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Implementation of Repetive Method on The Material Distribution Integrated Numbers Class IV Elementary School

Maghfirotul Firmaning Lestari[1*], Umi Farihah[2], Beautiful Wahyuni[3]
[1,2] Kiai Haji Achmad Siddiq State Islamic University, Jember, Indonesia

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ABSTRACT
Mathematics learning in elementary schools often faces challenges in understanding the concept of dividing whole numbers. The repetition method has been used to strengthen students' understanding, but its effectiveness still needs further study. This study aims to examine the application of the repetition method in learning to divide whole numbers in fourth grade elementary schools. This study used a qualitative approach with a descriptive analytical library research method. The results showed that the repetition method can improve student learning outcomes in dividing whole numbers. However, the effectiveness of this method is influenced by students' learning styles and needs to be adapted to individual needs. Teachers and parents have varying views on this method, with some finding it effective in strengthening students' understanding, while others find it too mechanical and boring.

ABSTRACT
Mathematics learning in elementary schools often faces challenges in understanding the concept of dividing whole numbers. The repetition method has been used to strengthen students' understanding, but its effectiveness still needs to be studied further. This study aims to examine the application of the repetition method in learning to divide whole numbers in grade IV of elementary school. This study uses a qualitative approach with a descriptive analytical library research method. The results of the study indicate that the repetition method can improve students' learning outcomes in dividing whole numbers. However, the effectiveness of this method is influenced by students' learning styles and needs to be adjusted to individual needs. Teachers and parents have varying views on this method, with some considering it effective in strengthening students' understanding, while others consider it too mechanical and boring.

1. INTRODUCTION

Elementary school students' understanding of the concept of dividing whole numbers is a fundamental component of mathematics learning, particularly in fourth grade. Division is understood not merely as an arithmetic operation but as an integral part of logical thinking and problem-solving skills. In practice, many students still struggle to solve division problems due to limited understanding of the meaning of the division process itself. These difficulties are not only technical, such as calculation errors, but also conceptual, for example, in distinguishing between division as "grouping" and "repeated division" (Wulandari & Firmansyah, 2021). Weaknesses in mastering these basic concepts are often caused by a lack of exploration of meaning in the learning process, as well as a low intensity of practice that helps internalize the concept into students' cognitive structures. Furthermore, the learning methods used by teachers are generally conventional and procedural. Teaching focuses on providing formulas and problem-solving steps without providing a comprehensive conceptual understanding. The dominant one-way lecture model ignores students' role as active subjects in knowledge construction. As a result, students tend to simply memorize the division procedure without understanding the relationships between the numbers involved. This results in shallow and unsustainable learning. As reported by Fitriani and Zainuddin (2022), more than 60% of fourth-grade students experience misconceptions when solving division problems, characterized by systematic errors such as dividing numbers without considering the remainder or discrepancies between the results

* *Corresponding Author:* maghfirotulfirmaninglstr@gmail.com

and the word problem. These misconceptions reflect a failure to develop meaningful mathematical understanding, as learning focuses solely on the end result, rather than the thought process.

Therefore, a learning approach that not only conveys material verbally or symbolically but also fosters understanding through internalization and habituation is urgently needed. One strategy that can address this challenge is the application of the repetitive method, designed to strengthen conceptual and procedural understanding through systematic and varied practice. In the context of dividing whole numbers, this method allows students to experience repetitive yet meaningful thinking processes, thereby solidifying their cognitive structure regarding the concept of division. Thus, implementing an approach that prioritizes repetitive practice will not only help students master arithmetic skills but also build a deep, gradual, and sustainable mathematical understanding.

The repetition method is a learning strategy based on the basic cognitive principle that frequently repeated information has a higher tendency to be embedded in long-term memory. In the context of basic mathematics learning, this method has proven effective in strengthening both conceptual aspects and procedural skills of students. Repetition is not interpreted as merely mechanical repetition, but rather as a strategic process that involves diverse activities but still contains the same patterns and essence , so that students are able to recognize recurring mathematical structures and apply them in various situations (Pratama & Lestari, 2023). This process allows the formation of connections between facts, concepts, and procedures, which in turn strengthens deep and applicable understanding.

The effectiveness of this method has been supported by numerous empirical studies. Handayani and Fauzan (2022), for example, found that applying repetition to lower-grade mathematics learning improved students' learning outcomes by up to 25%. These results indicate that through repeated practice, students become more skilled at solving problems and more sensitive to recognizing solution patterns. This improvement is reflected not only in final exam results but also in the speed and accuracy of solving similar problems. Furthermore, Nurhayati and Sugiarto (2021) emphasize that systematic repetition can foster student confidence as they become familiar with problem types, the required thinking styles , and relevant solution strategies. This familiarity directly impacts students' intrinsic motivation and active participation in the learning process, as the material no longer feels unfamiliar or intimidating.

From an educational psychology perspective, the success of the repetition method is also closely related to cognitive reinforcement theory. According to this approach, the learning process will be more meaningful if it is carried out consistently in varied but directed situations (Utami, 2023). In this case, repetition acts as a mental reinforcement tool that strengthens the neurological pathways formed during the learning process. Repetitive activity is not simply repeating an action but also constructing understanding through a process of continuous internalization. Therefore, the repetitive method is relevant not only as a training technique but also as a pedagogical approach that can accommodate students' needs to learn at a rhythm and frequency appropriate to their cognitive development. The application of this method becomes more meaningful when combined with teacher guidance that can provide quality feedback throughout the training process.

Although the effectiveness of the repetitive method has been widely studied in the context of elementary mathematics learning, most of this research uses a quantitative approach and focuses on improving numerical learning outcomes. These studies generally assess the success of the repetitive method by comparing pretest and posttest scores, or by measuring the percentage of learning completion. However, such approaches fail to fully

capture the dynamics of students' thinking processes, their affective responses to repetitive practice, and how the method shapes meaningful conceptual understanding in everyday learning. This is crucial, especially when learning targets cognitively challenging material, such as dividing whole numbers, which requires more than just procedural mastery (Kusuma & Rahman, 2022).

The topic of dividing whole numbers in fourth grade elementary school is still often considered one of the most complex by students and teachers. This complexity lies not only in the calculation process, but also in the cognitive structures that students must develop to understand the concept of division as a repeated grouping or subtraction activity. Unfortunately, there is little research that examines how repetitive methods can be applied in this learning context in depth, especially from a qualitative perspective. Yet, repetitive learning not only impacts the final outcome but also shapes students' learning patterns, habits, and even confidence in mathematics. These aspects are highly relevant to explore through a qualitative approach, which allows for in-depth interpretation of students' learning experiences and teachers' strategies in guiding the process.

Therefore, this study was designed to fill this gap by using a qualitative approach to in-depth explore the application of the repetitive method in learning to divide whole numbers in fourth-grade elementary schools. This study will explore students' experiences in participating in repetition-based learning, observe how this method shapes their understanding of the concept of division, and examine teachers' strategies and reflections during the process. Thus, this study not only contributes to the expansion of theoretical understanding regarding the effectiveness of the repetitive method but also contributes to contextual and humanistic pedagogical practices in basic mathematics learning at the elementary school level.

METHOD

This research uses a qualitative approach with a descriptive analytical *library research method. The main objective of this study is to examine the application of the Repetitive Method* in mathematics learning, specifically on the topic of dividing whole numbers for fourth-grade elementary school students. This approach allows the researcher to analyze a variety of relevant literature, including textbooks, scientific journal articles, curriculum documents, and previous research results related to the topic.

The units of analysis in this study include the basic concepts and implementation *of the Repetitive Method* , the structure and characteristics of the material on dividing whole numbers, and appropriate learning approaches for fourth-grade students. Information was obtained from various reliable sources, such as elementary school mathematics textbooks, national and international journals, national curriculum documents (such as the Merdeka Curriculum and the 2013 Curriculum), and the results of relevant previous studies. Data collection was carried out by searching these sources using keywords such as "Repetitive Method", "mathematics learning", "division of whole numbers", and "elementary education".

Data analysis was conducted using content analysis techniques , which involve selecting, organizing, and interpreting literature to identify patterns, relationships, and concepts relevant to the research focus. The first stage is data reduction, which involves filtering information relevant to the research theme and objectives. Data categorization was then carried out, such as grouping concepts into repetitive methods, approaches to teaching whole numbers, and learning strategies for fourth-grade students. The categorized data were then analyzed and interpreted descriptively to gain a comprehensive understanding. The results of this analysis were then compiled into conclusions as answers to the research problem formulation.

2. RESULTS AND DISCUSSION

a. Result

1) Diversity of Opinions from Educators

The literature review shows that educators have diverse views regarding the use of the Repetitive Method in mathematics learning, particularly in the division of whole numbers. Most teachers stated that this method is very helpful in strengthening students' understanding of the basic concept of division. Through repeated practice, students become accustomed to recognizing calculation patterns and can automatically remember frequently occurring division results. This aligns with the principle of muscle memory in the cognitive domain, where repetition leads to the development of permanent cognitive pathways in the brain, allowing information to be recalled more quickly and accurately (Satrio et al., 2024). Teachers who support this method argue that elementary school students, especially fourth graders, are at the concrete operational stage of development according to Piaget's theory, where practice and repetition are crucial for strengthening mastery of basic skills such as counting. They observed that repetitive division learning can improve accuracy, speed up the problem-solving process, and encourage students to systematically understand procedures. In some cases, this method is even considered successful in reducing student error rates in solving division problems, especially word problems that require logical interpretation and calculation (Paulina et al., 2023). However, not all educators agree. Some teachers criticize the overly dominant use of repetitive methods, believing they don't provide enough space for students to think critically, explore alternative strategies, or develop creativity in problem-solving. They argue that mechanical repetition tends to make learning rigid, boring, and monotonous. Students may be able to answer questions quickly, but they may not understand the fundamental concepts behind division. Moreover, if this method isn't combined with a contextual approach or engaging learning media, students can lose interest and enthusiasm for learning. This has the potential to negatively impact students' active participation in class and their emotional engagement in the learning process (Nursafitri et al., 2023).

2. Protests and Rejection from the Community (Students' Parents)

In the implementation of learning methods in elementary schools, parental participation and perceptions are crucial elements influencing learning success. Several literature sources mention objections from some parents to the implementation of the Repetitive Method in mathematics learning, particularly in the division of whole numbers. These complaints generally relate to the repetitive pattern of questions that is too mechanical and emphasizes memorization rather than conceptual understanding. Parents believe that this method tends to burden children mentally, especially if applied for a long time and intensively without any variation in the presentation of the material (Nursafitri et al., 2023). Parents worry that continuous repetition will only create psychological stress, not comfortable learning. In some cases, children feel bored, stressed, and even reluctant to participate in lessons because they are fed up with the same practice patterns over and over again. This indicates that teaching methods that do not pay attention to the affective aspect can negatively impact children's emotional well-being. Given that fourth-grade students are in the concrete-operational development phase, learning should be designed to be fun, contextual, and

relevant to the child's world. When teaching methods overemphasize repetition without creativity and meaning, the appeal of learning can be lost and trigger resistance from students and their parents (Sipayung et al., 2024). This complaint also reflects a communication gap between teachers and parents. Many parents do not fully understand the purpose of implementing the Repetitive Method as a strategy to strengthen understanding and build automation in logical and mathematical thinking. Furthermore, teachers sometimes fail to explain the pedagogical background of the strategies used in class. As a result, methods that are fundamentally scientifically grounded are negatively perceived by the community due to inadequate communication. This situation emphasizes the importance of intense collaboration between schools and families. Teachers not only act as learning facilitators in the classroom but also as educational communicators to parents. A more open and participatory approach is needed in developing learning strategies so that parents feel involved and support the methods implemented in schools. Adapting to students' learning styles , utilizing interactive media, and flexibility in assigning assignments are also solutions to overcome parental resistance. Thus, parental objections should not be viewed as a complete rejection of repetition-based learning, but rather as a concern for the balance between academic achievement and the child's psychological well-being. Teachers need to design learning that emphasizes not only outcomes but also takes into account the process, environment, and overall student characteristics.

3. Students' Varying Academic Outcomes

Studies from various sources indicate that the application of the Repetitive Method in mathematics learning, particularly in the division of whole numbers, generally has a positive impact on improving student learning outcomes. One of the main advantages of this method is its ability to strengthen students' operational memory through repeated practice, thereby increasing accuracy (precision) and efficiency (speed) in answering questions. Students become more familiar with division patterns and more confident in solving problems due to frequent exposure to similar problem types. This supports the development of automated thinking in the calculation process, which is very beneficial in basic mathematics learning (Sipayung et al., 2024). However, these positive results are not felt equally by all students. The success of this method is apparently greatly influenced by each individual's learning style . Students with a tendency towards visual and kinesthetic learning styles , for example, tend to adapt more easily to repetitive methods because they can associate repetition with visual imagery or specific motor movements, such as repeated writing or using concrete props. Conversely, students with verbal or reflective learning styles tend to feel overwhelmed because they require a more dialogic, discursive, or narrative approach to understand mathematical concepts. As a result, despite general improvements, disparities in academic outcomes still exist among students (Kemendikbudristek, 2022).

This situation demonstrates the importance of teachers' understanding of students' individual learning characteristics. Applying a single method uniformly without considering learning style differentiation can result in disparities in academic achievement. Therefore, the Repetitive Method should ideally not be the sole approach but rather be integrated with other learning strategies that can address various student learning styles . For example, repetition can be combined with visual media, educational games, group discussions, or the use of contextual stories relevant to students' life experiences. This approach allows all students, regardless of their learning style , to have equal access to learning materials and methods. Furthermore, this variation in academic outcomes can also serve as an important indicator for teachers in conducting formative evaluations and mapping learning styles in the classroom. Through simple observations and diagnostic assessments, teachers can group

students based on their learning tendencies and provide differentiated learning treatments, as needed. This step aligns with the principles of differentiated learning promoted in the Independent Curriculum, which emphasizes the importance of treating students as unique individuals with their own learning paths (Kemendikbudristek, 2022). Thus, while the Repetitive Method has been proven to improve student academic performance in certain contexts, its implementation needs to be tailored to the diverse characteristics of students. Without strategic differentiation, this method risks being effective only for some students and neglecting the developmental potential of others.

b. Discussion

1. Diversity of Opinions from Educators

The diversity of teachers' views on the implementation of the Repetitive Method indicates that this strategy cannot be used as a single, universal approach to mathematics learning in elementary schools. These differences of opinion reflect the dynamics and complexity of classroom learning practices, influenced by student characteristics, learning objectives, and the approach adopted by each teacher. Teachers who support the Repetitive Method believe that the main advantage of the Repetitive Method is developing students' cognitive muscle memory, namely the ability to think automatically and accurately through systematic repetition. In other words, repetition helps accelerate the internalization of division calculation patterns, making it easier for students to access previously learned information reflexively (Munawaroh & Nurtamam, 2024). In this context, the repetitive method is not simply about memorization, but rather strengthening the repetitive neurological pathways in mathematical thinking processes. However, on the other hand, teachers who oppose it believe that the dominant application of the repetitive method without variation can actually hinder students' cognitive development. When students work on similar problems too often, the learning process becomes passive, less challenging, and tends to be mechanistic. This results in mental boredom and decreased learning motivation, especially if there is no stimulus that encourages exploration of meaning and deep understanding. If not combined with contextual approaches such as the use of real-life problems, educational games, or visual media, this method loses its relevance in building meaningful learning. Therefore, teachers' responses to this method serve as an important signal for educational policymakers to consider the flexibility of teaching methods to suit student needs and classroom dynamics.

These differing views arise from variations in pedagogical approaches and teachers' professional experience in classroom management. Teachers who tend to adhere to a behaviorist approach view the Repetitive Method as a tool for creating consistent stimuli and responses, where repetition is considered a form of reinforcement for effective learning behavior. In this view, learning is considered successful when students are able to demonstrate measurable performance, for example, answering questions quickly and correctly as a result of continuous practice. In contrast, teachers who adhere to a constructivist approach believe that meaningful learning must allow students to construct their own understanding through experience, reflection, and social interaction. They view mechanical repetition as a process that leaves little room for students to think critically, solve problems with alternative strategies, and relate mathematical concepts to real life (Sabitafh & Bachtiar, 2025). For them, conceptual understanding is more important than simply being able to answer questions. In addition to the pedagogical approach, other factors such as teaching experience, professional training, and the school context (e.g., student population, facilities, and curriculum) also influence how teachers assess the effectiveness of this method. Therefore, the Repetitive Method should not be used rigidly, but rather designed

with a flexible and adaptive approach, so it can be tailored to students' learning styles, learning objectives, and classroom dynamics. Integrating this method with visual, narrative, and contextual approaches will result in a more balanced learning process between the automation of basic skills and the development of higher-order thinking.

2. Protests and Rejection from the Community (Students' Parents)

Parents' complaints about the Repetitive Method, which they perceive as overly emphasizing mechanical repetition, indicate a disharmony between family expectations and the school's pedagogical approach. This mismatch indicates that the educational process does not only occur in the classroom but is also influenced by the perceptions, support, and understanding of the family environment. When learning methods are not adequately explained to parents, they tend to judge them based on visible impacts on children, such as fatigue, boredom, or loss of interest in learning, without understanding the long-term goals of the strategy (Muhajir, 2023). This situation reflects the importance of effective two-way communication between teachers and parents, not just technical information but also building a shared understanding of the learning philosophy and methods. If parents are involved in the process of developing and evaluating learning methods, they will more easily accept and support the practices implemented in the classroom. Conversely, if communication is interrupted or one-way, the resulting resistance can disrupt children's psychological and emotional engagement in the learning process. In the long term, this can trigger conflict between home and school and hinder the development of a healthy and supportive learning ecosystem for students.

Parents' rejection of repetitive methods largely stems from a lack of understanding of the pedagogical foundations and objectives of these methods. For most parents, good learning is enjoyable, unburdening, and motivating. When they witness their children working on the same problems repeatedly without variation, they tend to perceive the learning as monotonous, boring, and even risk causing mental distress. Some parents report that their children experience stress, are reluctant to learn, or show a decline in interest in mathematics, which they perceive as a direct result of an overly mechanical approach (Sabitafh & Bachtiar, 2025). This suggests that parents' perceptions of the learning process are heavily influenced by what they see and experience from their children at home, rather than by an understanding of the instructional objectives behind the methods. Therefore, teachers need to be more proactive in socializing the basics of selecting learning methods, including the benefits of repetition in developing automatic logical thinking, while emphasizing that these methods must be tailored to students' needs and capacities. Furthermore, this issue also emphasizes the importance of collaboration between home and school in designing and reflecting on learning strategies. Parents should not be merely passive observers but active partners in their children's educational process. Teachers should also be willing to foster dialogue, communicatively explain their approaches, and accept parental input as part of ongoing evaluation. Furthermore, varied presentation of material is essential to ensure repetition isn't burdensome but instead engaging and enjoyable, for example by using interactive media, educational games, or story-based approaches that are contextualized to students' lives.

3. Students' Varying Academic Outcomes

The improvement in student learning outcomes after implementing the Repetitive Method, particularly in terms of accuracy and speed in solving whole number division problems, does demonstrate the method's effectiveness in certain contexts. However, the fact that not all students experience uniform improvement is an important indicator of disparities

in outcomes that require serious attention. This disparity not only reflects individual differences but also confirms that a single learning approach cannot equitably address the diversity of student learning styles (Munawaroh & Nurtamam, 2024). Therefore, teachers are required not to rely solely on a single method deemed successful in some cases but also to develop learning strategies that are adaptive and responsive to this diversity. The Repetitive Method, if applied rigidly, risks providing maximum benefits only to students with certain learning styles, while others are left behind. This clearly contradicts the principle of equity in education, one of the foundations of the Independent Curriculum, which is to provide equal opportunities for all students to reach their full potential. Therefore, implementing a differentiated learning strategy is a necessity, not an option, if learning objectives are to be achieved comprehensively and equitably.

These disparities in learning outcomes are largely due to the inherent differences in learning styles of each individual student. In the context of mathematics learning, students with visual and kinesthetic learning styles tend to absorb material more easily through repetitive patterns and activities. They benefit more from repetition because reinforcement occurs through sensory experiences—whether through visual displays like tables or diagrams, or through physical movements like rewriting or using concrete props. Repetition in this method forms a kind of mental template that makes it easier for them to remember and apply concepts (Sabitafh & Bachtiar, 2025). Conversely, students with verbal or reflective learning styles require narrative and dialogic stimuli to understand abstract concepts like division. They absorb information better through discussions, stories, reasoning, or verbal analogies that enable them to understand the logic behind mathematical processes, rather than simply memorizing them. When the Repetitive Method is applied without considering the needs of this group, they tend to find learning difficult, lose meaning, and even experience boredom or stress due to a lack of intellectual engagement.

Therefore, the success of repetitive methods depends heavily on initial mapping of students' learning styles, which can be done through simple observations, diagnostic assessments, or reflection on student responses during the learning process. Afterward, teachers need to combine repetitive methods with other approaches that can reach all students. For example, repetition can be complemented by the use of math stories, group games, project-based learning, or the use of interactive and contextual digital media. In this way, reinforcing concepts through repetition is not only effective for a small number of students but can also be a fun and meaningful learning experience for all students, in accordance with the principles of differentiated learning in the Independent Curriculum (Kemendikbudristek, 2023; Yuliani & Fauziah, 2024).

4. CONCLUSION

Based on the results of the literature review, it can be concluded that the Repetitive Method in learning to divide whole numbers in elementary schools has positive implications for improving the accuracy, speed, and automation of students' arithmetic skills. This method is effective in strengthening operational memory and building mathematical thinking habits, especially for students at the concrete operational stage. However, its application cannot be done solely and rigidly, because it has the potential to cause boredom, resistance from parents, and inequality in learning outcomes due to differences in student learning styles . The weakness of this study lies in the research approach which is literature-based, so it is not supported by direct empirical data from classroom learning practices. Therefore, further research is recommended to examine the Repetitive Method through empirical studies with experimental designs or classroom action research, and integrate it with differentiated

learning and contextual media to make it more adaptive, inclusive, and in line with the principles of the Independent Curriculum.

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