



Faculty of Cognitive Sciences and Human Development

A Study on the Teaching and Learning Activities

Conducted in the KPM Preschools in Kuching District.

Amy Philomena Anak Uni

Bachelor of Science with Honours

(English as a Second Language)

2008

A STUDY ON THE TEACHING AND LEARNING ACTIVITIES
CONDUCTED IN THE KPM PRESCHOOLS IN KUCHING DISTRICT.

by

Amy Philomena Anak Uni

(15593)

This final year project is submitted in partial fulfilment of the requirements for the
Degree of Bachelor of Science with Honours (ESL)
Faculty of Cognitive Sciences and Human Development
University Malaysia Sarawak

April 2008

A project entitled A Study On The Teaching And Learning Activities Conducted In The KPM Preschools In Kuching District was written by Amy Philomena anak Uni and submitted to the Faculty of Cognitive Sciences and Human Development in fulfillment of the requirements for the degree of Bachelor of Science with Honours (English as a Second Language).

It is hereby confirmed that the student has done
all the necessary amendments of the
project for acceptance.

(Signature of Supervisor)

LILY LAW

(Name of Supervisor)

Date: _____

ABSTRACT

A STUDY ON THE TEACHING AND LEARNING ACTIVITIES CONDUCTED IN THE KPM PRESCHOOLS IN KUCHING DISTRICT

Amy Philomena anak Uni

The main purpose of this study was to investigate the teaching and learning activities conducted in the Kementerian Pelajaran Malaysia (KPM) preschools in Kuching district. 30 KPM preschool teachers participated in the study through the purposive and convenience sampling techniques. Semi-structured interviews and documentation analysis were conducted in gathering the data for the study. The study was aimed to explore on the teaching and learning activities that the KPM preschool teachers planned and conducted, the reasons for the teachers' selection of the activities that they planned and conducted and the extent of the activities designed in relation to the national preschool curriculum goals. Based on the findings, the teaching and learning activities that the KPM preschool teachers planned and conducted were based on the National Preschool Curriculum Syllabus that included six learning components, which are language and communication, cognitive development, Islamic / spiritual and moral, socio-emotion development, physical development and creativity and aesthetic; the application of, two conceptual and principle approach; thematic and fun learning. Majority of the teachers stated that their reasons in the selection of the teaching and learning activities were because of the syllabus, students, timing and situation; and classroom control factors. Based on the findings, the teachers showed positive remarks regarding their teaching and learning activities in relation to the National Preschool Curriculum goals and the teaching and learning activities they conducted achieved the National Preschool Curriculum goals. According to them, majority of their students are able to recognize alphabet and numbers; able to read simple words, sentences, count and write properly.

ABSTRAK

KAJIAN BERKENAAN AKTIVITI PENGAJARAN DAN PEMBELAJARAN YANG DIJALANKAN DI PRASEKOLAH KPM DI DAERAH KUCHING

Amy Philomena anak Uni

Tujuan utama kajian ini dijalankan adalah untuk menerokai aktiviti pengajaran dan pembelajaran yang dijalankan di prasekolah KPM di daerah Kuching. 30 guru prasekolah KPM telah melibatkan diri dalam kajian ini. Kaedah temubual dan pengumpulan dokumentasi di aplikasikan dalam kajian ini. Kajian ini bertujuan untuk menerokai aktiviti-aktiviti pengajaran dan pembelajaran yang dijalankan oleh guru-guru prasekolah KPM, sebab dalam pemilihan aktiviti-aktiviti tersebut dan sejauh manakah keberkesanan aktiviti-aktiviti tersebut bila dibandingkan dengan objektif-objektif Kurikulum Prasekolah Kebangsaan. Dapatan kajian menunjukkan bahawa guru-guru merancang aktiviti berdasarkan sukatan pelajaran, enam komponen pembelajaran; bahasa dan komunikasi, perkembangan kognitif, pendidikan Islam / kerohanian dan moral, perkembangan sosioemosi, perkembangan fizikal serta kreativiti dan estetika yang disulami dengan pendekatan konseptual pengajaran seperti pendekatan tematik serta bermain sambil belajar. Majoriti guru-guru menggunakan alasan huraian sukatan pelajaran, murid, situasi dan pengawalan kelas sebagai faktor dalam pemilihan aktiviti tersebut. Secara amnya, guru menunjukkan reaksi positif berkenaan dengan aktiviti pengajaran dan pembelajaran yang dijalankan selaras dengan objektif-objektif Kurikulum Prasekolah Kebangsaan. Menurut mereka, aktiviti yang dijalankan mencapai objektif-objektif Kurikulum Prasekolah Kebangsaan. Menurut mereka, majoriti murid-murid mereka dapat mengenal huruf dan nombor; membaca perkataan dan ayat mudah serta mengira dan membaca.

ACKNOWLEDGEMENTS

First and foremost, I would like to devote my sincere thanks to God for giving me the strength, passion and determination throughout the process of completing the project.

My sincere thanks and gratitude to my supervisor, Madam Lily Law for her most careful and kind guidance, great patience and valuable advice throughout the production and completion of the project. Her valuable advice, support and encouragement and time have made the learning such an interesting and meaningful experience.

A special notes of thanks to all the KPM preschool teachers from the 22 selected KPM preschools in Kuching District, who are the respondents of this study, for their time and cooperation in making this study a success.

I would like to extend my special thanks to my coursemates and friends for their help, warmth and friendship throughout the course of my study.

Last but not least, to my parents and siblings for constantly giving me their support and motivation throughout the whole process of completing this project.

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENT	vi
CHAPTER 1: INTRODUCTION	
1.0 Chapter Overview	1
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Aims and Objectives of the Study	6
1.4 Significance of the Study	7
1.5 Operational Definition of Terms	8
1.5.1 Teaching and learning activities	8
1.5.2 Teachers	8
1.5.3 KPM preschools	8
1.6 Scope of the Study	8
1.7 Chapter Review	9
CHAPTER 2: LITERATURE REVIEW	
2.0 Chapter Overview	11
2.1 The Preschool Education Curriculum	11
2.2 The Teaching and Learning Activities	14
2.2.1 Language and communication	15
2.2.2 Cognitive development	17
2.2.3 Islamic / Spiritual and moral	18
2.2.4 Socio-emotion development	19
2.2.5 Physical development	19

2.2.6 Creativity and aesthetic	20
2.3 Fun Learning Approach	20
2.4 Thematic Approach	21
2.5 The Preschool Teachers	22
2.6 Chapter Review	24

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Chapter Overview	25
3.1 Research Design	25
3.2 Participants	26
3.3 Instruments for Data Collection	28
3.4 Data Collection Procedures	29
3.5 Data Analysis	31
3.6 Limitation of the Study	32
3.7 Chapter Review	33

CHAPTER 4: FINDINGS AND DISCUSSION

4.0 Chapter Overview	34
4.1 Study Overview	34
4.2 The Teaching and Learning Activities	
Designed and Conducted by the Preschool Teachers	35
4.2.1 The National Preschool Curriculum Syllabus	35
4.2.2 Six Learning Components	37
4.2.3 Thematic Approach	39
4.2.4 Fun Learning Approach	40
4.3 Teachers' Reasons in the Selection	
of the Teaching and Learning Activities	43
4.3.1 Syllabus	43
4.3.2 Students	44
4.3.3 Timing and Situation	46

4.3.4 Classroom Control	48
4.4 The Extent of the Teaching and Learning Activities designed in Relation to the National Preschool Curriculum Goals	49
4.4.1 Adaptation and Modification	50
4.5 Summary of Findings and Discussions	52
4. 6 Chapter Review	59
 CHAPTER 5: SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATION	
5.0 Chapter Overview	65
5.1 Summary of the Study	65
5.2 Conclusions of the Findings	66
5.3 Implication of the Study	68
5.4 Limitation and Recommendations of the Study	69
5.5 Chapter Review	71
 REFERENCES	 73
 APPENDICES	
Appendix A: Semi-structured Interview Questions	76
Appendix B: Letter of Approval from Ministry of Education	77
Appendix C: Letter of Approval from State Education Department	79
Appendix D: Letter of Approval from UNIMAS	81
Appendix E: Yearly Plan Sample	82
Appendix F: Daily Plan Sample	83
Appendix G: Timetable	84
Appendix H: Timetable	85
Appendix I: Timetable	86
Appendix J: Timetable	87
Appendix K: Interview Transcripts Verbatim	88

CHAPTER 1

INTRODUCTION

1.0 Chapter Overview

This chapter discusses the background of the study pertaining to the Kementerian Pendidikan Malaysia (KPM) preschools and the teaching and learning activities conducted. Then, it is followed by the statement of the problem, aims and objectives of the study including the research questions, the significance of the study, operational definition of terms and the scope of the study.

1.1 Background of the Study

Preschool education in Malaysia began in the 1950s and was initially intended for children of the upper and middle class income groups due to expensive fees. Thus children in the low socio-economic income group were deprived of preschool education. The preschools employed non-trained teachers, traditional curricular emphasizing on 3M ability i.e. *membaca, menulis dan mengira* and formal approach of teaching (Norhazizi Lebai Long, 2006). In the 1960s, the preschools flourished in line with the development of major cities and towns in Malaysia such as Selangor, Johor and Perak and hence caused the government to impose *Akta Pelajaran 1961, P.U. (A) 414 Kaedah-kaedah Pelajaran (Kindergarten/Sekolah Asuhan) (Pendaftaran)* to monitor the uprising number and managerial condition of the preschools.

Although preschools is primarily in the hands of the private sector, the government has taken measure to ensure children in the low socio-economic group, particularly those in rural areas are not deprived of the educational experiences which can prepare them for primary school.

(Mohd. Najib Tun Abdul Razak, 1999)

In the 1960s henceforth, the birth of the expensive preschool forced the government to provide preschool education for the low socio-economic group in collaboration with a few semi-governmental agencies such as FELDA, FELCRA, RISDA, KEMAS and The National Unity Department. The management and curricular syllabus of the preschools differ from each other but steadily receive a warm welcome by the society as daycare and formal preschool education provider for their children and an initial place of socialization for the children. Preschools known as TADIKA (Taman Didikan Kanak-kanak) and TABIKA (Taman Bimbingan Kanak-kanak) develop rapidly since the 1980s with the increasingly numbers of participants and preschools (Norhazizi Lebai Long, 2006).

In 1992, the Ministry of Education added on to the existing provision by having a preschool as an annexe to a primary school especially in areas which are lacking in preschools (Mohd. Najib Tun Abdul Razak, 1999). The preschools are known as *Program Pra Sekolah Kementerian Pelajaran Malaysia (KPM) or Annex Program* and were implemented in 1992 as a result of *Mesyuarat Jemaah Menteri* on 18 December 1991 (Norhazizi Lebai Long, 2006). The preschools are placed in full-governmental primary schools which are known as *Sekolah Kebangsaan*. In line with the Educational Acts 1996, in its attempt to upgrade the quality of preschool education, preschool program has been inculcated in the National Educational System. Due to the overwhelming respond, classes under the Annex Program expands from 2001 until 2004 with a total number of 3231 KPM preschool classes in

primary schools and teacher training institutions (Norhazizi Lebai Long, 2006). The primary schools involved with the program have classes which increased from 1131 (1992) to 3287 (2005), and enrolment of children increased from 26000 in 1992 to 93376 in 2005 (Norhazizi Lebai Long, 2006).

The aim of the Annex Program is to provide basic preschool education for Malaysian children of the low socio-economic income group based on the children's family income. 25 children are allocated to one class, under the supervision of a teacher and an assistant teacher. The teacher should possess at least a certificate or diploma in education and has to have undergone training pertaining to preschool education in local teachers' training institutions. KPM Preschool Program employs National Preschool Curriculum in guiding the teachers in designing children teaching and learning activities in their own respective preschools starting 2001 (Ministry of Education, 2005). The Ministry of Education has even made it compulsory to all the government, semi-government and private preschools to use the National Preschool Curriculum as their guide in outlining children teaching and learning activities in their respective preschools.

The teaching and learning activities conducted in the KPM preschools are designed by the preschool teachers' based on the National Preschool Curriculum. The preschool syllabus is based on four main principles of the Curriculum Conceptual Model, which are:

- i. holistic individual development
- ii. fun learning
- iii. meaningful learning
- iv. lifetime education

These four main principles focused on the children's personal development as a whole which resulted from the process of fun and meaningful learning embedded in the teaching and learning activities conducted in the KPM preschools which in turn will promote the children's life long learning interest in the future.

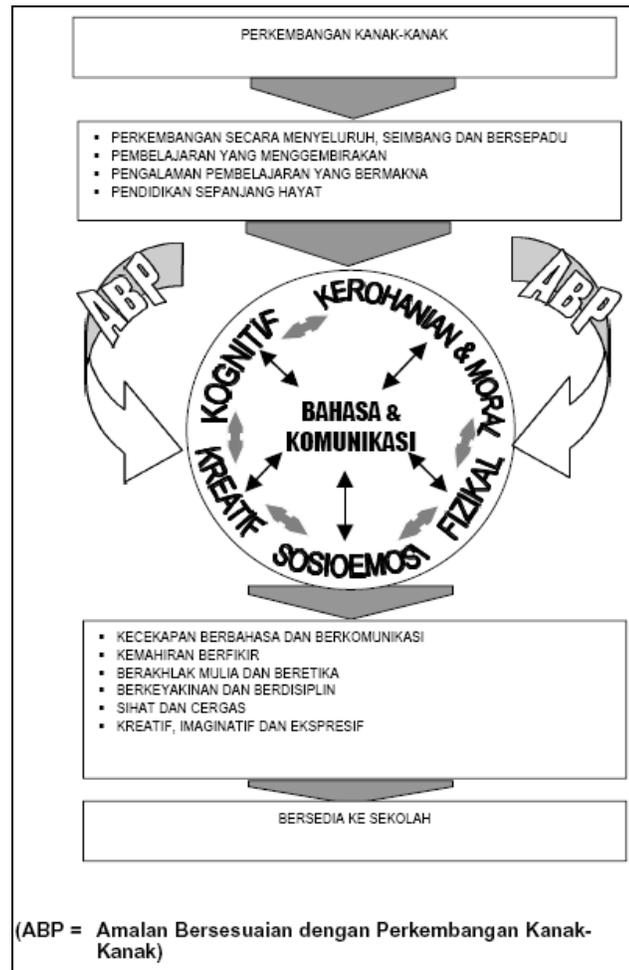
Six learning components are suggested in catering to the preschool children's needs and which are:

- i. language and communication
- ii. cognitive development
- iii. Islamic / spiritual and moral
- iv. socio-emotion development
- v. physical development
- vi. creativity and aesthetic

The main component in children's development is the mastery of language because language skills are essential in a child's learning process. Language skill activities that require listening, speaking, reading and writing enhance a child's ability in mastering a language. Language skills will eventually help children to think, understand a concept, imagine, develop ideas, interact and communicate efficiently whilst enhancing and promoting children's holistic development (Norhazizi Lebai Long, 2006).

In the preschool educational stage, the Ministry of Education has recommended a developmentally appropriate teaching and learning method that is designed in line with the students' age, self-development, talent and ability to cater to the students' interest and needs.

Figure 1: Curriculum Conceptual Model



(Ministry of Education, 2001)

1.2 Statement of the Problem

The growing need and interest of a more structured and quality preschool education has caused the Ministry of Education to conduct a special KPM Preschool Program in catering to the need of the low socio-economic income group so as to provide those underprivileged children with basic skills and knowledge in preparing them for their formal primary school education. The conducting of KPM Preschool Program eventually required the Ministry Of Education to prepare a National Preschool Curriculum as a standard guideline for the preschool teachers in designing the

teaching and learning activities. The use of the curriculum will provide guidelines to the teachers in developing a well structured, stress-free, fun and meaningful learning in achieving the children holistic development of the children.

According to the Ministry of Education (2001), the activities proposed in the National Preschool Curriculum are meant as an aid for KPM preschool teachers in constructing comprehensive teaching and learning activities, which enable children to experience holistic development while they are learning through play. Teachers are encouraged to adapt the proposed activities according to children's abilities, interest and lessons theme.

However, there are questions regarding the teaching and learning activities that the KPM preschool teachers planned and conducted. What are the teaching and learning activities planned and conducted by the teachers? Are the teaching and learning activities planned and conducted based on the National Preschool Curriculum? If so, do the teachers make any adaptation in catering to the children's abilities, their interest, and lessons based on theme? Do the activities selected meet the National Preschool Curriculum goals? Apart from that, there are questions regarding the teachers' reasons in the selection of the activities that they planned and conducted. Why do they plan and conduct such activities? What are the reasons in their selection of activities? What are the criteria that they would look at in planning and conducting an activity for the children?

1.3 Aims and Objectives of the Study

The study revolves around the KPM preschool teachers of Kuching district. The purpose of this study is to find out the teaching and learning activities designed and conducted by the preschool teachers, their reasons in the selection of the activities and their reflection on the suitability of the activities in relation to the National Preschool Curriculum goals. Specifically, the objectives of this study are to find the

answers to these listed questions given in investigating the teaching and learning activities conducted in the KPM preschools.

- i. What are the teaching and learning activities designed and conducted by the preschool teachers?
- ii. What are the teachers' reasons in the selection of the activities?
- iii. To what extent are the activities designed in relation to the National Preschool Curriculum goals?

1.4 Significance of the Study

The findings and outcomes of this study provided some useful information to other KPM preschool teachers, lecturers in teachers' training institutions, university and personnel in the education department who are directly involved in the KPM Preschools Program, whilst providing some insight to the parents (of preschoolers attending the KPM preschools) pertaining to the teaching and learning activities conducted in the KPM preschools. The findings should be important in providing the information needed to improve and enhance the teaching and learning activities conducted in the KPM preschools.

The findings of this study provided some information for future researchers and academicians who are interested in this field and related areas of KPM preschool education. The findings from this study offered suggestions and recommendations to improve and overcome problems indicated by the teachers in designing and conducting teaching and learning activities.

1.5 Operational Definition of Terms

1.5.1 Teaching and learning activities

The teaching and learning activities are the preschool activities which are planned and conducted by the preschool teachers, based on the National Preschool Curriculum and which include play, singing and story telling (Siti Hsmah Ali, 1998 as cited in Rohana bt Hussin, 2001).

According to the Ministry of Education (2001) in the National Preschool Curriculum, the teaching and learning activities conducted should attain the required National Preschool Curriculum educational learning goals. Activities should be based on fun learning and are to be adapted accordingly.

1.5.2 Teachers

Qualified preschool teachers who have undergone preschool education training from the Ministry of Education in Teachers' Training Institutions, trained key personnel for preschools education, diploma and degree holders specialized in preschool education (Mohd. Najib Tun Abdul Razak, 1999).

1.5.3 KPM preschools

Government-based preschools, which are allocated in government-based primary schools and are using the National Preschool Curriculum provided by the Ministry of Education. A preschool which is for children aged five to six and who are preparing for primary school entry (Ministry of Education, 2001)

1.6 Scope of the Study

The data for this study were collected from 22 KPM preschools in the Kuching district only. Therefore, the findings of this study cannot be generalized to all Malaysian KPM preschools. Apart from that, the teaching and learning activities conducted by the teachers may vary from one KPM preschools to another or from one

district to another or from one Malaysian state to another depending on the preschool teachers' knowledge and beliefs in preschool education.

The study only covered the general information of the teaching and learning activities conducted by the KPM preschool teachers, the reasons behind the selection of the activities and whether they achieve the National Preschool Curriculum goals. The study did not investigate in depth the principle and practice of the KPM preschools teaching and learning activities in relation to the prominent early childhood education curriculum.

Although the study was conducted around the area of Kuching district area, this study is costly and time consuming. This is because the KPM preschools are widely spread all over the Kuching district including the rural areas where some of the preschools locations are unknown to the researcher.

Furthermore, the data for the study was collected through a collection of document analysis and interviews. This required the researcher to have the ability to probe good questions during the interviews and accurate documents analysis ability in deriving the answer for the study.

1.7 Chapter Review

This chapter describes briefly on the preliminary development of the KPM preschools and the teaching and learning activities suggested by the National Preschool Curriculum. The chapter also discussed on the background of the study, statement of the problem, aims and objectives of the study, the significance of the study, operational definition of terms and scope of the study.

The next chapter will discuss on related issues, underlying concepts and reviews on previous researches done related to the KPM preschools specifically and early

childhood education in generally. Apart from that it will also discuss on the general preschool education curriculum and the Malaysia national preschool curriculum. Then further discussion on the teaching and learning activities conducted in KPM preschools will be conducted in relation to the six learning components mentioned earlier on in the chapter and the preschool teachers' role in planning the activities.

CHAPTER 2

LITERATURE REVIEW

2.0 Chapter Overview

In order to address the research purpose, this section presents a critical review of literature related to this study. First and foremost, it will begin by discussing on the overview of the general preschool education curriculum and specifically the Malaysia national preschool curriculum. Then we will discuss further on the teaching and learning activities conducted in KPM preschools in relation to the six learning components mention earlier on in the previous chapter and the preschool teachers' role in planning the activities.

2.1 The Preschool Education Curriculum

Early child care and education are not 20th century practices. They have existed since the era when children of the ruling class and the rich were cared and educated by nannies, governesses and tutors (Chiam, 1999).

However, it is only in recent years that the importance of children experiences during their early years has been realized. As a result, many countries have begun to include preschool education as part of their basic education system (Mohd. Najib Tun Abdul Razak, 1999).

Hence the Ministry of Education's decision to assume direct responsibility in the development of the preschool curriculum is a welcome move. A pilot project was launched in the year 2002 at selected primary schools nationwide. In this project,

children were enrolled in annex classes prior to standard one. Preschool teachers were given the necessary training and briefing as regards to the 2002 preschool curriculum. Beginning 2003, all preschools employ the curriculum guidelines and commence annex classes at all primary schools (Juanita & Nor Hashimah, 2004).

According to Abdul Rafie bin Mahat (2001), the curriculum is introduced as a mean to co-ordinate and enhances the preschools educational quality, acting as the standard reference document to all preschools in the country. The curriculum should be carefully planned and flexible in catering to the current need of today's children, which should cover the universal aspect of child development such as language and communication, cognitive development, spiritual and morale, socio emotional development, physical development and creativity and aesthetic. The curriculum for preschool embraces the fundamental values, the tasks, goals and guidelines for preschool activities but does not lay down the means by which the goals should be attained (Samuelsson & Sheridan, 2004).

According to Bredekamp and Rosegrant, (1992 as cited in Branscombe, Castle, Corsey, Surbeck & Taylor, 2003), curriculum is an organized framework that delineates the content children are to learn, the process through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur.

According to a study by Sprey, Dlamini and Jan (1997), one of the major issues in early childhood education today is the concern for what is perceived as the academic nature of the curriculum. The National Preschool Curriculum however, which is considered as the standard perimeter and content for the teaching and learning activities conducted in preschools, is designed to develop children potential holistically and in preparing them for the primary school education through flexible, fun, non-formal, safe and conducive learning (Musa bin Muhammad, 2001).

The principle of the National Preschool Curriculum that promote holistic individual development, fun learning, meaningful learning and life long learning, are definitely inline with the fundamental principle of early childhood children education such as the Montessori's early children education program.

According to Aisha Z. Abdullah (2001), the fundamental point of the Montessori approach is its' aims for holistic growth. The prepared curriculum of Montessori covers every aspect of human nature, providing gradual guidance and sustained support for children to develop physically, mentally, emotionally and spiritually as they ascend the ladder of education. From the Montessori perspective, the ideal preschool seeks to nurture total development and reveal the complete personality by giving balanced attention to physical, intellectual, emotional and social or spiritual growth. This holistic approach facilitates the process of nominalization, by which children find their harmony with the environment through the use of nature's gift of learning; the absorbent mind and the sensitive periods.

The planning and orientation of the National Preschool Curriculum is based on *Rukun Negara* principles and National Educational Philosophy, taking into consideration on the philosophy of early childhood education, children psychology, development and the latest trend such as multiple intelligent, emotional intelligent theory and e-learning (Ministry of Education, 2001), which are then produced in the form of a handbook that will be used by the preschool teachers in planning and devising appropriate teaching and learning activities for the children.

The National Preschool Curriculum is enclosed with a Curriculum Conceptual Model, curriculum goals, curriculum objectives, curriculum organization, curriculum components, teaching and learning approaches; materials, space management, assessment and children development record. The use of the Curriculum handbook is supplemented with supporting documents known as National Preschool Curriculum

Syllabus Specifications, which aids preschool teachers by providing further clarification and elaboration on the content of the curriculum which strive in achieving the main educational purpose of preschool education. In these documents, the curriculum is explained in greater detail and outlines the aims, objectives, and learning outcomes to be achieved. The contents of the syllabus can be expanded according to the children progress.

2.2 The Teaching and Learning Activities

The teaching and learning activities refer to the activities that the trained preschool teachers designed and conducted based on the National Preschool Curriculum. Preschool activities are being planned and conducted by the preschool teachers, which include play, singing and story telling (Siti Hsmah Ali, 1998 as cited in Rohana bt Hussin, 2001).

Based on a six months observational study done by Casidy, Mims, Rucker and Boone (2003) on one of the North Carolina Preschool involving the preschool teachers and 15 of their children, it is evident that the teaching and learning activities should be built and planned around the children's interests. It was observed that when the preschool teachers planned and conducted stimulating activities by taking into consideration their children's interests, findings from the study showed that the children were enthusiastic about the activities and participated actively through out the lesson. The study shows that by taking into consideration children interest's when devising activities will positively transform "ordinary" preschool activities into an extremely rich and stimulating learning environment.

According to Musa bin Muhammad (2001), the teaching and learning activities conducted in preschools ought to flexible, fun, non-formal, safe and conducive whilst developing children's individual potential, holistically and in preparing them for the

primary school education. The activities should also encourage social skills and disciplinary obedience whilst the children engage in the activities.

According to the Ministry of Education (2003) in the National Preschool Curriculum syllabus, the teaching and learning activities conducted should attain the required National Preschool Curriculum educational learning goals. Activities designed and conducted should be in accordance with the four main principles of the National Preschool Curriculum Conceptual Model.

The teaching and learning activities of the KPM preschools are based on the six learning components suggested in the National Preschool Curriculum in catering to the preschool children holistic developmental needs and which are:

- i. language and communication
- ii. cognitive development
- iii. Islamic / spiritual and moral
- iv. socio-emotion development
- v. physical development
- vi. creativity and aesthetic

For the purpose of the study, insights on the six learning components and their goals are discussed further in enlightening the expected content of the activities designed by the teachers based on the required national preschool curriculum.

2.2.1 Language and communication

According to Gettman (1987), the main purpose of language is to communicate, to let others know one's thinking and a child's acquisition of speech is a natural part of growing up human. However, speech alone is not sufficient in equipping a child for the grown up world. Thus, it is important as well to give the speech a permanence version i.e. writing. Hence in learning a language, a child not only has to learn how to