

Teacher Strategies in Administering Remedial Exams to Improve Learning Achievement of Arithmetic Operations Material in Elementary Schools

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Abstract

This study aims to analyze teacher strategies in administering remedial exams to improve the learning achievement of arithmetic operations in elementary schools. The study used a qualitative case study design with a qualitative approach conducted at Muhammadiyah Condongcatur Elementary School, Sleman Regency, Yogyakarta Special Region. The research subjects consisted of one fourth-grade teacher and two fourth-grade students who experienced difficulties in learning mathematics. Data were collected through in-depth interviews and documentation, then analyzed interactively through the stages of data collection, data reduction, data presentation, and conclusion. The results showed that teacher strategies in administering remedial exams include four main aspects, namely planning, implementation, monitoring or supervision, and remedial strategies. In the planning aspect, teachers make special schedules, give preliminary assignments, adjust the form of questions, and communicate intensively with students and parents. In the implementation aspect, remedial exams are carried out in a controlled manner with an emphasis on honesty, independence, and teacher guidance. The monitoring aspect is carried out through gradual corrections and re-discussions to diagnose student misconceptions. Remedial strategies are applied flexibly, adaptively, and repeatedly until learning completeness is achieved according to the principles of mastery learning. The main obstacle identified was students' low mastery of the prerequisite material. This study concluded that pedagogically and diagnostically managed remedial exams can significantly improve learning outcomes, not just improve academic grades.

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1. INTRODUCTION

The implementation of mathematics learning in elementary schools should ideally ensure that every student achieves the minimum completion criteria, especially in fundamental material such as arithmetic operations. Teachers are expected to possess strategic competence in designing remedial programs that are not only administrative, but also educational and diagnostic for students experiencing difficulties. Through a systematic approach, remedial exams should serve as a means of reflection to improve conceptual understanding and significantly improve learning outcomes (Kamalia et al., 2025). Learning success is measured by the teacher's ability to manage remedial strategies that are adaptive to student characteristics and learning needs (Al Khirzin, 2025). Thus, graduate competency standards can be achieved evenly, creating a strong numeracy foundation for students at the next level. The synergy between appropriate evaluation and effective follow-up is key to realizing inclusive and complete-learning-oriented education (Mayzura & Limbong, 2025).

However, in reality, remedial exams are often viewed merely as an administrative procedure to achieve minimum threshold scores, without addressing the root causes of student understanding (Tazkirah et al., 2024). Many elementary school teachers still use the same test questions as the main exam, thus sub optimally improving learning in arithmetic operations (Utami, n.d.). As a result, students tend to memorize answer patterns rather than understand the basic concepts of addition, subtraction, multiplication, and division. This gap between curriculum targets and students' actual abilities creates obstacles to achieving meaningful learning outcomes (Khasanah, 2024). The low variety of strategies used in remedial exams leads to stagnant learning outcomes in this fundamental mathematics material (Sari & Harsiwi, 2024). This situation demands improvements in teacher strategies so that remedial exams can become an effective educational intervention.

Remedial strategies are based on Bloom's Mastery Learning Theory, which states that every student can achieve competency if given the right time and support (Diani et al., 2022). Conceptually, remedial exams are not simply retests, but rather a form of formative evaluation to diagnose misconceptions in arithmetic operations (NURSIAM, 2023). The impact of implementing this strategy is a significant increase in student self-efficacy and classical mastery. Through a structured approach, students' cognitive barriers to number concepts can be completely overcome (Susanti & Sudiansyah, 2024). This ensures the continuity of students' mathematical understanding at the next level of education.

Amidst the diverse cognitive speeds of elementary school students, arithmetic operations often become a stumbling block, leading to high failure rates (Natalia, 2024). The uniqueness of this research lies in the transformation of remedial exams, no longer merely an administrative instrument for repeating grades, but rather an adaptive pedagogical strategy that targets the root of numeracy misconceptions (Wicaksono & Rahayu, 2025). Through a personalized approach at the elementary level, teachers design a cycle of improvement that integrates conceptual reinforcement before retesting. This strategy is crucial because the effectiveness of remedial classes at Muhammadiyah Condongcatur Elementary School is the main foundation for breaking the chain of mathematics learning difficulties at subsequent levels of education (Rezkika, 2023). This structured implementation ensures that learning outcomes are not only pursued quantitatively but also substantially through a comprehensive understanding (Laana, 2025).

The gap between curriculum targets and the reality of students' understanding of arithmetic operations is often a crucial obstacle in elementary schools (Nursaadah et al., 2025). Remedial exams should not be merely a routine formality but must be managed through planned pedagogical strategies to correct students' mathematical misconceptions (Ilma et al., 2025). The main focus of this research is to examine how innovative teacher strategies in implementing remedial exams can effectively boost learning outcomes. Without the right approach, repeating exams will only become an administrative burden without having a significant impact on student competency (Konabi et al., 2024). Through exploring these strategies, it is hoped that new standards in managing remedial learning will be created that are more inclusive and solution-oriented (Tazkirah et al., 2024). This article aims to thoroughly examine the effectiveness of these strategies to achieve sustainable learning success at the elementary level.

Based on the background for examine the role of remedial learning as a solution to overcome elementary school students' difficulties in arithmetic operations material. At Muhammadiyah Condongcatur Elementary School, the research problem formulation proposed is "What is the teacher's strategy in conducting remedial exams to improve the learning achievement of arithmetic operations material at Muhammadiyah Condongcatur Elementary School?"

2. RESEARCH METHOD

This study uses a qualitative method and a case study approach (Creswell & Creswell, 2017; Stake, 2013) because it best suits the main objective of the study, which is to describe and analyze in depth the implementation of remedial learning as a solution to students' difficulties in arithmetic operations in elementary schools (Sari & Harsiwi, 2024). This approach was chosen so that researchers can understand the phenomena that occur naturally in the field, especially related to the process, strategies, and results of the implementation of remedial learning (Anggraini et al., 2025).

The research location was determined. This research was conducted at Muhammadiyah Condongcatur Elementary School, Sleman Regency, Special Region of Yogyakarta. The location was determined purposively, considering its relevance to the topic of remedial learning in efforts to improve educational quality. The research period was December 2025.

The primary data sources for this study were a fourth-grade teacher and two fourth-grade elementary school students experiencing learning difficulties in arithmetic operations (addition, subtraction, multiplication, and division). The object of this study was the remedial learning process implemented by the teachers to help students overcome their learning difficulties in mathematics, particularly in arithmetic operations (Amalia et al., 2022).

The researcher acts as the primary instrument, actively involved in the data collection and analysis process (Haki & Prahastiwi, 2024). To maintain focus and direction in data collection, a semi-structured interview guide was used, balancing the framework of questions with flexibility in exploring participants' perspectives (Handoko et al., 2024).

The data collection process was conducted using two main techniques: in-depth interviews and documentation (Romdona et al., 2025). Interviews were conducted with class teachers and several students experiencing learning difficulties to determine the causes of the difficulties and their views on remedial activities. Documentation included student work, daily test scores, remedial scores, lesson plans (RPPs), and teacher notes related to remedial activities. The research instruments used were teacher and student interview guidelines, learning outcome score documents, and remedial learning notes (Sukendra & Atmaja, 2020).

Data analysis in this study was conducted continuously and interactively from the data collection process until completion, which includes four stages: data collection, data reduction, data display, and data reporting (Miles et al., 2014). Data collection is the process of gathering information or facts needed for research or an activity (Sutton & Austin, 2015). Data can be obtained through various means, such as observation, interviews, questionnaires, documentation, or experiments. Data reduction is the process of filtering, selecting, and simplifying collected data (Khoei & Singh, 2025). At this stage, irrelevant data is discarded, while important data is summarized to be more focused and easier to analyze. Data presentation is the activity of organizing and displaying data for easy understanding (Verdinelli & Scagnoli, 2013). Data is usually presented in the form of tables, graphs, diagrams, charts, or brief descriptions to make it easier for readers to see certain patterns or results. Data reporting is the stage of conveying the results of data processing and analysis in writing or orally (Liu & Vasarhelyi, 2014). Data reports are usually systematically compiled in the form of reports, papers, or presentations, and contain conclusions and recommendations based on the data obtained.

3. RESULTS AND DISCUSSION

a. Research Results



Figure 1: Concept Map of Planning Aspects

Planning Aspects

The planning aspect is a crucial part of teachers' strategies in administering remedial exams on arithmetic operations in elementary schools. Based on interviews, remedial planning begins with scheduling by teachers, as conveyed by P2. *The teacher sets aside special time for remedial mathematics for students who have not yet completed it.* After that, the teacher gave assignments to students who had not yet achieved learning completion as a form of preparation for the remedial exam. The teacher allowed students to revisit the material they had not yet mastered before taking the remedial exam. This was expressed by P1, *"When it comes to implementing remedial learning, for the first children, we are only given the task of studying and preparing the remedial."*

In addition, teachers plan by providing remedial information to students before the lesson to ensure they are prepared. This information is not only delivered verbally in class but is also reinforced through follow-up reminders and communication with parents via the class WhatsApp group. P1 explained, *"I'll announce the plan. So, before the exam, before the rehearsal, we'll inform the children. "Kids, this name, this rehearsal tomorrow, get ready to study first."* In practice, teachers recognize that verbally conveying information in class may not be well-received by all students. Therefore, remedial planning is reinforced with follow-up reminders through other communication media. This was expressed by P1, *"Then, maybe they'll remind the group later. Because sometimes the class reminds the child, but sometimes they listen, and sometimes they don't."*

In terms of planning, teachers also prepare remedial questions tailored to students' needs. Questions can be repeated more than once or created in the same format but with different numbers and equal difficulty levels. This was conveyed by P1, *"Create remedial questions, perhaps two or three times as needed. Or not, if the questions are the same but the numbers are changed."* Apart from preparing questions, the teacher has also prepared a paper discussing the questions as correction material, as stated by P3, *"The teacher prepared a discussion of the questions so that we know the correct answers."* These findings indicate that teachers systematically plan remedial exams and prioritize student readiness. Planning encompasses not only scheduling and preparing questions, but also communication with students and parents, adapting the question format to the characteristics of the arithmetic operations material, and providing a discussion paper. This allows remedial exams to be implemented more effectively to support learning outcomes.



Figure 2: Concept Map of Implementation Aspects

Implementation Aspects

The implementation aspect of remedial exams demonstrates how teachers control and ensure the remedial process is aligned with learning objectives. Interviews revealed that teachers emphasize honesty and student independence during remedial work. Teachers provide guidance and supervision to students as they work on questions independently without copying from peers or other sources. This was conveyed by P1, *"We make sure the child does the work independently and honestly. They don't copy from their friends or anyone else. But sometimes, when we tell them to do something, they just do it."*

In addition to ensuring honesty, the teacher also monitors that all remedial questions are completed and that no answers are left blank. The teacher reminds students to complete all questions as part of their responsibility in participating in the remedial. P1 conveyed, *"Chasing it all. Chasing the questions. Don't leave it unfilled or not"*. Apart from that, teachers also ensure that students work on questions that they understand or are easy to do first. *The teacher made sure we understood the easy questions before working on the more difficult ones.* [P3]. In practice, remedial exams are carried out independently by each student without collaboration with friends. The teacher emphasized that during remedial exams, students work on the questions individually. This was expressed by P1, *"The remedy is already there on its own."* However, if someone experiences difficulty while working on remedial questions, the teacher will help explain. This was expressed by P2: *The teacher pays attention to all students during remedial classes and helps if anyone doesn't understand. The teacher pays attention to all students during remedial classes and helps if anyone doesn't understand."*

Remedial classes are also organized based on each class. Teachers rotate between classes, with varying schedules as needed. P1 explained, *"So sometimes we just have one class at a time. This class has a remedial. This class has a different one today."* The results of this study indicate that remedial exams were implemented under controlled and structured supervision. The emphasis on honesty, student independence, and the arrangement of implementation per class allowed teachers to obtain a more objective picture of students' mastery of arithmetic operations.

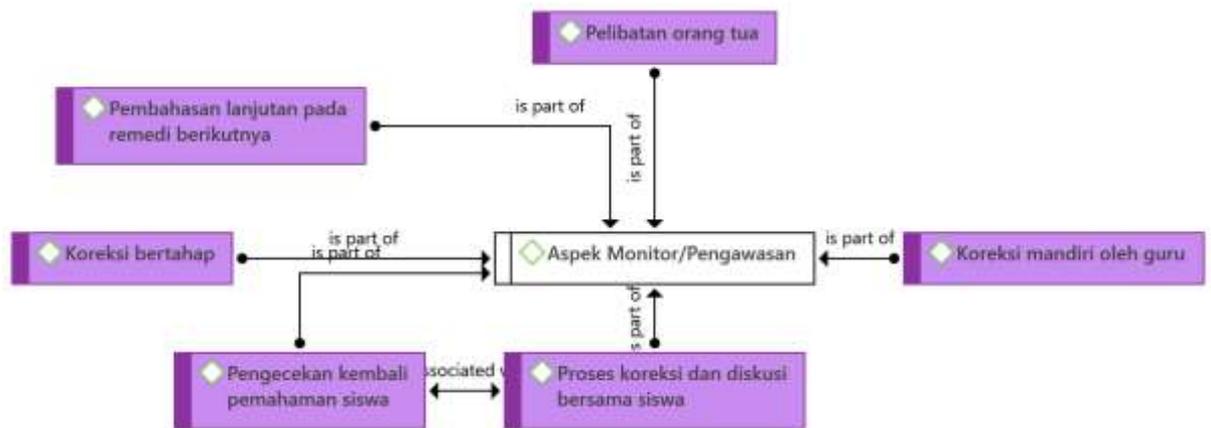


Figure 3: Monitoring/Supervision Aspect Concept Map

Monitoring/Supervision Aspect

Teachers continuously monitor and supervise remedial exams to ensure students fully understand the arithmetic operations material. This monitoring is done through gradual corrections, reviewing students' answers per number or topic, so teachers can identify areas that have not been mastered and need to be reviewed. This was conveyed by P1, "We ensure this by providing gradual corrections. If they don't understand, we repeat the process. We correct the number first. Sometimes the correction is limited to one topic."

In initial remedial sessions, teachers tend to make corrections independently to assess student achievement, while in advanced remedial sessions, teachers discuss the questions first before students rework the questions. P1 explained, "If possible, the first remedy, which we sometimes already know a lot about, we'll correct ourselves. As for the second or third remedy, we'll discuss it first." "In line with the information provided by P3, based on the results of the correction, the teacher will re-explain the material that has not been fully understood by the students. The teacher immediately corrects any wrong answers and explains how to do it."

Supervision is also carried out through direct checks on student understanding during the correction and discussion process. The teacher asks questions about any remaining confusing parts and corrects student errors through group discussions, both individually and as a class. This was expressed by P1:

"When we correct and discuss the problem, we pass it on to the child. We check to see if they understand. When we discussed the correction, we also discussed it with the child. So they know the correct method."

This statement was reinforced by P2 that the teacher ensures understanding: "The teacher looked at the results of the exercise and asked whether we understood."

Additionally, teachers involve parents to support students' learning at home as part of ongoing supervision. P1 stated, "So, later, perhaps by involving parents to support their learning, it will be prepared at home." "Based on these findings, supervision of remedial exams appears to be active and ongoing. Through gradual corrections, follow-up discussions, and checking student understanding involving direct interaction and parental support, teachers strive to ensure that the remedial process truly strengthens conceptual understanding, not simply improves grades.



Figure 4: Concept Map of Remedial Strategy Aspects

Remedial Strategy Aspects

The remedial strategy aspect demonstrates teachers' efforts to ensure that all students who have not yet completed the remedial activities actually participate and benefit from them. Based on interviews, the primary strategy teachers employ is a persuasive approach to students. P2 expressed this by stating that teachers provide opportunities for students with low grades. *The teacher invites students whose grades are not good enough to take remedial mathematics.* Teachers ensure that students continue to attend remedial classes, even if some students lack the awareness or motivation to attend and complete them. Teachers actively collect and ensure that these students continue to complete remedial classes. This was expressed by P1 as follows:

"When it comes to ensuring students take remedial classes, my strategy is to make sure they attend. Sometimes, when it's time for remedial classes, they don't attend because they don't feel like it or because they don't want to. But I still insist on it, and I make sure the child does the remedial."

In addition to ensuring student participation, teachers implement a strategy of focusing remedial material according to students' abilities and readiness. Teachers don't force students to immediately master material with a high level of difficulty, but instead focus remedial material on basic material they haven't yet mastered, such as addition and subtraction. P1 explained, *"That means he's not ready for the high-stakes material. It's just up to him. Oh, he might only be able to add and subtract. Okay, he'll focus on that for now.* "In addition to focusing on the material, teachers also implement adaptive teaching processes in class to help students understand the material more easily. This was conveyed by P3: *"The teacher explains the lesson more easily so that all students can understand."*

Another strategy employed is to remediate material that is truly a student's weakness, while assuming that material already mastered is complete. Teachers selectively correct students and do not delve deeper into material that is already good. This was conveyed by P1, *"So, I just corrected that. If a child is doing poorly, I remediate that student. So, for those who are already doing well, we consider them to have passed.* "Previously, the teacher had repeatedly provided practice questions, ranging from easiest to most difficult, until the students truly understood them. P2 explained, *"The teacher explained it again until we understood. He taught math from easy problems first, then gradually progressed to more difficult ones, using examples and exercises. If we didn't understand, the teacher explained it again until we understood."*

Furthermore, teachers implement remedial measures gradually and repeatedly, depending on student performance. If a student fails to meet the KKM target on the first remedial, the teacher will provide further remedial measures until the student achieves completion. P1 explained:

"If the child doesn't understand, we re-administer the remedial test. I usually repeat the remedial test several times. Some children pass the test after just one remedial test, but others still get poor scores. I repeat the test until their score meets the minimum competency criteria (KKM) target."

The findings of this study demonstrate that the remedial strategies implemented by teachers are flexible and oriented to student needs. By ensuring student participation, focusing remedial work on material not yet mastered, providing practice questions, and implementing remedial work in stages and repeatedly, teachers strive to encourage the achievement of learning mastery in arithmetic operations.

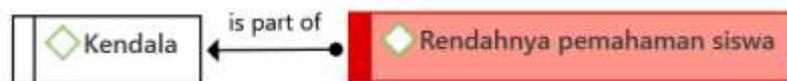


Figure 5: Constraint Concept Map

Constraint

The implementation of remedial exams on arithmetic operations faced various challenges for teachers. Based on interviews, the main obstacle was students' lack of basic understanding of the prerequisite material. Despite repeated remedial sessions, some students continued to experience difficulties due to not yet mastering the basic skills that should have been mastered at the previous level. This was expressed by P1 as follows:

There are times when a child has been remedied repeatedly, but they just can't do it. It seems like something is going on at the bottom. Maybe there's a requirement the child hasn't met. So there's homework, even though by fourth grade it should have reached the division level.

These obstacles indicate that the problems encountered are not solely related to the remedial process itself, but also stem from a weak grasp of basic arithmetic concepts. This situation results in less than optimal remedial implementation because students are not yet ready for more difficult material. This requires teachers to focus more on reinforcing basic material as a prerequisite before moving on to the next level.

Discussion

Planning Aspects

The results of the study indicate that remedial exam planning for arithmetic operations in elementary schools is carried out through a comprehensive approach. This planning is not only administrative but also touches on the pedagogical and psychological aspects of students. The results of this study found that teachers assigning assignments before the remedial exam (P1) is a crucial step in scaffolding. In arithmetic operations, student failure often lies in basic concepts or procedural inaccuracies (Mahira et al., 2023). By providing independent study time and preliminary assignments, teachers provide opportunities for students to practice *self-correction*. This aligns with the principle that remedial learning is not simply a retake, but rather an effort to improve understanding (re-teaching) (Sutama & Meggy Novitasari, 2021). The communication strategy employed by teachers (P1) through verbal announcements in class and reinforcement via WhatsApp groups demonstrates their understanding of the characteristics of elementary school students who still require external supervision. One interesting finding is the teacher's flexibility in constructing questions, either by repeating questions or modifying numbers to match the difficulty level (P1). In mathematics

materials, such as arithmetic operations, using different numbers but with the same type of questions is very effective in testing whether students truly understand calculation procedures or are simply memorizing previous answers (Nengsih & Pujiastuti, 2021). The provision of discussion papers (P3) is an innovative step in planning. These discussion papers serve as instant feedback so students immediately identify their errors and serve as a self-evaluation tool that helps students develop metacognition, namely the ability to understand their own thought processes in solving calculation problems (Kartikasari, 2022).

Implementation Aspects

Based on the research results, the implementation of remedial exams on arithmetic operations is not merely a formality to obtain grades, but rather a structured and controlled evaluation process. Three main points emerged from this implementation aspect: first, the internalization of honesty and independence. Teachers place affective aspects, particularly honesty and independence, as the primary foundation of remedial implementation. This is evident in strict supervision to ensure students do not cheat. Theoretically, remedial exams aim to measure the extent to which students have improved their understanding (Kartikasari, 2022). If students work on questions with the help of others (cheating), the data obtained by teachers will be biased and invalid. However, an interesting finding emerged in P1's statement regarding students' behavior of "sloppy" work on questions. This indicates that even though honesty is maintained, some students' intrinsic motivation in participating in remedial exams still needs to be improved to truly optimize the learning improvement process. Second, responsive teacher guidance. Although students are required to be independent, the teacher's role is not passive. Teachers' strategies include directing students to work on questions starting with the easiest ones, ensuring all answer columns are filled in as a form of responsibility, and providing re-explanations for students who are struggling. This shows that remedial exams still function as an additional learning process, not just a rigid re-examination. Teachers act as facilitators who ensure that students' cognitive barriers to arithmetic operations can be overcome during the problem-solving process (PAMOTAN & DIASYHURI, n.d.). Third, structured implementation management. Implementation arranged per class with different schedules demonstrates planned classroom management. By dividing implementation per class, teachers have a span of control (*span of control*) better at monitoring individual student progress. Teachers' focus is sharpened in identifying specific student errors in arithmetic operations, so that the results obtained are more objective in reflecting students' actual abilities. Overall, the implementation of remedial work has met the principles of fairness and objectivity. The emphasis on independent work coupled with teacher guidance creates an examination ecosystem that supports students in boldly facing their own learning difficulties.

Monitoring/Supervision Aspect

Based on the research results, the supervision aspect in the implementation of remedial exams on arithmetic operations does not merely function as administrative control, but rather transforms into a continuous formative evaluation. Teachers apply gradual correction techniques (*step-by-step correction*) to map students' specific difficulties (PRATIWI, n.d.). By examining answers per number or per material indicator, teachers can perform a "precision diagnosis" of students' misconceptions in specific arithmetic operations. This approach ensures that interventions are targeted (efficient), so students do not need to repeat the entire material if they are only weak in one specific area. There is a contrasting difference in treatment between the initial and advanced stages of remedial work: the initial stage focuses solely on student independence to assess their pure achievement, while the advanced stage focuses on re-

teaching. Teachers play an active role in providing in-depth discussions before students try again. This demonstrates their understanding of the gradation of student abilities. For students who need a second or third chance, the primary problem is not inaccuracy, but rather a deficit in conceptual understanding. Supervision is carried out through direct confirmation methods (classroom or individual discussions) (Suradi, 2017). Teachers do not simply provide correct/incorrect marks, but also correct erroneous thinking logic immediately. In accordance with the theory *complete study*. Teachers assist at the right time and gradually release it as students begin to demonstrate independent understanding (Widayanthi et al., 2024). An interesting finding in this study is the expansion of supervision aspects into the domestic sphere through parental involvement. Overall, remedial supervision in this study has shifted from Assessment of Learning (assessing outcomes) to Assessment for Learning (assessing for improvement). The teacher's primary focus is mastery learning. Student success in remedial learning is measured not only by changes in grades but also by their ability to re-explain the "correct way" to solve arithmetic problems (Supinah, 2010).

Remedial Strategy Aspects

Based on the research findings, the remedial strategies implemented by teachers are not merely administrative in nature to meet grade standards, but rather focus on a humanistic and adaptive approach. Four main points serve as pillars of teacher strategies in ensuring student learning completion: first, a persuasive and proactive approach. Teachers recognize that the main obstacle to remediation often arises from students' low internal motivation. The finding that teachers actively "charge" and "invite" students (as expressed by P1 and P2) demonstrates the implementation of the teacher's role as a motivator and facilitator. This strategy aligns with the principle that the success of remedial work depends heavily on students' psychological presence, not just their physical presence (Sururiyah, 2018). Teachers do not let students "let go" of their failures, but rather build awareness of the importance of improving grades. Second, material differentiation and scaffolding. Teachers' strategies that focus remedial work on basic material (such as addition and subtraction) before moving on to more complex material are a concrete form of scaffolding (Sakina et al., 2024). Third, efficiency through selective correction. An interesting finding from P1 is the selective correction strategy, where the teacher only provides remedial work on parts of the material that have not been mastered. Theoretically, this is an efficient strategy because it avoids cognitive overload (*cognitive overload*) to students, giving students confidence that they have actually mastered some of the material, so they only need to fix small "holes" in their understanding (Wibowo, 2020). Fourth, repeated remediation as a form of learning completion (*Mastery Learning*). The gradual and repeated implementation of remedial courses until the Minimum Competency (KKM) is achieved demonstrates the teacher's commitment to the principle of Mastery Learning. In this view, every student is believed to be capable of mastering the material provided they are given sufficient time and the right method (Wahyuningsih, 2020). P1's statement regarding remedial repetition proves that learning time is flexible, adapting to the learning pace of each individual. Overall, the strategies employed by teachers show a shift from simply "giving retakes" to "providing learning assistance." Flexibility in methods and patience in the repetition process are key to minimizing student failure in arithmetic operations (Siregar, 2025).

Constraint

Based on the research findings, the implementation of remedial exams on arithmetic operations faced significant, fundamental obstacles. An analysis of these obstacles can be described as follows: first, the gap in prerequisite competencies (*Cumulative Learning Deficit*). The main obstacle identified was students' low basic understanding of the

prerequisite material. Based on information from the informant (P1), students who repeatedly took remedial classes still failed to achieve the Minimum Completion Criteria (KKM) due to learning "debt" from previous levels. In the context of mathematics, arithmetic operations are hierarchical (Qadry, 2013). If a fourth-grade student has not mastered basic concepts (such as simple addition or multiplication), they will experience cognitive barriers when entering more complex material, such as division (Devi, 2019). This phenomenon indicates the existence of a *cumulative learning deficit*, where past learning deficiencies accumulate and hinder the current learning process. Second, the ineffectiveness of repeated remediation. Data shows that repeating remedial exams (retesting) without addressing the root cause is suboptimal. The problem lies not in the administrative procedures for remediation, but rather in students' mental and cognitive readiness (*entry behavior*). Teachers find it difficult to face dilemmas, such as continuing the material according to the current class curriculum, and re-teaching basic material that should have been completed in lower grades. Third, the implications for teaching strategies. This finding emphasizes that remedial teaching should not be simply giving the same questions repeatedly (Ilma et al., 2025). These obstacles require teachers to conduct in-depth diagnostics, such as specifically identifying where students' basic understanding is broken, and tiered interventions, such as providing reinforcement materials (*scaffolding*) on the prerequisite concept before reexamining the main material. Based on this description, it can be concluded that the obstacles in remedial arithmetic operations material are not merely technical implementation issues, but rather manifestations of students' weak mathematical foundations. Without synchronization between prerequisite material and current teaching materials, remedial will only become a cycle of formality that does not have an impact on improving learning completeness (Pratiwi, 2014).

4. CONCLUSION

From this study, it can be concluded that teachers have implemented a comprehensive remedial system by integrating administrative, pedagogical, and psychological aspects. Teachers no longer view remedial as merely a "retest," but rather as a systematic learning intervention process. Teachers make thorough preparations by providing preliminary assignments (*scaffolding*) so that students can make independent corrections. Communication strategies are carried out both in a two-way manner, both with students (verbally) and parents (WhatsApp), to ensure mental readiness and external supervision. The implementation of the exam emphasizes the values of honesty and independence. However, teachers still play the role of responsive facilitators by guiding students through the questions, starting with the easiest ones, and providing direct guidance for students who experience cognitive difficulties during the exam. Supervision is carried out through gradual correction (*step-by-step correction*). The teacher diagnoses specific misconceptions on a particular number so that interventions are more targeted. At this stage, the focus shifts from simply assessing the results (*Assessment of Learning*) to assessing for improvement (*Assessment for Learning*). Teachers also apply a highly flexible approach through persuasive, differentiated, and mastery learning. The biggest obstacle encountered is the existence of learning debt from previous grade levels. Many students fail remedial classes not because of exam technicalities, but because they have not mastered the basic concepts (such as basic addition/subtraction) needed for more complex material (Narti, 2024). The success of remedial classes depends heavily on the teacher's ability to make an initial diagnosis and provide prerequisite materials before the exam (Ilyas & Folastri, 2017). Parental support and open communication are key factors in creating a comprehensive learning ecosystem.

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