



INTEGRATING LEARNING THEORIES, TEACHING METHODS, AND EDUCATIONAL ASSESSMENT ACROSS LANGUAGE, MATHEMATICS, AND LEGAL AWARENESS IN ELEMENTARY EDUCATION

INTEGRASI TEORI PEMBELAJARAN, METODE PEMBELAJARAN, DAN ASESMEN PENDIDIKAN DALAM PEMBELAJARAN BAHASA, MATEMATIKA, DAN PEMAHAMAN HUKUM DASAR DI SEKOLAH DASAR

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Abstract

Elementary education requires coherent integration of learning theories, subject-specific teaching methods, and sound assessment practices to support students' holistic development. This study aims to examine the implementation of learning theories and instructional methods across multiple subject areas, including basic legal awareness, listening skills in language learning, mathematics learning methodology, elementary school mathematics, educational assessment, and educational evaluation. The research employed a descriptive qualitative approach and was conducted at SD Negeri No. 101390 Batang Pane-I, Desa Batang Pane-I. Data were collected through classroom observations, semi-structured interviews with teachers, and documentation analysis. The findings indicate that student-centered and contextual teaching methods grounded in constructivist learning theory enhance student engagement and conceptual understanding across subjects. Moreover, formative assessment and reflective evaluation practices play a crucial role in improving instructional quality and learning outcomes. The study highlights the importance of integrating pedagogical theory, subject methodology, and assessment as a unified framework for effective elementary education.

Keywords : Learning Theory, Teaching Methods, Elementary Education, Assessment, Qualitative Study.

Abstrak

Pendidikan dasar memerlukan integrasi yang koheren antara teori pembelajaran, metode pembelajaran spesifik mata pelajaran, serta praktik asesmen yang tepat untuk mendukung perkembangan peserta didik secara holistik. Penelitian ini bertujuan untuk mengkaji implementasi teori pembelajaran dan metode pembelajaran pada berbagai bidang studi, meliputi pemahaman hukum dasar, keterampilan menyimak dalam pembelajaran bahasa, metodologi pembelajaran matematika, matematika di sekolah dasar, asesmen pendidikan, dan evaluasi pendidikan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan dilaksanakan di SD Negeri No. 101390 Batang Pane-I, Desa Batang Pane-I. Teknik



pengumpulan data meliputi observasi pembelajaran di kelas, wawancara semi-terstruktur dengan guru, serta analisis dokumentasi. Hasil penelitian menunjukkan bahwa metode pembelajaran yang berpusat pada peserta didik dan bersifat kontekstual, yang berlandaskan teori pembelajaran konstruktivistik, mampu meningkatkan keterlibatan belajar dan pemahaman konseptual peserta didik pada berbagai mata pelajaran. Selain itu, praktik asesmen formatif dan evaluasi reflektif berperan penting dalam meningkatkan kualitas pembelajaran dan hasil belajar. Penelitian ini menegaskan pentingnya integrasi antara teori pedagogik, metodologi pembelajaran mata pelajaran, dan asesmen sebagai satu kesatuan kerangka pembelajaran yang efektif di sekolah dasar.

Kata Kunci : Teori Pembelajaran, Metode Pembelajaran, Pendidikan Dasar, Asesmen, Penelitian Kualitatif.

1. INTRODUCTION

Elementary education represents a foundational stage in students' cognitive, linguistic, and mathematical development, as well as in the formation of basic social awareness and rule-based understanding (Rismawati et al., 2025). At this level, learning should not only focus on the acquisition of knowledge but also on the development of essential skills such as listening comprehension, problem-solving, and responsible behavior (Nugraha et al., 2018). Consequently, learning theories and teaching methods serve as critical foundations for designing effective instructional practices in elementary classrooms.

Learning theories such as behaviorism, constructivism, and sociocultural theory provide conceptual frameworks that explain how students acquire knowledge and skills. Among these, constructivist approaches emphasize active engagement, interaction, and meaning-making, which align well with the developmental characteristics of elementary school students. Previous studies indicate that instruction grounded in sound learning theory promotes deeper understanding and long-term retention of knowledge (Biggs & Tang, 2011; Prince, 2004).

Elementary education also encompasses diverse subject areas that require differentiated pedagogical strategies. Listening skills in language learning demand sustained attention and interactive engagement, mathematics instruction requires conceptual understanding and problem-solving abilities, while basic legal awareness introduces students to rules, rights, and responsibilities within school and community contexts. Effective instruction across these domains therefore requires teachers to adapt instructional methods to subject-specific characteristics and students' developmental needs.

Assessment and evaluation are integral components of instructional quality. Educational assessment provides information about students' learning progress, while evaluation supports instructional improvement and informed decision-making. Research suggests that formative assessment and continuous feedback significantly enhance learning outcomes when integrated into daily teaching practices (Black & Wiliam, 1998; Wiliam, 2011). However, in classroom practice, teaching methods and assessment are often treated as separate processes rather than as interconnected elements of instruction.



In addition to pedagogical considerations, the effectiveness of elementary instruction is strongly influenced by teachers' ability to translate theoretical principles into classroom practice. Teachers' understanding of learning theories, instructional methods, and assessment strategies shapes how lessons are designed, implemented, and evaluated. When instructional decisions are guided by coherent theoretical and methodological foundations, learning activities are more likely to address students' diverse learning needs and promote meaningful engagement across subject areas.

Furthermore, examining instructional practices across multiple subjects provides a more comprehensive picture of teaching and learning in elementary education. Rather than focusing on a single subject, a cross-subject perspective allows for the identification of common pedagogical patterns, challenges, and opportunities related to the application of learning theories and assessment practices. Despite the recognized importance of integrating learning theory, subject pedagogy, and assessment, empirical studies examining their combined implementation across multiple subject areas in elementary schools remain limited. Therefore, this study addresses this gap by exploring how learning theories, teaching methods, and assessment practices are applied across language learning, mathematics instruction, and contextual learning areas at SD Negeri No. 101390 Batang Pane-I.

2. RESEARCH METHOD

This study employed a descriptive qualitative research design to explore the implementation of learning theories, teaching methods, and assessment practices across multiple subject areas in an elementary school context (Nugraha, 2025). A qualitative approach was chosen to gain an in-depth understanding of instructional processes, teacher practices, and classroom dynamics as they naturally occurred.

The research was conducted at SD Negeri No. 101390 Batang Pane-I, Desa Batang Pane-I. The participants consisted of classroom teachers responsible for teaching language, mathematics, and thematic subjects, including basic legal awareness. Teachers were selected as key informants due to their direct involvement in lesson planning, instructional delivery, and assessment activities. This focus enabled the study to capture professional perspectives on pedagogical decision-making and instructional implementation.

Data were collected using three main techniques. Classroom observations were conducted to examine teaching methods, student engagement, learning activities, and assessment practices across different subjects. Semi-structured interviews were carried out with teachers to explore their understanding of learning theories, instructional strategies, and evaluation approaches. In addition, documentation analysis was conducted on lesson plans, student work samples, assessment instruments, and curriculum-related documents to support data triangulation.

In conducting observations and interviews, the researchers followed a systematic procedure to ensure consistency and depth of data collection. Observation sessions focused on capturing recurrent instructional patterns, teacher–student interactions, and the ways learning



theories and assessment practices were enacted during instruction. Interview protocols were designed to guide discussions while allowing flexibility for participants to elaborate on their instructional experiences and challenges, thereby enriching the qualitative data.

Data analysis followed an interactive process consisting of data reduction, data display, and conclusion drawing. Relevant data were systematically organized and categorized to identify patterns and themes related to instructional methods, learning theory application, and assessment practices. To ensure the trustworthiness of the findings, triangulation of data sources and techniques was applied, and interpretations were continuously reviewed to maintain credibility and consistency of the results.

Ethical considerations were addressed throughout the research process. Participants were informed about the purpose of the study and their voluntary involvement, and confidentiality was maintained by anonymizing participants and institutional identifiers in data reporting. In addition, member checking was conducted with selected participants to confirm the accuracy of data interpretation, while peer debriefing was used to reduce potential researcher bias. These strategies strengthened the credibility, dependability, and confirmability of the study's findings.

3. RESULT AND DISCUSSION

This section presents and discusses the findings derived from classroom observations, teacher interviews, and documentation analysis. The discussion integrates empirical findings with relevant learning theories and previous studies on teaching methods, subject pedagogy, and assessment practices in elementary education.

a. Implementation of Learning Theories and Teaching Methods

The findings indicate that teachers at SD Negeri No. 101390 Batang Pane-I applied various learning theories in classroom practice, primarily constructivist and behaviorist approaches. Constructivist-oriented methods, such as discussion, demonstration, and guided practice, were frequently used to encourage active student participation and meaning-making. These methods allowed students to engage directly with learning content and construct understanding through interaction, exploration, and reflection rather than through passive reception of information.

Classroom observations revealed that teachers often combined these approaches with clear instructional guidance to support students' learning processes. For instance, teachers introduced new concepts through demonstrations or examples and subsequently facilitated student-centered activities that required learners to apply and discuss the concepts. This combination reflects a balanced use of learning theories, where behaviorist elements such as reinforcement and structured practice complemented constructivist learning activities.

Teachers emphasized that adapting teaching methods to students' learning readiness, classroom dynamics, and subject matter characteristics was essential for effective instruction. Differences in students' abilities and learning pace were addressed through differentiated tasks and guided support. Such adaptive practices helped maintain students' engagement and



reduced learning difficulties, particularly in conceptually demanding subjects such as mathematics.

These findings align with previous research suggesting that learning activities grounded in appropriate learning theories enhance students' engagement and conceptual understanding (Biggs & Tang, 2011; Prince, 2004). The results confirm that theoretical knowledge serves not merely as an abstract framework but as a practical guide for instructional decision-making in elementary classrooms. By applying learning theories flexibly and contextually, teachers were able to create meaningful learning experiences that supported students' cognitive development across subject areas.

b. Teaching Basic Legal Awareness in Elementary Education

The findings show that basic legal awareness was introduced to elementary students at SD Negeri No. 101390 Batang Pane-I through contextual and age-appropriate learning activities. Rather than presenting legal concepts in abstract or formal terms, teachers focused on familiar situations such as school rules, classroom agreements, and everyday interactions. This approach enabled students to understand fundamental legal principles, including rights, obligations, and fairness, within contexts they encounter daily.

Teachers employed instructional strategies such as storytelling, guided discussion, and simple role-playing activities to illustrate legal concepts. For example, scenarios involving adherence to school rules or resolving conflicts among peers were used to encourage students to reflect on responsible behavior and rule compliance. Classroom observations indicated that these strategies helped students actively engage in learning and relate legal ideas to their own experiences.

From a pedagogical perspective, teaching basic legal awareness contributed not only to students' cognitive understanding but also to the development of social values and moral reasoning. Students demonstrated increased awareness of the importance of rules, mutual respect, and accountability during classroom activities. Teachers reported that students became more willing to follow classroom agreements and to consider the consequences of their actions, suggesting that legal awareness learning supported character and behavioral development.

These findings support previous research emphasizing the effectiveness of contextual and experiential learning in introducing civic and legal concepts at the elementary level. When legal awareness is taught through meaningful and relatable experiences, students are more likely to internalize rules and values rather than merely memorizing them. Thus, teaching basic legal awareness serves as an important component of holistic elementary education, contributing to both knowledge acquisition and the formation of responsible behavior.

c. Development of Listening Skills in Language Learning

The findings indicate that listening skills in language learning at SD Negeri No. 101390 Batang Pane-I were developed through structured and interactive instructional activities. Teachers emphasized the importance of listening as a foundational language skill that supports students' speaking, reading, and writing development. Listening activities were integrated into



daily lessons through storytelling, teacher explanations, and guided question-and-answer sessions.

Classroom observations revealed that teachers employed purposeful listening tasks, such as asking students to identify main ideas from oral texts, follow multi-step instructions, and respond to questions based on what they had heard. These activities encouraged students to focus their attention, process auditory information, and demonstrate comprehension. Students showed improved engagement when listening activities were accompanied by visual aids or follow-up discussions.

Teachers also highlighted the role of repetition and feedback in strengthening listening skills. By providing opportunities for students to clarify information and reflect on their understanding, teachers helped students develop active listening habits. This approach aligns with research suggesting that effective listening instruction involves interactive engagement and continuous feedback rather than passive exposure to spoken language.

From a pedagogical standpoint, the development of listening skills contributed to improved classroom communication and learning efficiency. Students who demonstrated stronger listening abilities were better able to participate in discussions, follow instructions, and collaborate with peers. These findings support previous studies indicating that listening comprehension plays a critical role in language development and overall academic success in elementary education.

d. Mathematics Learning Methodology and Elementary Mathematics Instruction

The findings indicate that mathematics instruction at SD Negeri No. 101390 Batang Pane-I was implemented using learning methodologies that emphasized conceptual understanding and active student involvement. Teachers moved beyond procedural teaching by incorporating concrete materials, visual representations, and contextual problem-solving activities. This approach enabled students to explore mathematical concepts meaningfully rather than relying solely on memorization.

Classroom observations showed that teachers frequently used real-life examples and manipulatives to illustrate abstract mathematical ideas. For instance, number operations and basic geometry concepts were introduced through everyday objects and practical situations familiar to students. Such strategies helped students connect mathematical concepts to real-world contexts, enhancing comprehension and retention.

Teachers also encouraged student-centered learning by facilitating discussion and collaborative problem-solving during mathematics lessons. Students were given opportunities to explain their reasoning, compare solution strategies, and learn from peer interactions. This instructional practice aligns with research emphasizing that discourse and reflection are essential components of effective mathematics learning.

From an instructional perspective, the applied mathematics learning methodology contributed to increased student engagement and confidence in learning mathematics. Teachers reported that students demonstrated improved problem-solving abilities and greater willingness to participate in mathematical activities. These findings support previous studies highlighting



the importance of conceptual and contextual approaches in elementary mathematics education, which foster deeper understanding and positive learning attitudes.

e. Educational Assessment and Evaluation Practices

The findings reveal that educational assessment and evaluation practices at SD Negeri No. 101390 Batang Pane-I were primarily formative in nature and closely integrated with daily instructional activities. Teachers employed various assessment techniques, including classroom observation, oral questioning, quizzes, and written assignments, to monitor students' learning progress across subjects. These formative assessments provided timely information about students' understanding and learning difficulties.

Teachers reported using assessment results to adjust instructional strategies and provide targeted feedback to students. Feedback was delivered in both verbal and written forms, focusing on helping students recognize strengths and areas for improvement. This practice supported students' learning processes by encouraging reflection and continuous improvement rather than emphasizing final scores alone.

Educational evaluation was conducted at the end of instructional units or learning cycles to review the overall effectiveness of teaching and learning activities. Teachers reflected on students' performance, learning outcomes, and instructional challenges to identify areas that required improvement. Documentation analysis indicated that evaluation results were used to revise lesson plans and refine teaching approaches, demonstrating a reflective practice among teachers.

These findings align with research emphasizing that formative assessment and reflective evaluation enhance instructional quality and student learning outcomes when embedded in classroom practice (Black & Wiliam, 1998; Wiliam, 2011). The integration of assessment and evaluation with teaching methods allowed teachers to make informed instructional decisions and support students' learning more effectively. Overall, effective assessment and evaluation practices served as essential components of coherent and responsive elementary education.

f. Integrated Discussion

The integrated analysis of the findings indicates that effective elementary instruction at SD Negeri No. 101390 Batang Pane-I is strongly influenced by the coherence between learning theories, subject-specific teaching methods, and assessment practices. Across all observed subject areas, teachers who applied instructional strategies grounded in learning theory were better able to engage students and support meaningful learning experiences.

Constructivist-oriented teaching methods emerged as a common pedagogical foundation across language learning, mathematics instruction, and contextual learning such as basic legal awareness. Active learning strategies—including discussion, demonstration, guided practice, and contextual problem-solving—enabled students to construct understanding through interaction and reflection. This finding reinforces previous research asserting that constructivist pedagogy supports deeper conceptual understanding and active engagement in elementary education.



The findings also highlight the importance of contextualization in teaching diverse subject areas. Whether in introducing legal concepts through school rules, developing listening skills through storytelling, or teaching mathematics through real-life examples, contextual learning helped students relate academic content to everyday experiences. This approach enhanced comprehension, motivation, and relevance of learning, supporting the view that meaningful learning occurs when instruction is connected to students' lived contexts.

Assessment and evaluation practices played a critical role in sustaining instructional effectiveness. Formative assessment and continuous feedback allowed teachers to monitor students' progress and adjust instruction accordingly. The integration of assessment with teaching methods ensured that learning objectives, instructional activities, and evaluation criteria were aligned, resulting in more responsive and effective instruction.

Overall, the integrated discussion underscores that elementary education benefits from a holistic instructional framework in which learning theory, subject pedagogy, and assessment function as interconnected components rather than isolated elements. This coherence enables teachers to design and implement learning experiences that address students' cognitive, linguistic, and social development simultaneously. The findings contribute to the literature by providing empirical evidence of integrated instructional practices across multiple subject areas in an elementary school context, particularly within Indonesian primary education.

4. CONCLUSION

This study concludes that effective elementary education requires coherent integration of learning theories, subject-specific teaching methods, and educational assessment practices. The findings from SD Negeri No. 101390 Batang Pane-I indicate that instructional approaches grounded in learning theory—particularly constructivist-oriented methods—support active student engagement, conceptual understanding, and meaningful learning across diverse subject areas.

The study demonstrates that contextual teaching strategies play a vital role in enhancing learning outcomes. Teaching basic legal awareness through everyday school experiences, developing listening skills through interactive language activities, and implementing mathematics instruction through concrete and problem-based approaches enabled students to connect academic content with real-life contexts. These practices contributed to improved comprehension, participation, and learning motivation among elementary students.

Assessment and evaluation practices were found to be essential components of instructional effectiveness. The use of formative assessment and reflective evaluation allowed teachers to monitor students' learning progress, provide constructive feedback, and adjust instructional strategies to meet learners' needs. Integrating assessment with teaching methods ensured alignment between learning objectives, instructional activities, and evaluation processes.

Overall, the findings highlight the importance of viewing pedagogy, subject methodology, and assessment as interconnected elements within a unified instructional



framework. Teachers' ability to apply learning theories flexibly and contextually, supported by continuous assessment, contributes significantly to the quality of elementary education. Future research is recommended to involve broader school contexts and employ mixed-method approaches to further examine the impact of integrated instructional practices on student learning outcomes..

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