

# Specific Performance Ability of Elementary School Teacher

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**Keywords:** performance, instructional delivery, elementary school teacher, instructional adaptive acceptability

**Abstract:** The teacher's task in the classroom is to deliver instruction. An instructional objective is a specification of what student are expected to do after they receive instruction. This review seeks to explore whether and how should teacher performance for elementary student. We identify concepts and theories from previous studies, placing it in the context of recent study about teacher performance in elementary school. We will discuss thoroughly from various perspectives to improve teacher performance especially in instructional delivery, and by holding specific performance standards for the teacher which sets expectations for proficiency in teaching elementary school students. The resultant grid highlights the importance of elementary school teacher must be consistent in speaking, dramatic, articulate, attentive, impression leaving, and friendly. Finally, based on intervention research that specific performance for elementary school teacher is instructional adaptive acceptability. This study not only to provide some direction for future research but also as a guide for all elementary teachers to improve their performance.

## 1 INTRODUCTION

In recent years, research of teaching theories have been strongly influenced by variety of learning strategies. Current decade learning strategies such as project-based learning, blended learning, inquiry-based learning, problem-based learning, stem and more offer a wide array of possibilities for success student in learning (Dani, Hartman, & Helfrich, 2018; de George-Walker & Keeffe, 2010; Goldstein, 2016; Hendrix, Eick, & Shannon, 2012; Li, 2012; Pace & Mellard, 2016; Prescott, Bundschuh, Kazakoff, & Macaruso, 2018; Sias, Nadelson, Juth, & Seifert, 2017). In reality, teacher performance is the product of complex interactions for individual learning needs. We realized teachers adjust their teaching according to the cultural, social, linguistic, competence, age level, knowledge level and instructional needs of their students. Therefore teacher elementary performance should we find specifically for better education.

In class there are complex interactions between teacher and students, the teacher must understand and apply basic communication skills. No single strategy can adequately effective or suitable in every situation for all learning, therefore each strategy. Strengths and weaknesses of each strategy complement each other. One of the main causes in

our system on the importance of teaching education is a lack of teacher preparation (Hunt, Simonds, & Cooper, 2002). Also, the importance of emphasizing preparation of effective teacher communication skills compared to others for better teaching (Johnson & Roellke, 1999). Most states and Indonesia have also made major changes in education such as curriculum, teaching and assessment for elementary school students. This change seeks to upgrade the quality of education by setting high standards of attitude, knowledge, and skills elementary students should learn. In fact, new curricula no provide instructional features for teaching in elementary school. Without developing teacher communication, improving education can't be expected.

A variety of instructions in teaching have been recommended to improve teacher performance for elementary school students (Seiler, Cook, & Salvo Vincent Di, 1975). But the question is those teachers instructional capable for students in elementary school ages? One possibility answer why instructional explanations to deliver knowledge has no impact is that teachers can't adapt in instructional explanations for student needs (Acuña, Rodicio, & Sánchez, 2011). This article will discuss thoroughly from various perspectives to improve teacher performance especially in instructional delivery, and by holding teachers for specific performance. This

article will discuss thoroughly from various perspectives to improve teacher performance especially in instructional delivery, and following the reference for teacher performance standards that set the expectations for teaching elementary student.

## 2 METHOD

Our literature review included all studies related to a set of specific communication criteria in the classroom. We decided to conduct an extensive review based on the following four general criteria: (a) teacher communication, (b) standard performance (c), elementary student characteristic for communication, and (d) teacher instruction in the class. To assess the *relevance* of a study, we realize that reading our paper needs to be shared among the three of us. We more sensitized to reading things related to criteria of our review. We first determine whether the specific performance of elementary school teacher needs to seek out more deeply for better education in future.

Based on these findings, we discover from previous research with a more precise focus specific performance for elementary school teacher. We searched for relevant intervention studies in scopus educational databases such as sage publication, eric, routledge, elsevier, oxford university press, university of chicago press, mcser-Mediterranean center of social and educational research, springer. We limited studies to that teacher specific performance in elementary school that was published by the end of 2018 and used data that reached 1980 or later.

## 3 RESULT

In this literature review, we develop a preliminary model of factors that increase innovative ability in education. The important characteristic of approaches to individualizing instruction are described and respective concerning in elementary school level discussed. A variety of teaching strategies which teachers can choose are lecture, cooperative learning, discussion, blended learning, independent study, scientific learning, programmed learning, computer-assisted instruction, inquiry-based instruction, small group instruction, peer instruction, guided learning and so forth. Single teaching strategies will not accommodate every student, especially when the strategy is not matched

with student needs. In other words during one day or one subject theme, teachers may use several of these strategies.

Elementary school teacher facilitates students both a cognitive and an experiential understanding of the role of communication in the classroom. Discussions should be on a daily basis in the classroom. Teacher important to learn use teaching strategy effectively. The teacher shouldn't use classroom language that reflected assumptions that the children were in the same knowledge level as an adult. Lack of teacher cognition about how to perform a specific behavior as a serious knowledge problem. Other than that teacher inability to enact a communication behavior as a skill problem (Rubin & Feezel, 1986). Knowledge of what must be done to be able to communicate effectively with elementary school students very important. The way teacher communicate teaching methods or strategy could influence students. Teachers must attempt to influence positively in teaching because it influences student learning.

This article specifically addresses learning instruction which focuses on the teacher's ability to delivered and communicate learning to elementary school student. When teachers bound teaching behaviors (i.e., humor, storytelling, and narrative), students' could feelings of comfort, pleasure, and dominance in-class participation (Downs, Javidi, & Nussbaum, 1988; Waldeck & LaBelle, 2016; Wanzer, Frymier, & Irwin, 2010). A really good teacher ability to are warm and friendly, to motivate students, ability to give clear explanations, understanding/knowledge of children, and sense of humor, and meeting students' needs (Weinstein, 1990). Teachers who have good oral skills can form the impression that their communication competencies are good.

Adaptability is the ability to adjust a fluctuate environment and handle well unexpected or expected changes. Teacher adapting to a changing environment in the classroom by addressing individual student differences. teacher facing sudden and expected or unexpected changes (Oppermann, Rashev, & Kinshuk, 1997; Oswald, Schmitt, Kim, Ramsay, & Gillespie, 2004; Pulakos, Arad, Donovan, & Plamondon, 2000).

Communicative adaptability is defined by (Duran, 1983; Mithaug, Martin, & Agran, 1987) as the ability to understand others and adapt interaction goals and behaviors accordingly under certain condition. While teaching at the elementary level, teacher obstacles are using the appropriate language to communicate with the young children. If

so, which instructional approaches may be particularly suitable for the elementary student-level for achieving goals.

The instruction which is intended to facilitate understanding elementary student tend to integrate all the information required for understanding content of the subject theme. Given these findings, teacher instruction intended to facilitate elementary school students in understanding and integrating all information needed to understand the subject matter content. Bearing in mind that these findings are very important for student learning success, teachers should consider developing a supportive classroom climate, especially for elementary school students so that students can feel happy and satisfied with interactions with teachers and classmates.

There are four teaching roles: (1) decision-maker (teacher should know how to plan instruction, seeks information, how to manage class well, realize how to help different need of students); (2) instructor (uses the right instructional approaches, consider differences between student, and assess own performance); (3) interactor (facilitates positive classroom interaction, transmits enthusiasm student for better learning, fosters positive self-concepts, effective communication, involves students in the classroom activity); and (4) scholars (showing understanding of learning themes, having educated knowledge, and showing commitment to continue to develop professionally)(Rubin & Feezel, 1986).

There are three main functions of the teacher in the class such as facilitate, manage and make decisions of student learning. (Hunt et al., 2002). the decision in this case is mentioned in Hiebert and Grouws research on what quality learning should be like in relation to the goals for student learning (Hiebert & Grouws, 2007). We find that teacher performance(Lomas, Medina, Ivtzan, Rupprecht, & Eiroa-Orosa, 2017), based on observational research in class, that teacher performance is influenced by the context of the teacher's work.

Improve teacher's ability to communicate in class: how to explain, lecture, how to give question and information, to stimulate and develop student communication skill, to listen students words, react to student, to improve students' ability to communicate with each other, to solve the problem, to communicate in public class, to use a variety of methods for expressing approval and disapproval, to recognize speech problems in class, to more control communication in the classroom effectively(Lynn, 1977).

As we knew, teachers spend a lot of their time in communication activities. They listen, interact and

communicate interpersonally with colleagues, administrators, students, parents, and public. Those activities represent that teachers' communication competence is mainly based on communication orally abilities with good performance.

Instructional delivery has potential advantages, such as presenting suitable and comprehensive information and helping students when they are unable to understand explanations on their own. One successful way how to make instructional delivery effective to elementary school students is to combine instruction with indications of the limitations in learners make learners deeply understanding the process of the explanations.

The ability to use communication appropriately and effectively is very important in teaching. Educational theorists believe that speaking and listening are fundamental in classroom interaction. Teaching needs a spontaneous element of communication with students, that interaction between the teacher and student are linked in a system of reciprocal communication. Therefore when teacher discipline to improve their instructional to be adaptive and acceptable, they would get that specific performance ability(Kier & Lee, 2017).

There is no "best" way to define standards, because different stakeholders may prefer the ability of the assessor compared to the standard reliability of the assessor and can do so for the use of different scores. (Bryant, Maarouf, Burcham, & Greer, 2016; Most, 1994; White, 2018). In this review, the standard is taken from The American Association Of Schools In South America(AASSA)Teacher Performance Evaluation System (TPES) because has undergone repeated changes and revisions so that it can be trusted to be used as a guide in choosing teacher performance standards(Levin, 2007; Tehseen, 2015; Tehseen & UI Hadi, 2015).

The american association of schools in south america (AASSA) teacher performance evaluation system (TPES)(Daley & Kim, 2010) states that the performance standards for teachers in general are 7 (seven), namely: (1) professional knowledge. The teacher shows an understanding of the content of the lesson, curriculum, and the development needs of students by providing relevant learning experiences. (2) instructional planning. The teacher makes plans to use the school strategies, curriculum, resources and data that are effective to meet the needs of all students. (3). Instructional delivery. The teacher effectively engages students in learning by using various learning strategies to meet individual learning needs for realize the differences in individual needs. (4) assessment and for student

learning. The teacher systematically collects, analyzes, and uses data to measure student progress, guided instruction, and provides feedback in a timely manner. (5) learning environment. Teachers use resources, routines, and procedures to provide respect, positivity, security, a student-centered environment that is conducive to learning. (6) professionalism. The teacher maintains a commitment to the professional ethics, vision and mission of the school, and is responsible for and participates in self-professional growth that results in increased student learning. (7) student progress. Teacher's work produces student progress that can be accepted and measured.

Although research on instructional delivery in the classroom is less developed than other elements of teacher performance, focusing on the ability of teachers for effective interaction is not new. (Jamil, Sabol, Hamre, & Pianta, 2015) Their study suggests that elementary school teachers need to use acceptable teaching to support their teaching and show that adaptive teachers' abilities can detect classroom interactions effectively.

The case in elementary classroom instruction where new subject content themes are introduced through teacher's explanations. The subject themes in elementary school deal with issues associated with cognitive, affective and psychomotor processes and instructional design may assist in answering these questions. Most importantly, instructional delivery can provide elementary students with suitable and comprehensive information. Moreover, instructional delivery can replace problems in their understanding.

### 3.1 Parameters for the review of the research

Based on our review of the literature, the approach in this study appears to be unique in that it is focused on teachers performance that involves changing teachers how they think about communication in the classroom, rather than focusing on content knowledge (Delandshere & Petrosky, 2007). It's mean that performance for elementary school teacher should be authentic (Cranton & Carusetta, 2004).

Elementary school teachers must be able to regulate their emotions (Jiang, Vauras, Volet, & Wang, 2016) so that they do not interfere with learning activities. dealing with elementary school-age children is not easy, must have a high level of patience. his research shows that teachers use

various strategies to regulate emotions. (Chen, 2016; Taxer & Gross, 2018)

## 4 DISCUSSION

As with all literature reviews, this article does not claim to be general but summarises from the research on the database search terms used. This article considers the student in elementary-age faced the task for understanding and learning content of subject theme that will require considerable time, effort and thought. Taken together with the original review most design of instructional delivery to facilitate student understanding of the material content of knowledge in a way that potentially allows understanding. Therefore combine all the elements required for understanding in the instructions. In short, teachers' beliefs about students determine how they give instruction, and their different approaches to teaching will benefit students with different development needs and strategies. That is to say, there is no right or wrong between a variety of different approaches to teaching. Traditionally, educational research has focused on three stages of instruction: Preoperational, process, and product (Kuparinen, 2009).

### 4.1 Limitation

The categorization of elementary school teacher performance used in this review generally works well but there are still some decisions and complicated ambiguity boundaries. For example, people's personalities are different so the way to communicate is different. Although there are specific things and must be used by elementary school teachers, namely instructional adaptive acceptable, each individual has their own style. Even deciding whether a positive or negative outcome is indirect because engagement can turn into addiction and deception can be beneficial!

However, communication creating shared meaning between speakers and listeners. Some opinion tells that is not enough for school teachers to have only academic knowledge and good instruction skills. The research has shown that teachers' emotional interaction with students is also important in classroom communication (Hosotani & Imai-matsumura, 2011). Many teachers simply take the children's communication without proper support, children with communication difficulties and needs may also lose or fail to find the joy that comes with communicating effectively. Talking to others

becomes something to be feared, to avoid in any way or, at the very least, a tense and unpleasant experience. Study according to their classroom communication patterns was an extremely complicated task because their participation modes gradually changed over time.

Current views of instructional strategy challenge the wisdom of this traditional learning practice by stressing the need for the student to be an active role in developing knowledge. The emerging technology of classroom communication systems offers a promising tool for helping teachers create a more interactive, effective, student-centered classroom, adaptive especially when teaching a large class. However, the teacher's ability to teach elementary school students still needs to be improved. Rather than viewing this review as another article teacher communication for all educators, This special review tries to combine theory and research in communication education with teaching practice using various learning strategies.

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