of planning, acting and observing, and reflecting. The results of reflection in one cycle serve as the basis for improving the planning of the next cycle. Thus, actions are carried out not only to determine outcomes but also to improve teaching practice gradually.

The study was conducted at SDN 86/IV Jambi City in the second (even) semester of the 2025/2026 academic year. The research subjects were 10 Grade II students. The study was carried out in two cycles, each consisting of three meetings. The action took the form of applying the edutainment method in mathematics learning, specifically on solving story problems. Each cycle was adjusted on the basis of reflection on the previous cycle.

In the planning stage, the researcher identified learning problems based on the students' initial condition, then developed the learning materials and prepared the actions to be implemented. Planning included preparing the teaching module, mathematics story-problem materials, learning media, educational games, student worksheets (Lembar Kerja Peserta Didik, LKPD), participation observation sheets, the story-problem-solving test instrument, and interview guidelines. In the acting stage, the edutainment method was implemented through learning-through-play activities, the use of pictures or concrete media, educational games, group work, solving contextual story problems, presentations of results, quizzes, and the provision of reinforcement and rewards. The observing stage was carried out concurrently with the lessons to record student engagement and the development of their abilities. Next, the reflecting stage was carried out by analysing the observation and test results to determine the success of the actions and to decide on improvements for the next cycle.

The main instrument for measuring student participation was an observation sheet consisting of five dimensions: physical, mental, emotional, social, and creative participation. Each dimension comprised five indicators, yielding a total of 25 observed indicators. Each indicator was scored from 1 (very inactive) to 5 (very active) according to the student's level of engagement during the lesson.

Table 1. *Student participation observation blueprint*

Participation Dimension	Observed Indicators
Physical	Following the lesson from beginning to end; taking part in games/activities; having the confidence to raise a hand or come to the front; following the teacher's instructions; participating in group work

Mental	Answering questions; expressing opinions; showing effort in thinking; following the flow of the problem/story; connecting the material to everyday life
Emotional	Showing enthusiasm and enjoyment; not getting bored easily; feeling comfortable during the lesson; showing interest; remaining enthusiastic until the lesson ends
Social	Cooperating; sharing tools and tasks; communicating with peers; respecting peers' opinions; being active in discussions
Creative	Putting forward ideas; producing work; using a variety of solution methods; trying new things; taking part in role-play or simulations

Table 2. *Student participation rating scale*

Scores	Categories	Percentages
5	Very Active	81–100%
4	Active	61–80%
3	Fairly Active	41–60%
2	Less Active	21–40%
1	Very Inactive	0–20%

Score Calculation: Maximum score = 125; Minimum score = 25. The score was calculated using the following formula:

$$\text{Score} = \frac{\text{Obtained score}}{125} \times 100$$

The results of this calculation were used to determine each student's participation category and to track changes in participation from the initial condition to the end of the actions. Students' ability to solve mathematics story problems was measured using a short-answer essay test consisting of 10 items. The instrument was developed with reference to Polya's (1945/2014) problem-solving stages: understanding the problem, devising a plan, carrying out the plan or calculation, and looking back or drawing a conclusion about the answer.

Table 3. *Story-problem-solving test blueprint*

Problem-Solving Stages	Indicators
Understanding the problem	Identifying what is known and what is being asked
Devising a plan	Determining an appropriate method or strategy to solve the problem
Carrying out the plan	Performing the solution steps and calculations correctly
Drawing a conclusion	Writing the final answer in accordance with the context of the problem

Each indicator was scored from 1 to 3. At the understanding-the-problem stage, a score of 1 was given if the student wrote only part of the information, 2 if most of the known and asked information was correct, and 3 if all the known and asked information was written accurately. At the planning stage, a score of 1 was given if the strategy was inappropriate, 2 if the strategy was fairly appropriate but incomplete, and 3 if the strategy used was appropriate. At the implementation stage, a score of 1 indicated that the steps and calculations were incorrect, 2 that most steps were correct with minor errors, and 3 that the steps and calculation results were correct. At the conclusion stage, a score of 1 indicated an incorrect answer, 2 a correct but incomplete answer, and 3 an answer that was correct and consistent with the context of the problem. The test was administered individually at the end of each cycle. The scores obtained were then compared with the KKTP of 75 to determine students' learning mastery. The percentage of class-wide mastery was calculated using the formula:

$$P = \frac{F}{N} \times 100\%$$

where: P = mastery percentage; F = number of students achieving mastery; N = total number of students. The class mean score was calculated using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

where: $\bar{X}$ = mean score; $\sum X$ = sum of all students' scores; N = number of students

In addition to observations and tests, research data were obtained through interviews and documentation. Semi-structured interviews were conducted with the teacher and students to obtain supporting information on the application of the edutainment method, students' responses, the difficulties encountered during learning, and the changes that occurred after the actions. Documentation, in the form of activity photographs, students' work, and learning documents, was used to complement the research data.

Data were analysed qualitatively and quantitatively. Qualitative data from observations, interviews, and documentation were analysed through the stages of data reduction, data display, and conclusion drawing (Miles & Huberman, 1994). Quantitative data in the form of participation scores and test scores were analysed using percentages, mean scores, and the percentage of class-wide mastery. The results of each cycle were compared with the initial condition to identify improvement trends following the application of the edutainment method.

The study was deemed successful if at least 85% of students were in the Active or Very Active participation category and at least 85% of students achieved a score of ≥ 75 in solving mathematics story problems. In addition to these numerical targets, the success of the actions was also judged by improvements in students' engagement in lessons and in their ability to understand the context of problems, determine solution strategies, perform calculations, and provide answers appropriate to the given problems. If the success indicators were not met, the reflection results were used as the basis for refining the actions in the next cycle. The study was concluded once the success indicators were achieved in Cycle II.

Results

This classroom action research was conducted in two cycles with Grade II students of SDN 86/IV Jambi City by applying the *edutainment* method in mathematics learning. Each cycle comprised three meetings and followed the stages of planning, acting, observing, and reflecting. Research data were obtained through observation of student participation and a test of the ability to solve mathematics story problems.

Improvement in student participation

Observations at baseline showed that student participation in mathematics learning was still low. Of the 10 students, none was in the Active or Very Active category. This indicates that students still tended to be passive during lessons, whether in answering questions, discussing, following learning activities, or expressing opinions. After the *edutainment* method was applied in Cycle I, changes in student engagement began to appear. Learning was conducted through educational games, the use of media, group activities, solving story problems, and giving students opportunities to present their work. In the third meeting, 5 students were in the Active category and 3 students were in the Very Active category. Thus, 8 of the 10 students (80%) had reached the Active or Very Active category. This represented an improvement but did not yet reach the 85% success indicator.

Reflection on Cycle I showed that two students remained in the Fairly Active category. This became the basis for improving the actions in Cycle II. Learning was then designed to be more structured by increasing interactive activities, providing step-by-step guidance, expanding students' opportunities to discuss and share their answers, and making better use of games and learning media.

These improvements led to increased participation in Cycle II. In the first meeting, 4 students were in the Very Active category, 3 were Active, and 3 were Fairly Active. In the second meeting, the number of Very Active students increased to 5 and the number of Fairly Active students decreased to 2. In the third meeting, all 10 students (100%) reached the Very Active category.

Table 4. *Improvement in student participation*

Stages	Active and Very Active	%	Remarks
Pre-cycle	0 of 10 students	0%	Success indicator not yet achieved
Cycle I Meeting 1	0 of 10 students	0%	Success indicator not yet achieved
Cycle I Meeting 2	6 of 9 students	66.67%	Success indicator not yet achieved
Cycle I Meeting 3	8 of 10 students	80%	Success indicator not yet achieved
Cycle II Meeting 1	7 of 10 students	70%	Success indicator not yet achieved
Cycle II Meeting 2	8 of 10 students	80%	Success indicator not yet achieved
Cycle II Meeting 3	10 of 10 students	100%	Success indicator achieved

Source: Research Results (2026)

Based on Table 4, student participation increased by 80 percentage points from the initial condition to the end of Cycle I and rose by a further 20 percentage points by the end of Cycle II. The 100% achievement at the end of Cycle II exceeded the established success indicator of at least 85% of students in the Active and Very Active categories.

Improvement in the ability to solve mathematics story problems

The test results show an improvement in students' ability to solve mathematics story problems. In the pre-cycle, only 2 of the 10 students (20%) achieved the minimum score of 75, while 8 students (80%) had not yet achieved mastery. The class mean score reached only 65.50. Analysis of students' work showed that their difficulties lay mainly in understanding the content of the problem, identifying what was known and what was asked, choosing a solution strategy, and performing calculations.

At the end of Cycle I, the number of students reaching the KKTP increased to 5 (50%). The other five students still scored below 75. The class mean score rose to 67.50 but had not yet reached the KKTP. Thus, the actions in Cycle I showed initial progress but did not yet meet the class-wide success indicator of 85%. In Cycle II, the test results showed a greater improvement. Nine of the 10 students (90%) achieved a score of ≥ 75 , while 1 student (10%) had not yet achieved mastery, with a score of 73.33. The class mean score reached 91.67. With these results, class-wide mastery exceeded the established success indicator of 85%.

Table 5. *Improvement in the ability to solve story problems*

Stages	Number of Students Achieving Mastery	Class-wide Mastery	Mean Score
Pre-cycle	2 of 10	20%	65.50
Cycle I	5 of 10	50%	67.50
Cycle II	9 of 10	90%	91.67

Source: Research Results (2026)

The data in Table 5 show that class-wide mastery increased by 30 percentage points from the pre-cycle to Cycle I and by a further 40 percentage points in Cycle II. The mean score also rose from 65.50 in the pre-cycle to 67.50 in Cycle I and 91.67 in Cycle II. The improvement in Cycle II indicates that the refined actions produced better results in helping students understand and solve mathematics story problems.

Discussion

Applying edutainment to improve student participation, the increase in student participation shows that the *edutainment* method was able to create learning conditions that better encouraged student engagement. Learning activities were not centred solely on the teacher's explanations but gave students room to play, discuss, cooperate, answer questions, express opinions, and complete tasks. Thus, student participation developed in various forms: physical, mental, emotional, social, and creative.

Games were a key component in the application of edutainment. Play activities gave students a more relaxed and less pressured learning experience. Under these conditions, students had the opportunity to try, make mistakes, correct their answers, and interact with their peers. This is consistent with Yunailis et al. (2019), who found that an edutainment game helped students focus and stay interested during mathematics lessons.

The increase in participation was also evident in changes in students' behaviour during the actions. At the beginning of the study, no student had reached the Active or Very Active category. After the application of edutainment, 80% of students reached these categories by the end of Cycle I, and all students reached the Very Active category by the end of Cycle II. This finding shows that learning activities that give students opportunities for direct involvement can reduce passive tendencies in mathematics learning.

These results are consistent with Nurjannatul et al. (2025), who found that edutainment-based interactive media increased students' focus and participation. However, this study takes a broader view, because participation was not viewed merely as general activeness but was observed across five dimensions: physical, mental, emotional, social, and creative. Thus, the increase in participation found here reflects a more comprehensive change in student engagement.

Applying edutainment to improve the ability to solve story problems, The improvement in the ability to solve mathematics story problems occurred alongside improvements in the learning process. In the pre-cycle, class-wide mastery reached only 20%. After the application of edutainment in Cycle I, mastery increased to 50% and then reached 90% in Cycle II. This increase shows that learning that actively involves students can support the process of understanding and solving mathematical problems.

Story problems require students to understand the relationship between the information in the text and the mathematical operations required. Students' difficulties at baseline were evident in identifying what was known and what was asked, determining a strategy, and performing calculations. Through *edutainment*, these processes were presented in more concrete and contextual activities, so that students did not merely receive problems in text form but also gained experience through pictures, games, discussions, and group activities.

These activities helped students understand the problems gradually. Students were first guided to understand the situation in the story, then to identify the necessary information, discuss how to solve the problem, perform the calculations, and present their results. This process corresponds to the problem-solving stages used in the study: understanding the problem, planning the solution, carrying out the calculation, and drawing a conclusion.

These results are consistent with Nurcahya and Rakhmayanti (2023), who demonstrated the application of *math edutainment* in improving the mathematical problem-solving ability of Grade V students. Zulfi et al. (2025) also showed that edutainment can be used to improve understanding of mathematical concepts. The findings of this study reinforce these results by showing that edutainment not only supports conceptual understanding but can also be applied to help students solve mathematics problems presented in story form.

The relationship between participation and the ability to solve story problems, the results suggest a link between increased participation and improved ability to solve story problems. At the end of Cycle I, when 80% of students had reached the Active and Very Active categories, mastery

in solving story problems had reached only 50%. After the actions were refined in Cycle II, participation rose to 100% and mastery in solving story problems increased to 90%.

This is understandable because solving story problems requires students' engagement in the thinking process, not merely the ability to memorise computational procedures. When students actively ask questions, answer, discuss, explain their reasoning, and try out solution strategies, they gain more opportunities to understand the relationship between the problem context and mathematical concepts.

In this study, *edutainment* activities served as a means of linking play with learning objectives. Games and group activities fostered emotional and social engagement, while the task of solving story problems directed that engagement towards cognitive processes. Thus, the entertainment element in edutainment retained a pedagogical function, because the enjoyable activities were directed towards achieving the learning objectives.

This finding is consistent with Sitorus and Manurung (2024), who showed that the use of edutainment can improve students' mathematical communication skills. Communication was also central in the present study, as students were given opportunities to share their thinking and solution strategies with their peers and the teacher.

The role of reflection in the success of the actions, the success of the study in Cycle II was closely linked to the reflection carried out after Cycle I. In Cycle I, although participation had reached 80%, this result did not yet meet the 85% target. Likewise, the ability to solve story problems had reached only 50% mastery, with a mean score of 67.50. This indicates that the application of edutainment still required adjustments so that all students could have better learning opportunities.

Improvements in Cycle II were made by making edutainment activities more structured and interactive, providing step-by-step guidance in solving problems, using more engaging media, increasing group discussion, and giving students opportunities to explain their thinking. These improvements resulted in participation increasing to 100% and mastery in solving story problems increasing to 90%.

Thus, the results show that the application of the edutainment method, when carried out in a planned manner and refined based on reflection, can improve the quality of the mathematics learning process. Success was evident not only in the attainment of mastery figures but also in changes in student engagement during learning. Because both success indicators had been achieved in Cycle II, the study was concluded in that cycle.

Conclusion

Based on the research results, the application of the edutainment method can improve both the participation of Grade II students at SDN 86/IV Jambi City and their ability to solve mathematics story problems. The increase in participation was evident in changes in student engagement during the learning process. In the pre-cycle, no student was in the Active or Very Active category. After the actions were implemented, participation developed gradually until, in Cycle II Meeting 3, all students (100%) were in the Active and Very Active categories. This achievement exceeded the established success indicator of at least 85% of students in the Active and Very Active categories. The application of the edutainment method also improved the ability to solve mathematics story problems. In the pre-cycle, only 2 of the 10 students

(20%) achieved the minimum score of 75, with a class mean score of 65.50. In Cycle I, mastery increased to 5 students (50%), with a mean score of 67.50. Subsequently, in Cycle II, 9 of the 10 students (90%) achieved a score of ≥ 75 , with a class mean score of 91.67. These results met the class-wide mastery success indicator of 85%. Thus, the edutainment method can serve as an alternative in mathematics learning because it combines learning with enjoyable, interactive activities that directly involve students. The use of games, media, group work, discussions, and problem-solving activities helps create more active learning while supporting students in understanding information, determining strategies, and solving mathematics story problems.

Disclosure Statement

No potential conflicts of interest were reported by the authors.

References

- Awalia, R., Putri, A. D., Regina, D., Handayani, P., Aulia, D., Lestari, R., Karomah, N., & Putri, N. D. (2026). Penerapan model pembelajaran discovery learning dalam meningkatkan keaktifan belajar siswa kelas V di SD Negeri 025 Palembang [Applying the discovery learning model to increase the learning activeness of Grade V students at SD Negeri 025 Palembang]. *Jurnal Pendidikan dan Pembelajaran*, 5(01), 1–13. <https://ojs.smkmerahputih.com/index.php/juperan/article/view/2304>
- Azzahra R, A., Avrellia, D., Puspita, F. A. D., Dini, I., Putri, K. H., Azda, K., Robbiha, K. N., Al-Masykuri, M. R., & Afifah, R. (2026). Manfaat pembelajaran matematika dalam mengembangkan kemampuan berpikir logis dan pemecahan masalah dalam kehidupan sehari-hari [The benefits of mathematics learning in developing logical thinking and problem-solving skills in everyday life]. *Educational Journal*, 1(4), 1906–1915. <https://doi.org/10.63822/9zdka235>
- Harlinda, A., Nurani, D. C., & Safitri, M. L. O. (2023). Media edutainment sebagai solusi permasalahan hasil belajar matematika siswa sekolah dasar [Edutainment media as a solution to elementary school students' mathematics learning outcome problems]. *Dawub Guru: Jurnal Pendidikan MI/SD*, 3(2), 123–132. <https://doi.org/10.35878/guru.v3i2.739>
- Isnaini, R. A., Rahmawati, R., Ramadani, N. O., Martiza, S., Saputri, Z., & Efendi, D. (2026). Analisis aktivitas belajar siswa pada pembelajaran matematika: Studi observasi di SD Inpres 1 Koya Timur [An analysis of student learning activity in mathematics learning: An observational study at SD Inpres 1 Koya Timur]. *Aljabar: Jurnal Ilmuan Pendidikan, Matematika dan Kebumian*, 2(1), 1–22. <https://doi.org/10.62383/aljabar.v2i1.933>
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer. <https://doi.org/10.1007/978-981-4560-67-2>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE.
- Musyadad, M. A., Jaenal, A., Warsali, W., Masjur, E. A., & Chabibah, C. (2026). Strategi pemecahan soal cerita matematika dalam meningkatkan kemampuan berpikir kritis siswa

- madrasah ibtidaiyah [Mathematics story-problem-solving strategies for improving the critical thinking skills of madrasah ibtidaiyah students]. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 6(2), 3106–3115. <https://doi.org/10.37081/jipdas.v6i2.4637>
- Nurchahya, M. A., & Rakhmayanti, F. (2023). Pembelajaran matematika berbasis math edutainment dalam meningkatkan kemampuan pemecahan masalah matematis bagi peserta didik kelas V di SDN Cicalengka 08 [Math edutainment-based learning to improve the mathematical problem-solving ability of Grade V students at SDN Cicalengka 08]. *Primary: Jurnal Keilmuan dan Kependidikan Dasar*, 15(2), 182–194. <https://doi.org/10.32678/primary.v15i2.9449>
- Nurjannatul, E., Aprilia, D., & Sulton, M. A. (2025). Upaya meningkatkan fokus belajar siswa menggunakan media interaktif dengan pendekatan edutainment [Improving students' learning focus using interactive media with an edutainment approach]. *Jurnal Pendidikan Guru Sekolah Dasar*, 3(1), 8. <https://doi.org/10.47134/pgsd.v3i1.2216>
- Polya, G. (2014). *How to solve it: A new aspect of mathematical method* (J. H. Conway, Foreword). Princeton University Press. <https://doi.org/10.1515/9781400828678> (Original work published 1945)
- Sitorus, F., & Manurung, N. (2024). Edutainment: Media pembelajaran matematika untuk kemampuan komunikasi matematis siswa [Edutainment: Mathematics learning media for students' mathematical communication skills]. *Jurnal Pendidikan Matematika*, 15(2), 182–191. <https://doi.org/10.36709/jpm.v15i2.198>
- Utari, D. R., Wardana, M. Y. S., & Damayani, A. T. (2019). Analisis kesulitan belajar matematika dalam menyelesaikan soal cerita [An analysis of mathematics learning difficulties in solving story problems]. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 545–552. <https://doi.org/10.23887/jisd.v3i4.22311>
- Wardani, T. K., Rahmawati, D., & Haryadi, H. (2026). Analisis kontekstualisasi soal cerita matematika kelas V berbasis literasi numerasi siswa sekolah dasar [An analysis of the contextualisation of Grade V mathematics story problems based on elementary school students' numeracy literacy]. *Walada: Journal of Primary Education*, 5(2), 1602–1611. <https://doi.org/10.61798/wipe.v5i2.712>
- Yunailis, M., Haq, T. Z., & Afrizal, Z. (2019). Implementasi model pembelajaran edutainment pada pembelajaran berhitung siswa/i kelas II SD Muhammadiyah Senggotan Bantul [Implementing the edutainment learning model in the arithmetic learning of Grade II students at SD Muhammadiyah Senggotan Bantul]. *Al-Idarah: Jurnal Kependidikan Islam*, 9(2), 214–221. <https://doi.org/10.24042/alidarah.v9i2.5090>
- Zulfi, R., Agustina, P. N., & Sulton, M. A. (2025). Penerapan model edutainment dalam pengenalan konsep penjumlahan pada siswa kelas 1 madrasah ibtidaiyah [Applying the edutainment model to introduce the concept of addition to Grade 1 madrasah ibtidaiyah students]. *Jurnal Pendidikan Guru Sekolah Dasar*, 3(1), 9. <https://doi.org/10.47134/pgsd.v3i1.2217>