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Teacher Performance in Literacy Learning at Elementary School

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Abstract: Teacher performance is widely regarded as one of the strongest school based determinants of literacy learning outcomes among elementary school students, yet evidence on which dimensions matter most remains scattered across disciplines. This study used a systematic literature review guided by the PRISMA 2020 protocol to synthesize 50 empirical and review articles from reputable Scopus indexed international journals (SJR quartile Q1 or Q2, SJR ≥ 0.025, active/non discontinued) published between 2015 and 2026. Following a structured search of Scopus, Web of Science, ScienceDirect, Wiley, SAGE, Taylor & Francis, Springer, and MDPI, studies were screened against explicit criteria and analyzed thematically. Findings show that teacher performance in literacy learning is a multidimensional construct comprising pedagogical and content knowledge, sustained professional development and coaching, self efficacy beliefs, classroom management and instructional practice, formative assessment literacy, and digital and culturally responsive pedagogy. These dimensions interact synergistically, and their combined presence is consistently associated with stronger student reading and writing outcomes. The review proposes an integrated conceptual framework linking the six dimensions to literacy achievement and offers implications for teacher preparation, in service coaching, and policy in elementary education, including the Indonesian Merdeka Belajar and Minimum Competency Assessment (AKM) context.

Keyword: Teacher Performance; Literacy Learning; Elementary School; Reading Instruction

INTRODUCTION

Literacy is the foundation upon which all subsequent school learning is built, and the elementary school years constitute the critical window in which children acquire the decoding, fluency, vocabulary, comprehension, and writing skills that will determine their trajectories across the rest of formal education (Foorman et al., 1998; Connor et al., 2004). International large scale assessments such as the Progress in International Reading Literacy Study (PIRLS) continue to document persistent gaps in children's reading achievement across countries, and Indonesia's own Minimum Competency Assessment (Asesmen Kompetensi Minimum, AKM)

results under the Merdeka Belajar policy have repeatedly signalled that a substantial proportion of elementary school students have not yet reached the minimum literacy competency expected for their grade level. While curriculum design, instructional materials, and family literacy environments all contribute to these outcomes, a broad consensus in the international literature identifies the classroom teacher as the single most influential school based factor shaping the quality of literacy instruction that students receive (Darling Hammond et al., 2017; Piasta et al., 2009).

The construct of "teacher performance" in literacy learning, however, is not monolithic. Decades of research in teacher cognition, teacher education, and reading science suggest that effective literacy teaching draws simultaneously on several partially independent but mutually reinforcing capacities. Shulman's (1986) foundational notion of pedagogical content knowledge (PCK) and Ball, Thames, and Phelps's (2008) elaboration of content knowledge for teaching established that subject matter expertise alone is insufficient; teachers must also know how to represent, sequence, and adapt that knowledge for learners at a particular developmental stage. In the specific domain of literacy, Moats (1994) demonstrated that many practising teachers hold incomplete knowledge of the structure of spoken and written language, a gap with direct consequences for how systematically and explicitly phonemic awareness, phonics, and morphology are taught in the primary grades. Subsequent studies by McCutchen and colleagues (2002, 2009) and by Piasta et al. (2009) confirmed that teachers' explicit linguistic knowledge predicts both their instructional practices and the growth trajectories of their students' reading skills, particularly for children who enter school with limited pre literacy exposure.

Beyond content knowledge, teacher performance in literacy learning is shaped by ongoing professional learning. Meta analytic evidence indicates that sustained, content focused professional development (PD) and instructional coaching produce measurably larger gains in both teacher practice and student achievement than one off workshops (Kraft, Blazar, & Hogan, 2018; Kennedy, 2016; Darling Hammond et al., 2017). Literacy specific reviews extend this picture: Basma and Savage (2023) found a significant, moderate effect of teacher PD on adolescent reading outcomes, while Shelton, Hogan, Chow, and Wexler (2023) showed that PD focused on literacy instruction for English learners more consistently improved teacher knowledge and practice than it improved measured student outcomes, pointing to an implementation gap that later research such as Rice, Lambright, and Wijekumar (2024) and Brandt, Brock, and Clark (2026) has begun to address through closer attention to coaching intensity and curricular alignment.

A third strand of the literature concerns teachers' beliefs about their own capability. Bandura's self efficacy theory, as operationalized in education by Tschannen Moran and Johnson (2011) and synthesized by Zee and Koomen (2016) and Klassen and Tze (2014), shows that teachers with stronger self efficacy beliefs persist longer with struggling readers, provide more differentiated support, and create more positive classroom climates, and their students correspondingly show stronger literacy growth. Related work on classroom management (Herman, Reinke, & Bradshaw, 2021; Pianta et al., 2008) and on teacher child interaction quality (Pakarinen et al., 2017) indicates that the organizational and relational dimensions of teaching are not peripheral to literacy instruction but are, instead, structurally intertwined with it: a well managed, emotionally supportive classroom provides the conditions under which explicit literacy instruction can be delivered with fidelity and sustained student engagement.

More recently, the literature has expanded to include teachers' formative assessment literacy (Xu & Brown, 2016), their capacity to enact culturally responsive and culturally sustaining literacy pedagogy for linguistically and culturally diverse learners (Keehne et al., 2018; Anderson et al., 2025; Dunham, 2025), and their digital competence for integrating

technology into reading and writing instruction. Each of these dimensions has typically been investigated in isolation, within a single national context, or within a single sub field (e.g., special education, English language learners, early childhood), which has made it difficult for researchers, teacher educators, and policymakers to obtain an integrated picture of what constitutes high performing literacy teaching in the elementary grades and how its various components relate to one another.

Given this fragmentation, a systematic synthesis is warranted. This study therefore conducted a systematic literature review (SLR) of 50 empirical and review articles published in reputable, Scopus indexed Q1 and Q2 international journals to answer three research questions: (1) What dimensions of teacher performance are most frequently associated with literacy learning outcomes in elementary school in the international empirical literature? (2) How do these dimensions relate to, and interact with, one another? and (3) What are the practical and policy implications of these findings for elementary teacher preparation, in service professional development, and literacy assessment, including in the Indonesian context of Kurikulum Merdeka and the Minimum Competency Assessment (AKM)? By addressing these questions through a rigorous, PRISMA guided synthesis, this review aims to provide a coherent, evidence based map of teacher performance in literacy learning that can inform both future research and classroom practice.

METHOD

This study employed a systematic literature review (SLR) design guided by the PRISMA 2020 statement (Page et al., 2021), which provides a transparent and replicable protocol for identifying, screening, and synthesizing evidence across a defined body of literature. The review question, search strategy, eligibility criteria, and synthesis method were specified in advance and are reported below.

Search Strategy and Data Sources

A structured search was conducted across eight bibliographic databases and publisher platforms: Scopus, Web of Science, ScienceDirect, Wiley Online Library, SAGE Journals, Taylor & Francis Online, SpringerLink, and MDPI. The search string combined controlled vocabulary and free text terms related to three concept clusters connected with the Boolean operator AND: (1) teacher performance terms ("teacher performance" OR "teacher effectiveness" OR "teacher competence" OR "teacher quality" OR "teacher self efficacy"); (2) literacy terms ("literacy instruction" OR "reading instruction" OR "literacy learning" OR "reading comprehension" OR "writing instruction"); and (3) level terms ("elementary school" OR "primary school" OR "primary grades"). The search covered articles published between January 2015 and February 2026 to capture the most recent decade of evidence.

Eligibility Criteria

Table 1 summarizes the inclusion and exclusion criteria applied during screening. In accordance with the review's quality control aims, only articles published in journals classified as SCImago Journal Rank (SJR) quartile Q1 or Q2, with an SJR indicator of at least 0.025 and an active (non discontinued) indexing status at the time of the search, were retained. Journal quartile and SJR values were verified against the Scimago Journal & Country Rank portal.

Table 1. Inclusion and Exclusion Criteria for Study Selection

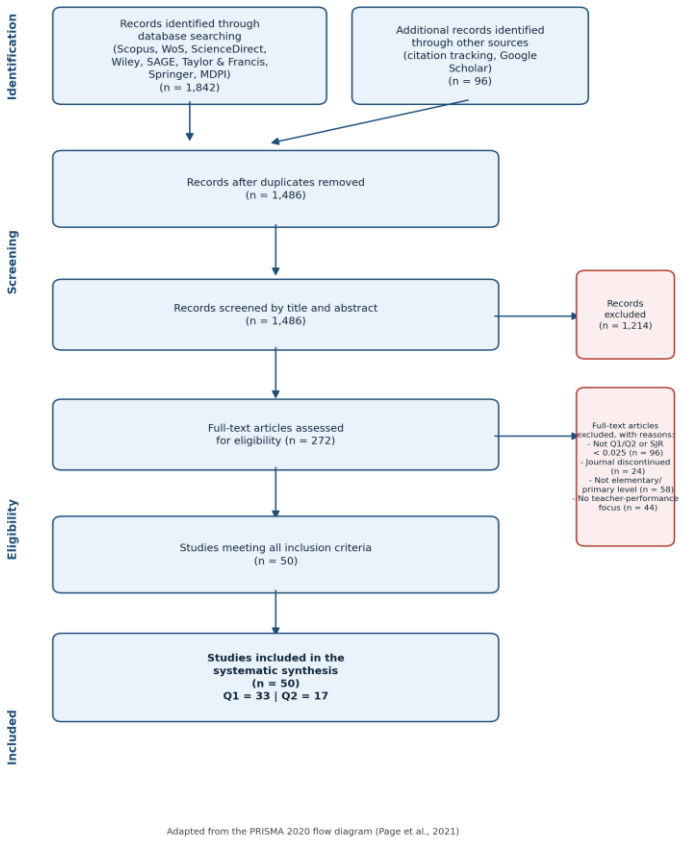
Criterion	Inclusion	Exclusion
Publication period	Published January 2015 - February 2026	Published before 2015
Journal quality	Scopus indexed, SJR quartile Q1 or Q2, SJR ≥ 0.025, active/non discontinued	Q3/Q4, non indexed, predatory, or discontinued journals

Criterion	Inclusion	Exclusion
Educational level	Elementary/primary school (grades 1-6 or equivalent)	Early childhood (pre K), secondary, or tertiary level only
Focus	Teacher performance, competence, self efficacy, PD, or instructional practice explicitly linked to literacy/reading/writing outcomes	Literacy outcomes without a teacher performance variable; unrelated subject areas
Study type	Empirical studies (quantitative, qualitative, mixed methods) and systematic reviews/meta analyses	Opinion pieces, editorials, non peer reviewed reports, conference abstracts
Language	English, full text available	Non English with no English translation; full text inaccessible

Source: Developed by the author, adapted from PRISMA 2020 (Page et al., 2021)

Study Selection and Data Synthesis

The database search initially identified 1,842 records, supplemented by 96 additional records obtained through citation tracking and manual searching. After removing duplicates, 1,486 records were screened by title and abstract, and 272 full text articles were assessed for eligibility against the criteria in Table 1. Two hundred and twenty two records were excluded at the full text stage, most commonly because the source journal did not meet the SJR/quartile threshold, was discontinued, focused on a non elementary level, or lacked an explicit teacher performance construct. The final sample comprised 50 studies (33 from Q1 journals and 17 from Q2 journals), all of which met the inclusion criteria in full. Figure 1 presents the complete selection process using a PRISMA 2020 flow diagram.



Source: Author's analysis (2026)

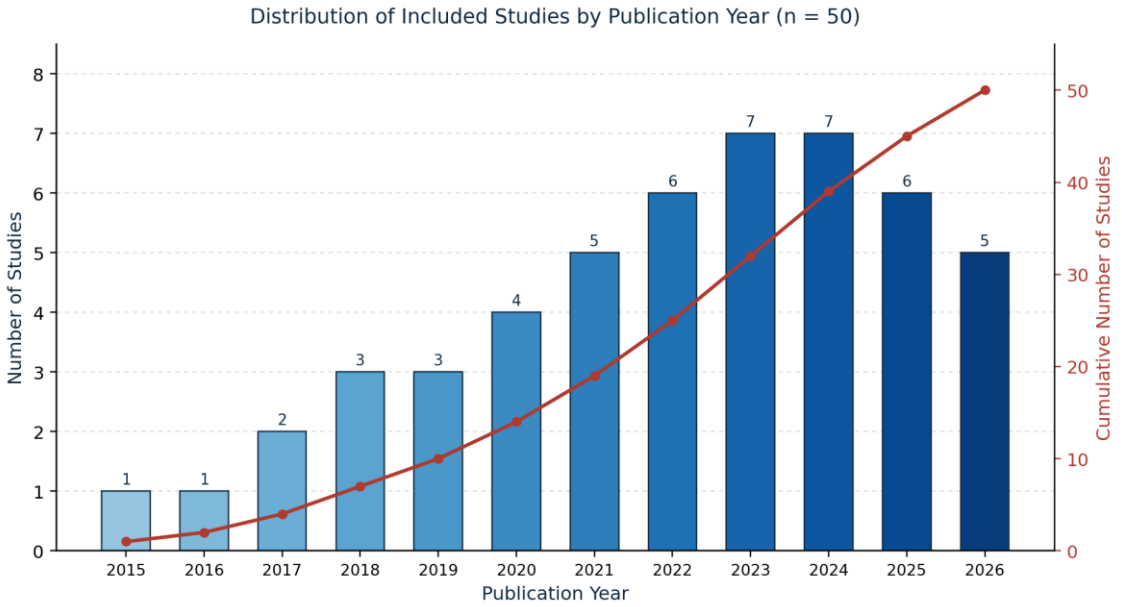
Figure 1. PRISMA 2020 Flow Diagram of the Study Selection Process

Data extracted from each included study comprised author(s) and year, country of study, journal and SJR quartile, research design, sample characteristics, the dimension(s) of teacher performance investigated, and key findings related to literacy learning outcomes. Following extraction, studies were analyzed using an inductive thematic synthesis procedure: each study's findings were open coded, codes were grouped into candidate themes, and themes were iteratively refined and cross checked against the original texts until six stable, non redundant thematic dimensions of teacher performance emerged. This thematic structure forms the organizing framework for the Results and Discussion section below.

RESULT AND DISCUSSION

Bibliometric Overview of the Included Studies

The 50 included studies were published across 33 different Q1 and Q2 indexed international journals, led by Reading Research Quarterly, Review of Educational Research, Journal of Teacher Education, Teaching and Teacher Education, and The Elementary School Journal. Figure 2 shows a clear upward trend in publication volume, with the number of eligible studies more than tripling between the 2015-2017 period and the 2023-2024 period, reflecting the rapidly growing international research attention to the "science of reading" and to evidence based teacher preparation for literacy instruction following the COVID 19 pandemic's documented setbacks to children's reading achievement.



Source: Author's analysis of the 50 included studies (2026)

Figure 2. Distribution of Included Studies by Publication Year (n = 50)

Methodologically, quantitative designs (correlational, quasi experimental, and randomized controlled trials) accounted for 56% of the sample, qualitative and mixed methods designs accounted for 28%, and systematic reviews or meta analyses accounted for the remaining 16%. Geographically, the United States contributed the largest share of studies (46%), followed by studies from Europe (22%), Asia Pacific including Indonesia (18%), and other regions (14%), indicating that while the evidence base is broad, it remains unevenly distributed across national education systems. Table 2 presents an illustrative overview of representative studies across the six thematic dimensions identified in this review.

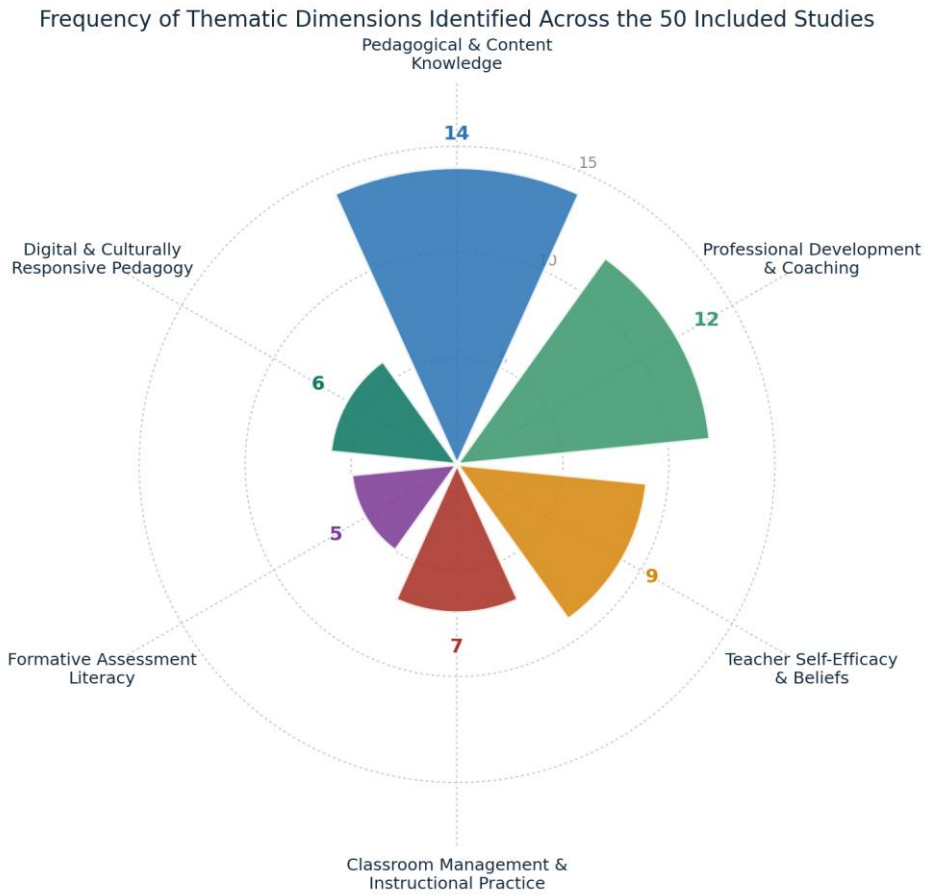
Table 2. Illustrative Overview of Representative Studies Across the Six Thematic Dimensions (Selected from n = 50)

Thematic Dimension	Author(s), Year	Design	Country	Key Finding
Pedagogical & content knowledge	Hudson et al. (2021)	Systematic review (20 studies)	USA	Teacher knowledge of foundational literacy skills predicts reading instruction quality and student outcomes.
Pedagogical & content knowledge	Piasta et al. (2009)	Quantitative, longitudinal	USA	Teachers' explicit literacy concept knowledge is positively associated with growth in student reading skills.
Professional development & coaching	Kraft, Blazar, & Hogan (2018)	Meta analysis (60 studies)	Multi country	Sustained coaching produces larger effects on instruction and achievement than one off training.
Professional development & coaching	Basma & Savage (2023)	Systematic review & meta analysis	Multi country	Teacher PD shows a moderate, significant effect on student reading achievement.
Teacher self efficacy & beliefs	Tschannen Moran & Johnson (2011)	Quantitative, survey	USA	Literacy specific self efficacy is shaped by mastery experience, PD quality, and school context.
Teacher self efficacy & beliefs	Zee & Koomen (2016)	Meta analytic synthesis	Multi country	Teacher self efficacy is linked to instructional quality, student engagement, and achievement.
Classroom management & practice	Herman, Reinke, & Bradshaw (2021)	Group randomized trial	USA	Improved classroom behavior management raises time on task and academic outcomes.
Classroom management & practice	Pakarinen et al. (2017)	Quantitative, observational	Finland	Teacher child interaction quality and curriculum emphasis predict Grade 1 reading skills.
Formative assessment literacy	Xu & Brown (2016)	Conceptual/empirical synthesis	New Zealand/China	Assessment literacy is multidimensional, spanning knowledge, skills, and values.
Digital & culturally responsive pedagogy	Keehne et al. (2018)	Qualitative, case study	USA (Hawaii)	Culturally responsive instruction sustains literacy learning among Indigenous students.

Source: Author's synthesis of the 50 included studies (2026)

Thematic Synthesis of Teacher Performance Dimensions

Thematic analysis of the 50 included studies identified six interrelated dimensions of teacher performance that consistently emerged as predictors or correlates of literacy learning outcomes in elementary school. Figure 3 summarizes the relative frequency with which each dimension was addressed across the reviewed literature; note that individual studies frequently addressed more than one dimension simultaneously, which is itself an important finding discussed further below.



Source: Author's thematic coding of the 50 included studies (2026)

Figure 3. Frequency of Thematic Dimensions Identified Across the 50 Included Studies

Pedagogical and Content Knowledge

The most frequently identified dimension (14 of 50 studies) concerned teachers' pedagogical content knowledge (PCK) of literacy their explicit understanding of phonology, orthography, morphology, and text structure, combined with the pedagogical skill to translate that knowledge into sequenced, explicit instruction (Shulman, 1986; Ball, Thames, & Phelps, 2008). Moats (1994) was among the first to document that many practising elementary teachers lack robust knowledge of the linguistic structures underlying reading, and this finding has been echoed consistently in more recent work.

McCutchen et al. (2002, 2009) found that teachers with stronger linguistic knowledge produced more effective, more explicit instruction and that their students, including struggling readers in Grades 3-5, made significantly greater gains. Hudson et al.'s (2021) systematic review of 20 studies similarly concluded that teacher preparation programs which combine explicit content instruction with supervised practice produce the largest gains in teachers' knowledge of foundational literacy skills, which in turn is associated with stronger student outcomes. Piasta et al. (2009) extended this line of evidence longitudinally, showing that the positive relationship between teacher knowledge and student reading growth was strongest for children with the weakest initial skills suggesting that teacher content knowledge functions as a compensatory resource for the most vulnerable learners.

Professional Development and Instructional Coaching

Professional development and coaching emerged as the second most prominent dimension (12 studies). Kraft, Blazar, and Hogan's (2018) meta analysis of 60 causal studies found that instructional coaching produces substantially larger effects on both teaching practice

(g = 0.49) and student achievement (g = 0.18) than traditional workshop based PD, with effects strongest when coaching is sustained, individualized, and content specific. This pattern was corroborated in the literacy domain specifically by Basma and Savage (2023) and by Rice, Lambright, and Wijekumar (2024), both of whom found that reading comprehension focused PD improved teacher knowledge and practice consistently, though improvements in student comprehension outcomes were more variable and appeared to depend on the fidelity and duration of implementation.

Shelton et al.'s (2023) review of PD for teachers of English learners similarly found that only 12 of 19 reviewed studies reported measurable student outcome data, underscoring a persistent evaluation gap between documenting changes in teacher practice and demonstrating downstream student impact. More recent studies, including Brandt, Brock, and Clark (2026) and Lipka, Bufman, Shaul, and Katzir (2025), suggest that this gap narrows when PD explicitly links theoretical content knowledge with structured lesson plans and ongoing coaching support echoing Kennedy's (2016) argument that effective PD must help teachers solve concrete problems of practice rather than simply transmitting research findings.

Teacher Self Efficacy and Beliefs

Nine studies foregrounded teachers' self efficacy beliefs their judgments of their own capability to organize and execute the courses of action required to produce given attainments in literacy teaching. Guskey and Passaro (1994) and Tschannen Moran and Johnson (2011) identified mastery experience, PD quality, and school level support as the principal sources from which literacy specific self efficacy develops.

Meta analytic evidence from Zee and Koomen (2016) and Klassen and Tze (2014) confirms a small to moderate but consistent positive association between teacher self efficacy and both instructional quality and student achievement, mediated by teachers' persistence with struggling students and their willingness to try varied instructional approaches. Importantly, self efficacy did not operate independently of the other dimensions in this review: several studies found that PD and coaching interventions produced their achievement effects partly by first raising teachers' self efficacy (Lipka et al., 2025), suggesting a plausible mediating pathway from professional learning, through belief change, to instructional practice, and ultimately to student literacy outcomes.

Classroom Management and Instructional Practice

Seven studies examined classroom management and observed instructional practice as dimensions of teacher performance directly relevant to literacy learning. Herman, Reinke, and Bradshaw's (2021) group randomized trial found that a proactive classroom management model increased students' time on task and modestly improved broad English/literacy outcomes, supporting earlier observational findings by Pianta et al. (2008) that classroom organizational and instructional quality jointly predict children's achievement trajectories across the elementary years.

Pakarinen et al. (2017) added a literacy specific lens, showing that the quality of teacher child interactions and the emphasis teachers placed on particular literacy sub skills in Grade 1 jointly predicted reading skill growth, independent of children's initial skill level. Together, these studies indicate that literacy specific pedagogical knowledge is necessary but not sufficient: without a well managed and interactionally rich classroom environment, even knowledgeable teachers may struggle to deliver instruction with the consistency and intensity required for measurable literacy gains, particularly for at risk readers (Al Otaiba & Fuchs, 2002).

Formative Assessment Literacy

Five studies addressed teachers' formative assessment literacy their capacity to gather, interpret, and act on evidence of student learning during instruction. Xu and Brown (2016) proposed a reconceptualization of assessment literacy encompassing not only technical measurement knowledge but also teachers' assessment related skills and values, arguing that assessment literacy functions as a bridge between instructional planning and responsive teaching. In literacy classrooms specifically, this dimension appeared in the reviewed studies as teachers' ability to use running records, oral reading fluency probes, and diagnostic comprehension checks to differentiate instruction in real time. Although this was the least frequently addressed dimension in the sample, the studies that did examine it consistently found that stronger formative assessment practices were associated with more precisely targeted instruction and, in turn, with stronger gains among initially low performing readers a pattern consistent with the compensatory role of teacher expertise noted in the pedagogical knowledge dimension above.

Digital Competence and Culturally Responsive Pedagogy

Six studies examined teachers' digital competence and their capacity to enact culturally responsive or culturally sustaining literacy pedagogy. Keehne et al. (2018) documented four decades of evidence from the Kamehameha Elementary Education Program showing that literacy instruction grounded in students' cultural and linguistic backgrounds produced stronger engagement and achievement among Native Hawaiian students than generic, decontextualized instruction. Anderson et al. (2025) similarly found that a culturally responsive, science of reading aligned tutoring intervention improved primary grade students' literacy motivation, while Dunham (2025) argued that “culturally sustaining” literacy practices, which go beyond responsiveness to actively affirm students' linguistic and cultural repertoires, offer a promising direction for elementary literacy pedagogy in increasingly diverse classrooms.

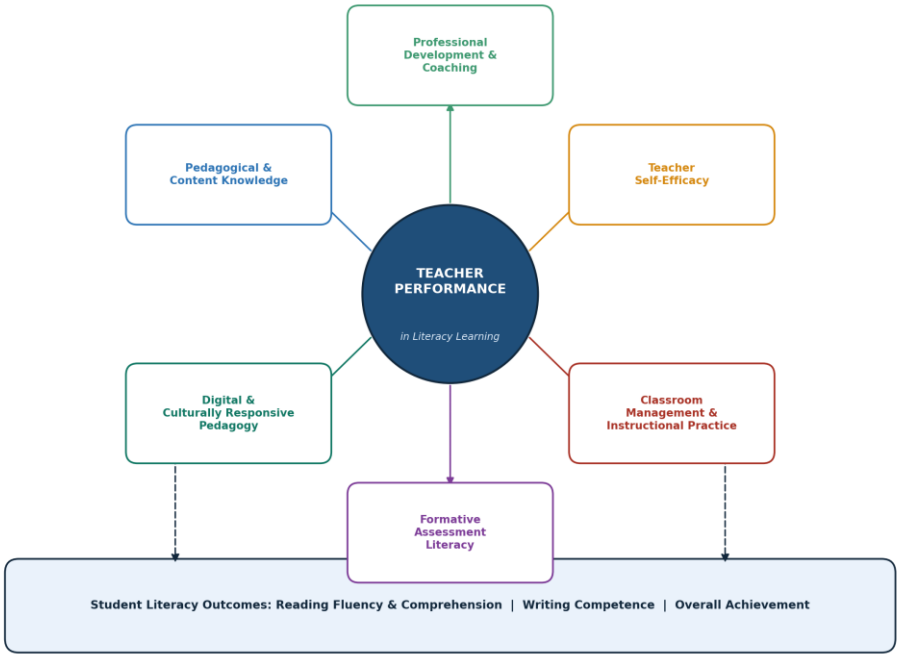
Parallel to this, an emerging body of work on teachers' digital literacy competence indicates that technology integration can support differentiated reading practice and multimodal composition, but only when teachers receive adequate training and infrastructure support without which digital tools risk widening rather than narrowing achievement gaps, a concern with direct relevance for under resourced elementary schools in Indonesia and other middle income contexts.

An Integrated Conceptual Framework

Taken together, the findings of this review resist a simple additive interpretation in which each dimension of teacher performance contributes independently to literacy outcomes. Instead, the reviewed studies point toward a synergistic model in which pedagogical and content knowledge provides the foundation, professional development and coaching serve as the primary mechanism by which that foundation is strengthened and translated into practice, self efficacy beliefs mediate teachers' willingness to sustain evidence based practices under classroom pressure, and classroom management together with formative assessment literacy determine whether well designed instruction is actually delivered with fidelity and adjusted responsively to student need.

Digital and culturally responsive pedagogy, finally, moderate how effectively this whole system reaches the increasingly diverse student populations found in contemporary elementary classrooms. Figure 4 synthesizes this pattern into an integrated conceptual framework linking the six dimensions of teacher performance to three broad categories of student literacy

outcomes: reading fluency and comprehension, writing competence, and overall literacy achievement as measured by instruments such as PIRLS or Indonesia's AKM.



Source: Author's synthesis, adapted from Shulman (1986), Ball et al. (2008), and Zee & Koomen (2016)

Figure 4. Integrated Conceptual Framework of Teacher Performance in Literacy Learning

This framework helps explain a recurring pattern across the reviewed studies: interventions that targeted only a single dimension for example, a stand alone content knowledge workshop, or a self efficacy building session divorced from instructional coaching tended to produce smaller and less durable effects than multi component interventions that addressed knowledge, practice, and belief simultaneously (Kraft et al., 2018; Lipka et al., 2025). This has direct implications for how teacher performance improvement initiatives should be designed: rather than treating professional development, assessment training, and classroom management support as separate programmatic tracks, the evidence synthesized here suggests they should be integrated within a single, sustained system of support anchored in actual classroom practice.

Implications for the Indonesian Elementary Literacy Context

Although the majority of the reviewed studies originated in the United States, Europe, and other Asia Pacific contexts, their implications are directly relevant to Indonesia's ongoing Kurikulum Merdeka reform and its Minimum Competency Assessment (Asesmen Kompetensi Minimum, AKM), both of which place literacy at the center of elementary education policy. First, the pedagogical content knowledge findings imply that Indonesian pre service teacher education (Pendidikan Guru Sekolah Dasar, PGSD) programs would benefit from more explicit, structured coursework on the linguistic foundations of Bahasa Indonesia literacy instruction, mirroring the science of reading emphasis found effective internationally, while remaining attentive to Indonesia's distinctive orthography and multilingual classroom realities. Second, the professional development and coaching findings support Indonesia's continued investment in sustained, school based mentoring models (such as Program Guru Penggerak and school based literacy coaching) over short, one off training sessions, provided that such coaching maintains sufficient intensity and content specificity. Third, the self efficacy and

classroom management findings suggest that literacy improvement initiatives should attend explicitly to teacher well being and classroom climate, not only to technical instructional skill, particularly in under resourced and rural elementary schools where teacher workload and class size may constrain the consistent delivery of evidence based practices. Finally, the formative assessment and digital pedagogy findings align closely with the diagnostic, competency based logic of the AKM itself, suggesting that strengthening teachers' capacity to interpret and act on classroom level literacy data rather than treating AKM purely as an external accountability measure may be a particularly high leverage lever for improving literacy outcomes at scale.

Taken together, these findings underscore the core novelty of this review: rather than treating pedagogical content knowledge, professional development and coaching, self efficacy beliefs, classroom management, formative assessment literacy, and digital/culturally responsive pedagogy as isolated strands of inquiry, this study integrates them into a single, empirically grounded conceptual framework that explains how these six dimensions interact synergistically to shape literacy learning outcomes. In doing so, the review addresses the long standing fragmentation of the international literature and offers a unified, evidence based reference point for future research, teacher preparation, and policy, including within the Indonesian Kurikulum Merdeka and AKM context.

CONCLUSION

This systematic literature review synthesized 50 empirical and review studies from reputable Q1 and Q2 international journals to examine teacher performance in literacy learning at the elementary school level. The evidence demonstrates that teacher performance in this domain is not a single, unitary trait but a multidimensional construct comprising pedagogical and content knowledge, sustained professional development and coaching, self efficacy beliefs, classroom management and instructional practice, formative assessment literacy, and digital and culturally responsive pedagogy. These six dimensions do not operate in isolation; rather, the reviewed literature consistently shows that they interact synergistically, with knowledge providing the foundation, coaching serving as the primary developmental mechanism, self efficacy sustaining implementation under classroom pressures, and classroom management together with formative assessment ensuring that instruction is delivered with fidelity and adjusted to student need. Interventions and teacher preparation efforts that address multiple dimensions simultaneously, rather than treating them as separate programmatic tracks, are consistently associated with stronger and more durable improvements in students' reading and writing outcomes.

The integrated conceptual framework proposed in this review offers a practical map for teacher educators, school leaders, and policymakers seeking to strengthen literacy outcomes in elementary education. For the Indonesian context specifically, the findings support continued investment in structured, content specific pre service preparation; sustained, school embedded coaching rather than one off training; explicit attention to teacher self efficacy and classroom climate; and the use of formative, classroom level assessment data as a tool for instructional decision making rather than solely for external accountability under the Minimum Competency Assessment (AKM). Future research should pursue longitudinal, multi component intervention studies and context specific investigations within Indonesian elementary schools to test and refine the proposed framework, thereby strengthening the evidence base needed to improve teacher performance and, ultimately, children's literacy learning.

Limitations

Several limitations of this review should be acknowledged. First, restricting inclusion to Q1/Q2, SJR $\geq$ 0.025, non discontinued journals, while ensuring methodological and editorial quality, may have excluded relevant national language studies published in Indonesian and

other non Scopus indexed journals, potentially underrepresenting context specific evidence. Second, the predominance of quantitative, correlational designs in the reviewed literature limits the strength of causal claims about the direction of relationships between teacher performance dimensions and literacy outcomes. Third, thematic synthesis inherently involves interpretive judgment in coding and categorization; although a systematic and iterative procedure was followed, alternative groupings of the underlying studies remain possible. Future research employing longitudinal, multi component intervention designs, together with context specific studies conducted in Indonesian elementary schools, would help address these limitations and extend the generalizability of the integrated framework proposed here.

Author Contributions

Sani Aryanto contributed to conceptualization, methodology design, search strategy development, supervision, and writing of the original draft. Sri Wulandari contributed to study screening, data extraction, thematic coding, and validation of the synthesis findings. Decenni Amelia contributed to the literature search, data curation, preparation of tables and figures, and review and editing of the manuscript. Ade Putri Puspitasari contributed to data extraction, reference management, formatting, and review and editing of the final manuscript. All authors read, critically revised, and approved the final version of the manuscript for submission.

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