

Chapter 6

Optimizing Teacher Performance in Improving Language Learning Outcomes in Elementary School Students

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ABSTRACT

Teacher performance is essential in improving language learning outcomes for elementary school students. With optimal performance, students often feel focused and motivated in learning. This study analyzes ways to optimize teacher performance to improve language learning outcomes at the elementary school level. Through a literature review, this study explores various literature sources, including journals, articles, and books related to language teacher performance. The study results indicate that teacher performance in teaching language in elementary schools has reached a relatively optimal level. However, there is still room for further development, especially in strengthening the four main competencies of teachers recognized in Indonesia.

INTRODUCTION

In the world of education that continues to evolve, teachers are the primary key in determining the quality and effectiveness of learning. Language teaching has an

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important role, especially at the elementary school level, where the foundation of students' knowledge and skills is being built. Language is a means of communication and a medium for understanding various academic concepts and everyday life (Alshuraiaan, 2023; Ziskovsky & Ziskovsky, 2019). Therefore, optimizing teacher performance in teaching language is a top priority in improving student learning outcomes.

Teachers often need help carrying out their duties, ranging from limited resources and differences in student abilities to the ever-changing curriculum. This requires adaptation and development of innovative and effective teaching methods. Optimal teacher performance is not only measured by their ability to manage the class, but also their ability to design and implement learning strategies that can attract interest and meet the learning needs of each student (Mammadov & Çimen, 2019).

Previous research (Marantika, 2021; Sugianto, 2024) explains that teacher performance in improving language learning outcomes in elementary school students has yet to reach an optimal level. Various substantial challenges still need to be faced by teachers, including limited resources, differences in student understanding levels, and adaptation to the ever-evolving curriculum. This indicates an urgent need to reform the current teaching approaches to be more effective in responding to the individual needs of students and the dynamics of learning in the classroom. These difficulties require structured and innovative strategies to facilitate language teaching that is effective and inclusive so that every student can reach their maximum learning potential (Elliott, 2015). Improving teacher performance in teaching language in primary schools can be achieved through various structured efforts that include ongoing professional training, effective integration of educational technology, and implementation of evaluation and constructive feedback. These initiatives not only aim to improve teacher competence in pedagogical and technological aspects but also directly impact improving language learning outcomes in students (Fahmi et al., 2022). By utilizing educational technology, for example, teachers can provide more interactive and exciting learning materials, increasing student motivation and understanding. Meanwhile, regular evaluation and constructive feedback help teachers understand the teaching methods' effectiveness and make necessary strategic adjustments. This study aims to identify factors that influence teacher performance in teaching language in primary schools and propose strategies that can be applied to optimize student learning outcomes.

DEFINING TEACHER PERFORMANCE

The success of education and students is highly dependent on the quality of teacher performance, so educational institutions must continue to develop and improve

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