EFFECTIVE PEDAGOGY IN PRIMARY EDUCATION:
A REVIEW OF CURRENT LITERATURES

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Abstract: The implementation of effective pedagogy in instructional strategies is an interesting discussion among educationists due to the rapidly transformation in educational context. The aims of this study are to identify the current literature related to effective pedagogy in primary education and to highlight its categories in teaching learning situation. The method used in this study is literature approach by reviewing 15 current journal articles in five years, from 2017 to May 2021. The study shows that several characteristics of effective pedagogy still attract the researchers to discuss in their papers during the current five years. The fundamental characteristics of effective pedagogy frequently highlighted in primary education are: classroom management, teachers` competences, instructional strategies, valuable learning, and students` achievement. The conclusion of this study, several current literatures highlight that the effective pedagogy is the general view of teachers to specify their action to carry out the new strategies, approaches, and methods to fostering primary school pupils.

Introduction

Teachers` view on teaching and learning may change following the improvement of their knowledge, skills, experiences, and professional attitudes (Chai, Koh, & Teo, 2019; Keay, Carse, & Jess, 2019; Van-Schaik, Volman, Admiraal, & Schenke, 2018). Several school phenomena such as students` development, community, and administrative changes also encourage teachers to find out the effective strategies in their instructional designs.

Effective pedagogy in primary school is an interesting topic to discuss related to students` development and teachers` competences in school context (Coates & Pimlott-Wilson, 2019; Hetherington, & Wegerif, 2018). It means that students are the priority and orientation of teachers in teaching learning in the classroom. When the teachers decide to use a learning method, they need to consider in what extent the method give positive impact to their students. The effective pedagogy is related to what teacher does in the

classroom situation (Kim & Wilkinson, 2019). The model used by teacher in teaching learning has to focus on changing students behaviour in learning. Teachers with highly self-efficacy have a good confident level to manage their classroom. They believe that they can develop cooperative learning with students. Teachers provide opportunities for students in argumentative discussions in their class (Hafnidar, Harniati, Hailemariam, & Handrianto, 2021). Teachers have bravery to change their strategy and approach if they believe both of them less effective in their teaching-learning process. Gess-Newsome, Taylor, Carlson, Gardner, Wilson, & Stuhlsatz (2019) emphasized that the ability of teachers to reform their instruction is significant part of effective pedagogy.

This study aims to highlight several current literatures to obtain fresh views of the scholars regarding effective pedagogy. The views of them can be used or adopted by teachers or school practitioners to practice in their classroom. Some categories of effective pedagogy discussed in this paper are expected helping teacher to design instructional strategies. According to Creswell (1994), the review of literatures aims to sum up the knowledge and highlight the relevant facts or issues that still have inquiries left behind.

Method

The study used review of current literatures (from 2017 to May 2021) related to effective pedagogy in primary education. Electronic searching machines were used to data collection in several data base such as: Google Scholars, ERIC, Science Direct, Dimension, Sage Journal Online, Web of Science, and Scopus. Some keywords had been spread to find out the correlated sources such as: "effective pedagogy", "primary school", "primary education", and "effective pedagogy in primary education". There were 65 articles downloaded from data base during the search phase. 50 articles were excluded because the articles were review study, editorial paper, and didn't show the empirical data needed in this study. Several articles which explained effective pedagogy for university level were also eliminated. The 15 selected articles were screened and analysed by using constant comparative method introduced by Lincoln and Guba (1985).

Result

Effective pedagogy refers to the classroom management which affects a student`s learning. It provides situation for teachers to explore their teaching abilities to perform effective learning by actively involving students in their classroom`s practices. Students are more enjoy with their learning and can understand clearly about their learning objectives (Arafani, Handrianto, Uçar, & Karneli, 2021). The effectiveness of teaching learning situation depends on teachers` competencies to what to do and how to do their classroom pedagogy (D'Angel, 2021). In effective pedagogy requires teachers to evaluate their learning priorities. Teachers need to develop the inquiries about their teaching method which may impact to their students. Teachers give intervention to students for improving their learning outcomes (Hilton, Hilton, Ikahihifo, Chaffee, Darrow, Guilmett,

& Wiley, 2020; Ibrahim, Abdullah, Yasin, Handrianto, Uçar, & Kenedi, 2021). The orientation of teachers is student`s success with a bigger difference in their teaching process.

In primary education, effective pedagogy is based on inquiry-oriented development of students learning. Teachers use the inquiries as their support and inputs to decide their learning priorities in the classroom. Teachers also develop inquiries about the effective strategy for ongoing improvement of the pupils (Rita & Handrianto, 2020; Taufiqurrochman, Muslimin, Rofiki, & Abah, 2020). In this context, the effective pedagogy is also related to development of valuable teaching learning for holistic student`s achievement (Zeng (2020). Values education is the fundamental element of pedagogical infrastructures. Realisation of values in education encourages students` well-being in school environment. The values can transform community based on the school`s perspective. The valuable learning implemented by teachers in the classes can trigger impact on parents and community in school around. Teachers don't teach about the material concepts but they also explore the values from their learning.

The teachers` ability to transform their instruction from traditional classroom into valuable classroom which develop values of local culture in learning context is also part of effective pedagogy (Dieterich & Hamsher, 2020). Learning is a freedom for human that they can obtain beneficial impact to their life (Rita, Muliana, & Handrianto, 2021). The values of local culture need to integrate in instructional strategies to create student`s pride to their community and environment.

The greater use of effective pedagogy is to measure the teaching performance of teachers in classroom instruction. It also requires systemic collaboration between teachers and students to create effective learning (Zajda, 2018). There are several standards to use for measuring teachers` performance such as: instructional activities, students` engagement, and classroom communication. The standards determine in what extent the effectiveness of pedagogy implemented in teaching learning to enhance students` achievement. The standards are also used to measure the relationship between effective strategies and student` outcomes.

The criteria of effective pedagogy in primary school are measured with in what extent the value added to students` development and their learning outcomes. Students feel their learning valuable to foster their knowledge, skills, and attitudes (Musta`in & Handrianto, 2020; Overby, 2018). They have strong desires to mastery learning materials because they don't want to be part of fail outcomes in instruction. Pedagogical practices of teachers are evaluated by investigating their classroom situation. The socio economic background of students and school community around have to be studied by teachers before starting their classes. Teachers have to really aware about their classroom and try to design good instructional strategies.

Table 1. Categories of Effective Pedagogy Discussed by Researchers from 2017 to May 2021

Authors	Classroom Management	Teachers' Competences	Instructional Strategies	Valuable Learning	Students Achievement	Collaborative Learning	Learning Outcome	Communication	Student's Performance	Learning Assessment	Curricular Content	Student's Engagement	Learning Environment	Learning Experience	Technology Integration	Student's Motivation	Knowledge Competency	Project Learning
Elkhatat & Al-Muhtaseb (2021)	✓		✓		✓	✓	✓			✓								
D'Angel (2021)	✓	✓	✓	✓	✓						✓			✓				
Tadesse, Eskelä-Haapanen, Posti-Ahokas, & Lehesvuori (2021)	✓	✓	✓	✓	✓								✓					
Dieterich & Hamsher (2020)	✓		✓	✓				✓										
Hilton, Hilton, Ikahihifo, Chaffee, Darrow, Guilmett, & Wiley (2020)	✓		✓	✓		✓	✓	✓										
Maryum & Zafar (2020)	✓	✓	✓		✓	✓									✓			
Zeng (2020)	✓	✓	✓	✓	✓				✓									
Afzal & Nasreen (2019)	✓	✓	✓	✓		✓		✓		✓								
Ekong, Adiat, Ejemeyo, & Alalade (2019)	✓		✓	✓	✓				✓	✓				✓		✓		
Salam, Iskandar, Ibrahim, & Farooq (2019)			✓	✓	✓	✓		✓					✓		✓			✓
Overby (2018)		✓	✓	✓											✓		✓	
Patel & Patel (2017)	✓	✓			✓					✓		✓			✓			✓
Strand & Popescu (2018)	✓	✓	✓	✓	✓						✓		✓				✓	✓
Zajda (2018)	✓	✓		✓	✓	✓							✓			✓	✓	
Masahiro (2017)	✓	✓	✓	✓	✓		✓			✓	✓			✓				

Table 1 shows the tabular form of current literatures related to effective pedagogy from 2017 to May 2021. There are 18 categories of effective pedagogy discussed by the scholars from various countries in different years. It can be concluded that the effective pedagogy is still an interesting topic to discuss in influencing teaching learning quality in the classroom situation (Saputra, Handrianto, Pernantah, Ismaniar, & Shidiq, 2021).

Discussion

Based on table 1, there are five dominant categories of effective pedagogy discussed by the academicians in the last five years, such as:

Classroom management

Effective classroom management helps teacher to investigate their instructional situation. Teachers are more aware about their classes and pay attention to students` needs in their learning. Classroom arrangement is created to comfortable learning that students motivate to join the class. Teachers and students love their classes and develop mutual understanding among them. According to Elkhatat and Al-Muhtaseb (2021), classroom management is related to designing further learning where students discussed materials, learning`s skills and concepts independently.

Teachers competences

Effective teachers` competences are related to teachers` pedagogical content knowledge as educators. Teachers have to mastery in learning content and design teaching planning. They have abilities in using technology in their classes. Tadesse, Eskelä-Haapanen, Posti-Ahokas, and Lehesvuori (2021) emphasized that competent teachers have abilities in subject knowledge and have highly confident level. They have abilities to improve student`s involvement by implementing interactive learning, students` centred approaches, and pedagogic strategies in their classrooms.

Instructional strategies

Effective instructional strategies are when the students more participate in their classes and do project based learning approaches with their peers. Teachers implement learning strategies by involving students in some activities. Salam, Iskandar, Ibrahim, & Farooq (2019) highlighted that teachers can assess students` performance by using individual reflection or group assessment. Teachers should be able to develop students` knowledge with oral discussion related to learning materials or other issues. The technological platform needs to be implemented by teachers in teaching context to service student`s learning based on ICT approaches.

Valuable learning

Effective valuable learning is when the students feel that they take values in their classes. They enjoy their learning situation and believe that the learning is meaningful for them. The learning is not solitude dimension but it is part of togetherness and cooperation. Afzal and Nasreen (2019) found that the implementation of social values in

learning is crucial because students are part of communities where they have their own culture, language, custom. It means that students need to be taught the valuable learning that they can apply in their family, community and daily life. Teachers can also highlight the social phenomena to give more understandable explanation for students in teaching learning situation.

Students achievement

Effective students` achievement in pedagogy is measured by looking their test results. Overall effective pedagogy can be seen from the students` outcome or output in formative or summative assessments. Education is a long human process but it is needed several criteria to evaluate in what extent the classes improve students` abilities (Taufiqurrochman & Rana, 2021). Students` achievement is a pride and it should be appreciated by parents, teachers, and communities. Maryum & Zafar (2020) stated that effective and adequate teacher`s learning in using technology determine successful learning program and students` achievement.
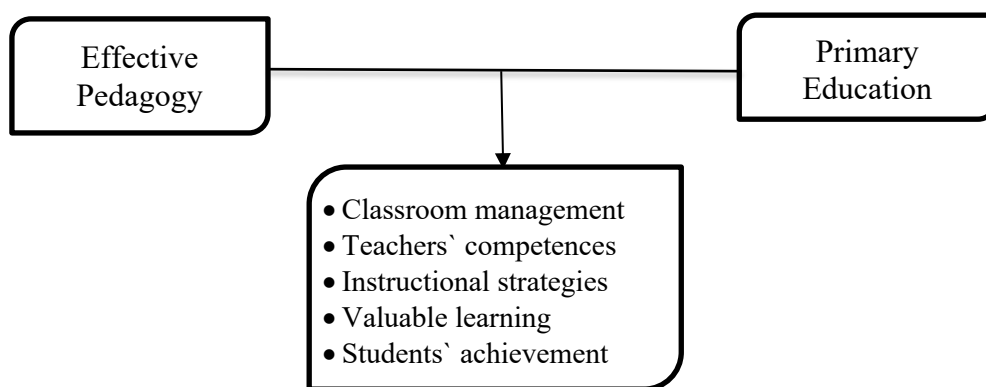
Figure 1. Categories of Effective Pedagogy in Primary Education

Figure 1 shows that effective pedagogy is needed to enhance teaching learning quality in primary school. Primary school`s teachers have to aware about the five categories of effective pedagogy to design and develop learning strategies in their classroom. They may develop effective classroom management based on their student`s needs. Teachers need to improve their competences in teaching to mastery on pedagogical content knowledge in primary context. They can combine various strategies in instruction to motivate students in learning. They need to ensure that the learning has values for students` development in the school, family, and community. The effective pedagogy can be reflected by student`s achievement or learning outcome which is part of the teachers` concerns to obtain learning objectives.

📑 Conclusion

It is clear from studies that the effective pedagogy is important in primary education. Numerous research studies have been discussing the topic by highlighting several categories such as: classroom management, teachers` competences, instructional strategies, valuable learning, and students` achievement. The five categories need to be considered by the teachers to set up their instruction. The role of teachers in primary school education is significant to practice effective pedagogy to improve teaching learning quality in the classroom. The effective pedagogy can be concluded that the approaches, methods, and strategies implemented by teachers in the classroom create positive impact to students` learning and their outcomes.

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