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Analysis of Classroom-Based Mathematics Learning Evaluation at Public Elementary School Jajar 01: A Qualitative Study

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Abstract. This study aims to analyze the practice of classroom-based mathematics learning evaluation carried out by grade IV teachers at Public Elementary School Jajar 01, as well as identify the challenges faced in its implementation. The focus of the research is directed at how teachers structure, implement, and follow up on learning evaluations in a contextual and reflective manner. This study uses a qualitative descriptive approach with data collection techniques in the form of in-depth interviews, direct observations, and documentation. The subjects of the study are homeroom teachers of grade IV and supporting documents such as Student Worksheet, test results, and teaching modules. The results of the study show that learning evaluation is not only carried out in the form of written tests, but also through project evaluations, diagnostic assessments, and the provision of constructive formative feedback. Teachers also involve parents in the evaluation process through periodic communication aimed at increasing students' motivation to learn at home. The use of concrete media in evaluation has been proven to help students' understanding of mathematical concepts, especially in abstract materials. Although there are still challenges such as time constraints and the dominance of conventional tests, the evaluation practices implemented have shown a direction towards more inclusive, participatory, and development-oriented assessments. These findings provide important implications for other elementary school teachers to develop more meaningful evaluation practices and empower students as active and reflective learners.

Keywords: Learning Evaluation; Elementary Mathematics; Formative Assessment; Parent Involvement; Reflex Assessment.

1. INTRODUCTION

Learning mathematics at the elementary school level is an important foundation in building students' logical, critical, and systematic thinking skills. Mathematics is not only taught as a collection of formulas, but as a tool to understand the world rationally through patterns, numbers, and structures (Strømskag, 2024). However, in practice, many elementary school students have difficulty understanding basic math concepts, especially on abstract topics such as building space or fractions (Powell, 2023). This is exacerbated by the limitations of learning media that support visual and concrete understanding in accordance with the cognitive development stage of elementary school students, who according to Piaget are still at the concrete operational stage (Vuk, 2023; Volk et al., 2017).

The difficulty in teaching mathematics is not just in the delivery of the material but also in the evaluation process. An effective evaluation in learning should be able to capture both the process and the outcomes of students' learning. However, in practice, evaluations tend to focus primarily on cognitive achievement through summative written exams (Chen, 2024; Yao et al., 2024). Teachers frequently rely on practice questions or daily tests, often without complementing them with formative assessments that focus on the learning process. According to (Bortes & Giota, 2024; Hang & Zhang, 2023) periodic formative evaluations provide a more comprehensive view of students' learning progress and help teachers make appropriate pedagogical adjustments.

Several prior studies have investigated evaluation practices in primary schools. Hooshyar et al., (2024) highlighted the significance of feedback-based evaluation as a means to enhance learning effectiveness, while X. Chen et al., (2024), demonstrated that parental involvement in the evaluation process positively affects student learning outcomes. In contrast, a study by (Primor & Barzilai, 2024) found that the over-reliance on written test-based evaluations fails to adequately assess students' higher-order thinking skills. The use of one-dimensional and limited evaluation methods makes it challenging for teachers to identify students' learning difficulties in a comprehensive manner (Wang et al., 2024).

However, most of the existing studies are generally theoretical and do not specifically explore how mathematics evaluation is applied in particular classroom settings, considering the real challenges faced in the field (Nickl et al., 2024). Few studies delve deeply into the dynamics of mathematics evaluation practices conducted by primary school teachers Rojas-Bravo et al., (2024), particularly in the context of classroom-based evaluation, which is influenced by various factors such as learning media, student readiness, and parental involvement. This gap highlights the need for a contextual approach to analyze the effectiveness and challenges of implementing mathematics evaluation (Halitaj & Zubiaga, 2024).

This study provides a novel contribution by offering a comprehensive exploration of mathematics learning evaluation practices from the perspective of classroom teachers in public primary schools located in peripheral areas. The research focuses not only on the types of evaluations used but also on the tangible challenges teachers face in preparing and implementing these evaluations, as well as the innovative strategies employed to address these challenges, such as the use of concrete media and collaborative approaches with parents (Pettigrew et al., 2024; Gebremariam et al., 2024). Furthermore, this study integrates both the pedagogical and psychological dimensions of students when assessing the effectiveness of evaluations, a perspective rarely explored in similar studies.

This study aims to analyze the mathematics learning evaluation practices implemented by fourth-grade teachers at Public Elementary School Jajar 01, focusing on the effectiveness of the methods used, the challenges encountered,

and the strategic efforts made to overcome evaluative obstacles. This research employs a descriptive qualitative approach to gain an in-depth understanding of evaluation practices in actual classroom settings. The findings of this study are expected to contribute meaningfully to the development of more contextual, humanistic, and adaptive learning evaluations at the primary school level.

2. METHOD

This research uses a descriptive qualitative approach with the aim of analyzing in depth the practice of classroom-based mathematics learning evaluation applied by fourth grade teachers at Public Elementary School Jajar 01. The focus of this research is on identifying the evaluation methods used, the challenges faced by teachers in their implementation, and the strategies developed to overcome obstacles in evaluation. The qualitative approach was chosen because it allows researchers to understand phenomena contextually and naturalistically, in accordance with the dynamics of real learning in the classroom (Imani & Montazer, 2019; Bennett et al., 2012). The research was conducted at Public Elementary School Jajar 01, Jajar Village, Talun Subdistrict, Blitar District, on March 14, 2025.

The primary subject of this research is the fourth-grade teacher, who plays a direct role in designing and implementing the evaluation of mathematics learning. Supplementary data were gathered from learning documents, student evaluation results, and observation notes to reinforce the main findings. This study specifically focuses on evaluating practices within the context of mathematics education, considering the interplay between evaluation techniques, student readiness, learning media, and parental support.

Data collection techniques included in-depth interviews, participatory observation, and documentation studies. Interviews were conducted to explore the evaluation practices employed by teachers, their perceptions of the effectiveness of these evaluations, as well as the constraints and solutions they apply. The interview questions covered topics such as the types of evaluations used (written, project-based, or participatory), challenges in assessing students' conceptual understanding, and the ways teachers provide feedback to students (Alsarawi, 2024; Peck & Kavanagh, 2024). Observation was carried out to directly record the implementation of evaluations in the classroom, focusing on teacher-student interactions during practice questions, daily tests, and informal assessments (Kahmann et al., 2024). Additionally, documentation studies were performed on teaching materials such as Student Worksheet, learning modules, and formal evaluation results (STS and SAS).

The collected data were analyzed using Miles and Huberman's interactive analysis model, which consists of three stages: data reduction, data presentation, and conclusion drawing. Data reduction was performed to filter relevant information in alignment with the research focus. Data presentation was carried

out through descriptive narratives and thematic matrices to identify patterns and categories from the field findings. Conclusions were drawn iteratively to ensure the validity of the interpretation of the observed phenomena.

To maintain data validity, this research employed both source and method triangulation. Source triangulation involved comparing data from interviews, observations, and documents. Meanwhile, method triangulation was carried out by utilizing various data collection techniques to ensure the consistency of the findings. This approach is expected to offer a comprehensive understanding of classroom-based mathematics evaluation practices and the unique challenges faced by teachers in primary education settings.

3. RESULTS

This study aims to provide an in-depth description of the mathematics learning evaluation practices in class IV at Public Elementary School Jajar 01, including the methods applied by teachers, the challenges faced during implementation, the role of parents, and the factors contributing to evaluation success. Data were collected through in-depth interviews with homeroom teachers, direct classroom observations, and a review of documentation such as Student Worksheet, test results, and photos of learning activities.

3.1 Evaluation Methods Used by Teachers

Grade IV teachers at Public Elementary School Jajar 01 use a variety of evaluation approaches, although written tests are still the dominant method. Based on interviews, teachers stated that evaluation is carried out regularly twice a week in the form of quizzes or practice questions. Summative evaluations such as the Mid-Semester Summative (STS) and the End of Semester Summative (SAS) are used to assess students' final achievements. In its implementation, the teacher also inserts work instructions, especially on story problems, so that students are helped in parsing the stages of thinking. This was expressed by the teacher: "If they are not given instructions, they are confused about where to start. So I give directions in the problem, such as 'The first step is to calculate the volume...' so that they can think systematically". This practice shows the teacher's awareness of the importance of helping students understand the process, not just the answer.

3.2 Contextualized Evaluation Practices

During the observation process, the teacher was seen actively using concrete media, such as cardboard models of buildings. Students were asked to disassemble and reassemble the shapes, then draw them in their respective books. Additionally, evaluation was carried out using a contextual approach. For example, the Student Worksheet included the instruction: "Find objects in your house that are tubes, blocks, and cubes, then photograph and provide an explanation." The teacher confirmed that this activity helped increase students'

interest and made it easier for them to grasp math concepts in a real-life context. During class discussions, students were given the opportunity to explain their answers in front of the class, and the teacher used this moment to evaluate their understanding and mathematical communication skills.

3.3 Evaluation Implementation Challenges

Although various methods have been applied, teachers face a number of significant challenges in the evaluation process. One of them is students' difficulty in understanding abstract material such as the nets of spatial shapes. In the interview, the teacher mentioned: "When asked about the net of a block, they were silent. I have to make an example from cardboard, then they understand." In addition, the limited learning time, students' low motivation in facing evaluation, and the gap in learning readiness between students are serious obstacles. Observations showed that students who were tired or unaccompanied by their parents performed poorly on daily tests. A total of 12 out of 28 students scored below the Minimum Competency Criteria, especially in the volume and shape materials.

3.4 Teachers' Strategies for Overcoming Obstacles

To address students' ability gaps, teachers organize groups based on evaluation results and conduct remedial sessions using an individualized approach. The teacher also provides descriptive feedback on each student's test sheet, such as: "Still confused about adding the ribs. Try to draw first before counting." Additionally, teachers optimize class reflection sessions and redesign learning strategies based on evaluation outcomes. The teacher's documentation includes weekly reflective notes that indicate changes in teaching strategies for topics that are difficult to understand. This strategy demonstrates that evaluation is not only used as an assessment tool but also for self-reflection and continuous improvement in teaching practices.

3.5 Teacher and Parent Collaboration in Evaluation

In addition to evaluation at school, fourth-grade teachers also actively involve parents in the evaluation process by providing regular reports on students' learning progress. Teachers use the class liaison book and WhatsApp group to share learning results and offer guidance to parents on how to support their children's learning at home. Some parents respond actively and even contribute by creating simple learning media at home. The teacher noted: "If parents help, the children's results are usually better. But not all can be active." This collaborative practice demonstrates that evaluation does not end in the classroom but extends to the home, fostering a more holistic learning ecosystem.

3.6 Factors Affecting Evaluation Success

The success of learning evaluation at Public Elementary School Jajar 01 is

influenced by several key factors. First, the use of a variety of evaluation methods such as observation, projects, and portfolios provides a comprehensive view of students' abilities. While written tests remain dominant, teachers have started to incorporate authentic assessments that emphasize 21st-century skills like critical and collaborative thinking. Second, student readiness plays a significant role, with teachers conducting early diagnostic assessments to design adaptive approaches. Third, concrete learning media are particularly beneficial, especially for geometry topics. Fourth, a conducive learning environment and parental involvement further strengthen learning outcomes. Fifth, teachers' competence in designing evaluation instruments and utilizing the results is a significant asset. Teachers at Public Elementary School Jajar 01 have received training in assessment and engage in reflective practices to evaluate their own methods. All of these factors contribute to an evaluation ecosystem that not only measures learning outcomes but also supports the students' learning process in a holistic manner.

4. DISCUSSION

Based on the research conducted at Public Elementary School Jajar 01, the practice of evaluating mathematics learning has evolved significantly from merely measuring learning outcomes to a comprehensive and reflective process. Learning evaluation is now viewed not just as a tool for selection but as an integral part of the learning process aimed at understanding and supporting students' overall development. This shift is evident in the application of written tests with step-by-step instructions that guide students to think systematically, as well as the use of concrete media, such as cardboard models, to illustrate spatial structures. These practices align with Piaget's cognitive development theory, which suggests that elementary school-age children are at the concrete operational stage and learn most effectively through direct interaction with real objects (Papalia & Feldman, 2019). Furthermore, the implementation of formative evaluation models, such as structured question exercises and diagnostic assessments, reflects the principles of formative assessment outlined by Boehme et al., (2024). Their research emphasizes that evaluations conducted continuously and used to inform teaching practices have a significant positive impact on student learning outcomes (Blannin et al., 2024).

In the context of grade IV at Public Elementary School Jajar 01, teachers employ a variety of evaluation methods, including written tests, daily tests, simple projects, and the use of Student Worksheet. While written tests still dominate due to administrative convenience, teachers have made efforts to diversify assessments by incorporating project-based assignments that foster student creativity and collaboration. This approach aligns with the findings of Rehman et al., (2024) & Vlachopoulos & Makri, (2024), which suggest that project-based assessments play a key role in developing 21st-century skills, such as critical

thinking and problem-solving. Interview results further indicate that teachers provide formative feedback in the form of descriptive notes, which serve as part of the student learning reflection process. This strategy is strongly endorsed by Yazici & Dogan, (2024), for enhancing students' metacognitive awareness, helping them understand errors, and improving their learning outcomes. Observations also revealed that teachers regularly conduct class reflection sessions, where students are encouraged to openly discuss their learning challenges.

In addition to the evaluative approach within the classroom, parental involvement in supporting the evaluation process is also a crucial factor. Teachers regularly provide progress reports on students and maintain communication with parents through the liaison book and class WhatsApp group. This practice aligns with the findings of Wong et al., (2023) and Lavigne et al., (2023), who confirmed that home-school communication effectively boosts students' motivation and enhances support for learning at home. This communication is an integral part of an inclusive learning ecosystem, where evaluation is not solely the teacher's responsibility but is a collaborative effort between the family and the school. While there are still barriers, such as parents' busy schedules or limited access to technology, this practice has fostered broader participation in the evaluation process (Dasruth et al., 2024; Peng et al., 2024). Parents are becoming more aware of their children's development and are better equipped to provide appropriate support for learning at home (Krishnan et al., 2024).

The use of learning media to support evaluation has also proven to be significant. Teachers at Public Elementary School Jajar 01 utilize math props, pictures, educational videos, and real objects to help students grasp abstract concepts. This approach aligns with the research of Zou et al., (2024) and Roque-Hernández et al., (2024), which demonstrates that concrete media can enhance concept retention and increase student engagement in the evaluation process. Theoretically, this method supports the principles of constructivist evaluation, which emphasize students' active participation in constructing understanding through interaction with the learning environment. In this context, evaluation is not only a tool to assess final understanding but also an integral part of the learning process, where students actively engage with materials, media, teachers, and peers. This interaction fosters a richer and more meaningful learning experience.

Teachers' competence in designing and implementing evaluations is also a key factor in the success of learning evaluation at Public Elementary School Jajar 01. Teachers not only understand the principles of R. Peng et al., (2024), evaluation but also actively participate in professional development trainings and workshops focused on learning assessment. They engage in reflective practices and remain open to innovations in using formative and authentic assessment tools. This aligns with the findings of, which indicated that teachers' evaluative competence directly influences the effectiveness of learning evaluation. Moreover, teachers

demonstrate high pedagogical sensitivity by adapting the form of evaluation to suit students' characteristics, including family background, initial ability, and learning style. This flexibility in evaluation helps ensure that assessments are more inclusive and equitable for all students.

Overall, the results of this study demonstrate that the evaluation of mathematics learning at Public Elementary School Jajar 01 has evolved towards a reflective, contextual, and collaborative evaluative paradigm. Evaluation is no longer merely a tool to measure learning outcomes, but rather an instrument for continuous learning that involves various stakeholders and strategies. These findings offer significant implications for other teachers, emphasizing that the effectiveness of evaluation is not solely determined by the form of the test or instrument used, but rather by how teachers understand students' needs, establish effective communication with parents, create a supportive learning environment, and provide meaningful feedback. A quality evaluation is one that humanizes students, creates space for reflection, and fosters continuous improvement for both students and teachers. By fostering an evaluative culture that is inclusive and focused on learning, primary schools can become spaces conducive to the development of children's full potential, especially in overcoming the challenges of learning complex mathematics, which requires deep critical thinking and problem-solving skills.

5. CONCLUSION

The practice of evaluating mathematics learning at the primary school level has undergone a paradigm shift, evolving from merely measuring learning outcomes to a more reflective, collaborative, and contextual process. Learning evaluation is no longer viewed as a separate selection tool, but as an integral part of the entire learning process, aiming to understand students' characteristics, needs, and overall learning development. Teachers at Public Elementary School Jajar 01 have implemented a variety of evaluation approaches, including step-based written tests, project assignments, and formative and diagnostic assessments, all of which serve as the foundation for developing differentiated learning strategies. This evaluation practice is supported by the use of concrete media, intensive communication with parents, and the provision of formative feedback that enhances students' metacognitive awareness. Additionally, teachers' competence in designing and implementing evaluation instruments that are adaptive to students' characteristics plays a crucial role in supporting the effectiveness of evaluation. While challenges remain, such as the dominance of written tests, time constraints, and suboptimal parental involvement, the results of this study confirm that evaluation practices integrated with the learning process and based on an understanding of the student context can enhance the quality of mathematics learning in primary schools. This conclusion serves as an important foundation for the development

of learning evaluations that are more meaningful, participatory, and capable of empowering students to become reflective, independent, and critical learners in both academic challenges and everyday life.

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