The Contribution of Teachers in Achieving the Goals of Basic Education: A Literature Review on Best Practices and Challenges

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ABSTRACT

Teachers play a crucial role in achieving the goals of basic education. This article aims to conduct an in-depth literature review on the contribution of teachers in realizing the objectives of basic education by identifying the best practices employed by teachers and analyzing the challenges they face in reaching these goals. The article is a descriptive-analytical research study that collects data by searching and analyzing various relevant articles, journals, and scholarly literature. The data is gathered by searching literature through academic databases and digital libraries. Relevant articles are selected based on predetermined inclusion and exclusion criteria. Subsequently, the data is systematically analyzed, and significant findings are identified. The research findings indicate that teachers have significant contributions to achieving the goals of basic education. Teachers utilize innovative teaching methods, consider individual student differences, provide constructive feedback, collaborate with students and parents, and build positive relationships with students. However, there are challenges, including limited resources, student individual differences, time constraints, and a high workload.

Keywords: Teacher's Contribution, Goals of Basic Education, Best Practices, Challenges, Literature Review.

INTRODUCTION

Basic education, which encompasses the educational levels from early schooling to junior high school, plays a crucial role in shaping the foundational knowledge, skills, and mental attitudes needed by individuals. This stage serves as a crucial foundation in one's educational journey. During basic education, the goals extend beyond academic aspects such as learning mathematics, science, language, and social sciences. The goals of basic education also include the development of student's social, emotional, and character skills. Teachers have a vital role in achieving these goals of basic education. Through their interactions and influence on students, teachers can create a conducive learning environment, provide guidance, and promote students' academic progress and personal development.

At the basic education level, teachers bear a significant responsibility in helping students acquire the necessary knowledge and skills (Dwijayanti, 2019). They are not only instructors but also leaders and mentors to students. Teachers can create a positive learning environment by fostering an inclusive and supportive climate, enabling students to feel safe and actively engaged in the learning process. By creating a conducive atmosphere, teachers can enhance students' motivation and interest in learning and facilitate the growth of their social skills through collaboration and teamwork. In addition to creating a conducive learning environment, teachers also play a role in guiding students. They can assist students in recognizing their interests and potential and guide them in choosing suitable educational paths. Through guidance, teachers can help students overcome

learning barriers and develop metacognitive skills that are useful in the learning process. By providing constructive feedback, teachers can also help students improve the quality of their work and achieve better outcomes. Furthermore, teachers have a central role in promoting students' academic progress. They employ various effective teaching strategies, design relevant curricula, and deliver engaging and meaningful learning materials to students (Murni, 2023). Teachers also participate in assessing students' progress through fair evaluation and assessment. By identifying students' needs and potentials, teachers can provide tailored instruction and help each student reach their full potential.

In addition to the academic aspect, teachers also contribute to building students' character. They have the responsibility to teach moral values, ethics, and positive attitudes to students. Through their own behavior and daily interactions, teachers can assist students in developing attitudes such as honesty, empathy, hard work, and a sense of responsibility towards oneself and society. Overall, teachers play a vital role in achieving the goals of basic education (Anugrah et al., 2022).

In the pursuit of the goals of basic education, teachers face various challenges that can affect their contributions. These challenges include resource limitations, whether in terms of funding, learning materials, or adequate facilities. These limitations can hinder teachers from providing optimal learning experiences for students. Another challenge faced by teachers is the diverse needs and characteristics of students within the classroom. Each student possesses different intelligences, interests, and learning styles. Teachers need to be able to identify individual students' needs and provide appropriate approaches to encourage their progress. Another issue is the social environment factor. Teachers often encounter students from diverse backgrounds, including cultural differences, values, and socio-economic levels. This can affect how teachers interact with students and create an inclusive learning environment.

In this context, it is important to examine the contribution of teachers in achieving the goals of basic education. The purpose of this article is to conduct an in-depth literature review on the contribution of teachers in realizing the goals of basic education. The article will identify the best practices employed by teachers in the context of basic education and analyze the challenges they face in achieving these goals. Through a comprehensive literature review, this article aims to provide valuable insights for school administrators, teachers, and education stakeholders in improving the quality of basic education.

METHODS

This research is a literature study that utilizes a descriptive-analytical method. This approach is used to analyze and present information contained in various scientific articles, books, journals, and literature sources related to the contribution of teachers in achieving the goals of basic education. The research method employed in this literature study involves systematically collecting data by searching and selecting relevant scientific research articles on the topic under investigation. The method entails identifying relevant literature sources, evaluating and selecting articles that meet the inclusion criteria, and analyzing the content of the articles to describe the contribution of teachers in achieving the goals of basic education. The steps taken in the data collection process in this literature study include: 1) Determining inclusion criteria: Establishing inclusion criteria that align with the research topic, such as publication year, relevance to the contribution of teachers in basic education, and reliable literature sources; 2) Literature search: Conducting a

systematic search through journal databases, digital libraries, and other trusted sources to identify research articles that meet the inclusion criteria; 3) Article selection: Evaluating the identified articles to select those that are relevant to the research objectives; 4) Data collection: Collecting data from the selected articles using systematic reading and note-taking methods, recording relevant information about the contribution of teachers in achieving the goals of basic education; and 5) Data organization: Organizing the collected data in a format suitable for analysis. Data analysis in this research involves the processes of extraction, organization, and synthesis of information found in the relevant research articles. In this analysis, the best practices carried out by teachers in achieving the goals of basic education, as well as the challenges they face, will be identified. The collected data will be analyzed descriptively and thematically to uncover key findings related to the contribution of teachers in basic education.

RESULTS

The contribution of teachers in realizing the goals of basic education is highly important and diverse. Teachers play a central role in shaping and influencing the development of students.

3.1 Best Practices of Teachers in the Context of Basic Education

Utilizing Innovative Teaching Methods

The teacher is expected to constantly develop and enhance their competence (Sosanto, 2022). Teachers employ various innovative teaching methods to enhance student engagement and facilitate deep understanding (Sumantri, 2019). Examples of innovative teaching methods frequently utilized by teachers in the context of basic education are as follows: 1) Project-Based Learning. This method involves students in real-world projects that allow them to apply the knowledge and skills they have learned in practical contexts. The teacher presents authentic challenges or problems that students must solve through group work or individually. Students assume the roles of problem solvers, researchers, and presenters in these projects; 2) Cooperative Learning. This method promotes collaboration and interaction among students. The teacher forms learning groups in which students assist and cooperate with each other in problem-solving, explaining concepts, and sharing knowledge. Through cooperative learning, students can develop social skills, learn from one another, and achieve better understanding; 3) Use of Educational Technology. Teachers leverage technology in the learning process. They utilize educational software, applications, electronic devices, and online resources to enhance student interaction and engagement. Educational technology can take the form of multimedia presentations, interactive simulations, e-learning, or online discussions to enrich students' learning experiences; 4) Simulations. Teachers employ simulations as tools to demonstrate specific situations or contexts to students. Simulations can be role-playing games, computer simulations, or physical simulations. Students participate in simulations to understand concepts, solve problems, and develop specific skills through direct experiences; 5) Educational Games. Teachers utilize educational games as a means of instruction. These games are specially designed to teach specific concepts, build understanding, or test students' knowledge interactively. Through educational games, students can learn while playing, enhance motivation, and sharpen cognitive and social skills.

In implementing these innovative teaching methods, teachers adopt a student-centered approach, where students become active participants in the learning process and the teacher acts as a facilitator (Resti, 2021). These methods are designed to enhance learning motivation, student engagement, deep understanding, and the development of 21st-century skills such as critical thinking, creativity, collaboration, and problem-solving.

Individualized Learning

In elementary education, teachers pay close attention to the individual differences among students and strive to provide approaches that cater to each student's needs and learning styles (Khoiruman, 2021). They recognize that every student has unique characteristics and learning requirements. To achieve this, teachers adopt a differentiation approach, which involves using different instructional strategies to meet students' individual needs.

One of the best practices employed by teachers is providing diverse reading materials or learning resources. They acknowledge that students have different interests and learning preferences. Therefore, teachers ensure there is a variety of reading materials, learning content, or other resources accessible to students. This provides an opportunity for students to choose the most engaging and relevant materials for them, thereby enhancing their interest and motivation to learn. Additionally, teachers assign tasks that can be adjusted according to students' abilities. They acknowledge that students have varying levels of mastery of the subject matter. Hence, teachers design tasks that can be adapted to the appropriate difficulty level based on students' abilities. As a result, each student can face challenges that match their level, enabling them to develop their skills gradually and achieve success in their learning. Furthermore, teachers provide extra support to students who need it. They recognize that some students require additional attention and assistance in understanding the material or overcoming learning difficulties. Therefore, teachers allocate extra time and attention to these students, whether through individual guidance sessions, reviewing the material, or providing more in-depth supplementary materials. This helps students facing challenges to receive the necessary support and remain engaged in the learning process. By considering the individual differences among students and providing approaches that cater to their needs and learning styles, teachers can create an inclusive and responsive learning environment. This allows every student to feel supported and recognized in the learning process, enabling them to achieve their maximum learning potential.

Constructive Feedback

In elementary education, teachers provide constructive and targeted feedback to students as an integral part of the learning process. This feedback focuses not only on errors but also recognizes students' achievements and offers specific suggestions for improvement. Teachers regularly provide feedback to help students understand the extent to which they have achieved their learning goals. This feedback is given in the form of evaluations of students' performance in specific tasks or learning activities. Teachers identify students' strengths and provide praise and recognition for their successes. This helps students feel valued and motivated to further develop their abilities. However, the feedback given by teachers also addresses areas for improvement. Teachers identify mistakes or areas that need to be addressed by students and provide specific and constructive suggestions. This feedback not only informs students of their errors but also provides clear explanations of how to rectify them. Teachers can provide concrete examples, step-by-step guidance, or additional reading materials to assist students in understanding and overcoming their mistakes.

In addition to providing feedback, teachers also involve students in self-reflection processes. They encourage students to actively reflect on their progress, identify their own strengths and weaknesses, and formulate strategies for self-development. Teachers facilitate reflective discussions in the classroom, using guiding questions and allocating time for students to think critically about their learning experiences. Through this process, students learn to independently identify areas for improvement and develop important metacognitive skills. By providing constructive and targeted feedback and involving students in self-reflection processes, teachers help students enhance their understanding, overcome difficulties, and develop their holistic potential. This approach also instills confidence in students' learning abilities and empowers them to take responsibility for their personal growth.

Collaboration with Students and Parents

In elementary education, teachers adopt a collaborative approach by involving students and parents in the learning process (Luluk et al., 2021). They understand the importance of engaging all stakeholders in achieving educational goals and creating a holistic learning environment. Firstly, teachers collaborate with students in decision-making regarding learning goals. They provide space for students to actively participate in determining what they want to achieve in their learning. Teachers listen to students' aspirations and interests and jointly formulate realistic and relevant goals. In this process, students feel ownership of their own learning and become more committed to achieving those goals. Furthermore, teachers involve students in the learning process by providing opportunities for them to share their perspectives and ideas. They encourage students to actively participate in class discussions, express their opinions, and share relevant experiences or knowledge. Teachers create an inclusive classroom atmosphere where every voice is valued and acknowledged. Through this collaboration, students feel valued and become more active in the learning process, learning from the perspectives and experiences of their peers.

Additionally, teachers involve parents in supporting learning at home. They establish open and ongoing communication with parents to share information about students' progress and provide feedback on their development. Teachers also invite parents to engage in learning activities at home, provide support, and create a conducive learning environment (Rosita et al., 2022). This creates synergy between the school and home, where students receive consistent and holistic support in their learning. By collaborating with students and parents, teachers build strong and supportive partnerships in achieving learning goals. This creates an inclusive learning environment where every individual is valued, their opinions are heard, and the necessary support is available. This collaboration also strengthens the role of parents in supporting students' learning at home, fostering synergy between the school and home environments in supporting students' academic and personal development.

Building Positive and Empathetic Relationships

In elementary education, teachers understand the importance of building positive and empathetic relationships with students. They recognize that a good relationship between teachers and students is a crucial foundation for creating an effective and inclusive learning environment. Firstly, teachers pay attention to the needs and feelings of students. They actively listen when students speak, giving their full attention to what is being conveyed. Teachers acknowledge and respect students' feelings, providing space for them to express their emotions, ideas, or opinions. In doing so, teachers demonstrate empathy and sensitivity towards students' emotional state, offering the necessary attention and understanding that students' feelings can impact their learning process.

Furthermore, teachers provide the emotional support needed by students. They allocate time and space to discuss any issues that students may be facing, whether related to their learning or personal life. Teachers offer encouragement, motivation, and moral support to students, urging them to overcome obstacles and challenges they may encounter. In doing so, teachers create a warm and supportive atmosphere where students feel supported in their learning journey. Additionally, teachers are responsible for developing an inclusive and supportive classroom climate. They create an environment where every student feels accepted, valued, and safe to participate in learning. Teachers promote cooperation and mutual respect among students, avoiding discrimination or harmful behaviors, and providing equal opportunities for each student to contribute. In this inclusive classroom climate, students feel comfortable to share ideas, ask questions, and interact with both the teacher and their peers.

By building positive and empathetic relationships with students, teachers create a learning environment that supports students' personal, social, and academic development. This helps students feel valued, heard, and understood by their teachers, which, in turn, enhances their motivation to learn. Additionally, an inclusive and supportive classroom climate helps students feel secure and at ease in expressing themselves and participating in learning. Therefore, positive relationships between teachers and students serve as a strong foundation for achieving elementary education goals.

3.2 Barriers in Achieving Basic Education Goals

In achieving the goals of basic education, teachers often face several barriers that need to be overcome. Here are three main points related to common barriers faced by teachers:

Resource Limitations

Resource limitations are a significant barrier in achieving the goals of basic education (Dewi & Hidayat, 2022). Many schools, especially those in remote or low-income areas, face challenges in providing adequate resources for students. This includes limitations in physical resources such as school buildings, adequate classrooms, libraries, laboratories, or sports facilities. Additionally, limitations also occur in material resources such as textbooks, learning materials, laboratory equipment, and educational technology. These limitations can have a negative impact on students' learning experiences (Syifa & Julia, 2023). Students may lack sufficient access to relevant reading materials, interactive learning materials, or facilities that support practical learning. This can limit students' understanding and the development of their skills in various fields.

To overcome this barrier, teachers need to adopt a creative approach in utilizing the available resources. They can seek alternative solutions and make the best use of the existing resources. For example, if textbooks are limited, teachers can look for alternative reading sources such as articles, journals, or relevant online materials. Additionally, teachers can also utilize low-cost or freely accessible resources such as digital materials or educational software. Collaboration among teachers is also important in addressing resource limitations. Teachers can share resources, experiences, and creative ideas in overcoming the existing limitations. This collaboration can also involve other school staff such as the library, laboratory, or educational technology management to maximize the use of available resources. Furthermore, involving the community or other stakeholders can provide additional support in overcoming resource limitations. Teachers can seek partnerships with non-governmental organizations, local companies, or individuals who care about education. They can provide donations, sponsorship, or assistance in the form of physical resources, materials, or access to technology. Through this cooperation, teachers

can improve students' access to adequate resources and create a better learning environment. In facing resource limitations, teachers need to maintain their enthusiasm and creativity. Although these limitations can be a barrier, with innovative approaches and good collaboration, teachers can optimize the existing resources and ensure that students continue to receive quality learning experiences.

Individual Differences and Student Needs

Every student has unique individual differences and learning needs. Teachers are faced with significant challenges in accommodating these differences in their teaching. The main goal is to ensure that every student can learn effectively and reach their maximum potential. First and foremost, teachers need to adopt an inclusive approach to teaching. This means recognizing and respecting the diversity of students and creating a welcoming learning environment for all, without discrimination. Teachers should be aware of the various learning styles that exist, such as visual, auditory, kinesthetic, or a combination of them, and strive to integrate various learning strategies that are suitable for each student's learning style. For example, teachers can use images, diagrams, or audiovisual presentations to facilitate visual or auditory understanding, and engage kinesthetic learners through hands-on activities or projects. Additionally, teachers need to provide diverse reading materials or learning resources. Each student has different interests and preferences, and providing variation in learning materials can enhance students' interest and motivate them to learn. Teachers can use various sources such as textbooks, articles, videos, online materials, or other digital resources. This helps students gain rich exposure to the concepts and information being taught.

When assigning tasks, teachers need to consider the appropriate level of difficulty based on students' abilities (Nurcahyono & Putra, 2022). Tasks that are too easy or too difficult can decrease student motivation. Therefore, teachers need to provide tasks that can be adjusted according to students' ability levels. For example, for more advanced students, challenging tasks or research projects can be given, while for students who require more support, structured tasks or clear guidelines can be provided. Teachers also need to provide extra support to students who need it. Some students may face learning difficulties or special challenges such as special needs, language limitations, or personal issues. Teachers need to understand students' individual needs and provide appropriate additional assistance. Parents are important partners in education, and they have a better understanding of their children's needs and characteristics. Teachers need to involve parents in the learning process, communicate regularly about students' progress, and seek their input and advice. By sharing information and collaborating, teachers can build a better understanding of students' learning needs and take appropriate action.

Overall, accommodating students' individual differences in learning is a complex challenge for teachers. However, by adopting an inclusive and differentiated approach, providing diverse materials and tasks, offering extra support, and involving parents, teachers can create a supportive learning environment and ensure that every student has the opportunity to learn and develop according to their potential.

Limitations of Time and Workload

Time constraints and high workloads are serious barriers faced by teachers in achieving the goals of basic education (Arsita & Fathoni, 2022; Mariyani, 2019). Teaching tasks, including lesson planning, curriculum-based instruction, providing feedback to students, and evaluating their performance, require significant time and effort. An excessive workload can disrupt the quality of teaching and affect the individual attention given to students. One strategy that teachers can use to overcome this barrier is by managing time

effectively. Teachers need to create a good schedule, consider appropriate time allocations for each learning activity, and ensure that the available time is used efficiently. This can be done by identifying important learning priorities and focusing on the main objectives in each teaching session. Additionally, teachers need to employ efficient classroom management strategies. By adopting a disciplined and structured approach, teachers can create an orderly and productive learning environment. Strategies such as clear classroom rules, efficient use of time, smooth transitions between activities, and wise grouping of students can help optimize the available time and reduce disruptions that hinder the learning process.

In addition to individual efforts, support from school principals and staff is also crucial in overcoming these barriers. School principals can assist teachers by organizing tasks and responsibilities in a proportional manner, as well as providing adequate time for preparation and professional development. In a supportive work environment, teachers can also collaborate with colleagues to share workloads, provide mutual support, and develop best practices in managing time and tasks. In conclusion, time constraints and high workloads are real barriers in achieving the goals of basic education. However, by managing time effectively, adopting efficient classroom management strategies, and obtaining support from school principals and staff, teachers can overcome these barriers and provide quality instruction to students. It is important for teachers to maintain a balance between teaching tasks and individual attention to students, thereby creating an optimal learning environment. In facing these challenges, it is important for teachers to continuously develop their skills and knowledge through ongoing training and professional development. Collaborating with colleagues to share experiences and effective strategies is also a beneficial step. Additionally, involving other stakeholders such as parents, the community, or educational institutions can help teachers in overcoming these barriers.

CONCLUSIONS

In this literature review, it has been revealed that teachers play a crucial role in achieving the goals of basic education. Their contributions include the use of innovative teaching methods, addressing individual differences among students, providing constructive feedback, collaborating with students and parents, and building positive relationships with students. However, there are several challenges faced, such as resource limitations, student-individual differences, and high workload and time constraints. Nevertheless, with creativity, cooperation, and effective management, teachers can overcome these challenges and maximize their contributions to achieving the goals of basic education. To enhance the contributions of teachers in achieving the goals of basic education, it is important to provide continuous training in the use of innovative teaching methods, differentiation, effective classroom management, and inclusive approaches. Additionally, collaboration and partnership between school principals, teachers, and parents should be encouraged, and supportive policies and guidelines should be developed. With these measures, an improvement in the quality of basic education can be expected, and the fulfillment of every student's learning needs can be achieved, leading to a positive impact on their development and the future of our education system.

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