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OPTIMIZING MATHEMATICS LEARNING IN FIFTH GRADES: THE CRITICAL ROLE OF EVALUATION IN IMPROVING STUDENT ACHIEVEMENT AND CHARACTER

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ABSTRACT

The aim of this research is to describe the role of learning evaluation in fifth grade elementary school mathematics subjects. This research was conducted on Fifth-Grades students of UPT SD Negeri 060809 Medan Kota. The research method used in this research is descriptive qualitative. The subjects in this research are Fifth-Grades students and Fifth-Grades teachers and the objects in this research are the results of interviews and observations. Data collection techniques in this research are interviews with students and teachers, conducting classroom observations, analyzing supporting documents and literature studies. The data analysis technique used in this research is content analysis. The research results show that evaluation of mathematics learning in Fifth Grades of SD Negeri 060809 Medan Kota has an important role in measuring learning achievement, providing feedback, identifying weaknesses and strengths, and directing learning improvements. The evaluation instruments used include oral tests, assignments and portfolios. Apart from that, evaluation also aims to measure academic achievement and character, foster multicultural awareness, and encourage the application of values in real contexts. Furthermore, evaluation also plays a role in developing student learning competencies by measuring student progress, identifying their learning needs, and planning appropriate interventions. It also involves providing constructive feedback, developing metacognitive skills, and encouraging reflection and continuous improvement for students.

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1. INTRODUCTION

In an effort to advance education in Indonesia in the era of globalization, there are five basic principles that must be used as a reference, namely 1) philosophical principles, namely building culture and educational values related to culture and educational policies that are in accordance with Pancasila 2) sociological principles, namely understanding and integrating social values relevant to globalization, such as tolerance, multiculturalism and pluralism 3) cultural principles namely understanding and integrating cultural values relevant to globalization, such as culture, art and tradition 4) psychological principles namely understanding and integrating psychological values relevant to globalization, such as proficiency, skills and understanding of education. 5) scientific and technological principles, namely understanding and integrating

scientific and technological values relevant to globalization, such as the development of science, technology and infrastructure.

Therefore, to realize this goal, these principles need to be used as a guide in creating an education system that is in line with global needs and changes. Apart from that, education is also strengthened by three learning principles, namely the Tut Wuri Handayani principle, the principle of lifelong learning, and the principle of developing independence in learning (Tirtarahardja & La Sulo, 2005). The aim of national education is to optimize individual talents and form quality character and build a superior national civilization. This aims to increase the level of intelligence and quality of life of society as a whole. (Hasbullah, 2009). To achieve national education targets, various steps are taken to achieve these goals, including training to increase teacher competency, improvements to educational facilities and infrastructure, as well as regular curriculum adjustments (Widiana, 2016).

School is a form of formal education that plays a role in improving human resource capabilities. The educational process starts from the teaching planning stage to the stage of evaluating the results. (Basri, 2 017). Evaluation is a process for evaluating the achievement of goals and identifying problems in the performance of a program or activity, with the aim of providing feedback that can improve the quality of the performance of the program or activity. According to Magdalena et al (2021), in simple terms, the term "evaluation" comes from the English "evaluation", which in Arabic is called "al-taqdir", and in Indonesian is translated as "assessment". The basic word, "value" in Arabic is "al-qimah", which in Indonesian means "value". In a book entitled Learning Evaluation, Lessinger defines evaluation as an assessment process that involves a comparison between expected goals and actual progress or achievements that have been achieved. Meanwhile, Edwind Wandt and Gerald W. Brown stated that evaluation refers to the action or process of determining the value of something. Thus, according to this definition, evaluation includes activities or processes in determining the value of something (Ratnawulan & Rusdiana, 2014).

Based on the expert explanation above, when viewed from the educational context, educational evaluation aims to evaluate the effectiveness of the learning process, achievement of learning objectives, as well as the development and progress of students. Educational evaluation involves various methods and techniques to collect data about students' learning achievements, level of understanding, attitudes and skills. The results of this evaluation are then used to provide feedback to students, teachers and the education system as a whole in order to improve the quality of learning and achieve the educational goals that have been set.

Education cannot be separated from the parts called subjects, one of which is mathematics. This subject has great importance and has many applications in everyday life. As one of the core subjects, mathematics is taught from elementary to tertiary education. At the elementary school level, mathematics is included in the thematic learning curriculum. Mathematics learning basically has an abstract nature and multilevel concepts, so many students have difficulty understanding it. Progress in mathematics learning in elementary schools can be seen from students' understanding of the material (Wiryanto, 2020).

According to Hasbullah (2009), evaluation plays an important role in learning, because without evaluation, it is difficult to know the extent of student achievement in learning. Therefore, it is important for teachers to understand the concept and system of learning evaluation, including evaluation of processes and results, especially in Mathematics learning.

According to Telaumbanua et al (2023), the purpose of evaluation in mathematics learning is first, through evaluation, teachers can measure students' mathematical understanding and skills, enabling them to adjust learning according to students' individual needs . Second, effective evaluation provides constructive feedback to students, helping them improve understanding and develop more efficient learning strategies. Finally, regular evaluations allow teachers to monitor student learning progress and ensure achievement of mathematics learning goals. It provides an overview of a student's ability to understand concepts, apply skills, and solve mathematical problems. With a deep understanding of student achievement, teachers can adjust instruction and provide the assistance necessary to achieve desired comprehension goals.

Teachers can evaluate student learning by paying attention to their intelligence characteristics. One evaluation approach that can be taken is indirect evaluation of students, as explained by Sari (in Linda et al, 2023). This evaluation covers several aspects, namely:

a) Ability in numerical problem solving,
b) Effective communication skills,
c) Ability to adapt to new material quickly,
d) Capacity to remember information,
e) Ability to understand concepts.

Understanding mathematics subjects is a must for children at elementary school level. This is because mathematics is not just a subject, but also an important life skill to master in this modern era. First,

mathematics helps children develop logical and analytical thinking skills. By solving math problems, they learn to formulate strategies, identify patterns, and apply logical steps to solve problems.

Apart from that, mathematics also teaches basic concepts needed in everyday life, such as addition, subtraction, multiplication and division, which are used in various contexts, from counting money to measuring time. Strong math skills also open the door to a variety of future opportunities, including in careers that require a deep understanding of numbers and statistics. Thus, understanding mathematics not only helps children to succeed in school, but also prepares them to face real-world challenges with confidence and competence.

Based on the explanation above, the researcher conducted research on the important role of learning evaluation in mathematics subjects in elementary schools. The aim of the research was to find out the important role of learning evaluation in mathematics subjects in elementary schools.

2. RESEARCH METHODS

This research uses a qualitative descriptive methodology. Research which is part of qualitative research uses qualitative descriptive techniques. This type of qualitative research presents data without any modification or additional processing. Descriptive research according to Kusumastuti and Khoiron (2019) is a research approach where the researcher invites a person or group of people to share stories about their lives while looking at events and phenomena in their lives. This information is then retold by the researcher in a descriptive chronology. Descriptive research differs from quantitative research because the data collected is expressed through words and visuals, not numerical values. According to Mukhtar (2013) , the qualitative descriptive research method is a technique used by researchers to search for information or theories regarding research at a certain moment. This research was conducted on Fifth-Grades students of UPT SD Negeri 060809 Medan City.

Research subject refers to the entity under investigation, be it a person, object, or organization. The research subject is substantially the focus in drawing conclusions from the research results. The research object is under the scope of this research subject. In qualitative research, individuals who provide relevant data to researchers are called informants. They can also be referred to as research subjects or respondents in the context of qualitative research. Based on the explanation above, the subjects in this research were 20 Fifth-Grades students and the Fifth-Grades teacher, namely Mrs. Dara Gia Anggraini, S.Pd and the objects in this research were the results of interviews and observation results.

Data collection techniques according to Moleong (2019) are a method or approach to obtain the information needed to respond to questions. The aim of data collection techniques is to collect information in a way that is relevant to the research so that researchers can have comprehensive written and verbal data. Several data collection methods, including observation, interviews, and documentation, were used in this research. Data collection refers to the process of searching, documenting and collecting information objectively based on observations and interviews including collecting various types of data in the field Sugiyono (2010). Based on the explanation above, the data collection techniques in this research are interviews with students and class teachers, conducting classroom observations, and literature study. Interviews can help in understanding the views of class teachers and students regarding learning evaluation, while class observations can help in seeing how evaluation is implemented in real situations and literature studies as a theoretical basis for researchers to understand the conceptual framework that is relevant to this research. Literature study helps provide scientific sources in the form of relevant articles and books to support research.

After collecting data, the researcher analyzed the research data, namely the results of interviews, observation notes, and supporting documents collected using content analysis. Content analysis is the process of collecting and organizing information from interview data obtained in a systematic and structured manner. In the content analysis process, interview data is processed and explained in detail, so that it can be accepted by the understander and can be used to produce discoveries or explanations about a phenomenon.

Notes on observation results in the qualitative descriptive research method are one of the main steps in the content analysis process. Observation notes are documentation of information obtained directly from interview data. Observation notes must be accepted by the observer and can be used to assist in collecting and organizing information in the content analysis process. Analyzing the patterns, themes, or types that emerge in the data regarding the vital role of learning evaluation in mathematics subjects in elementary schools helps in gaining a deeper understanding of the importance of learning evaluation in that context.

3. RESULTS AND DISCUSSION

3.1. Evaluation Concept

Evaluation has a wider range of applications than assessment; if the purpose of use is to evaluate an education system, then the appropriate scope of application is all components of the education system; if the purpose of its use is to evaluate a component or area of the education system, such as learning outcomes, then the appropriate application is assessment (Arief Aulia Rahman, 2019) .

Evaluation is an important task that must be completed honestly outside the classroom process because it allows teachers to collect reliable data about students' abilities. These specific statistics will serve as a teacher's guide in determining student progress in relation to the learning plan. Apart from that, evaluation can be used as a tool to improve one's own quality as well as the quality of education or teaching in the classroom.

Evaluation is also a process of presenting, analyzing and evaluating information that is useful for determining alternative problem solutions. In addition, evaluation can be described as a systematic process for determining the value of something (provisions, activities, decisions, performance, processes, people, objects, etc.) based on a certain set of criteria using assessment (Huljannah, 2021)

From the definitions above, it can be concluded that evaluation is a tool used to assess and determine the quality of a particular object, which can be a person, animal, activity, or even a particular object based on certain criteria that have been established, developed and ready to be applied.

3.2. Concept of Learning Evaluation

According to the definition of evaluation language, it comes from the English language *evaluation* which means assessment or measurement. On the other hand, evaluation is a planned activity to understand the progress of a particular project using instruments, and the results are compared with a reference point to determine conclusions . What is assessed in evaluation activities is the characteristics of students using certain types of questionnaires. These student characteristics are followed by the cognitive domain (knowledge, intuition, talent), the affective domain (skills, desires, motivation, emotional), and the psychomotor domain (skills, agility, perseverance). Test results can be evaluated using verbal, written, or action (Mas'ud Zein, 2 012).

Article 39 paragraph 2 of Law Number 20 of 2003 concerning the National Education System states that teachers are professional staff who have the task of planning and implementing the teaching process, assessing student progress, holding seminars and lectures, as well as conducting research and outreach to the community. the general public, especially teachers in universities. Therefore, one of the most important skills that a teacher must have is the ability to carry out evaluations, both in the classroom and when reporting learning results. The ability to conduct teaching evaluations is a fundamental skill that is usually questioned by instructors and assistant instructors as one of their few professional competencies. One of the professional competencies of a teacher is the ability to evaluate learning. In fact, these competencies are paired with teacher proficiency assessment instruments (Harris, 2021).

Based on the explanation above, evaluating learning is a systematic process that involves collecting, analyzing and interpreting data to determine the extent to which learning objectives have not been achieved. Apart from that, evaluation is also a process of comparing expected goals with the actual or perceived values achieved.

3.3. Objectives and Functions of Learning Evaluation

The main goal of educational evaluation is to determine how effective and efficient the teaching system is at the local level. The learning system includes the following elements: objectives, materials, methods, media, learning summary, environment, and the learning system itself. Apart from that, the educational evaluation intended here is to find out how effective educational strategies are, increase the effectiveness of the curriculum, measure and improve the effectiveness of education itself, and be able to help the learning process for students effectively and efficiently, identify students' strengths and weaknesses, and provide information. which will help in formulating decisions (Asrul, 2 015).

Evaluation has several objectives, namely: First, keeping track, namely observing and recording the student's learning process according to the predetermined learning schedule. Second, Checking-up, namely identifying students' deficiencies and abilities in the learning process. Third, Finding-out, namely looking for and evaluating the problems and difficulties experienced by students during the learning process so that teachers can look for possible solutions to the problem. Fourth, Summing-up, this refers to measuring the level of student mastery of the competencies that have been determined and used in the learning journey (Huljannah, 2021) .

Evaluation is always considered one of the most important things students do because through this activity students can gain valuable experience for future learning. Therefore, this kind of evaluation needs to be continued and evaluated as an integral part of a learning process. There are several functions of learning evaluation, namely:

1. As a tool and feedback for students
2. As a tool for understanding how students perform in achieving predetermined goals is their understanding of what to learn and what not.
3. Providing information for the development of curriculum programs
4. As a tool for providing and making decisions
5. Benefits for curriculum developers, especially in clarifying desired outcomes and objectives.
6. As feedback for everyone who cares about education in schools (Suardipa & Primayana, 2023).

3.4. Types of Learning Evaluation

Based on the definition, purpose, function, space and learning system, the meaning of learning is a program. Therefore, the evaluation used in teaching is a program evaluation and not an assessment of learning outcomes. Therefore, there are several types of evaluation in learning, namely:

1. Formative Evaluation

This evaluation is carried out every time a language unit or topic has been implemented, an evaluation is carried out, and the aim is to find out how far the learning process is going as it should. This type of teaching is usually carried out throughout the educational program, namely on every occasion when a student or when studying the main points of a language that can be completed or modified (Arief Aulia Rahman, 2019).

2. Summative Evaluation

Summative evaluation is a form of assessment carried out at the end of each relatively longer day of one language unit, and is intended to understand how well students can make the transition from one unit to the next.

3. Diagnostic Evaluation

Diagnostic evaluation is an assessment used to understand a student's strengths and weaknesses so that appropriate action can be taken. This evaluation is also to see whether there are any obstacles experienced by students during the learning process (Suardipa & Primayana , 2023).

4. Placement Evaluation

This evaluation analyzes the importance of placement based on subjects' talents, interests, abilities and personal circumstances. Evaluation can be used to determine the ranking of students according to their abilities, for example in behavior in the courtroom, superior class level, and other appropriate areas (Huljannah, 2021)

5. Final Evaluation

This final evaluation is usually called *a post-test* . This final test is carried out with the aim of determining how all the subject matter that is classified as important can be mastered (Arief Aulia Rahman, 2019)

3.5. The Role of Mathematics Learning Evaluation

In mathematics education, the goals that students must strive to achieve are understanding mathematical concepts, applying them in solving problems, applying them in a practical environment, compiling evidence, making generalizations and deductions, solving problems through problem solving techniques, communicating. mathematical ideas through symbol solving techniques, and having a mathematical mindset that emphasizes understanding, reflection, and self-awareness in solving problems (Amelia et al., 2022).

Mathematics learning based on character learning is a process that involves various elements (students, employees, teachers and the environment) in such a way that it cannot be reduced to just one concept. In the process of teaching, character-based mathematics is not taught but is developed in an integrative manner using understanding, application, analysis and holistic learning (Amelia et al., 2022).

In the world of education, evaluation is most often associated with teacher evaluation, when teachers are expected to evaluate the lessons they teach to their students. Although learning evaluations are often completed at the end of a teaching and learning process, they are also carried out beforehand and are not completed at all. In terms of evaluation objectives, both teachers and students should prepare themselves before the evaluation is carried out to ensure the desired results meet or exceed the KKM (Minimum Completeness Criteria). There are two things that must be done to get the best results (Aulia, 2019).

First, through understanding, teachers can understand the role of student members in the class group they support. Furthermore, if knowledge about the abilities of training participants is linked to knowledge about capacities (basic abilities), then this can be used as a guide for understanding the challenges faced by students in implementing their educational programs.

Based on the results of observations and interviews with class teachers, the following is the role of learning evaluation in Fifth-Grades mathematics subjects at SD Negeri 060809 Medan Kota, namely:

1. Measuring Learning Achievement

Learning evaluation helps teachers to measure the extent to which students have achieved the learning objectives that have been set for the fifth grade mathematics subject. This allows teachers to evaluate students' understanding of the mathematical concepts being taught.

2. Providing Feedback (Feedback*)*

Through learning evaluations, teachers can provide constructive feedback to students about their performance in understanding mathematics material. This feedback can help students improve their weaknesses and improve the quality of learning.

3. Identifying Weaknesses and Strengths

Learning evaluation also helps teachers identify students' weaknesses and strengths in understanding mathematics material. Thus, teachers can design appropriate teaching strategies to help students overcome difficulties and strengthen their understanding of mathematical concepts.

4. Directing Learning Improvement

Learning evaluation results can be used to identify areas where learning needs to be improved. Teachers can use this information to redesign teaching methods, update teaching materials, or adjust learning strategies to better suit students' needs.

5. Determining Teaching Effectiveness

Learning evaluation helps teachers to evaluate the effectiveness of the teaching methods used in Fifth-Grades mathematics learning. By evaluating learning outcomes, teachers can determine whether the teaching methods used are effective in improving students' understanding of mathematics material or need to be adjusted.

6. Provides Data for Future Learning Planning

The results of learning evaluations can also provide valuable data for teachers in planning future learning. Information about students' success in understanding mathematics material can help teachers in designing curriculum, setting learning priorities, and organizing effective teaching strategies.

3.6. Mathematics Learning Evaluation Instrument

Wahyudi (2012), assessment is a step that is applied to reach a decision by utilizing the data obtained to assess student learning progress using various evaluation tools, both in the form of tests and other methods. Meanwhile, according to Matondang (2009), an instrument is a device that acts as a tool for measuring an object being measured or collecting data from a variable.

Based on the expert's statement above, it can be concluded that evaluation or assessment instruments are tools or devices used in the evaluation process to measure student learning progress or variables that are relevant to the evaluation objectives. This instrument plays a role in collecting data needed to make decisions related to student learning outcomes or other aspects assessed in the educational context.

Based on the results of interviews with class teachers and students, the following are the instruments for evaluating fifth grade mathematics learning at SD Negeri 060809 Medan Kota, namely:

1. Oral Test

Oral exams involve asking students questions that require them to answer verbally , and can be carried out in a classical learning context. The teacher will rotate students to be asked directly regarding their ability to record the mathematics material they have studied.

2. Assignment

Giving assignments to students aims to evaluate their knowledge and help them gain or improve understanding. The teacher assigns several questions to be done by students related to the mathematics material they have studied.

3. Portfolio

A portfolio is a collection of students' assessments, awards and work in a particular field, which reflects their development in a reflective-integrative manner over a certain period of time . The teacher collects all the assessment results and student work awards into a zipper bag , then the folder is hung and attached to the classroom wall, so that students can directly see their portfolios.

3.7. Evaluation of Elementary School Mathematics Learning Based on Character and Multicultural Education

Character education is teaching that helps students develop and strengthen their overall behavior, which is based on certain principles that have been identified by the school. Integrating character education into all academic fields is known as character education. Every student has the capacity to grow and develop, in accordance with character education theory. The principles mentioned in elementary school are “tools” that help students' behavior grow and become strong.

Character education which incorporates character values into each subject learning process is used to evaluate basic education learning. The norms and values of each subject should be contained in learning materials that are developed and tied to the real world through various authentic examples. In other words, family and education must be the first place to instill moral principles. The aim of character education is to help students develop into morally commendable human beings. Evaluation of learning for each subject can include the instillation of moral principles (Rinjani, 2017).

This is because learning content about norms or values becomes simpler when it is connected to the real-world environment through more relevant examples. Moral development is related to character education. Students will develop a balance between academic, emotional and spiritual intelligence through character education. According to Fathurrohman et al (2013), character education helps children overcome personal challenges, develop a stronger sense of responsibility, achieve better academic achievement, and create a positive school environment. The aim of evaluating character education-based learning for elementary school students is to improve teaching standards and learning outcomes in schools so that students can develop morals and noble character in a comprehensive, balanced and integrated manner so as to fulfill graduate competencies. condition.

It is important to start teaching intercultural education to students from a young age. This task is very important to carry out in the hope that students will be able to understand the cultural diversity that exists around them. The influence of cultural diversity on behavior, attitudes and cognitive patterns results in students having ways (*usage)*, habits (folkways*)*, rules (*mores)* and traditions (customs) that are different from each other. In line with this, Syahid (2013) stated that multicultural-based basic education learning assessment aims to help students become more adept at seeing the world from various cultural perspectives that are different from their own and to develop positive attitudes towards race, ethnicity and cultural diversity. This evaluation aims to: (1) function as a vehicle for understanding the existence of diverse students; (2) assist students in developing positive attitudes towards different racial, ethnic and religious groups; (3) equip students with social skills and decision-making resilience; and (4) assist students in developing cross-cultural interdependence and displaying a positive image of group differences. The concept of education for freedom, which aims to: (1) help students have the knowledge, attitudes and skills needed to participate in democracy and freedom in society; and (2) prioritizing freedom, competence and skills across ethnic and cultural boundaries so that students can participate in various groups and cultures, also becoming the basis for evaluation of multicultural-based learning.

Utilizing multicultural ideals in education is very important because it can foster students' appreciation for diversity, the ability to accept differences, and respect each other. A teacher must be able to instill these ideals during the learning process. so that every student can absorb and grow these teachings and ideals. It is hoped that multicultural values in education will shape students' perspectives and enable them to recognize and appreciate the diversity that exists in their environment (Sumarna & Yuniarto, 2016).

Through observations, interviews, interactions with school principals, class teachers, subject teachers, and students, as well as by studying students' behavior, speech, and interpretations of multicultural values, the meaning of multicultural values in elementary school children was discovered.

Mathematics learning is related to logic and is divided into four parts, namely algebra, numbers, geometry and statistics. Evaluation of character and multicultural education based on character education in mathematics learning is an activity that helps students to develop positive character and understand multicultural perspectives.

In Fifth-Grades UPT SD Negeri 060809 Medan Kota, the results of the class teacher's interview stated that evaluation of mathematics learning based on character and multicultural education has a crucial role in shaping students into individuals who are not only proficient in mathematics, but also have good character and respect for diversity. culture. The following are some of the main roles of mathematics learning evaluation that focuses on character and multicultural education :

1. Measuring Academic Achievement and Character

   Evaluation of mathematics learning does not only focus on students' ability to understand mathematical concepts , but also on measuring their character development. This allows teachers to see how far students have progressed in understanding values such as honesty, hard work, cooperation, and fairness, while taking into account the multicultural context.

2. Fostering Multicultural Awareness

   Evaluations that take multicultural context into account help increase students' awareness of cultural diversity and different perspectives. Teachers can use this evaluation to introduce mathematics material in a context that is relevant to students' culture and background, thereby increasing a sense of inclusion and mutual respect.

3. Provide Holistic Feedback

more holistic feedback to students. Apart from providing feedback on their academic progress, teachers can also provide feedback on their character development and understanding of multicultural values applied in learning.

4. Encouraging the Application of Values in Real Contexts

Evaluation of character-integrated and multicultural learning helps students apply the values they learn in real contexts. Teachers can use these evaluations to provide assignments and projects that allow students to apply mathematical concepts while demonstrating values such as tolerance, cross-cultural cooperation, and justice.

5. Directing Student-Centered Learning

Evaluation that includes character and multicultural aspects allows teachers to design learning that is more student-centered. By understanding students' characteristics and cultural backgrounds, teachers can adapt their learning approaches to better suit students' needs and interests, thereby increasing their motivation and participation in mathematics learning.

Thus, evaluation of mathematics learning based on character and multicultural education is not only about measuring academic progress, but also about forming individuals who have integrity, empathy, and respect for cultural diversity in the context of mathematics learning.

3.8. Evaluation of Mathematics Learning in Developing Learning Competencies

Although teachers pay less attention to this evaluation compared to evaluating learning outcomes, the quality of the learning process has a significant impact on the quality of learning outcomes. To the best of our knowledge, there are three main categories in the field of educational evaluation: (1) learning programs; (2) learning process; and (3) learning outcomes. As a measure of the success or failure of learning activities, teachers actually place more emphasis on learning outcomes than the learning process at school.

Process evaluation, according to Usman (2004), can be interpreted as an assessment of the continuous learning process, namely the interactions that occur between students and teachers as well as between students themselves. According to Sudjana (2010), assessment of the learning process is an effort to provide value to the learning activities carried out by students and teachers in order to achieve learning objectives. Evaluation is carried out to determine the extent to which the continuous learning process has succeeded in achieving learning objectives or causing changes in behavior in students.

One of the very important things to do is evaluate the mathematics learning that has occurred during various mathematics learning activities. An educator or other interested party can find out the advantages and disadvantages of mathematics learning activities that have been implemented by conducting a mathematics learning evaluation. An activity that seeks to improve every aspect of mathematics learning can be understood as an evaluation of mathematics learning.

The following are the mathematical skills or abilities that are expected to be achieved in mathematics classes from SD/MI to SMA/MA, according to the National Curriculum. (1) Recognize mathematical ideas, explain how these ideas relate to each other, and deduce ideas or algorithms flexibly, accurately, precisely, and efficiently while solving problems. (2) Drawing conclusions from patterns and attributes, performing mathematical operations to draw conclusions, collecting data, or explaining mathematical concepts and skills. (3) Solving problems, which includes understanding the problem, creating a mathematical model, completing the model, and interpreting the results. (4) Using symbols, tables, graphs, or other media to communicate concepts so that the situation or problem becomes clearer. (5) Have a mindset that recognizes the value of mathematics in everyday life. This includes being curious, paying attention and being interested in learning about the subject, as well as having a persistent and confident approach to solving problems.

In Fifth-Grades UPT SD Negeri 060809 Medan Kota, evaluation of mathematics learning has an important role in developing students' learning competencies. According to the results of teacher interviews, several roles of mathematics learning evaluation in developing student learning competencies are:

1. Measuring Student Progress

Evaluation of mathematics learning helps teachers measure students' progress in understanding mathematical concepts and applying the necessary skills. By identifying students' levels of understanding and skills , teachers can adjust instruction and provide additional help to students who need it.

2. Identifying Student Learning Needs

Through learning evaluations, teachers can identify students' individual learning needs. This allows teachers to design differential learning, adapting teaching methods and teaching materials to meet the diverse learning needs of students.

3. Provide Constructive Feedback

constructive feedback to students about their performance. This feedback helps students understand their strengths and weaknesses in understanding math material, as well as providing guidance on which areas need improvement.

4. Planning Intervention

Evaluation of mathematics learning helps teachers plan interventions for students who have difficulty understanding mathematical concepts. Teachers can use evaluation data to design remedial or skill improvement programs that suit individual student needs.

5. Developing Metacognitive Skills

Evaluation of mathematics learning can also help students develop metacognitive skills, namely the ability to monitor, evaluate, and regulate their understanding and performance in solving mathematical problems. By considering their thought processes through evaluation, students can learn to become more independent and effective learners.

6. Encourage Reflection and Continuous Improvement

Evaluation of mathematics learning encourages students to reflect on their learning process and identify effective strategies or changes that need to be made. This helps students to engage in deeper and more sustained learning, and improves the quality of their understanding of mathematical concepts.

Thus, mathematics learning evaluation is not only about measuring learning outcomes, but also about developing student learning competencies through a reflective, responsive and sustainable process.

4. CONCLUSION

Based on the research results, learning evaluation in mathematics subjects in Fifth-Grades of SD Negeri 060809 Medan Kota plays a very important role in the educational process. This evaluation not only aims to measure student learning achievements, but also provides useful feedback for improvement. By using instruments such as oral tests, assignments, and portfolios, this evaluation helps identify strengths and weaknesses in students' mathematical understanding and determines the effectiveness of the teaching methods used. In addition, these evaluations provide crucial data for future learning planning, allowing teachers to adapt teaching strategies and materials according to student needs.

In the context of character and multicultural education, evaluation of mathematics learning at SD Negeri 060809 Medan Kota has a major role in measuring students' academic achievement and character simultaneously. This evaluation aims to foster multicultural awareness and provide holistic feedback that supports the application of values in real contexts. In this way, evaluations not only focus on academic aspects but also on developing student character, encouraging student-centered learning. In addition, evaluation functions in developing students' learning competencies by measuring their progress, identifying learning needs, providing constructive feedback, planning appropriate interventions, and encouraging reflection and continuous improvement in the learning process.

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