Implementation of the 21st century learning in learning and facilitation of Thirukural in Tamil primary schools

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A B S T R A C T

The purpose of this study was to find out the implementation level of the 21st Century Learning Model among teachers and to analyze the impact of it in activities and facilitation of 21st Century Modeling in Thirukkural teaching in Perak state's Tamil Primary Schools. Qualitative research methods were used in this study to obtain the data. This study involved two Tamil Primary Schools as respondents. Observation in the process of learning and facilitating Thirukkural for Year 5 students was implemented using Malaysian Standards Quality Education Waves 2 (known as SKPMg2) instruments that had been set by the Ministry of Education. The results show that the classroom atmosphere involved in the observation meets the positive elements of a classroom, as recommended by the Ministry of Education Malaysia. However, there are some weaknesses in the availability and application of certain aspects such as 'learning resource center', 'self-access learning' and digital technologies. A fairly narrow classroom and financial factors are the barriers to creating an excellent classroom filled with positiveness. In addition, the findings show that the achievement scores were outstanding for the role of teachers as guards, mentors, managers of learning environments and students' emotional drive. This score is seen as a great achievement. However, the achievement of scores in the role of teachers as planners, motivators, and appraisers should be further worked out. At the same time, the role of students as active learners also has low scores due to the actions of the passive student actions. Overall, it can be stated that Thirukkural learning and facilitating can be done well based on the 21st Model of Learning, but certain aspects in this model such as the teacher's role to as motivator and student's role as active learner need to be further improved. The results of this study are expected to help educators and related parties in implementing the learning and facilitation of Thirukkural more effectively, in accordance with the 21st Model of Learning.

1. Introduction

Vision 2020 aims to create an informative, innovative and creative society for global competitiveness and is also poised for the challenges of the 21st century (Munirah et al., 2015). The Ministry of Education has transformed education through the Malaysia Education Blueprint 2013-2025 which plans various initiatives to empower education. There are various shifts to be implemented through the Malaysia Education Blueprint 2013-2025. The plan is designed in the context of increasing our education standards internationally and as a government aspiration in preparing students in our country to cope with the 21st century education challenges (Mahamod et al., 2013).

In realising those aspirations, the 21st Century Education Model has been suggested in the process of learning and facilitating. The 21st Century Education Model known as *enGauge 21st Century Skills* was formed by the North Central Regional Educational Laboratory (NCREL) and the Metiri Group (2003). Based on this model, there are four criteria of 21st century skills that teachers and students need to master, namely digital era literacy, inventive thinking, effective communication and high productivity production as discussed by Hamsari and Yahaya (2012). In our country, the Ministry of Education has identified 21st Century Learning that

is appropriate to the local context to prepare Malaysians to compete internationally. The existing curriculum aims to produce a balanced, resilient, passionate, principled, informed, innovative, passionate, pragmatic, innovative, high-spirited, teamwork-based students that also possess higher order thinking skills as well as able to communicate well (MEM, 2014).

It is undeniable that 21st century learning can be applied in all the subjects taught by teachers. Thirukkural is also one of the components in the Tamil language that can implement learning and facilitation of the 21st century. Thirukkural expresses moral values, noble values and human values for harmonious human life. Values, morals and philosophies across all religions and cultures of the world community become core privileges of Thirukkural. Due to that, the Ministry of Education has mandated Tamil school students to study Thirukkural in their Tamil Language syllabus. Students of Tamil Primary Schools will have to study 30 Thirukkural couplets in their primary school. This proves that learning and facilitation techniques play a very important role in appreciating and applying Thirukkural teaching.

It is evident that if Thirukkural is taught with the use of the 21st Century Learning Approach within the process of learning and facilitating will have a positive effect. For example, students can think and act maturely by refining the meaning of the Thirukkural couplets. This situation can only be achieved if the Thirukkural couplets are taught with the application of the 21st century learning and facilitation. Hence, studies on Thirukkural and 21st Century Learning lessons are to be carried out to see the parallelism in producing successful students.

But in fact, the effectiveness of learning and facilitation in Thirukkural is doubted because the students do not show maturity in their thinking. This situation can be seen more clearly when students do not respond constructively during Thirukkural discussions conducted in the classroom (source: Research pilot study at five Tamil Primary Schools). For now, the traditional Thirukkural teaching; which is through the method of memorizing and understanding its meaning; does not have a profound effect on its practice in everyday life. Information and Communication Technology (ICT) in the teaching of Thirukkural is still under consideration by Tamil Primary Schools teachers. This is because traditional teaching methods still dominate the teaching style of Thirukkural. To address this problem, educators should explore and apply the latest teaching techniques in the teaching.

In addition, there are still many Tamil teachers who use storytelling approach widely in Thirukkural teachings. There are also some teachers who teach using continuous teaching method. Teachers only teach Thirukkural couplets and their direct meanings, guided by the grammar and literary handbooks released by the Curriculum Development Division. They also lack deep discussions over the Thirukkural couplets taught. Therefore, the application of communication features, critical thinking, collaboration and creativity emphasized in the 21st Century Learning Model should be applied in the learning of the Thirukkural couplets in the classroom to enable this learning to be more effective.

2. Research objective

The study was conducted to achieve the following objectives:

i. Understand the level of implementation of the 21st Century Learning Model among Tamil Primary Schools teachers in Perak state, in learning and facilitation of Thirukkural.
ii. Analyse the impact of learning activities and facilitation of the 21st Century Model in Thirukkural teaching.

3. Methodology

This study was conducted using a qualitative approach (Creswell, 2012). So, the data is collected from various sources for triangulation purposes. Classroom observation (Thirukkural teaching classes) will be conducted with teachers' approval. Through this observation, teacher pedagogical aspects, questioning techniques, student responses and assessment methods will be observed in the class. In addition, interviews with the teacher and assessment of students' activities related to the teaching of Thirukkural in the previous classes were also held to strengthen the findings of the study. Subsequently, data analysis was done by studying transcription interviews, observation protocols and journal writing. Furthermore, the Tamil Primary Schools teacher's learning and facilitating observation forms were evaluated on the basis of three basic things, namely the preparation of daily lesson plans, the development of teaching and attitude, and personality. Each of the assessed sections contains a number of different items.

The observation form used in this study is a modified instrument from the teaching practice evaluation form of Teaching Training Center, Sultan Idris Education University. The researchers have adapted the instruments according to the needs and suitability of this study. The Sultan Idris Education University, Teaching Practive Centre Instrument includes scores for assessing teachers. On the other hand, for this study, researchers have modified the scoring according to the requirements of the 21st Century Learning (SKPMg2) assessment set by the Ministry of Education. Additionally, researchers conduct classroom observations and facilitations in two different schools, an urban school and a rural school in Perak. During observation, the researcher also made a video recording on respondents teaching and facilitating, for accuracy reference. Researchers focus on the level of application of the 21st Century Learning Model and the impact of learning activities and 21st century Modeling

facilitators in Thirukkural teaching. Additionally, researchers also observe additional criteria in the classroom and have assessed the 21st century positive classroom environment.

The location of the study is located around the Perak State. For the purpose of carrying out this study, Tamil Primary Schools was selected from Batang Padang District. Whereas a rural school was selected from the North Kinta District. The researcher selected two teachers who taught Tamil for Year 5 as the respondent sample for the teacher's category. A teacher from an urban school and another from rural school had been used as respondents in this study. This study also involved 53 students from the urban and rural school, acting as the respondents for the category of students.

4. Findings

4.1. 21st century positive classroom environment

Assessments based on emotional positive environments in the 21st century classroom have been conducted in both classes were observed by researchers. The response to additional criteria is Yes or No is recorded in the assessment form. Observation data of the positive classroom environment criteria in the 21st century classroom are as Table 1 that shows the positive emotional environment in the 21st century classroom for class observations for both schools involved. Eight criteria are taken into account in evaluating this positive classroom emotional environment. The criteria consist of rewards for students through reward charts, compliments for students through words, slogans or gestures for such as' hi-five ', the leadership of students acknowledged through their role cards (Role tags), the existence of' ground rules' in the classroom or in the group, the existence of 'behaviour' meters to control the behavior of students who can interfere with other students, the existence of laughter, smile, welcoming, and so on.

Through the study, it was found that urban school and rural school fulfilled the eight elements in creating a positive atmosphere of the 21st century classroom. This suggests that both schools practised appropriate actions in 21st Century Learning in Thirukkural learning and facilitating without fail.

Table 1: Number of observational items for Additional Criteria for both schools

21st Century Positive Classroom Environment	Urban School		Rural School	
	Yes	No	Yes	No
Appreciation of students through *reward chart*	/		/	
Complementing the students	/		/	
Motivational words/ slogans/gestures to be said by the students. e.g. hi-five	/		/	
Student leaderships acknowledged through their role tag	/		/	
Having ground rules in class / in groups	/		/	
Having behaviour meter to control students behaviour that often disturbs others.	/		/	
The existence of laughter, smile, welcoming environment. E.g. When teachers ask 'How are you?', they say the students name together with it.	/		/	
Teachers giving opportunities to the students to help them.	/		/	

Through this study, researchers are able to see these two schools have placed a reward chart at the front of the classroom for students and attendees of the classes. At the same time, compliments and motivations are always given by the teachers in their learning and facilitating. Although these things cannot be displayed in certain forms of the classroom, they are always implemented in their learning and facilitation to convince students. Students are also given their role tags, especially during group activities. In the observation, it was found that sometimes teachers did not use this role card especially when their lesson plans were modified according to class conditions. In this observation also, researchers note that teachers provide an opportunity for students to determine their own roles in group activities. However, this activity is always controlled by teachers to avoid injustice in the division of tasks. Additionally, researchers also found that teachers were able to create rules in the classroom. There are also some standard ground rules that have been set in those classes. At the same time, teachers also provide ground rules for the group or group rules that are appropriate based on their learning and facilitation.

In addition, the Behaviour meter that controls student behaviours has been provided in both schools. However, this 'behaviour meter' is poorly implemented. Teachers consider that putting the student's name down to the bottom will disturb student emotions. As such, this 'behaviour meter' is only used as a 'threat' by teachers towards the students. According to teachers and students, they are easy to control and these students always receive teachers' advice. This causes the 'behaviour meter' to be usually unrecorded in the less favourable part (red). Thus, the names of the students who respond well are placed in a brilliant part (green).

The amusement, laughter, smiles, the welcoming, and the greetings using the name of the student when asked have existed excellently in both schools as observed by researchers. The atmosphere of the class with the presence of the teacher was greeted with joy by the students. At the same time, the observed Year 5 teachers also show professionalism as teachers and pay attention to the welfare of the students. Teachers can call the students by their names. Researchers also found that from eight classroom observations, the first question from the teacher in the classroom was 'how are you, students?', 'Have you eaten?', 'Anyone not healthy

today?'. During learning and facilitating, the elements of jokes between teachers and students helped the classroom to be happy with laughter; laughter by both teachers and students.

In the meantime, teachers always provide students with the opportunity to help them in terms of classroom arrangement and find information related to learning and facilitating in urban and rural schools. Normally, students are willing to help teachers with a sincere heart. Sometimes, a student asked to help teachers actually help their teachers without any hassle. As a whole, it is safe to say that both schools, urban and rural schools, have succeeded in creating the positive emotional environment of the 21st Century classroom.

4.2. Teachers as planners

Through the analysis of the Daily Lesson Plans of Tamil Year 5 teachers, it is found that teachers are sensitive in planning their learning and facilitation towards continuous learning and facilitating. The SKPMg2 form outlining three points in the 'teachers as a planner' measurement has been applied to the measurement of all eight classes observed. The following are the scores obtained by both schools based on SKPMg2 form (Table 2):

Table 2: Descriptive analysis for teachers as planners

School	Score	Percentage (%)
Urban School		
Class 1	10/12	83.33
Class 2	12/12	100
Class 3	12/12	100
Class 4	10/12	83.33
Total	44/48	91.67
Rural School		
Class 1	10/12	83.33
Class 2	10/12	83.33
Class 3	10/12	83.33
Class 4	10/12	83.33
Total	40/48	83.33

From the Table 2, it is found that the percentage of scoring obtained by urban schools in the 'Teachers as Planners' section is 91.67%. When further elaborated, it was found that Class 1 urban schools were assessed as 83.33%. This is followed by a 100% score for Class 2 and Class 3 and a score of 83.33% for Class 4. In the 'Teachers as Planners' category for rural schools, the average score is 83.33%. It was found that the four Daily Lesson Plans reviewed by researchers recorded the same score of 83.33% for each class.

The analysis of this data shows that the score of urban school teachers' achievement is better than rural school teachers. The differences between urban and rural teachers exist primarily in the preparation of Daily Lesson Plans that contain measurable objectives and appropriate learning activities. All the classes observed in rural schools, the scores for the above-mentioned actions were 2/4 where the corresponding Daily Lesson Plans fail to showcase their learning and facilitating pursuits based on the various basic skills of the students. In

the aspects of planning, determining the assessment methodology in learning and facilitating and providing teaching aids, information and communication technology, it is found that there were no significant differences between urban and rural school teachers.

4.3. Teachers as an authority figure

4.3.1. Teachers controlling the teaching process

Three things have been evaluated in the 'Teachers controlling the teaching process' section. Those are managing the contents of the lesson or the scope of the lesson being designed; managing to learn and facilitating time in line with learning activities; providing an opportunity for active participation of students. Based on the perception of urban and rural school classes, the results for the above criteria are as Table 3.

Table 3: Descriptive analysis for teachers controlling the teaching process

School	Score	Percentage (%)
Urban School		
Class 1	12/12	100
Class 2	12/12	100
Class 3	12/12	100
Class 4	12/12	100
Total	48/48	100
Rural School		
Class 1	12/12	100
Class 2	12/12	100
Class 3	12/12	100
Class 4	12/12	100
Total	48/48	100

Through the Table 3, it is found that urban and rural school teachers control the learning process with excellence where they get an average score of 100%. This shows that when the Thirukkural learning was done, the teachers managed to control, manage the content of the lesson as planned and successfully manage the learning and facilitating time in line with the learning activities performed. Score 4/4 on the active participation of students in 'giving opportunity' is also provided by researchers to successful urban and rural school teachers in activating students through Thirukkural learning.

4.3.2. Teachers managing learning environments

Analysis of study findings in the category of 'teachers managing the learning environments' are as Table 4.

The analysis of this data shows that the scores for urban and rural school teacher achievement are excellent where both school teachers score an average score of 100%. Year 5 Tamil teachers in both schools have obtained a 4/4 score for managing the learning environment by monitoring communications in Thirukkural learning and facilitating. The teachers also monitor the behaviour of students who have achieved a 4/4 score. Student control is not a challenging act for these teachers. In managing the learning environment by arranging

student rankings and creating a fun learning environment, urban and rural school teachers managed to get a 4/4 score in which they successfully performed action prudently or accordingly; comprehensively covers all students and continuously in learning and facilitating Thirukkural or according to the needs of learning activities.

Table 4: Descriptive analysis for teachers managing learning environments

School	Score	Percentage (%)
Urban School		
Class 1	16/16	100
Class 2	16/16	100
Class 3	16/16	100
Class 4	16/16	100
Total	64/64	100
Rural School		
Class 1	16/16	100
Class 2	16/16	100
Class 3	16/16	100
Class 4	16/16	100
Total	64/64	100

4.4. Teachers as a mentor

In the application of the 21st Century Learning Model, the element of 'teacher as a mentor' is highly emphasized. The SKPMg2 score for the 'teacher as a mentor' element is as Table 5.

Table 5: Descriptive analysis for teachers as a mentor

School	Score	Percentage (%)
Urban School		
Class 1	20/20	100
Class 2	20/20	100
Class 3	20/20	100
Class 4	20/20	100
Total	80/80	100
Rural School		
Class 1	20/20	100
Class 2	20/20	100
Class 3	20/20	100
Class 4	20/20	100
Total	80/80	100

The findings also show that both teachers from urban and rural schools carry out their role as a mentor excellently. They get an average score of 100%. From the observations in Thirukkural learning and facilitating classes, the researcher found that Year 5 Tamil teachers guided the students by providing guided demonstration or guidance on the content of the lesson, the concept, the facts related to the lessons with excellence.

They also guide students by providing guidance on mastering Thirukkural's meanings through learning activities. The urban and rural school teachers also achieved a 4/4 score in the guidance of making students to decide and solve problems in learning activities. They address the diversity of questions in an effort to help them towards decision-making and problem-solving. In the meantime, these teachers also guide students directing students, using or leveraging on educational resources related to the 4/4 earning score. Teachers' guidance in joining, crossing or linking the contents of the lesson

with titles, units, themes, skills or other subjects in learning activities also excellent. All these guidance have been implemented by teachers according to the needs or levels of students' ability to correctly and accurately.

4.5. Teachers as motivators

4.5.1. Teachers encourage students' minds in carrying out learning activities

Analyzing data related to 'teachers as a student motivation in carrying out learning activities' has shown a difference between urban and rural school teachers. Table 6 shows the scoring for teachers' actions to encourage the students' minds in carrying out learning activities.

Table 6: Descriptive analysis for teachers encouraging students' mind

School	Score	Percentage (%)
Urban School		
Class 1	21/28	75
Class 2	24/28	85.57
Class 3	21/28	75
Class 4	17/28	60.71
Total	83/112	74.11
Rural School		
Class 1	19/28	67.86
Class 2	19/28	67.86
Class 3	18/28	64.29
Class 4	21/28	75
Total	77/112	68.75

From the Table 6, it is found that the average scoring obtained by urban school teachers in the 'teachers encouraging student's mind in carrying out learning activities' is at 74.11%. In Class 1, the scoring town for this section is 75%. For Grade 2, Grade 3 and Grade 4, the score for urban schools was 85.57%, 75% and 60.71% respectively. The average score for rural schools was 68.75%. This score is a result of Class 1 score of 67.86%, Class 2 score of 67.86%, Class 3 score of 64.29% and Class 4 score of 75%.

This analysis shows that the scores for urban school teachers' scores are slightly better than rural school teachers. Although the scores achieved by these two schools are at a moderate level, however, these teachers have managed to stimulate their students to communicate. They get a 4/4 score for this action. Actions for other sections such as stimulating collaborative learners in learning activities, posing questions that lead to critical and creative thinking; ask questions or create a situation that leads to decision making and problem solving; creating opportunities for lead students; encourage students to submit questions related to the content and encourage students to acquire knowledge and skills independently still needs to be improved.

Table 7 are the scores given for the actions carried out by teachers in encouraging students' mind in carrying out learning activities.

4.5.2. Teachers encourage student emotions in carrying out learning activities

The findings for the category of 'teachers as emotional drivers of students in carrying out learning activities' are as Table 8.

The data analysis showed that the achievement score of urban and rural school teachers was excellent where both teachers received 100% average score in this section. They have achieved a 4/4 score for the action of encouraging emotions in carrying out learning activities by praising or encouraging positive behaviour; giving credit to the work or thoughtful ideas; giving confidence in asking questions or responding and attending to student needs.

Table 7: Scores for teachers encouraging student's mind in carrying out learning activities

	Urban School					Rural School				
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total
Stimulate students to communicate	4	4	4	4	16/16	4	4	4	4	16/16
Stimulate students in collaborative learning activities	4	4	4	3	15/16	4	4	4	4	16/16
Ask questions that lead to critical and creative thinking	4	4	2	2	12/16	3	2	2	3	10/16
Ask questions / create a situation that leads to decision-making or problem solving	4	3	3	3	13/16	3	3	3	3	12/16
Create opportunities for students to lead	2	3	1	2	8/16	2	2	2	2	8/16
Encourage pupils to inquire questions related to the lesson	1	4	2	1	8/16	2	1	2	3	8/16
Encourage students to acquire knowledge and skills independently	2	4	1	2	8/16	1	2	1	2	6/16

Table 8: Descriptive analysis for teachers encouraging student emotions

School	Score	Percentage (%)
Urban School		
Class 1	16/16	100
Class 2	16/16	100
Class 3	16/16	100
Class 4	16/16	100
Total	64/64	100
Rural School		
Class 1	16/16	100
Class 2	16/16	100
Class 3	16/16	100
Class 4	16/16	100
Total	64/64	100

From classroom observation, researchers found that these teachers played an important role in students' emotional impulses through Thirukkural learning and facilitating. Their actions are carried out prudently and cover all students and their ongoing activities.

4.6. Teachers as appraisers

'Teacher as appraiser' is a category of measurement in the 21st Century Learning Model. This category consists of five actions taken by the teacher in their learning and facilitating. Here are the findings of 'teacher as an appraiser' study through the observation of learning classes and Thirukkural facilitation (Table 9).

On average, urban school teachers have scored 83.75% compared to rural school teachers who achieved a score of 82.5%. For Class 1, 2, 3 and 4 in urban schools, the score obtained by Tamil language teachers is 85%, 90%, 75% and 85% respectively. For Grade 1, 2, 3, and 4 in rural schools, the score obtained by Tamil teachers is 75%, 85%, 85% and 85% respectively. Urban and rural school teachers only managed to earn a 4/4 score in action to reflect and practice or evaluate work, training, and assignments.

Table 9: Descriptive analysis for teachers as appraisers

School	Score	Percentage (%)
Urban School		
Class 1	17/20	85
Class 2	18/20	90
Class 3	15/20	75
Class 4	17/20	85
Total	67/80	83.75
Rural School		
Class 1	15/20	75
Class 2	17/20	85
Class 3	17/20	85
Class 4	17/20	85
Total	66/80	82.5

Action in conducting an assessment using various assessment methods in learning and facilitating; conducting rehabilitation or enrichment activities in learning and facilitating and providing training or related tasks is still low and needs to be improved. Researchers found that teachers were not interested in providing additional training as a measure to students. They like to stop their assessment through the implementation of learning and facilitating activities. Table 10 is the scoring achievement of the 'teachers as appraisers', in detail.

Table 10: Scores for 'teachers as appraisers'

	Urban School					Rural School				
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total
Using various assessment methods in learning and facilitating	3	4	2	3	12/16	2	3	3	3	11/16
Carry out recovery / enrichment activities in learning and facilitating	3	3	2	3	11/16	3	3	3	3	12/16
Giving training / lesson related lessons	3	3	3	3	12/16	2	3	3	3	11/16
Make reflection of learning and facilitating	4	4	4	4	16/16	4	4	4	4	16/16
Review / evaluate work / training / assignment	4	4	4	4	16/16	4	4	4	4	16/16

4.7. Students as active learners

The involvement of students as active learners is one of the key criteria in the implementation of the 21st Century Learning Model. Therefore, SKPMg2 scoring form outlines seven student actions in measuring their scoring. Here are findings from urban and rural schools that measure the criteria of 'students as active learners' through the observation of researchers in the classroom (Table 11).

Table 11: Descriptive analysis for students as active learners

School	Score	Percentage (%)
Urban School		
Class 1	22/28	78.57
Class 2	24/28	85.71
Class 3	20/28	71.43
Class 4	22/28	78.57
Total	88/112	78.57
Rural School		
Class 1	21/28	75
Class 2	20/28	71.43
Class 3	20/28	71.43
Class 4	17/28	60.71
Total	78/112	69.64

Based on Table 11, the average student participation score as active learning in urban schools was 78.57% compared to rural students who obtained an average score of 69.64%. This shows that the level of involvement of urban school students is better than rural students. However, only average 3/4 scores are often obtained by urban school students in the course of their involvement. For rural students, the average score for this part is between 2/4 and 3/4. Researchers did not see the excellent student participation in both urban and rural schools. With continuous teacher guidance, students strive to respond to the content of the lesson and communicate in carrying out learning activities.

However, collaborative learning, as well as critical and creative thinking about the subject matter of Thirukkural, is still weak among students. Researchers also found that the frequency with which students raised questions related to Thirukkural was very low in both schools. However, there are some students who can relate Thirukkural learning to their everyday lives well. However, this number is very small. This situation can be seen in the involvement of students in decision-making to solve problems related to learning activities.

Table 12 is the scoring achievement for the action of 'student as active learner', in detail.

Table 12: Scores for students as active learners

	Urban School					Rural School				
	C1	C2	C3	C4	Total	C1	C2	C3	C4	Total
Responding to the lesson content	3	4	3	3	13/16	3	3	3	3	12/16
Communicate in carrying out learning activities	4	4	4	3	15/16	4	3	3	3	13/16
Carry out collaborative learning activities	4	4	3	4	15/16	4	3	4	2	13/16
Gives a responsive response to critical and creative thinking related to the subject matter	3	3	3	3	12/16	3	2	3	2	10/16
Ask questions related to the lesson content	2	3	2	3	10/16	2	3	2	2	9/16
Associate lesson content with student life / local / global issues	3	3	3	3	12/16	3	3	3	3	12/16
Decide / solve problems related to learning activities	3	3	2	3	11/16	2	3	2	2	9/16

5. Conclusion

Thirukkural learning in school is to shape students to acquire moral values, stimulate students to acquire moral feelings and train students to have moral values and demonstrate good behaviour. Thirukkural learning not only provides knowledge but also helps them develop attitudes towards understanding the values of pure, humanitarian and motivating students. Based on the findings of the study, the establishment of teachers as appraisers based on the 21st Century Learning and the primary school's Thirukkural are at a good level. The implication of this study can be seen in the aspect of the teaching of Thirukkural in producing an educated student. Teachers were found to be less focused on recovery and enrichment activities in the Thirukkural class. In addition, teachers are also found to be less focused on assessing student works. It can be concluded that the Tamil teachers need to provide training or assignment to the students and to make reflections on learning and facilitating Thirukkural in order to be more effective.

The results of the discussion on the teaching of Thirukkural in the Perak state based on the application of the 21st Century Learning Model among Tamil Language teachers and impacting the learning and facilitating of Thirukkural, it can be concluded that rural school teachers and rural school students apply the 21st century skills. To be precise, these two schools are implementing the 21st Century Learning Model in Thirukkural learning and facilitating. Therefore, various proposals have been given and discussed for applying the 21st Century Learning.

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Compliance with ethical standards

Conflict of interest

The authors declare that they have no conflict of interest.

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