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# The Readiness of Preschool Teachers in Terms of the Implementation of the Peers Day@ Preschool Program

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## Abstract

This study aims to examine the readiness of preschool teachers in the Tanah Merah district, Kelantan from the aspect of the implementation of the Reproductive Health and Social Health Education Program (PEERS) A Day @ Preschool. The readiness of teachers is assessed based on the readiness of teachers in terms of attitude, mental readiness and physical readiness for the implementation of the PEERS program. The study was a survey method using a questionnaire comprising Likert scale with questions analyzed with percentage. The sample of the study consisted of 45 pre-school teachers from Tanah Merah, Kelantan. A total of 37 participants (82.2%) agreed and strongly agreed that preschool teachers had a willingness in terms of attitude towards teaching sexuality education to children. A total of 37 participants (75.5%) agreed and strongly agreed that they had a mental readiness in the teaching of sexual education to children. While 42 participants (86.6%) agree and strongly agree that they have a physical readiness that is teaching material to implement the PEERS program. Overall, the study found that preschooler teachers had high interest and motivation in teaching the PEERS. The findings of this study can also be used as a guideline for teachers and stakeholders in order to devise effective PEERS teaching training sessions so that teachers' knowledge can be improved.

**Keywords:** The Readiness of Preschool Teachers, Peers Program, Sexuality Health Education, Preschoolers, Preschool Teachers.

## Introduction

In the aspect of teaching and learning, teacher readiness is the most important thing to be aware of in order to smooth out a planned lesson. This requires deep research because the readiness of the teacher relates to many variables: attitude, mentality and physical, personality, level of knowledge, skill level, motivation, emotion and psychology (Habib 2010, Dunkin and Biddle, 1974, Al-Ghazali, 2004). The willingness of the teacher also determines the success and failure of a curriculum mission because teachers are the main force in moving the curriculum directly face-to-face with students (Lieberman & Miller, 1990). According to Rajendran (2010), the readiness of teachers during the PDP process depends on the

knowledge of subjects taught, the skills to teach their subjects and the attitudes they need to teach the teaching of sexuality education. In the context of this study, pre-school teachers are seen to have a great responsibility to deliver sex education knowledge as found in the Reproductive And Social Health Education (PEERS) syllabus. The question is whether teachers are willing to teach sex education in preschool? The willingness of preschool teachers to teach the element of sex education can be seen through three aspects namely attitude, mentality, and physical (teaching material).

### **Statement of Problem**

At pre-school level, the National Pre-School Standard Curriculum (KSPK 2017) has listed PEERS learning standards incorporated into the Physical and Health Care Support (FK). However, the delivery of sexuality education in the National Pre-School Standard Curriculum (KSPK) is unrealistic and only exists in nine of the ten objectives of the curriculum (Department of Education, 2016; Children's Education Division, 2010). This means that the existence of sexuality education is still blurred in the current preschool education curriculum. Problems are also faced by preschool teachers. Among the factors that cause these teachers are not specially trained to teach sexuality education. Furthermore, they also find it difficult to obtain suitable sexuality-related materials (Said, 2017). Cultural factors also limit the process of disseminating knowledge on sexual aspects of teachers and parents to children (Rawson & Liamputtong, 2010). As a result access to sexuality information is limited and delivered by untrained individuals about sexuality (Frawley & Wilson, 2016). The PEERS Day @ Preschool Program was conducted on 9th October 2017. PEERS A day @ Preschool is a teaching and learning activity (PdP) related to the element of PEERS for one school day. The program is held simultaneously in the preschools of the Ministry of Education Malaysia (KPM), the Department of Community Development (KEMAS) and National Unity and Integration Department (JPNIN). The purpose of the program is to educate and to educate pre-school students on PEERS elements. This program is also expected to be the trigger and drive to the PEERS element of PEERS in the preschool class in the future. However, as a result of the launch of the program did not meet the goals and objectives of the program because the program conducted within a day was said to be unsuccessful because of a relatively short period of time in terms of teachers' willingness to teach. Most pre-school teachers face a time-bound problem in preparation for teaching the PEERS learning module that has been provided by KPM. Preschoolers do not deny that the modules provided are interesting to learn by children but due to time constraints the learning process associated with the PEERS element can not be delivered more accurately. This study was conducted to examine the level of readiness of preschool teachers in Tanah Merah district, Kelantan on the one-day PEERS Program @ Pre-School.

### **Research Question**

The following research questions have been proposed as the basis for this study:

1. Does the preschooler have a willingness in terms of attitudes towards PEERS teaching?
2. Does the preschooler have mentally preparedness to implement the PEERS program?
3. Does the preschooler have physical readiness that is the teaching material for the PEERS program?

## Research Methodology

### Sampling

A total of 45 pre-school teachers participated in this study. They are preschool teachers from Tanah Merah, Kelantan. All participants had undergone a Day @ Preschool PEERS program that was conducted in 2017. There were 38 (84.4%) women and 7 (15.6%) men with 27 (60%) participants in about 36-49 years.

### Tools

The data is collected by question which consists of two parts. Part A consists of five-point Likert scale questions. This section is analyzed using the frequency and percentage to obtain the following information:

- Preschool teacher background (Gender, language, religion, age & education level). Meanwhile, part B of the question consists of questions of self-esteem of preschool teachers analyzed using the frequency and percentage to obtain the following information:
- Factors that show the attitude of preschool teachers to teach the topic of reproductive health education to preschool students.
- The importance of developing the module of sexuality education health education for pre-school teachers in Malaysia.
- The preschool teacher's opinion on the PEERS Program has been carried out either in terms of the time limit / duration given.

## Results and Discussion

Feedback from study questions reveals rich information and reflects a set of new themes to answer all research questions.

**The attitude towards the teaching of PEERS.** willingness of the participants willingly in their attitude to teach sexuality education to preschool children, shown in Table 1 below.

**The willingness of a Mental Teacher to implement the PEERS program.** Are teachers mentally prepared to teach sexuality topics to students shown in Table 2?

**The Readiness of Teachers From Physical / PEERS teaching materials.** Does the teacher provide PEERS teaching materials to pre-school students before teaching?

*Table 1. The attitude towards the teaching of PEERS.*

Aspect	Frequency / percentage				
	1 (Strongly disagree)	2 (Disagree)	3 (Not sure)	4 (Agree)	5
Interest in the teaching of Sexual Health education to preschool children (Strongly Agree)	-	-	8	16	
21				17.8%	35.5%
46.7%					

Based on the results of Table 1, it shows that preschool teachers have a willingness in terms of attitudes that are interested in PEERS teaching by attending courses and briefings organized by the State Education Department and the District Education Office. Teaching of PEERS is considered one of the ways to protect children in terms of sexual abuse and so on. This reinforces the interest and tendency of teachers to implement the PEERS program in the class. A total of 37 participants (82.2%) agree and strongly agree that they have a willingness in terms of attitude towards the teaching of sexuality education to children.

**Table 2. The willingness of a Mental Teacher to implement the PEERS program**

Aspect	Frequency/percentage				
	1 (Strongly not agree)	2 (Not agree)	3 (Not sure)	4 (Agree)	5 (Strongly agree)
Cozy preschool teachers teach sexual topics and are not ashamed to mention the names of sexual organs to children			11	32	2
	-	-		24.5	71.1%
4.4%					

Based on the results of Table 2, it shows that preschool teachers have a mental readiness that is comfortable and not ashamed to mention the name of the sexual organ to children. This feeling of comfort is one of the factors for the willingness of the teacher in terms of motivation, emotion and psychology. A total of 34 participants (75.5%) agreed and strongly agreed that they were mentally prepared to carry out PEERS teaching activities with children.

**Table 3. The Readiness of Teachers From Physical / PEERS teaching materials.**

Aspect	Frequency/percentage				
	1 (Strongly not agree)	2 (Not agree)	3 (Not sure)	4 (Agree)	5 (Strongly agree)
Preschool teachers diversify PEERS education teaching materials in the classroom				3	38
4	-	-			
8.9%	-	-		6.7%	84.4%

Based on the results of Table 3, it shows that preschool teachers use multiple teaching materials in PEERS education to be relevant to the development of children involved. A total of 42 participants (86.6%) agreed and strongly agreed that they were physically prepared

through the use of various teaching materials before implementing PEERS teaching. This is the teacher's initiative to make the program a success.

### Conclusion

This study was conducted to identify the readiness of pre-school teachers to the PEERS program that was implemented in the year 2017. The results of the study have found that pre-school teachers are very willing to implement PEERS teaching in the classroom. Preschoolers are found to have preparedness in terms of interest, mentality and physical and have the readiness of teaching materials in the teaching of sexuality education to preschoolers. The results of this feedback also help researchers to plan PEERS teaching programs to pre-school teachers to be more robust in terms of their readiness to the teaching of sexuality education is more effective.

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