

EVALUATING AND IMPROVING THE QUALITY OF PRIMARY TEACHER EDUCATION: A REVIEW OF RECENT METHODS AND APPROACHES

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Abstract

Evaluating and improving the quality of primary school teacher education plays an important role in building a strong educational foundation for students. This study uses the literature method. The results show that competency-based evaluation emphasises the assessment of practical skills and theoretical knowledge. Then, competency improvement through technology-based learning, such as the use of Learning Management System (LMS), is vital in providing flexible and interactive training for teachers. The development of social and emotional competencies is also recognised as an important factor, with training programmes integrating teachers' emotional and mental well-being. This overall approach aims to produce primary school teachers who are not only academically skilled, but also have a stable emotional balance, which in turn improves the quality of education in primary schools.

Keywords: Evaluation, Education Quality Improvement, Primary School Teachers.

Introduction

Education is the main foundation in building competent and competitive human resources. The quality of education is one of the key factors in determining the future of the younger generation and the progress of a nation. Quality education is not only characterised by a relevant and dynamic curriculum, but also by the competence and dedication of educators, as well as facilities and a supportive learning environment. (Sitopu et al., 2024); (Guna et al., 2024); (Fawait et al., 2024).. The high quality of education is able to produce individuals who have the ability to think critically, creatively, and adaptively to change. However, challenges remain, especially in equalising access and quality of education in different regions. Therefore, continuous efforts to improve the quality of education, through curriculum updates, continuous training for teachers, and improvement of educational facilities and infrastructure, are needed to achieve optimal and equitable results. (Xhuxhi & Ramírez-Verdugo, 2024)..

At the primary school level, the quality of teacher education greatly influences the formation of students' character, basic knowledge and skills. However, along with

the times, the challenges in education are increasingly complex. One of the main challenges is the gap in access and quality of education between urban and rural areas. (KIZILTAŞ, 2023). Many schools in remote areas still face a lack of facilities, books and qualified teaching staff. In addition, unequal access to technology such as computers and the internet exacerbates this disparity, hampering efforts to achieve inclusive and equitable education. Economic conditions also play a role, with children from underprivileged families often facing barriers to proper education, such as limited funds to buy school supplies and participate in extracurricular activities. (Gravett & Henning, 2020)..

On the other hand, challenges also come from within the education system itself, particularly in relation to the quality of teaching and the relevance of the curriculum. Many schools still rely on traditional teaching methods that are less interactive and do not adapt to the needs of the times. Rigid curricula that focus too much on memorisation are also considered less effective in developing students' critical and creative thinking skills. (Quinlivan et al., 2022).. In addition, high administrative burdens often reduce the time teachers can spend focusing on improving teaching quality. Overcoming these challenges requires continuous reforms in the education system, intensive training for educators, and the development of a more adaptive and relevant curriculum. (Beer & Dudu, 2020).

Various studies show that many teachers in primary schools still rely on traditional teaching methods that are sometimes less relevant to the needs and dynamics of learning today. (Syakhrani & Aslan, 2024); (Sartika & Fransiska, 2024)..

The government and various educational institutions have endeavoured to improve the quality of education by introducing new teaching methods and approaches, such as project-based learning, STEM approaches and the use of digital technology in the classroom. However, the adoption and implementation of these methods has not been evenly distributed across all primary schools, leading to disparities in the quality of education students receive (Rohim et al., 2021). (Rohim et al., 2021). There are still obstacles in terms of acceptance and adaptation to this innovation, including lack of training for teachers, limited facilities, and resistance to change. Therefore, a thorough evaluation of the effectiveness of current teaching methods and the identification of new approaches that can be effectively implemented is a must. (Šteigerová, 2023)..

This research is expected to provide a clear picture of the current state of the quality of primary teacher education, assess the effectiveness of the latest methods and approaches, and propose improvement strategies that can be implemented to achieve better educational goals and be responsive to the needs of students in the modern era.

Research Methods

The study in this research uses the literature method. The literature research method is an approach used to collect, analyse, and interpret data from various existing written sources, such as books, scientific journals, articles, and other documents. This method is often used in qualitative research to understand certain concepts, theories, or issues in depth. Researchers usually start by identifying a research question or hypothesis, then conducting a search for relevant literature using academic databases, libraries, or other online sources. (Firman, 2018); (Suyitno, 2021). Data analysis in literature research involves the process of assessing the credibility and relevance of the information found, identifying common patterns or themes, and summarising them to answer the research question. As such, this method allows researchers to gain a comprehensive understanding of the topic under study without conducting direct field research. (Jelahut, 2022).

Results and Discussion

Evaluation of Traditional Teaching Methods

The traditional teaching method, often known as the lecture approach or direct instruction, is widely used in schools because it is considered effective in delivering information in a systematic and structured manner. In this method, the teacher acts as the main source of knowledge and students act as passive recipients of information. One of the main advantages of the traditional teaching method is its ability to cover a lot of subject matter in a relatively short time. The teacher can control the pace and direction of learning, ensuring that the whole class remains focused on the learning objectives that have been set. (Katungi et al., 2023)..

However, traditional teaching methods have some significant drawbacks. One of them is the lack of interaction and active participation from students. In lecture-dominated teaching, students rarely get the chance to discuss, ask questions, or express their opinions. As a result, learning becomes less engaging and students may have difficulty in understanding and internalising the material taught. (Doniyarov, 2022). This method is also less effective in developing critical thinking, creative, and problem solving skills because students memorise more than they analyse or explore new ideas. (Robinson & Rousseau, 2020)..

In addition, traditional teaching methods often do not consider individual differences between students. Each student has a different learning style, a different rhythm in understanding information, and a different background knowledge. Uniform and one-way teaching tends to fail in meeting the learning needs of all students, especially those with learning difficulties or who require a more practical and interactive approach to learning. As a result, students with these special needs may be left behind or feel marginalised in the learning process. (qizi & Soipova, 2024).

To overcome these weaknesses, many educators and education experts recommend combining traditional teaching methods with more modern and interactive approaches, such as project-based learning, group discussions, and the use of technology in the classroom. These methods can help create a more dynamic learning environment, allow students to actively participate, and respond to individual differences in learning techniques. By combining the strengths of various approaches, it is expected that the learning process will be more effective, engaging and inclusive, so as to fulfil the various needs and potential of diverse students. (Ruth, 2024).

The development and integration of technology in education is also an important consideration to improve teaching effectiveness. Online learning platforms, educational software and interactive digital tools can enrich students' learning experience by providing additional resources, giving instant feedback and enabling more personalised learning. (Sundh, 2020). Technology can also be used to support collaborative learning, where students can work together on projects and share knowledge through digital media. In addition, training teachers in the use of new technologies and teaching methods is essential so that they can optimise the benefits of innovative learning approaches. (Black et al., 2023).

The success of effective teaching methods also depends on continuous evaluation. Teachers need to apply various evaluation tools such as formative tests, observations, and feedback from students to assess the extent to which the methods used can achieve learning objectives. These evaluations will help teachers adjust teaching techniques and strategies, identify areas that need improvement, and develop better practices. In addition, collaborative work between teachers, students and others involved in education can create a more holistic learning environment and support students' academic and personal development. (Ragpot, 2020).

On the other hand, it is important to pay attention to the emotional and social aspects of learning. Teachers' teaching methods should create a supportive and inclusive environment where every student feels valued and motivated to learn. (Gravett & Henning, 2020).. This can be achieved by paying attention to students' individual needs, facilitating open discussions, and encouraging mutual understanding and co-operation between students. With this holistic approach, learning focuses not only on academic achievement but also on character building and the development of social skills that are essential for their future lives. (Kabay, 2021).

In conclusion, although traditional teaching methods have advantages in terms of structure and control of materials, weaknesses such as lack of interaction and active participation and not considering individual differences of students can reduce their effectiveness. Therefore, a combination with modern teaching methods and the use of technology in education is highly recommended to create a dynamic, inclusive and effective learning environment. Continuous evaluation and attention to students' emotional and social aspects are also very important to ensure that the learning process

can fulfil the various needs and potentials of students. This integration is expected to provide more optimal results in the education process, both in terms of academics and in the development of students' characters.

Analysing Recent Approaches to Teaching

Recent approaches to teaching often emphasise student-centered learning. This approach involves students actively in the learning process, encouraging them to participate in discussion, practice and reflection. (Erol & Başaran, 2020). One popular method is project-based learning, where students work on real projects that require them to solve problems, conduct research and collaborate with their classmates. This approach helps students to develop critical skills, creativity, and collaborative skills that are essential for real life. (Judijanto et al., 2024); (Iksal et al., 2024).

In addition, technological advances have also changed teaching methods by incorporating digital and interactive elements in the curriculum. The use of educational software, mobile applications, online learning platforms, and visual aids such as videos and simulations are becoming increasingly common. These technologies not only increase the accessibility of learning materials but also enable more personalised and adaptive learning, where materials can be altered according to students' level of understanding and individual needs. For example, the use of learning management systems allows teachers to track student progress and provide immediate feedback. (Erol & Başaran, 2020).

Recent approaches also recognise the importance of social and emotional aspects in education. Research shows that emotional intelligence and social skills are highly influential on academic success as well as one's overall life. Therefore, modern curricula often include programmes that teach self-management, empathy and teamwork skills. Teachers are also encouraged to create a supportive, inclusive and safe classroom environment for all students, and facilitate activities that build confidence and motivation. (Snow, 2020).

In addition, the latest approach to teaching also emphasises formative and continuous evaluation. Instead of relying solely on the final assessment to determine student understanding, formative evaluation is conducted at regular intervals throughout the learning process. This allows teachers to immediately recognise and address difficulties faced by students, and adjust teaching strategies as needed. (Herawan et al., 2022).. The evaluation tools used can vary from short tests, daily assignments, observations, to direct feedback from students. This approach helps to ensure that all students get the support they need to succeed (Fomin & Boiko, 2022). (Fomin & Boiko, 2022).

In addition to these elements, recent approaches to teaching have also increasingly emphasised inclusivity and diversity. This approach recognises that every student has different backgrounds, needs and learning styles. Therefore, education

must adapt to cater for the uniqueness of each student. Differentiated instruction, which customises teaching methods and learning materials for each individual, is key in creating a fair and equitable learning environment. The use of strategies such as theme-based learning, heterogeneous group work and customised assignments are important in supporting each student to reach his or her full potential. (Wawa, 2024).

Furthermore, recent approaches to teaching also emphasise strong partnerships between schools, families and communities. Education is no longer regarded as the sole domain of the school institution but as a shared responsibility of various parties. Involving parents in the education process, whether through regular communication, volunteer activities or special meetings, can increase student participation and commitment. In addition, co-operation with local communities, industries and other educational institutions also opens up opportunities for students to have richer and more contextualised learning experiences. (Jannah et al., 2023)..

In conclusion, the latest approaches to teaching offer a range of innovations that aim to increase student engagement, personalisation of teaching and inclusivity. These approaches prioritise not only academic development but also social and emotional aspects, all of which are important to ensure students' long-term success. Technology plays an important role in facilitating more interactive and adaptive learning, while formative evaluation ensures that students get the support they need throughout the learning process. Overall, this approach reflects a more holistic and student-centred view of education, aiming to create a well-rounded and inclusive learning environment and prepare students for the challenges of the future.

Improving the Quality of Primary School Teacher Education

Improving the quality of primary school teacher education is an important priority in efforts to improve the overall quality of education. Teachers are the main pillars in the learning process and the quality of teaching they provide has a huge impact on student learning outcomes. To achieve this, teacher training and professional development need to be improved on an ongoing basis. Training programmes that are relevant to practical needs in the field such as improving pedagogical competencies, modern teaching methods and educational technology can help teachers stay up-to-date with the latest developments in education. (Avram, 2024).

Furthermore, self-evaluation and reflection are important components in teacher quality development. Providing mechanisms that allow teachers to evaluate their own performance as well as get feedback from colleagues, students and parents can help identify areas for improvement. Constructive evaluation will encourage teachers to continue learning and improving. In addition, recognising and appreciating teachers' achievements as well as providing incentives for high achievers can be an additional motivation for them to continue to develop. (Ntsoane & Petker, 2020).

Collaboration and peer-to-peer learning also play an important role in improving the quality of primary school teachers. Encouraging a culture of sharing experiences and best practices among teachers can support the improvement of individual competencies while fostering a spirit of mutual cooperation within the education community. The establishment of professional learning groups, workshops and seminars involving teachers, both at local and national levels, can provide a platform for improving knowledge and skills together. (Urinboyevna, 2024).

Another important supporting factor is policies that support a positive working environment for teachers. Government policies that pay attention to teachers' welfare, such as salary increases, decent working conditions, and clear career development opportunities, will greatly affect their motivation and performance. Support from the school, from the principal to the administrative staff, also needs to be strengthened to create a conducive environment for teachers to perform their duties optimally. Thus, efforts to improve the quality of primary school teacher education will be more effective and sustainable. (Frankrijker, 2021).

In addition to the above efforts, curriculum updates and relevant and contextualised teaching materials are also very important. Teachers need to be equipped with a flexible curriculum and teaching materials that are interesting and in line with the times. This includes digital literacy skills, which are increasingly essential in this technological era. Special training on the use of technology in teaching and learning activities can be applied, so that teachers do not only rely on conventional methods but can also utilise various media and technological tools to improve learning effectiveness. (Sumar'in & Aslan, 2022).

It is also important to facilitate teachers' access to quality educational resources. A well-stocked school library, access to the latest pedagogical journals and e-learning platforms can support teachers in enriching their teaching methods. Schools should collaborate with the community and other educational institutions to provide these resources. With sufficient resources, teachers can devise innovative and more engaging learning strategies for students, thus increasing their motivation to learn. (Shuma et al., 2024)..

Ultimately, intensive collaboration between the government, schools and communities is needed to improve the quality of primary teacher education. The government can make proactive policies, educational institutions can provide the facilities and resources needed, and support from the community reflects a concern for education. All of them need to work together to create an educational ecosystem that supports teachers in performing their duties well. (Scheuer & Heck, 2022); (Irwan et al., 2024); (Juliani & Aslan, 2024)..

In conclusion, improving the quality of primary school teacher education is key to creating a smart and competitive generation. Through continuous training, self-evaluation, collaboration among teachers, supportive policies, curriculum updates and

access to adequate resources, teachers are expected to provide quality education that is relevant to the demands of the times. Support and synergy among relevant parties will ensure that these efforts are effective and sustainable, so that the overall quality of national education can continue to improve.

Conclusion

Evaluating and improving the quality of primary teacher education requires a holistic and continuous approach. One of the latest methods being developed is competency-based evaluation, where the focus is not only on assessing teachers' theoretical knowledge but also on their practical skills in teaching and managing the classroom. This method can be combined with structured classroom observations and constructive feedback, allowing teachers to understand their strengths and weaknesses in greater depth. The use of teaching portfolios containing evidence of teachers' work can also be an effective evaluation tool, helping teachers to reflect and develop themselves continuously.

Another recent approach is competency enhancement through technology-based learning. The utilisation of Learning Management System (LMS) allows teachers to access training and learning resources flexibly and continuously. The digital platform provides not only conventional training materials, but also discussion forums, webinars and interactive modules that can increase teacher engagement and understanding. With this technology, teachers can also expand their reach in collaborating with peers from different regions, sharing best practices, and supporting each other in professional development.

In addition to technology-based evaluation and training, recent approaches also emphasise the importance of developing teachers' social and emotional competencies. Professional development programmes are now starting to integrate aspects of emotional and mental well-being into their curricula. Teachers who have good well-being tend to be more effective in teaching and building positive relationships with students. The application of mindfulness approaches, stress management training and emotional wellbeing support are becoming an important part of teacher training programmes. With this approach, it is hoped that primary school teachers will not only be academically proficient but also have a stable emotional balance, ultimately contributing to improving the overall quality of education.

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