

# Competency Teaching and Learning 21<sup>st</sup> Century Education: Preschool Teacher

Mohamed Ayob Sukani

IPG Kampus Bahasa Melayu Kuala Lumpur  
Kuala Lumpur, Malaysia  
ayob2762@yahoo.com

Arfah Hj Abd Karim

IPG Kampus Pendidikan Teknik Bandar Enstek Nilai  
Kuala Lumpur, Malaysia  
arfahkarim@yahoo.com

**Abstract**— The study aims to identify the competence of teaching and learning practice (PdP) of preschool teachers in 21<sup>st</sup>-century education (PAK-21). The tens PdP constructs in the PAK-21 assessed were from aspects of student-centered PdPs, collaborative learning, skill oriented, process applications, high level thinking skill, practical practice, life skills, community, formative assessments, and learning for life. This survey study involved 50 pre-school teachers. A set of questionnaire consists of three section with 33 items available to preschool teachers. The data obtained were analyzed in descriptive statistical form, involving analysis in the form of frequency, average score, and percentage. The results of the study found that the competence of PdP PAK-21 practitioners in the preschools was at an average/moderate and satisfactory level. As a result, the overall PdP construct in the PAK-21 assessed showed a 'good' achievement. Teachers' views on PdP's strength in PAK-21 assessed in terms of student-centered PdP, collaborative learning, skills-oriented, and life skills. Hence, the need for preschool teachers to continue to be exposed and training on PAK-21 information and educational goals to develop life and human well-being is essential in order to meet the aspirations of national education and to develop national education policies, as well as for a continuation of the challenges of global education in the 21<sup>st</sup> century.

**Keywords**— *competence, teaching, learning, practice, preschool*

## I. INTRODUCTION

Pre-school education is recognized to have a positive impact on children, "children start to light their minds at the age of five ..". Obviously, at this stage, children have the ability to receive any knowledge they are taught [1].

Effective, meaningful and fun experiences in pre-school and learning can provide students with positive skills, self-esteem, and attitudes in preparation for formal education and lifelong learning [2]. Pre-school education is the most important early learning experience in the world of schooling to a child.

Pre-school education opportunities are provided to all children regardless of their social, religious, residential, physical and mental health conditions, as well as their intellectual development. For children with special needs, they are given the opportunity to study in an integration class, an inclusive class or a special class, in accordance with their circumstances and needs [2]. Education in the 21st century requires teachers in preschool to provide holistic, conducive, and authentic teaching and learning (PdP) in all aspects of

student learning that includes student-centered PdP, collaborative learning, skill-oriented, process-based, high-level thinking, practicing practical, life skills, community, formative assessments, and learning for life.

In that regard, pre-school education programs are aimed at producing students who have successfully developed intellectual ability to a maximum degree of purity based on the values and traditions of the pure race. This need is urgently needed, as the education agenda is increasingly becoming a critical focus for national development policies and programs, as contained in the Malaysia Education Development Plan (PPPM 2013-2015). In fact, pre-school education programs under the National Education Act 1996 have been promoted as part of the national education system (Ministry of Education, 1996). Changes in act and policy shift in PPPM 2013-2025, show that the Ministry of Education Malaysia has always focused on maintaining, expanding and improving the quality and achievement of preschool education. The desire to achieve the goals and aspirations of preschool education requires a high commitment of preschool teachers, in particular in PdP PAK-21.

Pre-school education is not just meeting the educational needs of the academic and social excellence, but more importantly is to develop a child who is between 4 and 6 years perfectly. Perfect human development provides a thorough understanding of the pursuit of pure values in every aspect of action, roles and life operations. Therefore, educators involved with preschool education cannot remain in the present state. This is because most of the ideas and ideas they are mastering are backward because the ideas and ideas were born in the past, while education needs and demands are now a 21st-century education idea.

Reference [3] stated that from the time of Martin Luther (1483-1546) to the age of Lev Vygotsky (1896-1934), one of the basic concepts necessary for a good quality of education in relation to teachers is that a good and effective lesson must be learned which is based on the theory, philosophy, goals and objectives of the program.

Maria Montessori-1965, in *Approaches To Early Childhood Education*, in reference [4] brought the theory that, "children need to be educated as early as possible because, before the age of six, children are taking the most sensitive development time. Hence, an effective preschooler must understand and appreciate the quality of teaching, in order to achieve the goals of education. This is in line with progress,

development, and application in realizing PdP Pd-21's current situation.

Although traditional and semi-conventional PdPs are still in line with pure value systems, their description is less parallel and corresponds to current needs. We are still less able to speak analytically about the process of improving the PAK-21 PdP practice in preschool education and forming an excellent pre-school education program based on its own curriculum. However, excellence in pre-school education actually involves the excellence of PAK-21 PdP practices in the content, practice of teaching activities, learning outcomes, environmental education/learning encouragement, and PdP quality practice of all parties involved in particular of the educators themselves.

Therefore, the evaluation of PAK-21 PdP practice is one of the most important aspects of implementing a program. The PAK-21 PdP practice assessment is among others aimed at obtaining feedback, viewing operational efficacy, detecting weaknesses, measuring performance or competence and also comparing. In fact, measuring the performance or competence of a program is an important step in achieving the excellence of the program itself. Reference [1] stated that although preschools today have achieved some success, we still need to be far from satisfied with the existing developments, as the practice of PdP PAK-21 education is being claimed here and there to meet the various vacancies which still exists in them, as compared to the achievement of the increasing number of favorable pre-school centers.

In the context of Islamic education, PdP Pd-21 practice requires effective teachers to have sincere, taqwa, knowledgeable knowledge (on Islamic law, halal and haram, moral principles), forgiving and responsible. Therefore, preschool teachers need to improve the understanding of Islam through the ongoing and continuous culture of knowledge [4]. Reference [1] emphasize that teachers must have sufficient knowledge and training as well as to appreciate their duties, as well as having appropriate personalities as educators. Reference [5] also considers the pre-school PdP PAK-21 factor among others: teacher selection, teacher training and continuing training for teachers. Reference [4] argues that teachers should be provided with training in services including visiting other schools to view and learn about the types of programs, and encouragement is provided by rewarding teachers who are improving themselves.

Practice PdP PAK-21 in a preschool depends largely on the practice of Pd-21 of his teacher. Teacher's qualifications and professionalism determine PdP PAK-21 practice program. Mack, in reference [6] says, the characteristics of the teacher's personalization and the extent to which professional training they possess is contributing to his abilities. Teachers' personal attributes include having the maturity, respecting children and parents, being confident, flexible, learning, well-mannered, physically fit, ethical and have enough training. Teachers need to have professional training to understand how children develop and learn. Teachers who practice PdP PAK-21 are seen in terms of close relationships that have been created with children, their ability to develop programs and plan activities, the success of creating good communication with parents and

other colleagues, and their expertise in administrative and professional development.

In-country studies - pre-school education is a field that researchers have not yet explored in the country. In this regard, reference [7] emphasizes that, however, the study and evaluation carried out in the pre-school education is still very low, presumably because of the relatively young age of preschool education compared to other levels of education. Research is important in the assessment process and determines the level of PdP Pd-21 practice of a program.

Reference [1] states that the Ministry in cooperation with the EPRD has reviewed the Status of Preschool Education. The sample of the study involved 176 pre-school centers, which are 4.6% of 3,851 preschoolers. The method used is to review relevant pre-school reports, questionnaires, expert interviews, visits, and observations. The results of the study found that government agencies, partial governments, and private sectors implemented a curriculum that emphasized the development of children's socialization and physical activity, while the Department of Religious Affairs Department emphasized Islamic Education and morals. Studies have also found that only a small number of kindergartens are implementing a comprehensive and balanced curriculum that is conducted by private kindergartens organized by teachers who are knowledgeable in the field of pre-school education. Teacher teaching approaches and methods are similar to primary school approaches where teachers have not considered the level of maturity and ability of children.

In the aspect of teaching and learning a study was made by reference [1] on 'Teacher's Tasks and Problems in Handling the Preschool Curriculum.' He has used interviews and observation methods for teacher and teacher assistant in Unity Kindergarten in Selangor and Federal Territory. He found that teachers had more problems than teachers' helpers. The main problem for teachers is to organize outdoor activities and provision of teaching aids.

Next Practice PdP PAK-21 preschool program is identified in the western country through the assessment approach using the 'Self Study' method. The tools used are accredited by certain bodies such as NAEYC (The National Association of Early Childhood), or they use the 'Self Study' tool by NAEYC themselves in order to enable their program to be recognized. Meanwhile, organizations like Headstart have their own tool called 'The Early Childhood Environment Rating Scale' used to evaluate their own programs. These tools are an interview and questionnaire to assess whether the needs of children and their parents are met, by examining all aspects of the program, in terms of strengths and identifying the necessary steps to achieve program goals or program excellence [8].

In Singapore, Hoon Seng Seok has conducted a study on Practice PdP PAK-21 Pre-School Education in Singapore, From Parents' Views and Response. A total of 437 questionnaires were distributed to parents from 10 kindergartens on the reasons for the selection of preschools, their views, and expectations. An interview was also done to 50 parents. Comparisons are made between high and low economies. Results show that pre-school selection factors are

facilities and services that are PdP PAK-21 (involving staff, attention to children, academic programs and languages) [1].

One aspect related to improving the practice of PAK-21 preschool is in terms of PdP PAK-21 practice of his teacher. Reference [5] has reported a study conducted on a group of 22 administrators, 72 teachers and 25 assistant teachers attending a training workshop designed to improve teachers' professional skills in the context of pre-school education programs which are PdP PAK-21. The study was conducted on six training centers in the southern part of America. Before and after the tests have asked the participants to determine the strengths and weaknesses of the preschool program they are implementing on the staff, the curriculum that meets the progress, parents, and facilities. Training was also found to be very useful for administrators and assistant teachers. The proposal was found to be in line with Kentucky State Dept's proposal. of Education in a paper presented in 1991 in reference [4], relating to the development of teachers' professionalism that specific workshops, conferences, training in services as a means of improving the development of teachers. They also suggest that additional ways to improve teachers' professionalism are through self-evaluation of the performance of teachers in both the classroom and outside the classroom.

Obviously, studies on pre-school education are very rapidly conducted in the western countries, by various parties whether the government or those involved in pre-school education. The intention to improve the PdP PAK-21 practice of preschools has led to studies to assess the achievement and effectiveness of their respective programs. The Pd-21 PdP program is preferred by parents when selecting preschools for children, and the preschoolers are trying to ensure that their pre-school center reaches the Pd-21 PdP practice by trying to ensure the features and constructs of the PAK-21 PdP practice that need to be provided. Many studies have proven that the importance of the PAK-21 PdP program is important for long-term outcomes and the studies also reveal the features of the PAK-21 PdP practice that must exist on a preschool including PdP PAK-21 teachers.

Meanwhile, domestic studies on PdP's assessment in preschools have proved that preschool education is very important and very effective in providing children who will enter formal schooling. The study also found that the goals in the pre-school centers, the teaching, and learning of the classroom require specific knowledge and skills among teachers and teacher assistants and the findings also reveal that preschoolers in Malaysia have emphasized fairly uniform play activities among the various the kind of preschool available. Evaluation of the PdP PAK-21 practice program has been found to be quite uncommon. This is further reinforced by the statement by one of our country's pre-school education specialists that, in order to enhance the PdP Pd-21 practice of pre-school education, it would be good if we conduct a study on child development as well as the education of children in kindergartens. One thing to develop is the incorporation or cultivation of children's theories and practices of education. Therefore, it is necessary to conduct more studies in kindergarten because our country is still far behind in efforts to gather data on the climate and learning of children [7].

Thus, the characteristics of PdP PAK-21 teachers are not only seen from the aspect of the teacher-friendly relationship with children, the ability to develop programs and plan activities, the success of creating communication with parents and colleagues and their skills in administrative and professional development. But the characteristics of PdP teachers in PAK-21 also need to be analyzed from PdP-centered, collaborative learning, skill-oriented, process-based, high-level thinking, practical practice, life skills, community involvement, formative assessment and learning for life.

The objectives of the study are: 1) Identifying the level of competence of PAK-21 PdP practice among pre-school teachers, 2) Finding PdP practice patterns among pre-school teachers in every PdP PAK-21 practice.

## II. METHOD

The methodology used in this study is a descriptive or survey which is aimed to obtain information on PdP PAK-21 practice of preschool teachers. According to reference [9], surveys are usually related to the incidence, distribution, and relationship or relevance of educational, psychological, and social variables. The aim of the study is to determine the practice of PAK-21 Prasekoiah teachers, whether it is best, good, moderate, minimal and low. The observation was also carried out on a number of pre-schoolers involved, which were conducted by researchers to strengthen the findings.

Information on PdP PAK-21 practice of pre-school teachers is obtained through questionnaires to preschool teachers, to get their views on the PAK-21 PdP practice in preschool.

The sample selection was random. Researchers only selected at least 50 samples. According to reference [10], the use of sample sizes should be encouraged to exceed 30 units, because of the assumption that normal distribution is normally fulfilled when sample size exceeds 30 units.

The research instrument used in this study is a set of questionnaires. Questionnaires are used to enable them to be quickly and easily distributed and cover large areas. It has benefits in terms of cost and time [1]. According to reference [11], the purpose of conducting a mixed questionnaire between the open question and the closed question is to obtain a clearer answer. The questionnaire used is divided into 3 parts. Subdivision A (8 teachers background items), Part B contains statements on PdP Pd-21 practice, with a total of 30 items out of 10 teachers' PdP PAK-21 practice constructs in preschool. Part C is 3 open questions to get the views and suggestions on PdP Pd-21 practice in preschool. Reference [10] states that the questionnaire is a commonly used measuring instrument in educational research. It is used to obtain information on factors, beliefs, feelings, desires, and others.

In terms of measurement of PAK-21 PdP practice and calculation, this study uses calculations in the form of frequency or frequency, Min approximation or average score and percentage. On how to make decisions and determine the level of PdP Pd-21 practice achieved by pre-school teachers is dependent on the average score (Min), the reactions obtained compared to the maximum score. The percentage obtained

from the comparison will indicate the level of PdP Pd-21 practice achieved.

The maximum score is the highest score. This score is obtained when the respondent responds "strongly agree" to denote [5], and "strongly disagree" [1], "disagree" [2], "disagree" [3], based on five categories of Likert Scale measurement system for 30 statements given. Therefore, the maximum score calculation for the questionnaire is:

Number of Items x 5 = Max score for PdP PAK-21 questionnaire

In determining the PAK-21 PdP practice level, this study categorizes the Pd-21 level of PdP practices into five categories, namely "best, good, medium, minimum and low," as shown in Table 1 below:

TABLE I. CATEGORY OF THE PDP PAK-21 PRACTICE LEVEL

ARAS CATEGORY OF THE PDP PAK-21 PRACTICE	% Achievement
Excellent	90.0 % - 100 %
Good	80.0 % - 89.9 %
Good enough	70.0 % - 79.9 %
Moderate	60.0 % - 69.9 %
Low	00.0 % - 59.9 %

Meanwhile, the computation of the pre-school PdP Pd-21 practice questionnaire can be referred to as in the following calculations:

Examples of computation of the PdP PAK-21 practice questionnaire:

$$\begin{aligned} \text{Number of PdP PAK-21 practice construct items} &= 03 \text{ item} \\ \text{Max score} &= 5 \times 3 = 15 \\ \text{Average teacher response} &= 13.0 \\ \text{Achievement Level} &= \frac{13 \times 100}{15} = 86.7 \end{aligned}$$

Therefore, its achievement is 86.7% (between 80.0% to 89.9%), then the Pd-21 practice level is at a "good" level. The data collected from the questionnaire were analyzed using the "Statistical Package for Social Science" (SPSS). The analysis of this data involves descriptive statistics, which is analysis in the form of frequency, average score, and percentage. According to reference [10], analytical data analysis using SPSS program can produce accurate calculations.

### III. RESULT AND DISCUSSION

#### A. The overall analysis of PdP PAK-21 practice of pre-school teachers.

For the first question, what is the level of competency of PAK-21 PdP practice among pre-school teachers? The PAK-21 PdP practice aspects among pre-school teachers rated among them are student-centered PdPs, collaborative learning, skill-oriented, processed processes, high-level thinking, practical practice, life skills, community involvement, formative assessment and learning for life.

As stated above, the pre-school PdP PAK-21 practice analysis refers to the findings covering all the PAK-21 PdP practice management constructs. Min for the whole construct compared to the maximum score. The percentage obtained will determine the level of PdP Pd-21 practice.

TABLE II. THE LEVEL OF COMPETENCE PRACTICES PDP PAK-21 PRE-SCHOOL TEACHER

Constructs (Items)	Min	Teacher Reaction (%)	Level of PdP PAK-21 Practice
<b>PdP</b> Student-centered	4.15	83.0	Good
	4.10	82.0	Good
Collaborative learning	4.05	81.0	Good
Oriented skills	3.70	74.0	Moderate
Apply the process	3.95	79.0	Moderate
High-level thinking	3.95	79.0	Moderate
Practicing practice	4.05	81.0	Good
Life skills	3.60	72.0	Moderate
Community involvement	3.90	78.0	Moderate
Formative assessment	3.70	76.0	Moderate
Learn for life			
N = 50 Total : 30 items @ Score	3.825	76.5	Moderate

Based on the 10 constructs in Table 2, related to the Pd-21 aspect of practice in preschools, the maximum score of this study was 83.0%, while the minimum score was 72.0%. The overall score of 50 respondents on this construct was at the 'moderate' PdP practice level, at mean 3.825 with 76.5%. Respondents' responses showed that teachers practicing student-centered PdP, i.e., the construction no.1, had the highest percentage (83.0%), compared with other constructs. While community involvement, i.e., constructs no.8, was at the lowest percentages (72.0%), compared with other constructs.

Analysis of PdP PAK-21 practice of pre-school teachers according to the constructs. In the second question, what is the pattern of PdP practice among preschool teachers in each PdP PAK-21 practice ?, analysis of findings on the PdP practice of PAK-21 preschool teachers for every aspect of PdP PAK-21, then submitted according to the construct, to items from the student-centered PdP constructs, collaborative learning constructs, skills-based constructs, process-constructive processes, high-level thinking constructs, practical constructs, life skills constructs, community engagement constructs, formative assessment constructs, and learning habits.

TABLE III. STUDENT-CENTERED PDP CONSTRUCT

Item OF Student-centered PdP	Min	%	Teachers Response PdP PAK-21 Practice Level
Understand the student-centered PdP	4.50	90.0	Very good
Design the student-centered PdP	4.00	80.0	Good
Conduct the student-centered PdP	3.95	79.0	Moderate
N = 50 Total : 3 items @ Score	4.15	83.0	Good

Based on the 3 items in Table 3, related to the PdP Pd-21 aspect of PdP-centered pupils, the maximum score of this construct is 83.0%. The overall score of 50 respondents on this construct was at the 'good' PdP PdP practice level at mean 4.15 (83.0%). Respondents' responses indicate that - the teacher understands student-centered PdP, item No. 1, has achieved the highest percentage (90.0%) compared to the percentage of other items

TABLE IV. COLLABORATIVE LEARNING CONSTRUCTION

Collaborative Learning Instruction	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Collaborative Learning	4.30	86.0	Good
Designing Collaborative Learning	4.10	82.0	Good
Conducting Collaborative Learning	3.90	78.0	Moderate
N = 50 Total : 3 items @ Score	4.10	82.0	Good

Based on the items in Table 4, which relate to the aspect of the PdP Pd-21 practice of collaborative learning, the maximum score of this construct item is 86.0%. Overall response score of all respondents to this construct is at the 'good' PdP practice

TABLE VI. PROCESS-ORIENTED CONSTRUCT

Process-oriented Items	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Process-oriented PdP	3.80	78.0	Moderate
Designing Process-oriented PdP	3.70	74.0	Moderate
Conducting Process-oriented PdP	3.50	70.0	Moderate
N = 50 Total : 3 items @ Score	3.70	74.0	Moderate

Based on the 3 items in Table 6, related to the PdP Pd-21 practice aspect, PdP applies the process submitted, the maximum score of the item in this construct is 78.0%. The overall score of 50 respondents on this construct was at the 'medium' PdP PdP practice level at mean 3.70 (74.0%). Respondents responded that - teachers understood that PdP applied the process, i.e., item 10, had the highest percentage (78.0%) compared to the percentage of other items.

TABLE VII. HIGH ORDER THINKING CONSTRUCT

High order thinking Items	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding High order thinking PdP	4.10	82.0	Good
Designing High order thinking PdP	3.90	78.0	Moderate
Conducting High order thinking PdP	3.85	77.0	Moderate
N = 50 Total : 3 items @ Score	3.95	79.0	Moderate

Based on the items in Table 7, which relates to PdP Pd-21 aspect of PdP high-level thinking, the maximum score of this construct item is 82.0%. The overall score of the response from

level at mean 4.10 (82.0%). The respondent response shows that - teachers understand collaborative learning, i.e., item 4, have reached the highest percentage (86.0%) compared to the percentage of other items.

TABLE V. SKILL-ORIENTED CONSTRUCT

Skill-oriented items	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Skill-oriented PdP	4.30	86.0	Good
Designing Skill-oriented PdP	4.00	80.0	Good
Conducting Skill-oriented PdP	3.85	77.0	Moderate
N = 50 Total : 3 items @ Score	4.05	81.0	Good

Based on Table 5, which relates to Pd-Pd-21 Practice-oriented PdP skills, the maximum score of this construct item is 86.0%. The overall score of the respondents' response to this construct is at the 'good' PdP PdP practice level, at 4.05 (81.0%) min. Respondents' responses indicate that - teachers understand skills oriented PdP, i.e., item 7, and have achieved the highest percentage (86.0%) versus the percentage of other items.

all respondents to this construct was at the 'moderate' PdP PdP practice level at 3.95 (79.0%). Respondent responses showed that - teachers understood High-Level Thinking PdP, i.e., item No.13, had the highest percentage (82.0%) compared to the percentage of other items.

TABLE VIII. PRACTICAL ACTION CONSTRUCT

Practical Action Item	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Practical Action PdP	4.05	81.0	Good
Designing Practical Action PdP	3.95	79.0	Moderate
Conducting Practical Action PdP	3.85	77.0	Moderate
N = 50 Total : 3 items @ Score	3.95	79.0	Moderate

Based on Table 8, the PdP Pd-21 practice in the aspect of PdP practical practice is presented, the maximum score of this construct item is 81.0%. The overall score of 50 respondents on this construct was at the 'moderate' PdP practice level, at 3.95 (79.0%). Respondents responded that - teachers understood PdP practical practice, item No. 16, had the highest percentage (81.0%) compared to the percentage of other items.

**TABLE IX. LIFE SKILL CONSTRUCT**

Life Skill Item	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding life skill elements	4.20	84.0	Good
Designing life skill elements	4.00	80.0	Good
Conducting life skill elements	3.95	79.0	Moderate
N = 50 Total : 3 items @ Score	4.05	81.0	Good

Based on the 3 items in Table 9, relate to the aspect of PdP Pd-21 practice that is the element of life skills presented, the maximum score of this construct item is 84.0%. The overall score of the response from all respondents to this construct is at the 'good' PdP PdP practice level at 4.05 (81.0%) min. Respondents' responses indicate that - teachers understand the elements of life skills, i.e., item 19, has achieved the highest percentage (84.0%) compared to the percentage of other items.

**TABLE X. COMMUNITY INVOLVEMENT CONSTRUCT**

Community Involvement Item	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding community involvement PdP	4.10	82.0	Good
Designing community involvement PdP	3.50	70.0	Moderate
Conducting community involvement PdP	3.20	64.0	Low
N = 50 Total : 3 items @ Score	3.60	72.0	Moderate

Based on the items in Table 10, which relates to the PdP Pd-21 practice aspect of PdP involving the submitted community, the maximum score of this construct item is 82.0%. The overall score of 50 respondents on this construct was at the 'moderate' PdP practice level, at mean 3.60 (72.0%). Respondents responded that - teachers understood PdP involving the community, item 22, had the highest percentage (82.0%) compared to the percentage of other items.

**TABLE XI. FORMATIVE IMPLEMENTATION CONSTRUCT**

Item	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Formative Implementation	4.20	84.0	Good
Designing Formative Implementation	3.80	76.0	Moderate
Conducting Formative Implementation	3.70	74.0	Moderate
N = 50 Total : 3 items @ Score	3.90	78.0	Moderate

Based on Table 11, the aspect of PdP Pd-21 practice is the formative assessment given, the maximum score of this construct item is 84.0%. The overall score of the response from the respondents to this construct was at the 'moderate' PdP

practice level, at mean 3.90 (78.0%). The respondent response shows that - the teacher understands the formative assessment, i.e., item 25, has reached the highest percentage (84.0%) compared to the percentage of other items.

**TABLE XII. LEARN-FOR-LIFE CONSTRUCT**

Learn-for-life Item	Min	%	Teachers Response PdP PAK-21 Practice Level
Understanding Learn-for-life PdP	3.80	76.0	Moderate
Designing Learn-for-life PdP	3.65	73.0	Moderate
Conducting Learn-for-life PdP	3.65	73.0	Moderate
N = 50 Total : 3 items @ Score	3.70	74.0	Moderate

Based on the items in Table 12, which relates to the PdP Pd-21 practice aspect of PdP learning for life presented, the maximum score of this construct item is 76.0%. The overall score of 50 respondents on this construct was at the 'medium' PdP PdP practice level at mean 3.70 (74.0%). Respondents' responses indicate that - teachers understand PdP learning for life, i.e., item 28, has reached the highest percentage (76.0%) compared to other percentage items.

The results of this study have led to some implications for overall status, in general, relating to the practice of PAK-21 Pd-21 practice of pre-school teachers as a whole. In summary these are: Ministry of Education Malaysia as preschool education program organizers; Monitor and coordinate preschool implementation on PdP PAK-21 preschool teachers nationwide, so that every preschooler adheres to certain standards in terms of implementing student-centered PdP elements, collaborative learning, skill-oriented, process-based, high-level thinking, practical practice, life skills, community engagement, formative assessments, and learning element for life. The implementation of all elements of PdP PAK-21 is fully implemented in a balanced and holistic manner taking into account the nature and character of the development of children. Provides a structured and regular follow-up / periodic training that includes knowledge and skills to provide preschoolers with extensive pre-school knowledge and PdP PAK-21. The Ministry of Education Malaysia should ensure that teachers get further training, professional training courses up to the postgraduate level, in early childhood education. The ministry should also take note of the implementation of the new KSPK (revised 2017) curriculum that integrates the Pd-21 PdP and ensures the provision of diverse physical facilities and equipment, for the development and development of children through informal activities that are fun and effective to learning experiences children.

This explains that the standard status of PdP PAK-21 in pre-school education today needs to be enhanced and strengthened in its Pd-21 PdP practice so that it can be balanced with the holistic development of pre-schoolers. In addition, the need to improve the PdP practice of pre-school teachers is to meet the demands of teaching and learning in this century.

## IV. CONCLUSION

It is the wish of the Malaysian Ministry of Education that pupils from all preschools have the same mold and taste in supporting the country's ambitions, Malaysia as the center of world-class educational and educational excellence. It is hoped that these pre-school students will be prepared to face the challenges of life in the new millennium, as well as in the world of information communication technology that is advanced in the 21st century.

With this, it is hoped that the pre-school program that is PdP PAK-21 will be the basis for producing students with the knowledge, noble character, self-confidence, ambition, endurance, fighting spirit, and work hard, healthy and active, and creative and expensive. The foundation built into the child can have a great impact in the future to contribute to the well-being of themselves, the advancement of religion, family, society, bangs, and nations - insyaAllah.

## REFERENCES

- [1] M. A. Sukani, Instrumen Pentaksiran Kesiediaan Prasekolah, Desertasi Doktor Falsafah, Bangi: Universiti Kebangsaan Malaysia, 2013.
- [2] B. P. Kurikulum, Buku panduan guru – pelaksanaan kurikulum standard prasekolah kebangsaan, Kementerian Pendidikan Malaysia, Putrajaya, 2016.
- [3] G. S. Morrison, Early childhood education today, New Jersey: Pearson Merrill Prentice Hall, 2015.
- [4] J. J. Beaty, Skills for a preschool teacher, New York: Pearson, 2012.
- [5] G. Williams and G. M. Naughton, teaching young Children: Choices in Theory and Practice 2nd edition, E-book, 2009
- [6] H. Reno, J. Stutzman, and J. Zimmerman, Handbook for early childhood administrators, New York: Pearson, 2008.
- [7] R. M. Majzub, Asia-Pacific, Regional Policy Forum on Early childhood care, Putrajaya: Kementerian Pendidikan Malaysia, 2016.
- [8] M. L. Henniger, Teaching young children, New Jersey: Merrill Pearson, 2009.
- [9] S. Green, Children's care, learning and development, England: Nelson Thornes, 2007.
- [10] C. Y. Piaw, Kaedah penyelidikan, Kuala Lumpur: Mc Graw Hill, 2011.
- [11] O. Lebar, Penyelidikan kualitatif: pengenalan kepada teori dan metod, Tanjung Malim: Penerbit Universiti Sultan Idris, 2007.