

**COOLMATH4KIDS WEBSITE ON BASIC MATHEMATICAL OPERATIONS FOR
GRADE III STUDENTS OF ELEMENTARY SCHOOL**

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ABSTRACT

Mathematics is often considered a difficult and boring subject for elementary school students. This situation encourages teachers to seek more engaging and effective learning media. One technology-based media that can be utilized is the Coolmath4Kids website, which provides interactive materials and games to help students understand basic math concepts in a fun way. This study aims to describe the strategy for utilizing the Coolmath4Kids website in teaching basic arithmetic operations to third-grade students at MI Hidayatul Islam Gembong, as well as to analyze the positive and negative impacts of its use. The uniqueness of this study lies in its focus on the context of an elementary madrasah with limited technological facilities. However, this limitation actually encourages teachers to be more creative in utilizing existing technology optimally. This study employed a descriptive qualitative approach, employing field research. Data were obtained from third-grade teachers, students, and the principal as primary sources, and supporting documents as secondary sources. Data collection techniques included direct observation and in-depth interviews. The research results show that the Coolmath4Kids utilization strategy was implemented in three stages. First, the planning stage involved developing objectives based on CPL and ATP, selecting features, and setting up the projector. Second, the implementation stage included explaining the material, observing with students, and taking turns answering questions. Third, the evaluation stage involved practice questions and evaluations by teachers and the principal. The use of Coolmath4Kids has had positive impacts, including increased student enthusiasm, easier conceptual understanding, and a more enjoyable learning environment. However, there have been negative impacts, including language barriers, students' focus sometimes shifting to games, and limited internet connection.

Keywords: Coolmath4Kids, Arithmetic Operations, Basic Mathematics, Learning Media, MI Hidayatul Islam Gembong

ABSTRAK

Matematika sering dianggap sebagai mata pelajaran yang sulit dan membosankan bagi siswa sekolah dasar, Kondisi ini mendorong guru untuk mencari media pembelajaran yang lebih menarik dan efektif, Salah satu media berbasis teknologi yang dapat dimanfaatkan adalah website Coolmath4Kids yang menyediakan fitur materi dan permainan interaktif untuk membantu siswa memahami konsep

matematika dasar dengan cara yang menyenangkan. Penelitian ini bertujuan untuk mendeskripsikan strategi pemanfaatan website Coolmath4Kids dalam pembelajaran operasi hitung matematika dasar pada siswa kelas III MI Hidayatul Islam Gembong, serta menganalisis dampak positif dan negatif dari penggunaannya. Keunikan penelitian ini terletak pada fokusnya di konteks madrasah ibtidaiyah dengan fasilitas teknologi yang terbatas, namun keterbatasan ini justru mendorong guru untuk lebih kreatif dalam memanfaatkan teknologi yang ada secara maksimal. Penelitian ini menggunakan metode pendekatan kualitatif deskriptif dengan jenis penelitian yang digunakan adalah field research atau penelitian lapangan. Data diperoleh dari guru kelas III, siswa, dan kepala madrasah sebagai sumber primer, serta dokumen pendukung sebagai sumber sekunder, Teknik pengumpulan data menggunakan observasi langsung dan wawancara mendalam. Hasil penelitian menunjukkan strategi pemanfaatan Coolmath4Kids dilaksanakan melalui tiga tahap. Pertama, tahap perencanaan meliputi penyusunan tujuan berdasarkan CPL dan ATP, pemilihan fitur, dan penyiapan proyektor. Kedua, tahap pelaksanaan meliputi penjelasan materi, pengamatan bersama siswa, dan menjawab soal bergantian. Ketiga, tahap evaluasi melalui soal latihan dan evaluasi oleh guru dan kepala madrasah. Penggunaan Coolmath4Kids memberikan dampak positif berupa peningkatan semangat siswa, kemudahan pemahaman konsep, dan suasana belajar yang menyenangkan. Namun terdapat dampak negatif berupa kendala bahasa, fokus siswa yang kadang beralih ke permainan, dan keterbatasan koneksi internet.

Kata Kunci: Coolmath4Kids, Operasi Hitung, Matematika Dasar, Media Pembelajaran, MI Hidayatul Islam Gembong.

A. Introduction

Basic mathematics learning at the elementary school level is a crucial foundation for the development of students' numerical competencies. Basic arithmetic operations, such as addition, subtraction, multiplication, and division, are skills that students must master early on to enable them to grasp more complex mathematical concepts at the next level. Understanding these basic concepts requires not only mechanical calculation skills but also cognitive

engagement in understanding the relationships between numbers and the operations performed (Safari dan Nurhida 2024).

Learning outcomes are evidence of changes in behavior or competencies achieved by students after the learning process has taken place. Theoretically, learning outcomes are influenced by the quality of the learning process, learning strategies, media used, and active student involvement in the process. In general, the book *Theories of*

Learning and Teaching states that learning is an active process that involves interaction between students and the learning environment, while visible changes in behavior are an indicator of the success of the process (Dahar 2019). Thus, appropriate learning strategies and media play a very important role in improving student learning outcomes.

The development of digital technology has encouraged the presence of technology-based learning media as a solution to the limitations of traditional media. Web-based media such as educational games offer an interactive and fun learning experience. Various scientific literature shows that the use of educational games in basic mathematics learning in elementary schools contributes positively to student learning outcomes and motivation (Maharani, Sudiana, dan Rahayu 2024). For example, The Effectiveness of Educational Games in Mathematics Learning in Elementary Schools concluded that the integration of educational games in mathematics learning improves student achievement and helps the cognitive development and critical

thinking skills of elementary school students, not only short-term academic achievements but also additional skills that are useful in everyday life (Apriani, Yasinta Mahendra, dan Berta Apriza 2025). In addition, the study Exploring the Use of Arithmetic Operation Games to Develop Mathematical Literacy and Numeracy in Elementary Schools shows that the use of arithmetic operation games can increase student motivation and engagement in basic mathematics learning (Jannah, Agustina, dan Rhomdani 2025).

The combined findings show that interactive game-based learning media has two advantages at once, namely increasing student interest and improving mathematics learning outcomes. One example of potential media is the Coolmath4Kids website, a platform that provides basic arithmetic operations practice in the form of interactive educational games. However, the success of digital media does not happen automatically. Its success is highly dependent on the strategy of utilization in the classroom, including how teachers integrate media into teaching modules and facilitate the student learning process.

Therefore, a systematic utilization strategy is needed so that the learning objectives of basic arithmetic operations for grade III students can be achieved optimally.

Mathematics learning in many elementary schools is still predominantly conventional with lecture methods and manual exercises. This approach is less interesting and does not accommodate students' diverse learning styles, so that student involvement and learning outcomes in basic arithmetic operations are low. Ideally, mathematics learning at the elementary level is designed to be interactive, fun, and able to encourage active student involvement. Various studies have proven that digital media based on educational games are effective in increasing the motivation and mathematics learning outcomes of elementary school students. However, in reality, many teachers in elementary madrasas have not yet utilized digital media systematically in learning. Most still rely on conventional methods even though facilities such as projectors are available in the classroom. This gap is the starting point for this research.

This condition encourages the need for learning innovation, one of which is through the use of the Coolmath4Kids website as a digital-based media. This research focuses on the context of elementary madrasas with limited technological facilities. These limitations actually encourage teachers to be more creative in utilizing available technology.

This research is based on a review of relevant previous research. Arum Sulastris, Alif Via Sufianti, and Winu Galih Puspito (2026) in a journal entitled *Improving Student Learning Outcomes Through the Use of Coolmath4Kids Media for Grade V Elementary Schools* used the PTK method to overcome low student activity and learning outcomes due to the dominance of the lecture method. Meanwhile, I Made Sujana Adnyana (2025) in a journal entitled *Development of Website-Based Belitung Educational Game Media for Elementary School Arithmetic Operation Material* developed website-based educational game media as a means of interactive learning of arithmetic operations in elementary schools. Both studies prove that digital media is effective in

increasing students' understanding and engagement in learning mathematics. However, both of them have not discussed specifically how teachers' strategies are in implementing website-based media in daily learning, especially in elementary madrasas with limited infrastructure.

Therefore, this study examines the strategy of utilizing the Coolmath4Kids website on basic arithmetic operations material to provide an empirical picture of its effectiveness in improving the learning outcomes of third-grade students at MI Hidayatul Islam Gembong, while identifying the positive and negative impacts of its application in the learning process. This study aims to improve the quality of mathematics learning, especially in basic arithmetic operations, through the use of digital-based learning media, namely the Coolmath4Kids website in class III of MI Hidayatul Islam Gembong.

Theoretically, this research contributes to the development of mathematics education in elementary schools through the use of interactive digital media. It also serves as an academic reference for researchers

studying the use of website-based media to improve student learning outcomes. Practically, this research provides teachers with a guide for implementing the Coolmath4Kids website in developing effective and engaging learning strategies. For students, this research helps create a more enjoyable and interactive math learning experience. For schools, it offers alternative technology-based learning methods that can improve the quality of mathematics instruction. For other researchers, this research serves as inspiration for developing further studies on the use of digital media in elementary education.

B. Metode Penelitian

This research uses a qualitative descriptive research type. Qualitative descriptive research is a research method that aims to describe a phenomenon systematically, factually, and in depth based on data obtained in the field. Qualitative research is used to understand the phenomena experienced by research subjects such as behavior, perception, motivation, and actions holistically, and is presented in the form of verbal descriptions in a natural context

(Moleong dan Surjaman 2014). In addition, descriptive research aims to describe and explain a situation or phenomenon as it is without manipulating the variables being studied (Arikunto 2013). The approach used in this research is a qualitative descriptive approach with the type of field research. The qualitative descriptive approach is used to understand and describe a phenomenon in depth based on natural conditions in the field. Qualitative research emphasizes the collection of descriptive data in the form of words, actions, and behavior of research subjects through the process of observation, interviews, and documentation (Yuliani 2018). Through field research, researchers can directly observe the learning process and strategies for utilizing the Coolmath4Kids website on basic mathematical arithmetic operations in class III of MI Hidayatul Islam Gembong. This approach allows researchers to obtain more detailed, contextual, and in-depth data related to the phenomena being studied (Waruwu 2024).

This research took place at MI Hidayatul Islam Gembong, Gembong

District, Pati Regency. MI Hidayatul Islam is an educational institution founded by local cleric KH. M. Karim, along with other clerics. Data was obtained through non-participatory observation. The researcher was present directly in the classroom but was not involved in learning activities. The researcher acted as an observer who observed the learning process from outside without interfering in the ongoing activities. In-depth Interview, Semi-structured interviews were conducted with grade III teachers to explore experiences of using the Coolmath4Kids website and changes in student motivation, as well as interviews with the principal of the madrasah as supporting informants. In addition, small group interviews were conducted with several students to find out their impressions of the arithmetic operations material presented in the form of a digital game (Moleong dan Surjaman 2014). and documentation in the form of madrasah profiles, student data, infrastructure, and teaching modules, which are then analyzed to find patterns and meaning in the learning process.

Data analysis in this study uses the Miles and Huberman qualitative analysis model which consists of three stages. First, data reduction, namely selecting and focusing on data that is directly related to the strategy of utilizing the Coolmath4Kids website in learning arithmetic operations. Second, data presentation, namely compiling data in the form of narrative descriptions that describe the stages of strategy implementation, starting from the introduction of the website by the teacher to student interaction with the media. Third, drawing conclusions and verifying, which involves interpreting the strategy's effectiveness based on a comparison of the results of observations, interviews, and documentation. These three stages are carried out interactively and repeatedly until the data is deemed complete and valid (Miles, Huberman, dan Saldana 2014).

In this study, the researchers used source triangulation and technical triangulation techniques. Source triangulation was conducted by comparing information from several sources, such as third-grade teachers, students, and observations during the

learning process. Technical triangulation, on the other hand, compared data obtained through interviews and observations, resulting in more accurate and mutually supportive data.

With a qualitative descriptive research approach, this study is expected to be able to provide a comprehensive picture of the strategy for utilizing the Coolmath4Kids website in learning basic mathematical arithmetic operations for grade III students of MI Hidayatul Islam Gembong, as well as identifying the positive and negative impacts of its application in the learning process.

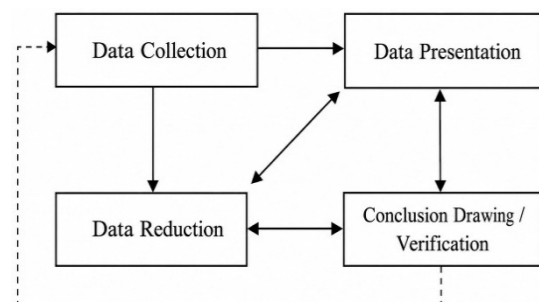


Figure 1 diagram of Miles and Hubner model data analysis

C.Research Results and Discussion

1. Strategy for Utilizing the Coolmath4Kids Website for Basic Mathematical Arithmetic Operations Material for Grade III

Students of MI Hidayatul Islam Gembong

Researchers conducted direct observations and interviews in class III of MI Hidayatul Islam Gembong. The data collection process was carried out in depth to obtain a real picture of the use of the Coolmath4Kids website in learning basic mathematical arithmetic operations. The data collected reflects actual conditions in the field. Researchers directly observed how teachers implemented the Coolmath4Kids website in teaching and learning activities. In addition, researchers also collected information directly from teachers, madrasah principals, and students through structured interview sessions. The results provide a clear and detailed picture. Based on the results of observations and interviews in class, the strategy for utilizing the Coolmath4Kids Website on basic mathematical arithmetic operations carried out by teachers, there are steps or stages carried out including the planning stage, implementation stage, and evaluation stage.

a. Planning Stage

The planning stage is the initial step taken by teachers before starting

learning in class. In the basic mathematical arithmetic operations material that uses the Coolmath4Kids website, this stage is very important so that learning activities can run in a focused, interesting and appropriate manner to students' needs (Wabula, Picauly, dan Salong t.t.).

As conveyed by the class III teacher at MI Hidayatul Islam Gembong

"I planned the use of Coolmath4Kids from the very beginning before I started class. First, I tailored the website's materials to the arithmetic operations the students were learning, such as addition, subtraction, multiplication, and division. I chose features and games that were appropriate for the third-grade students' abilities. After that, I prepared equipment like projectors and laptops so that the website could be viewed by all students in the class" (Disky, 2026).

Based on the results of interviews and observations that have been carried out, the class III teacher at MI Hidayatul Islam Gembong

carried out systematic planning before using the Coolmath4Kids website. Teachers tailor website content to the arithmetic operations being studied. Features are also selectively selected based on the ability level of third-grade students. Teachers also prepare supporting equipment such as laptops and projectors, This ensures that all students can view the website simultaneously. This planning aligns with the principles of effective technology-based learning, Teachers don't just use technology spontaneously, but design it as part of a structured learning strategy.

This finding is supported by research by Effendi and Wahidy, which states that the use of technology in the learning process requires careful and systematic planning to optimally achieve learning objectives. Teachers who plan the use of technological media in a structured manner tend to produce more focused and meaningful learning for students (Effendi 2019).

The principal of MI Hidayatul Islam Gembong supports the use of website-based media in mathematics learning. In accordance with what was

conveyed by the Head of MI Hidayatul Islam Gembong

"The Madrasah fully supports the use of technology-based media in learning, including the Coolmath4Kids website. We encourage teachers to utilize technology as an innovative teaching tool. We also provide projectors in the classroom so teachers can display learning websites to all students. Teachers are also free to choose media that suits their students' needs, as long as it adheres to the applicable curriculum" (Sumarni, 2026).

The Madrasah provides a projector as the main facility, so that teachers can display the Coolmath4Kids website to all students simultaneously. Teachers are given the freedom to choose learning media while still adapting the applicable curriculum. This policy encourages teacher creativity in designing learning and strengthens the planning stage carried out by grade III teachers. The support of the madrasah principal is an important factor in the successful implementation of the Coolmath4Kids website in the classroom. Support

from the madrasah principal is one of the important factors in supporting the successful use of technology in the learning process in the classroom. With this support, teachers can more easily implement digital media effectively and sustainably (Saputra 2026).

In the planning stage, teachers also set clear learning objectives before using Coolmath4Kids. This objective refers to the Graduate Learning Outcomes (CPL) for basic mathematical arithmetic operations. CPL directs students to understand and apply the concepts of addition, subtraction, multiplication, and division correctly and meaningfully (Andika, Ningsih, dan Maesaroh 2024). Teachers also choose Coolmath4Kids features that are appropriate to the CPL. Each feature is selected based on the ability level of third grade students. The goal is that every activity on the website truly supports the learning outcomes that have been set. Teachers also refer to the Learning Objectives Flow (ATP) when determining the sequence of material. Students learn addition and subtraction first, then move on to multiplication and division. This

sequence helps students grasp concepts gradually and without rushing (Rahayu, Julianto, dan Nurul Muttaqin 2025).

b. Implementation Stage

The implementation phase is the most important part of the Coolmath4Kids website utilization strategy. At this stage, teachers implement the previously planned learning steps, as conveyed by a third-grade teacher at MI Hidayatul Islam Gembong

"During the lesson, I first open the Coolmath4Kids website on my laptop and project it onto a projector. I then select a feature that is relevant to the material being discussed that day, such as addition or multiplication games. I also utilize the material features on the Coolmath4Kids website. This website has an explanation page for the concept of arithmetic operations that is attractive and uses language that is easy for children to understand. I display this feature via a projector and explain it to the students. Once the students understand the concept, I direct

them to the game feature that is relevant to the material. This way, students not only play, but truly understand the concept of arithmetic operations being studied" (Disky, 2026).

Based on the interview results, Langkah noted that the first thing the teacher did was open the Coolmath4Kids website on a laptop. The teacher then projected the website onto a projector so all students could see the screen simultaneously. This initial step ensures all students are prepared and focused before the learning activity begins. Once the website is open, the teacher selects the features that best suit the arithmetic operations material to be presented that day. For example, when teaching addition, the teacher chooses the addition game feature. When teaching multiplication, the teacher chooses the multiplication game feature. This feature selection ensures that every activity on the website is relevant to the established learning objectives.

Before entering the game features, teachers utilize the material features available on the Coolmath4Kids website. This website

provides pages explaining the concept of arithmetic operations with an attractive appearance and language that is easy for third grade students to understand. The teacher displays the features of the material via a projector and explains it directly to all students. The Coolmath4Kids material features present the concepts of addition, subtraction, multiplication, and division visually and colorfully. The illustrations make it easier for students to grasp the concepts being studied. This ensures that students fully understand the basic concepts of arithmetic operations before working on problems.

Once students understand the concepts, the teacher directs them to the appropriate game features. Students observe the arithmetic operations problems that appear on the screen and answer them together. The teacher then assigns students in turn to answer the questions displayed on the screen. This turn-based system ensures that each student has an equal opportunity to actively participate. Students who haven't had a turn yet are still asked to pay attention and think about their answers independently. The teacher

also asks spontaneous questions to students who appear to be lacking focus. This method effectively maintains the engagement of all students throughout the learning process. Therefore, using Coolmath4Kids in third grade is more than just a play activity. Teachers structure each step so that students truly understand the concept of arithmetic operations in a meaningful and enjoyable way.

c. Tahap Evaluasi

The evaluation stage serves as a benchmark for the success of learning using the Coolmath4Kids website. Through evaluation, teachers can determine the extent to which students understand the arithmetic operations material they have learned (Laila Laila, Alawiyah Nabila, dan Eka Widyanti 2024). Teachers can also assess the effectiveness of website use and plan improvements for future lessons, as conveyed by a third-grade teacher at MI Hidayatul Islam Gembong.

"Setelah pembelajaran dengan Coolmath4Kids selesai, saya memberikan beberapa soal latihan operasi hitung secara

lisan maupun tertulis. Saya mengamati kemampuan siswa dalam menjawab soal tersebut. Selain itu, saya juga menilai keaktifan siswa selama pembelajaran berlangsung, seperti seberapa cepat dan tepat siswa menjawab soal yang muncul di layar. Dari situ saya bisa melihat siswa mana yang sudah paham dan siswa mana yang masih perlu bimbingan lebih lanjut" (Disky, 2026).

Based on the interview results, the evaluation stage was the final step in the Coolmath4Kids website utilization strategy for third-grade students at MI Hidayatul Islam Gembong. The teacher performed two tasks at this stage, assessing student understanding and evaluating the learning process. During the assessment phase, the teacher provides verbal and written arithmetic practice questions after the lesson is completed. The teacher also observes student engagement during the lesson, such as the speed and accuracy of students answering questions on the screen. From these assessments, the teacher can determine which students have

understood and which still need guidance. During the evaluation phase of the learning implementation, the teacher also assessed that the learning process using the Coolmath4Kids website went well overall. Students were more enthusiastic and active than during traditional learning.

However, two challenges were also identified. First, learning time was often insufficient because students were too engrossed in the website. Second, not all students had a turn to answer questions due to time constraints. Based on these challenges, the teacher was able to develop two corrective measures. First, teachers will manage their Coolmath4Kids usage more diligently to ensure learning is completed on time. Second, teachers will find ways to ensure all students have equal opportunities to actively participate. These two steps demonstrate teachers' ongoing efforts to improve the quality of learning over time.

2. Positive and Negative Impacts of the Coolmath4Kids Website Utilization Strategy in Learning Basic Mathematical Arithmetic

Operations for Grade III Students of MI Hidayatul Islam Gembong.

The use of the Coolmath4Kids website in mathematics learning has a real impact on students and teachers. Every learning media used in class certainly has positive and negative impacts.

a. Positive Impact of the Coolmath4Kids Website Utilization Strategy in Learning Basic Mathematical Arithmetic Operations for Grade III Students of MI Hidayatul Islam Gembong.

In every use of learning media, there is definitely a positive impact, as conveyed by the class III teacher at MI Hidayatul Islam Gembong

"The most positive impact I've felt is that students have become more enthusiastic and active in learning mathematics. Students who were usually passive and less interested in mathematics are now actively participating in answering questions. Furthermore, students find it easier to understand the concept of arithmetic operations because the material is presented visually and engagingly. Coolmath4Kids

also makes the classroom atmosphere more lively and enjoyable so students don't feel stressed when learning mathematics" (Disky, 2026).

This statement is in line with the results of interviews conducted with grade III students at MI Hidayatul Islam Gembong.

"Yes, I'm more enthusiastic about learning using the website. While I usually just write and listen to the teacher, now I can look at pictures and play while learning. It's more fun and less boring. I'm more enthusiastic about working on math problems because it feels like a game" (Aisyah, 2026).

Based on the results of the interviews that have been conducted, teachers assess that the use of Coolmath4Kids has succeeded in increasing students' enthusiasm and activeness in learning mathematics. Coolmath4Kids also presents arithmetic operations material in a visual and interesting way. The colorful display and illustrations make it easier for students to understand the concepts of addition, subtraction,

multiplication and division. The use of Coolmath4Kids makes the classroom atmosphere more lively and fun, students do not feel stressed when learning mathematics because the activities take place like playing games..

b. The Negative Impact of the Coolmath4Kids Website Utilization Strategy in Learning Basic Mathematical Arithmetic Operations for Grade III Students at MI Hidayatul Islam Gembong

Apart from the positive impacts arising from the use of the Coolmath4Kids Website in the learning process, there are negative impacts felt by teachers while using the Coolmath4Kids Website learning media, as conveyed by the Class III Teacher at MI Hidayatul Islam Gembong

"There were several negative impacts that I found while using Coolmath4Kids. First, the website is entirely in English, making it difficult for students to understand the instructions. However, I overcame this obstacle by using the translation feature available on my laptop or

Google Translate. Second, students sometimes became too engrossed in the website's display, so their focus shifted from the material to the games. Third, the website requires a stable internet connection, and the madrasah doesn't have one. This forced me to prepare my own internet connection before the lesson began" (Disky, 2026).

This statement is in line with the results of interviews conducted with grade III students at MI Hidayatul Islam Gembong.

"Yes, sometimes it's hard to read because it's all written in English. I don't understand what it means. But Mr. Disky helps me translate it. The game is really fun, so sometimes I keep playing it, forgetting that I'm studying math" (Bima, 2026).

Based on interviews, the Coolmath4Kids website is still entirely in English, making it difficult for third-grade students to understand the instructions. However, teachers overcome this obstacle by utilizing the translation feature on their laptops or Google Translate. This translation

feature helps teachers explain website instructions to students more easily and quickly. The attractive and engaging website layout can also sometimes distract students from the material and focus on the game itself. Students are more interested in the gameplay than in understanding the arithmetic concepts being studied.

Discussion

The research findings show that the strategy of utilizing the Coolmath4Kids website has a positive effect on the understanding of basic arithmetic operations of grade III students at MI Hidayatul Islam Gembong. Data from non-participatory observations and in-depth interviews with third-grade teachers, madrasah principals, and students show that the educational games, visualizations, and interactive exercises on this platform help students understand the concepts of addition, subtraction, multiplication, and division gradually according to their cognitive abilities. Teachers use this medium, such as projectors, to transform abstract mathematical concepts into more concrete and understandable concepts. As a result, students are more engaged, more focused, and more motivated to participate in math lessons in class.

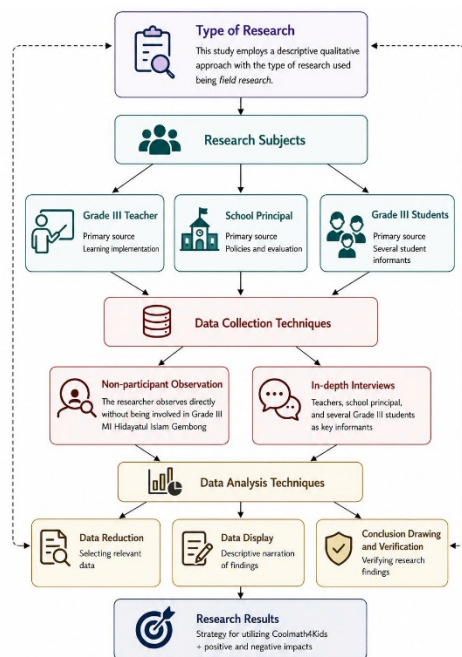


Figure 2 conceptual framework of the Coolmath4Kids Website Utilization Strategy for Basic Mathematical Arithmetic Operations Material

D. Conclusion

Based on the results of the research and discussion, it can be concluded that the use of the Coolmath4Kids website in learning basic mathematical arithmetic operations for grade III students of MI Hidayatul Islam Gembong has a positive influence on the students' learning process. The conclusions of this study are described as follows :

1. The Coolmath4Kids website utilization strategy is implemented in three stages.

In the planning stage, the teacher prepares a learning plan based on Learning Outcomes (CP) and Learning Objective Flow (ATP), selects website features that suit the material and students' abilities, and prepares a projector as a display medium. The principal of the madrasah provides full support through a policy of using technology-based media. In the implementation stage, the teacher displays the website via a projector, explains the concept of arithmetic operations using the material features, then continues to the game features. Students actively participate, taking turns, creating a lively and enjoyable classroom atmosphere. During the evaluation phase, the teacher assesses students' understanding through oral and written questions. The teacher encountered two obstacles, time constraints and not all students getting a turn to answer. As a follow-up, the teacher planned tighter time management and a more equitable student engagement strategy. Overall, the strategy for

utilizing the Coolmath4Kids website is running well, is structured, and has succeeded in creating active, fun, and meaningful learning for students..

2. The use of the Coolmath4Kids website has both positive and negative impacts.

The positive impacts found include, students are more enthusiastic and active in learning, understanding of the concept of arithmetic operations increases because the material is presented visually, the classroom atmosphere is more enjoyable because activities feel like playing games, and student learning outcomes show good development. Negative impacts identified include the website being in English, making it difficult for students to understand instructions, and teachers resorted to Google Translate. The attractive design sometimes distracted students from the learning objectives. The website required an internet connection, while the madrasah did not provide internet access in the classroom. Despite these negative impacts, teachers continued to find solutions to address these challenges, ensuring that

students still optimally benefited from Coolmath4Kids.

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