



DOI: <https://doi.org/10.38035/dijemss.v7i3>  
<https://creativecommons.org/licenses/by/4.0/>

## Enhancing Students' Learning Outcomes Through Assignment-Based Mathematics Instruction: A Case Study at SDN Kembangan Jakarta

Puji Astuti,<sup>1</sup> Wiwik Dyah Aryani<sup>2</sup>

<sup>1</sup>Universitas Islam Nusantara, Indonesia, [Pujiastuti2005221199@gmail.com](mailto:Pujiastuti2005221199@gmail.com)

<sup>2</sup>Universitas Islam Nusantara, Indonesia, [wiwikaryani10@gmail.com](mailto:wiwikaryani10@gmail.com)

Corresponding Author: [Pujiastuti2005221199@gmail.com](mailto:Pujiastuti2005221199@gmail.com)<sup>1</sup>

**Abstract:** This study aims to analyze the management of mathematics learning through the assignment method at SDN Srengseng 06 and SDN Srengseng 05, Kembangan, West Jakarta. A qualitative approach with a case study design was employed to provide an in-depth description of how teachers apply management functions, including planning, organizing, implementing, and evaluating, in mathematics instruction. Data were collected through interviews, observations, and document analysis, and were examined using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that teachers in both schools planned assignments based on students' learning needs, organized learning groups, time, and instructional media adaptively, implemented learning with intensive guidance and motivation, and conducted continuous evaluation through task analysis, process observation, and feedback provision. Although student conditions and school capacities differ, the consistent application of management functions enabled the assignment method to enhance students' conceptual understanding and learning independence. This study affirms the importance of strengthening teachers' managerial competencies in managing assignment-based learning to ensure that mathematics learning strategies become more effective and contextually grounded.

**Keywords:** Assignment Method, Mathematics Learning, Learning Management, Formative Evaluation, Elementary School

### INTRODUCTION

Primary education is a crucial phase in developing students' academic abilities and character. At this stage, students are expected to master basic skills such as reading, writing, and arithmetic, which serve as the foundation for success at the next level of education (Muliastri, 2020; Susanti, 2018). However, in practice, many elementary school students still face difficulties in understanding mathematical concepts, especially when the learning process does not yet provide meaningful learning experiences (Mutmainnah et al., 2025; Nurhaswinda & Parisu, 2025; Saputra, 2024). Mathematics learning requires appropriate instructional approaches so that students do not merely memorise procedural steps but are also able to understand the reasoning behind each concept. Therefore, teachers must possess strong

managerial and pedagogical competencies to design and implement effective learning processes aligned with learners' characteristics (Saftari & Yulianti, 2025).

The assignment method is one of the learning strategies that can encourage students to study independently, think critically, and develop problem-solving skills (Saftari & Yulianti, 2025). This method allows students to be actively engaged in learning through activities that require them to process information, apply concepts, and demonstrate responsibility for their own learning (Sari & Aisyah, 2021). Numerous studies have shown that varied, contextual assignments accompanied by constructive feedback can improve students' learning outcomes, including in mathematics (Harwati, 2011; Riyadi, 2021; Wahyuddin, 2020). Nevertheless, the implementation of the assignment method in schools is often monotonous. Assignments frequently consist only of repetitive exercises that do not align with students' abilities and are not followed by meaningful feedback. As a result, assignments fail to serve as learning tools and instead become mere administrative requirements that do not significantly enhance students' performance.

Learning management through the assignment method cannot be separated from the functions of educational management. Terry states that management is a process consisting of planning, organizing, actuating, and controlling to achieve organizational goals through effective utilization of resources (George R. Terry, 2009; Terry, 1958, 2019). These managerial functions must be applied comprehensively in the learning process to ensure that the assignment method is well-directed and yields optimal results. As key implementers of learning, teachers must be able to thoughtfully plan assignments, organize classroom activities, implement effective instruction, and conduct supervision to ensure that assignments are carried out according to their intended objectives. Unfortunately, several studies highlight that learning management in elementary schools still faces challenges, particularly related to systematic planning, time organization, and the provision of sufficient feedback (Dinayanti et al., 2024).

The context of SDN Srengseng 06 and SDN Srengseng 05 in Kembangan, West Jakarta, illustrates real challenges in mathematics learning outcomes. Based on preliminary findings, only 43 percent of students successfully achieved the Minimum Mastery Criteria (KKM), while the majority failed to demonstrate adequate conceptual understanding. This indicates that the learning process, particularly the use of assignment-based strategies, has not yet effectively addressed students' learning needs. Assignments given have not been fully adapted to students' abilities and characteristics, thereby failing to stimulate the development of higher-order thinking skills. These findings demonstrate the need for proper management of assignment-based learning to ensure its effectiveness as a learning strategy.

Although several studies have examined the assignment method, most have focused on its effectiveness or impact on learning outcomes. Few have assessed the assignment method comprehensively from a managerial perspective. There remains a research gap concerning how management functions are applied in assignment-based learning, particularly in mathematics instruction at the elementary level. In fact, the success of assignment-based learning does not solely depend on the quality of the tasks but also on how teachers plan, organize, implement, and supervise the entire learning process.

The urgency of this research lies in the need to understand how assignment-based learning management can be effectively implemented to improve students' mathematics learning outcomes at SDN Srengseng 06 and SDN Srengseng 05. This study focuses on the four key educational management functions and examines how each function is applied in the real context of elementary education. The research aims to provide a comprehensive overview of the management practices employed by teachers and to identify factors that both hinder and support its implementation. The findings are expected to serve as a reference for teachers and schools in developing more effective and contextual mathematics instruction, ultimately improving students' learning outcomes.

## METHOD

This study employed a qualitative approach with a case study design, as it aimed to gain an in-depth understanding of how assignment-based learning management is implemented in mathematics instruction at SDN Srengseng 06 and SDN Srengseng 05. The qualitative approach enables researchers to capture the processes, teachers' experiences, and classroom dynamics naturally within the learning environment. Creswell and Clark (2017) emphasize that qualitative research is effective when the researcher seeks to explore meanings, perspectives, and educational practices in real contexts. The case study design was selected because the research focuses on two schools with different characteristics and mathematics learning outcomes, allowing for intensive and comprehensive analysis. Adrias and Ruswandi (2025) and Yin (2017) state that case studies are appropriate when a phenomenon must be understood in detail without being separated from its context.

The research subjects included school principals, classroom teachers, and students who were directly involved in mathematics learning using the assignment method. Participants were selected using purposive sampling based on the relevance of their roles and knowledge to the focus of the study. This technique aligns with the view of Miles et al. (2014), who recommend selecting participants in qualitative research based on their ability to provide deep and specific information regarding the studied phenomenon. The involvement of mathematics teachers from both schools provided comprehensive insights into task planning, classroom organization, implementation of assignments, and monitoring conducted to ensure students' understanding.

Data were collected through interviews, classroom observations, and documentation review. Interviews were conducted to explore teachers' reasons for using the assignment method, their task-designing process, and their experiences in implementing learning. Classroom observations were carried out to directly examine the application of the assignment method, including students' responses, participation in completing tasks, and the guidance provided by teachers during the learning process. Reviewed documents included lesson plans, mathematics worksheets, students' work, and academic achievement reports. These three techniques were applied using methodological triangulation to ensure data validity and enrich research findings. Patton (2014) asserts that methodological triangulation improves the quality and accuracy of data in qualitative research (Shenton, 2004; Tashakkori & Creswell, 2007; Tisdell et al., 2025).

Data trustworthiness was ensured using four criteria proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. Credibility was enhanced through source and method triangulation as well as member checks with teachers and school principals. Transferability was strengthened by providing detailed contextual descriptions of the schools and student characteristics. Dependability and confirmability were supported through an audit trail consisting of comprehensive documentation such as field notes, interview transcripts, and observation results. This approach ensures transparency and systematic traceability of the research process.

Data analysis followed the interactive analysis model by Miles et al. (2014), which consists of three main steps. First, data reduction involved selecting, grouping, and categorizing the data based on the four management functions: planning, organizing, implementing, and supervising. Second, data display was conducted in the form of narrative descriptions, findings tables, and thematic summaries to facilitate interpretation. Third, conclusions were drawn continuously to identify patterns and relationships among the findings. Analysis occurred simultaneously with data collection, enabling the researcher to adjust the observation focus according to emerging field dynamics.

This study was conducted over two months, including preparation, data collection, verification of findings, and final analysis. This duration allowed the researcher to observe the learning process holistically, including how mathematics assignments were planned, how students were engaged in completing assignments, and how teachers monitored and evaluated

students' work. Through this qualitative approach, the study provides an in-depth depiction of assignment-based learning management as a strategy for mathematics instruction in elementary schools.

## RESULTS AND DISCUSSION

### Planning

The findings indicate that mathematics learning planning through the assignment method at SDN Srengseng 06 and SDN Srengseng 05 is carried out systematically to ensure that the assigned tasks align with learning objectives and students' abilities. At SDN Srengseng 06, planning begins with analyzing the Basic Competencies and learning indicators, followed by designing different types of assignments such as problem-solving exercises, tiered worksheets, and simple application tasks. Analysis of lesson plan documents shows that assignments are designed not merely as assessment tools but as structured learning activities intended to gradually develop conceptual understanding, consistent with Rusman's (2012) perspective on the strategic role of assignments in instruction. One teacher explained: "When we assign tasks, we don't give the difficult ones straight away. It must be gradual. Students need to master the basic concepts first before moving on to more complex word problems." (Interview, Teacher at SDN Srengseng 06)

At SDN Srengseng 05, planning emphasizes differentiation due to the heterogeneous nature of students in the class. Teachers prepare multiple variations of tasks for the same topic so that both high-achieving and lower-achieving students can work at their respective levels. The teacher emphasized that differentiated tasks are necessary to avoid students feeling overwhelmed. This approach aligns with differentiated instruction principles (Tomlinson, 2014). As stated by one teacher: "In our class, some students understand very quickly, but others need repeated examples. So, I prepare two types of assignments: one for quicker learners and another for those who still need guidance." (Interview, Teacher at SDN Srengseng 05).

Planning in both schools also considers the instructional media to be used. Teachers at SDN Srengseng 06 utilized worksheets and teacher-developed problem sets, while teachers at SDN Srengseng 05 frequently created simple visual teaching materials tailored to students' characteristics. This aligns with Ausubel's (1968) theory that learning materials should correspond to students' cognitive structures to be effective. One teacher expressed: "I don't want to rely solely on textbooks. Students understand faster when I create examples related to their daily lives." (Interview, Teacher at SDN Srengseng 05)

Besides planning the content of assignments, teachers in both schools also prepared monitoring instruments. At SDN Srengseng 06, teachers created scoring rubrics to assess problem-solving processes and students' independence. At SDN Srengseng 05, teachers used daily notes to record students who encountered difficulties while completing assignments. A teacher noted: "If a student does not complete the task or keeps making the same mistakes, I record it. That helps me determine whether they need remedial sessions or additional guidance." (Interview, Teacher at SDN Srengseng 06).

Planning was also based on students' previous learning outcomes. Teachers analyzed daily assessments and common errors detected in class. As revealed during interviews, "We always look at test scores. If more than half of the students have not met the mastery criteria, I adjust the assignment again. We should not move to the next level if they haven't mastered the basics." (Interview, Teacher at SDN Srengseng 06) This data-driven planning approach aligns with the recommendations of the Education Trust (2018).

Overall, planning for mathematics learning through the assignment method in both schools illustrates that teachers have implemented the managerial function of planning effectively. The planning process not only involves selecting types of tasks but also includes strategies for student assistance, adjustments to difficulty levels, media utilization, as well as evaluation and follow-up mechanisms. This supports Purwanto's (2011) assertion that the

success of instruction is largely determined by well-structured planning aligned with learners' needs.

### **Organizing**

The organization of mathematics learning through the assignment method at SDN Srengseng 06 and SDN Srengseng 05 involves the participation of all classroom elements to ensure that students can complete assignments effectively. At SDN Srengseng 06, teachers organize classroom roles through structured grouping and clear time allocation. Students are placed into small groups so that those who understand the material more quickly can assist their peers. This strategy reflects Robbins and Coulter's (2018) principle that organizing must structure working relationships so that each element in the system functions according to its role. One teacher explained: "It would be difficult if I handled everything alone. So, I assign students who understand faster to help their peers. That way, the class is more manageable." (Teacher, SDN Srengseng 06)

At SDN Srengseng 05, the organization is more flexible due to the highly varied levels of student ability. Teachers arrange seating based on ability groups so tasks can be differentiated accordingly. The teacher stated that seating arrangements help them provide more targeted guidance. As expressed in the interview: "I group their seats. Students who need more guidance are placed closer to the front, so I can easily monitor them when they are working on assignments." (Teacher, SDN Srengseng 05) This approach aligns with Emmer and Sabornie's (2015) classroom management theory, which emphasizes that spatial organization and student positioning influence instructional effectiveness.

Organizing is also reflected in the allocation of time during assignment completion. At SDN Srengseng 06, teachers designate specific time segments at the beginning and end of lessons to provide instructions and discuss assignment results. Teachers use the board to model steps systematically before students work independently. One teacher stated: "I give ten minutes to explain, then the students start working. At the end, we go over the work together." Such structured time distribution helps students follow the task process logically.

Meanwhile, time organization at SDN Srengseng 05 is more adaptive. Teachers provide additional time to students who have difficulties and allow those with higher abilities to proceed to extended tasks. One teacher noted: "If some students haven't finished, I give them extra time. They cannot all be treated the same because their abilities differ." (Teacher, SDN Srengseng 05) This flexible time organization aligns with student-centred learning principles that allow learners to progress at their own pace (Weimer, 2013).

In addition to grouping and time management, organization includes the provision of learning aids. At SDN Srengseng 06, teachers prepare mini-boards, worksheets, and simple manipulatives to help students understand mathematical problems more concretely. Teachers at SDN Srengseng 05 frequently use teacher-developed learning tools such as number cards and illustrated word problems. As one teacher shared: "I make my own pictures to help students understand word problems. If it's only text, they often get confused." This approach supports Johnson's (1996) view on the role of concrete learning materials as a bridge to abstract understanding.

Organizing also involves coordination between teachers and school leadership. At SDN Srengseng 06, the principal requests biweekly reports on students' assignment progress to evaluate the effectiveness of the assignment method in improving learning outcomes. At SDN Srengseng 05, coordination occurs more informally through routine staffroom discussions. These practices indicate that organizing instructional programs extends beyond the classroom and includes vertical communication structures between teachers and school administrators.

Overall, the organizing process in assignment-based mathematics learning at both schools demonstrates that teachers have applied managerial principles by distributing roles, arranging space and time, preparing learning supports, and maintaining coordination to ensure effective

implementation. Despite differences in structure and resources, both schools successfully developed organizational patterns appropriate to their context. These findings reinforce Terry's view (as cited in Sukarna, 2011) that organizing is a crucial step in ensuring that planning can be actualized into systematic instructional practice.

### **Implementation**

The implementation of mathematics learning using the assignment method at SDN Srengseng 06 and SDN Srengseng 05 demonstrates that teachers play an active role in guiding students to understand the material through systematic and structured tasks. At SDN Srengseng 06, the learning process begins with a clear explanation of the concepts, followed by worked examples, before students complete assignments independently. Observations show that teachers use a gradual strategy to ensure students understand the steps in solving mathematical problems. One teacher emphasised: "I don't give the assignment right away. Students must first understand the example problem. Only then do I ask them to work independently." (Teacher, SDN Srengseng 06) This approach aligns with Vygotsky's (1978) scaffolding theory, which states that gradual assistance supports students in reaching optimal understanding.

At SDN Srengseng 05, the implementation is more varied because teachers must adapt to students with diverse abilities. Teachers provide additional explanation to students who struggle and use simple visual or concrete media to facilitate understanding. As one teacher noted, "The students at the front usually still get confused, so I assist them longer. I use pictures so they don't make mistakes in the steps." This reflects a needs-based instructional approach consistent with principles of differentiated learning (Tomlinson, 2014).

Implementation at both schools also includes motivating students. Teachers at SDN Srengseng 06 provide praise or rewards to students who complete their assignments successfully to boost confidence. One teacher stated: "If a student gets everything right, I give a sticker or praise to keep them excited." This aligns with Skinner's (1953) theory of reinforcement, which highlights the importance of positive reinforcement in increasing learning motivation. At SDN Srengseng 05, motivation is delivered through a more personal approach, particularly for students who feel anxious about making mistakes.

Teachers also actively assist students as they work on assignments. At SDN Srengseng 06, teachers circulate the classroom to observe student work, give immediate corrections, and provide additional guidance when needed. One teacher explained: "If they make a mistake, I correct it right away so they don't get even more confused." This ensures that students not only complete tasks mechanically but understand the underlying process. At SDN Srengseng 05, assistance is more intense for slower learners to ensure they can complete the tasks without feeling left behind.

In addition to ongoing assistance, task implementation includes a discussion session after completion. At SDN Srengseng 06, the teacher facilitates review sessions to evaluate students' understanding and identify common errors. The teacher explained: "After everyone finishes, we discuss together. From there, I can see which parts still have a lot of mistakes." Such reflective activities reinforce conceptual understanding and allow students to learn from errors. At SDN Srengseng 05, the review sessions are simpler but still focus on identifying correct steps and clarifying the most challenging problems.

The implementation of the assignment method also involves managing students' emotions and behavior. Teachers from both schools report challenges with students who easily give up when encountering difficulties. Teachers often need to provide emotional support and encouragement to help students persist. A teacher noted: "Some students stop working if they make one mistake. So I need to stay close and encourage them to keep trying." This indicates that implementation addresses not only cognitive but also affective aspects influencing learning success.

Overall, the implementation of assignment-based mathematics learning at both schools demonstrates that teachers do more than simply assign tasks they facilitate a complete learning process through explanation, modelling, guidance, motivation, and review. This highlights the effective application of the managerial function of implementation, as Sukarna (2011) asserts that implementation must activate all learning activities to ensure the achievement of learning objectives.

### **Evaluation**

The evaluation of mathematics learning through the assignment method at SDN Srengseng 06 and SDN Srengseng 05 demonstrates that teachers have implemented continuous supervision to ensure that assignments are not only administered but also generate meaningful impacts on students' understanding. At SDN Srengseng 06, teachers conduct evaluation by checking students' assignments daily, analyzing common errors, and facilitating classroom reflection after collective review. Teachers stated that daily evaluation allows them to more quickly identify students' weaknesses. This was reflected in the teacher's statement: "From the assignments they submit, I can immediately see which parts still contain many errors. That becomes the basis for me to reteach the material or give follow-up tasks." (Teacher, SDN Srengseng 06) This approach aligns with Purwanto's (2011) view that supervision is essential in ensuring that learning objectives are achieved effectively.

At SDN Srengseng 05, evaluation is carried out through observational notes while students complete assignments, checking students' work, and informal assessments through individual discussions. Teachers implement predominantly formative evaluation due to the diverse abilities in the classroom, which require closer monitoring. One teacher explained: "I don't only look at the final result. I pay attention to how they work. From there, I can see who understands and who is still guessing." (Teacher, SDN Srengseng 05) This process-oriented evaluation is aligned with Wiggins' (1990) concept of authentic assessment, which emphasizes that evaluation should assess thinking processes rather than merely final answers.

Evaluation at both schools also includes providing direct feedback, which is a crucial component in helping students correct their mistakes. At SDN Srengseng 06, teachers provide immediate corrections while students are working and reiterate solution steps during review sessions. One teacher stated: "I correct their mistakes right away so they don't repeat the same errors." This reinforces Hattie and Timperley's (2007) theory, which highlights that timely and specific feedback significantly improves learning outcomes. At SDN Srengseng 05, feedback is delivered more personally, as many students require additional explanations. A teacher clarified: "If I only write a score, they don't understand where the mistake is. So I explain it one by one, especially to students who are still behind." This demonstrates strong formative evaluation practices, as suggested by Black and Wiliam (1998), placing emphasis on conceptual understanding rather than numerical scoring.

Evaluation also involves analysis of students' progress over time. At SDN Srengseng 06, teachers compare weekly assignment outcomes to determine whether students show improvements or continue making similar mistakes. The teacher noted: "I observe the pattern week by week. If the same mistake continues, it means I need to find another way to explain the material." This reflects the use of continuous evaluation as described by Susanto (2013), where ongoing assessment provides essential information about students' learning development.

Meanwhile, at SDN Srengseng 05, student progress is evaluated using a simple portfolio of weekly assignments. Teachers use the portfolio to determine whether students require remediation or enrichment. As stated by one teacher: "From their collected assignments, I can see who needs remedial help and who is ready for extended tasks." The use of portfolios aligns with the concept of authentic assessment, which aims to provide a comprehensive picture of students' learning progress.

Overall, evaluation of mathematics learning through the assignment method at both schools shows that teachers have effectively implemented the managerial function of supervision by utilizing assignment results as the primary source of information to measure students' understanding. Evaluation is conducted not only through reviewing assignment outcomes but also through observing learning processes, providing feedback, and analyzing individual progress. These findings reinforce Terry's view (as cited in Sukarna, 2011) that supervision is an integral component of instructional management that determines the quality of learning outputs. Systematic and consistent evaluation enables teachers to identify students' difficulties more quickly and design appropriate follow-up actions for achieving better learning results.

## Discussion

The findings indicate that the management of mathematics learning using the assignment method at SDN Srengseng 06 and SDN Srengseng 05 reflects adequate application of educational management functions, despite differences in student characteristics and school capacity. In the planning stage, teachers in both schools made efforts to design assignments aligned with basic competencies and students' abilities. The systematic planning process supports Terry's assertion (as cited in Sukarna, 2011) that planning serves as the foundation of all educational activities because it determines the direction and focus of instructional implementation. When assignments are designed based on learning needs analysis, students have a greater opportunity to understand mathematical concepts.

The research also reveals the application of differentiated instruction in task planning at SDN Srengseng 05, particularly due to the high level of student heterogeneity. Teachers prepared several assignment variations to cater to fast learners as well as those requiring additional guidance. This finding is consistent with Tomlinson (2014), who emphasizes that differentiation enhances student engagement in mathematics learning. Meanwhile, at SDN Srengseng 06, planning focused more on structuring step-by-step tasks to ensure that students were able to follow the logic of mathematical problem solving.

In terms of organizing, teachers in both schools arranged learning groups, time allocation, and instructional media to ensure orderly and effective learning processes. Group-based organization at SDN Srengseng 06 supports Robbins and Coulter's (2018) idea that task and role distribution increases classroom efficiency. More capable students were assigned to help peers, promoting collaborative interaction. At SDN Srengseng 05, organizational efforts emphasized classroom management through seat arrangement and the use of simple visuals to support student comprehension, aligning with Emmer and Sabornie's (2015) theory on the importance of classroom structure for learning effectiveness.

The implementation process shows that the assignment method is not merely task distribution, but an instructional approach involving intensive scaffolding. Teachers in both schools provided examples, incremental explanations, and individual assistance while students worked on assignments. This reflects Vygotsky's (1978) theory that guided support helps develop students' problem-solving abilities. Such implementation strongly supports mathematics learning that demands both procedural and conceptual understanding.

Furthermore, motivation plays a key role in the implementation phase. Teachers used praise, simple rewards, and personal encouragement to maintain students' confidence, especially for those who fear making mistakes. This supports Skinner's (1953) reinforcement theory, which states that positive reinforcement can enhance motivation and perseverance in mathematical tasks.

The findings also show that teachers focus not only on the outcome but also on students' working processes. Teachers at SDN Srengseng 05 conducted continuous observations of task completion to map individual student capabilities. This process-based evaluation aligns with Wiggins' (1990) concept of authentic assessment, which emphasizes assessment of cognitive

processes rather than solely end products. This enables teachers to provide appropriate follow-up support according to students' needs.

In the evaluation stage, teachers in both schools analyzed students' assignment results and identified error patterns. Teachers at SDN Srengseng 06 highlighted that common errors were reviewed collectively in class discussions. This supports Hattie and Timperley's (2007) claim that corrective feedback effectively improves conceptual understanding, especially in mathematics, where procedures are crucial. Meanwhile, the use of simple portfolios at SDN Srengseng 05 reflects continuous evaluation practices, consistent with Black and Wiliam's (1998a; 1998b) recommendation that formative assessment should clearly illustrate learning progress over time.

The results of this study demonstrate that effective management of assignment-based learning can enhance student participation, critical thinking skills, and conceptual understanding in mathematics when the four management functions are applied consistently. Well-structured planning, organized classroom systems, responsive implementation, and continuous evaluation successfully address learning challenges, particularly in diverse ability settings at the elementary level. With appropriate managerial support, the assignment method can serve as a powerful instructional strategy.

Overall, the findings reinforce educational management theory stating that optimal learning cannot occur without structured instructional management (Purwanto, 2011). The management functions applied by teachers at SDN Srengseng 06 and SDN Srengseng 05 helped establish conducive learning environments despite differing contextual limitations. This study contributes theoretical and practical insights into how assignment-based learning can be optimized in mathematics instruction through comprehensive and sustainable management practices.

## CONCLUSION

This study concludes that the management of mathematics learning through the assignment method at SDN Srengseng 06 and SDN Srengseng 05 is effective when teachers apply all instructional management functions comprehensively, including planning, organizing, implementing, and evaluating. Teachers in both schools were able to design assignments aligned with students' abilities, organize classroom structures and learning media, provide consistent guidance and motivation, and conduct ongoing evaluation through assignment analysis, process observation, and feedback delivery. Differences in school capacity and student characteristics did not hinder teachers from developing adaptive and contextual assignment strategies. These findings emphasize that the success of the assignment method depends on the quality of instructional management carried out by teachers, rather than merely the form of assignments provided. Strengthening management functions has been shown to enhance conceptual understanding, student engagement, and independent problem-solving skills in mathematics.

The implications of this study indicate that teachers need to improve their managerial competence in planning and managing assignment-based learning to create more effective mathematics instruction that centres on student needs. Schools should provide training programs to enhance teachers' skills in task differentiation, classroom management, and continuous formative evaluation. Furthermore, principal support and collaboration among teachers are essential to ensure that learning activities are not only routine but have a clear direction and follow-up based on evaluation results. This study also provides recommendations for policymakers to strengthen teacher professional development programs in managing mathematics learning so that the assignment method can be optimally utilized to improve learning outcomes in elementary schools.

## REFERENCE

- Adrias, & Ruswandi, A. (2025). *Desain Penelitian Kuantitatif, Kualitatif, dan Mix Method*. Rajawali Pers.
- Black, P., & Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Black, P., & Wiliam, D. (1998b). *Inside the black box: Raising standards through classroom assessment*. Granada Learning.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Dinayanti, A. R., Annazhira, S., Juniar, V., & Marini, A. (2024). Analisis tantangan peningkatan mutu pendidikan pada pembelajaran sekolah dasar. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 3(9), 627–636.
- George R. Terry. (2009). *Prinsip-prinsip Manajemen (Cet Ke 10)*. Bumi Aksara.
- Harwati, H. (2011). *MENINGKATKAN HASIL BELAJAR MATEMATIKA DENGAN METODE PEMBERIAN TUGAS SETIAP AKHIR PEMBELAJARAN YANG DISERTAI UMPAN BALIK PADA SISWA KELAS VII. 5 SMPN 8 PALOPO*. Institut Agama Islam Negeri Palopo.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Johnson, A. (1996). Bruner's learning theory. *Essential Learning Theories and Their Applications*, 1–5.
- Lincoln, Y., & Guba, B. (1985). *Naturalistic inquiry*. Beverly Hills: Sage Pulications. Inc.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third edit). SAGE Publications Inc.
- Muliastri, N. K. E. (2020). New Literacy sebagai upaya peningkatan mutu pendidikan sekolah dasar di abad 21. *Jurnal Pendidikan Dasar Indonesia*, 4(1), 115–125.
- Mutmainnah, N., Adrias, A., & Zulkarnaini, A. P. (2025). Implementasi pendekatan deep learning terhadap pembelajaran matematika di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 848–871.
- Nurhaswinda, N., & Parisu, C. Z. L. (2025). Kesulitan Belajar Matematika di Sekolah Dasar dan Solusinya. *Jurnal Pendidikan Multidisiplin*, 1(1), 50–58.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Riyadi, S. (2021). Pengaruh Pemberian Tugas Bervariasi Disertai Umpan Balik terhadap Motivasi dan Hasil Belajar Matematika. *Prosiding Seminar Nasional Penerapan Ilmu Pengetahuan Dan Teknologi*, 81–86.
- Saftari, M., & Yulianti, Y. (2025). Pendampingan Praktik Mengajar Calon Guru: Meningkatkan Kompetensi Pedagogik dan Pemahaman Konsep Matematika. *Jurnal Pengabdian Masyarakat (ABDIRA)*, 5(3), 76–81.
- Saputra, H. (2024). Perkembangan berpikir matematis pada anak usia sekolah dasar. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, 6(2), 53–64.
- Sari, F. F., & Aisyah, S. (2021). Pengaruh Metode Pemberian Tugas terhadap Hasil Belajar Matematika. *JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, 1(2), 84–98.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75.
- Susanti, R. D. (2018). Strategi Guru kelas dalam mengatasi kesulitan belajar akademik siswa dalam pembelajaran di sekolah dasar. *KONSELING EDUKASI Journal of Guidance and Counseling*, 2(2).
- Tashakkori, A., & Creswell, J. W. (2007). The new era of mixed methods. *Journal of Mixed Methods Research*, 1(1), 3–7. <https://doi.org/10.1177/2345678906293042>
- Terry, G. R. (1958). *Principles Of Management*. Alexander Hamilton Institute.

- Terry, G. R. (2019). *Azas-azas Management*. Alumni.
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
- Wahyuddin, W. (2020). Meningkatkan hasil belajar matematika melalui pembelajaran dengan pemberian tugas terstruktur disertai umpan balik. *Media Pendidikan Matematika*, 8(2), 61–74.
- Yin, R. K. (2017). *Case study research and applications*. SAGE Publications US