



## Development of Contextual Learning Media Pamitung (Miniature Calculation Board) in Mathematics Learning at Elementary School

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### ABSTRACT

This research is motivated by the difficulties faced by fifth-grade students in understanding arithmetic operations, particularly the material on whole numbers up to 1,000,000, which is caused by conventional teaching methods and the lack of media capable of visualizing abstract mathematical concepts. Learning this material does not allow students to bring large amounts of money or make real purchases as a form of practice, so innovative and contextual learning media are needed. This research aims to develop the Pamitung learning media to enhance student interaction, motivation, and interest in learning. The method used is Research and Development (R&D) with the 4D model (Define, Design, Develop, Disseminate) from Thiagarajan. The research was conducted at Baru 06 Elementary School with subjects consisting of 31 students from class VA. Data collection techniques were carried out through validation questionnaires by media experts, material experts, and student response questionnaires. The research results show that the Pamitung media is very feasible to use, with a validation score of 97% from media experts, 89% from material experts, and a positive student response of 86%. Thus, this media is effective in supporting mathematics learning in class V at Baru 06 Elementary School.

## 1. Introduction

Education is a fundamental pillar in the development of superior and competitive human resources, serving as the main foundation for the social, cultural, and economic advancement of a nation. The concept of education as a lifelong learning process that occurs in various situations to positively influence individual growth has been widely recognized (Ujud et al., 2023). In Indonesia, this commitment is realized through the 12-year Compulsory Education program regulated in Government Regulation Number 40 of 2008, which aims to expand access, equalize quality, and improve the nation's competitiveness. Elementary School plays a

crucial role as the starting point for formal education, where students build basic understanding that will be the provision to continue to higher education levels.

In line with the demands of the times, the education system in Indonesia continues to undergo significant transformations, one of which is through the Merdeka Curriculum policy. This curriculum is designed to provide greater flexibility and relevance in facing the challenges of the 21st century by granting autonomy to schools and teachers to innovate in teaching methods. The main feature of the Independent Curriculum is the emphasis on developing essential skills such as critical thinking, collaboration, communication, and creativity. Its implementation is centered on strengthening the Pancasila Student Profile and encouraging student-centered learning, where students are expected to play an active role. This approach applies to all subjects, including mathematics, which is often considered a challenging but essential subject for building literacy and numeracy skills.

Mathematics helps train the ability to think logically, systematically and critically. At the elementary school level, mathematics education aims to instill basic numerical concepts and problem-solving skills relevant to everyday life. However, practical experience shows that many students struggle to understand abstract mathematical concepts. Research shows that mathematics education in elementary schools is still considered difficult and complicated, thus requiring innovation in the form of tools or media to make the learning process more engaging and effective (Andzani et al., 2022). The use of appropriate media has been proven to increase students interest in learning and ultimately result in better learning outcomes (Wijaya et al., 2020).

This condition is highly relevant to the situation found through observations in the fifth-grade class at Baru 06 Elementary School. The students show significant difficulty in understanding the material on whole numbers with values up to 1,000,000. The abstract nature of these large numbers becomes the main obstacle, while concrete representations such as bringing large amounts of money to school are not feasible. Several specific issues that have been identified include: difficulty in understanding the abstract concept of place value, inaccuracies in arithmetic operations, lack of appropriate learning media, low learning motivation, insufficient contextual problem-solving, and difficulty in comparing and ordering large numbers. This indicates that conventional teaching methods with minimal interactive media have not been able to bridge the gap between abstract mathematical concepts and students' concrete understanding.

To overcome these problems, it is necessary to develop innovative learning media. Learning media is anything used as an intermediary or connector between the information provider, namely the teacher, and the information recipient or student (Hasan et al., 2021). Learning media is a tool used as a facilitator when a teacher conveys messages to their students to build skills, knowledge, and attitudes (Suroto, 2022). Learning media functions as a tool that facilitates the delivery of material to be more effective and achieve learning objectives. For elementary school students who are at the concrete operational stage, contextual learning media is a very appropriate choice. The goal of implementing contextual learning media is to

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facilitate students' understanding of the learning material and to increase student activity and interest in learning (Kero & Wewe, 2024). This contextual learning media is in the form of physical or tangible media, which can be felt, touched, and used directly, thereby helping students understand abstract concepts through direct experiences relevant to their world.

Based on the needs analysis, this research focuses on the development of contextual learning media called Pamitung (Miniature Calculation Board). With an interactive design, Pamitung allows learners to manipulate elements on the board, such as numbers and symbols, to visualize the calculation process (Husna & Nadlir, 2023). This media is designed in the form of a miniature store that allows students to simulate buying and selling activities. With a design relevant to real life, Pamitung is expected to provide meaningful learning experiences, visualize the concept of large integers concretely, and enhance interaction and learning motivation. Based on this, the researcher has titled the study: "Development of Contextual Learning Media Pamitung (Miniature Calculation Board) in Mathematics Learning at Elementary School".

This research is expected to provide benefits both theoretically and empirically. Theoretically, this research contributes to the development of innovative learning media based on kinesthetics and concrete visualization in mathematics learning. Empirically, the benefits are felt by various parties. For students, Pamitung media is expected to improve understanding of the concept of whole numbers, develop critical thinking skills, and increase interest and motivation in learning through a fun and relevant approach. For teachers, this media is an effective tool for explaining abstract concepts, creating more interactive learning, and increasing student engagement. For schools, the implementation of innovative media such as Pamitung can improve the quality of mathematics learning and strengthen the image of schools as educational institutions that are adaptive and oriented to student needs. Finally, for further researchers, the results of this study can be a reference for the development of further concrete learning media.

Based on the background and current conditions, this study aims to develop contextual learning media Pamitung "Miniature Calculation Board" in mathematics learning in fifth-grade class at Baru 06 Elementary School which allows students to simulate buying and selling to improve student interaction in class, student learning motivation, and student learning interest, especially in the material of whole numbers up to 1,000,000 by creating meaningful learning that is relevant to everyday life and this media is also expected to help students understand mathematical concepts more concretely through engaging and contextual learning experiences.

## **2. Methodology**

This research applies the research and development method or Research and Development (R&D). The R&D method is a process used to develop new products or improve existing products to ensure they can be scientifically validated

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(Rahmadani et al., 2023). This method was chosen because it aligns with the research objectives, which are to develop contextual learning media Pamitung (Miniature Calculation Board) to improve the quality and effectiveness of mathematics learning. The product development process in this research adopts the 4D model, namely the model developed by Sivasailam Thiagarajan and his team including Dorothy S. Semmel and Melvyn I. Semmel, in 1974. The 4D model is a development model that can be used to develop various types of learning media (Arkadiantika et al., 2020), which has proven to be very effective. Each stage in this model plays an important role. This model was chosen because it has systematic and structured stages, consisting of four main phases: Define, Design, Develop, and Disseminate (Zamsiswaya et al., 2024).

The stages of developing the Pamitung media begin with the Define phase, which aims to analyze and define learning needs. At this stage, an analysis of the needs and characteristics of fifth-grade students at Baru 06 Elementary School is conducted, along with an analysis of whole number material up to 1,000,000, and the formulation of specific learning objectives. The next stage is Design, where the researcher designs the initial prototype of the learning media. Activities in this phase include selecting the appropriate media format, creating the visual design of the Pamitung media along with supporting components such as quiz cards and Shopping receipt, and gathering the necessary tools and materials. The third phase is Develop, which is the stage of realizing the design into a finished product. After the Pamitung media is completed, validation tests are conducted by experts consisting of media experts and content experts to assess the product's feasibility. The input and feedback from the experts are then used as the basis for revising and improving the media. The final stage is Disseminate, where the validated and revised learning media is implemented in the learning activities of the fifth-grade class at Baru 06 Elementary School. At this stage, questionnaires are distributed to students to measure the response and effectiveness of media usage on a larger scale.

Additionally, the questionnaire is also used to collect data on students responses and feedback regarding the use of Pamitung media in the learning process. The data analysis technique used is a combination of quantitative and qualitative techniques. The quantitative data obtained from the questionnaire scores are analyzed descriptively using percentage formulas. The percentage range and media feasibility criteria are as shown in Table 1.

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

Table 1. Percentage Range and Media Feasibility Criteria

Percentage Range	Category
76%-100%	Very Feasible
51%-75%	Feasible
26%-50%	Less Feasible
0%-25%	Not Feasible

Source: (Humaira & Ninawati, 2023)

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The data sources in this study come from media experts, subject matter experts, and fifth-grade students of Baru 06 Elementary School as research subjects. The main data collection technique used is a questionnaire. The questionnaire instrument is designed using the Likert Scale to measure the media's feasibility in terms of appearance, design, material suitability, and language. The percentage results are then converted into feasibility categories (Very Feasible, Feasible, Less Feasible, Not Feasible) based on the established score range. Meanwhile, qualitative data in the form of suggestions, comments, and input from experts as well as responses from students are analyzed descriptively to reinforce the results of the quantitative analysis and serve as a basis for product revision. Thus, researchers can determine the extent to which the Pamitung media meets the feasibility criteria as an effective learning media for use in the classroom learning process.

### **3. Results and Discussion**

#### ***Define***

Define stage, aims to generating and defining problems basics faced in learning (Dewy et al., 2023). Based on observations and interviews with fifth-grade teachers at Baru 06 Elementary School, several challenges were found in mathematics learning, particularly in the material on whole numbers up to 1,000,000. The learning process tends to be conventional, relying on textbooks and PowerPoint, making the learning atmosphere feel monotonous. As a result, students' interest in learning is low, and they have difficulty understanding the concept of large numbers, which is abstract in nature. The school's limitations in providing interactive learning media are one of the contributing factors.

Fifth-grade students, who are at the concrete operational stage, need learning media that can visualize abstract concepts into tangible and manipulable forms. Therefore, the proposed solution is the development of contextual learning media that connects the material with real-world experiences. The Pamitung media (Miniature Calculation Board) is designed as a miniature store to simulate buying and selling activities. This media is expected to help students understand place value, arithmetic operations, and the application of whole numbers in a relevant context, making learning more meaningful and engaging. Material analysis shows that students have difficulty understanding the concept of large whole numbers because they are not accustomed to its concrete representation. Learning this material does not allow for direct practice with large amounts of money. To address this, a structured teaching module and Pamitung media were developed as the main teaching aids. The media specifications are designed in detail, including a miniature store box, miniature merchandise, quiz cards, shopping receipt (as LKPD), price lists, and play money to create an immersive learning experience.

#### ***Design***

At the design stage, all analyses from the previous stages are translated into a product blueprint. This process begins with the creation of a flowchart to ensure

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that the media production flow runs systematically and on time. Next, a storyboard is created to visualize the media design comprehensively, including shapes, colors, component layouts, and other supporting elements. The design of the Pamitung media focuses on details to create an authentic experience. Supporting components such as quiz cards containing contextual story questions, shopping receipt designed as structured worksheets, price lists written in sentence format (in words) to practice literacy, and play money designed for transactions. All teaching materials are compiled into a comprehensive module, covering everything from learning objectives to evaluation, serving as a guide for teachers in implementing media in the classroom

### ***Development***

The development stage is the process of realizing the design that has been made. In the development of the Pamitung media, several important steps were carried out systematically. First, the main media box measuring 70x40x40 cm was created, made of plywood and wood, then covered with attractive wallpaper and equipped with hinges, handles, and a door knob for ease of use. Next, miniature merchandise was created using printed glossy paper filled with dacron to give it a more voluminous appearance and equipped with magnets as weights. Supporting components such as quiz cards, guidebooks, shopping receipts, price lists, and play money were designed using the Canva application, printed on art carton paper, and some were laminated to make them more durable. Finally, all these components are combined into a complete Pamitung media unit, ready to be used in the learning process.

After the product is completed, validation is carried out by experts to assess the media's feasibility. The validation involves media experts and material experts, with very positive results. Media expert validation was conducted by three media expert lecturers, and material expert validation was carried out by three material expert lecturers and two teachers. The results of this validation process served as the basis for product improvement and refinement before being tested on students. This process is also used to ensure that the Pamitung media is suitable for use as an innovative and effective learning aid in the classroom. The validation results from media experts can be seen in Table 2.

Table 2. Media Expert Validation

Aspect	Percentage Range	Percentage Overall	Category
Physical Appearance of Media	99%	97%	Very Feasible
Color Selection	93%		
Media Supporting Components	99%		

The contextual learning media Pamitung (Miniature Calculation Board) received an average validation score of 97%, which falls into the "Very Feasible" category. The appearance aspect scored 99%, indicating an attractive, realistic, large-sized visual design that aligns with the characteristics of the learners. The color selection aspect received a score of 93%, showing an appropriate color combination that

captures attention and supports readability. The supporting components aspect, such as the guidebook, quiz cards, price list, shopping receipt, and play money, scored 99%, which greatly aids the learning process.

Next, content validation by material experts was also conducted to assess the suitability of the content presented in the Pamitung (Miniature Calculation Board) media. By conducting this validation, it can be ensured that the developed learning media is truly in accordance with the taught material and effectively supports the achievement of learning objectives. This validation by subject matter experts is evaluated from two aspects: the aspect of content alignment with the material and the aspect of language and writing. The validation results from the material experts can be seen in Table 3.

Table 3. Material Expert Validation

Aspect	Percentage Range	Percentage Overall	Category
The suitability of the media with the material	93%	89%	Very Feasible
Language and writing	85%		

Pamitung Media received an average material expert validation score of 89%, categorized as "Very Feasible." The aspect of content relevance to the material scored 93%, indicating that the media content is highly relevant, supports learning objectives, and enhances contextual literacy and numeracy. The language and writing aspect scored 85%, which is quite appropriate for the characteristics of the students, although it still requires improvement in the variation of question formats. However, overall, from the results of the validation by material experts, the results show that the Pamitung media is very feasible and effective for use in mathematics learning in fifth-grade class of elementary school.

Based on feedback from the validators, several revisions were made to improve the product. Based on feedback and suggestions from media expert validation, revisions are needed for the price list, guidebook, and shopping receipts. In the unrevised price list, there was a missing item for sale. After revision, one item was added, making the price list more complete. Additionally, the price list was printed on sheets to be distributed to students during the learning process using the Pamitung media. Improvements were also made to the user manual for the Pamitung media. Before the revision, the first page of the guidebook was General Information. The guidebook was then revised by adding a preface, table of contents, and closing stages. The final input and suggestions from the media expert were for improvements to the shopping note. The shopping note before revision did not have value columns and receipt columns. Then, revisions were made, including the addition of value columns and receipt columns.

In addition to input and suggestions from media experts, there were also input and suggestions from material experts, specifically regarding improvements to the quiz cards. The quiz cards before revision still had the same question format for 20 quiz cards. After revision, the quiz cards had different question formats for each card.

The purpose of revising the quiz card is not only to make the questions more varied but also to increase student engagement, train critical thinking skills, and avoid boredom through a variety of more interesting and challenging questions. After undergoing revisions based on the results of validation tests and feedback from experts, the Pamitung media became more perfect and suitable. This revision process resulted in Pamitung media that is more effective, engaging, and suitable for use as a learning medium in the classroom. The final results of the development and revision process for the Pamitung media are presented in Figure 1 to Figure 7.



Figure 1. Box Media Pamitung



Figure 2. Miniatures that are already arranged on the mini shelf



Figure 3. Price List

NOTA BELANJA (LEMBAR KERJA PESERTA DIDIK)		No. 11, Jakarta Tgl. 2025	
Nama Anggota:			
Kelas / No. Urut:			
BINCANGAN BELANJA			
No.	Nama Barang	Satuan	Harga Satuan
1.			
2.			
3.			
4.			
5.			
6.			
7.			
TOTAL:			
REKAPITULASI TERSELANG			
Jumlah Uang:			
Total Belanja:			
Membayar dengan Uang:			
Sisa / Kembalian:		Membayar dengan:	
Nilai:		Tanda Tera:	

Figure 4. Shopping Receipt



Figure 5. Quiz Card



Figure 6. Guidebook



Figure 7. Media Pamitung

### ***Disseminate***

After passing the validation stage by media and material experts and undergoing revisions to perfect the Pamitung media, it then proceeds to the dissemination stage. The dissemination stage was carried out by testing the Pamitung media in the learning process in the fifth grade at Baru 06 Elementary School. This trial aimed to measure the practicality and response of the students towards the media. The testing was conducted in two groups: a small group (10 students) and a large group (31 students). Data were collected through response questionnaires. The results of the student response questionnaire in small groups can be seen in Table 4.

Table 4. Small Group Students Response

Aspect	Percentage Range	Percentage Overall	Category
Use of media	94%	95%	Very Feasible
Student response	96%		

Table 4 shows the results of the dissemination of the use of Pamitung media on a small group with a total of 10 students. The results of the small-group trial of Pamitung media showed an average percentage of 95%, including the category of "Very Feasible". From the aspect of media use, it got a score of 94%, indicating that students felt happy, enthusiastic, and helped in understanding the material because the media was easy to use and suited to their learning needs. The aspect of student response got a score of 96%, indicating that the media was able to increase learning enthusiasm, make the classroom atmosphere more enjoyable, and encourage active student involvement. Overall, Pamitung media was considered interesting, effective, and appropriate for use in learning mathematics for fifth-grade elementary school mathematics learning, especially the material on Whole Numbers up to 1,000,000. Next, a trial was conducted on a large group of students. The results of the large group student response questionnaire can be seen in Table 5.

Table 5. Large Group Students Response

Aspect	Percentage Range	Percentage Overall	Category
Use of media	85%	86%	Very Feasible
Student response	87%		

Table 5 shows the responses of students on a large group with a total of 31 students. The responses of students on a large group towards the Pamitung media show an average percentage of 86%, falling into the "Very Feasible" category. The usage aspect received a score of 85%, indicating that students feel happy, enthusiastic, and helped in understanding the material because the media is easy to use and encourages active learning. The response aspect received a score of 87%, indicating an increase in learning enthusiasm, a more enjoyable classroom atmosphere, and ease in following lessons and completing assignments. An attractive visual design also enhances attention and interest in learning. This media is considered effective, engaging, and suitable for use in fifth-grade elementary school mathematics learning, especially the material on Whole Numbers up to 1,000,000.

The results of the feasibility analysis of the Pamitung media from two main perspectives: expert validation and user response (students). The validation results from media experts (97%) and content experts (89%) place this media in the "Very Feasible" category. This high score indicates that the Pamitung media meets quality standards in terms of design, functionality, and content suitability. The physical appearance resembling a real store, the selection of bright colors, and the completeness of supporting components are considered very successful in creating engaging and educational media. The alignment of the material with the learning objectives of the Merdeka Curriculum, which emphasizes contextual learning and the development of literacy and numeracy, also adds significant value.

The students' responses, with scores of 95% (small scale) and 86% (large scale), reinforce the findings of the experts. Students feel happy, motivated, and find it easier to understand the material. This is in line with research by (Fajar & Budiyo, 2022) who found that RME-based media (Realistic Mathematics Education) effectively improves students' understanding. The Pamitung media effectively applies RME principles by presenting mathematics in the context of buying and selling, which is familiar to the students. This enjoyable and interactive learning experience has proven capable of changing students' perceptions of mathematics from a difficult subject to an engaging activity. This finding is also supported by other research that shows the use of large and engaging visual media can effectively involve students in the learning process and prevent boredom (Maharani & Wati, 2024)

#### **4. Conclusion**

The development of the Pamitung (Miniature Calculation Board) contextual learning media has successfully produced an innovative and effective learning tool to support learning on whole numbers up to 1,000,000 in fifth-grade class mathematics lessons at Elementary School. Through the Define, Design, Development, and Disseminate stages, this research shows that the Pamitung media is able to bridge the gap between abstract mathematical concepts and students' concrete understanding. This media provides a meaningful learning experience by simulating real-life buying and selling activities, making math learning more contextual, engaging, and enjoyable for elementary school students.

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The validation process involving media experts and material experts showed that the design, functionality, and content of Pamitung met the eligibility standards for implementation in classroom learning activities. Meanwhile, the trial results indicated that students responded positively, showing increased motivation and understanding of the subject matter. This finding confirms that Pamitung media not only supports the goals of the Merdeka Curriculum, which emphasizes contextual and student-centered learning, but also helps develop literacy and numeracy in a fun and interactive way. Overall, this research successfully achieved its objectives. Pamitung media has proven to be suitable and effective for use as a contextual learning medium that can enhance students' learning experiences and help teachers present abstract mathematical concepts in a concrete and meaningful way. Further research is suggested to refine the design and explore its application to other mathematical topics or different educational levels.

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