



A STUDY ON TEACHERS PERCEPTIONS ON 21st-CENTURY PEDAGOGY IMPACT ON STUDENT PERFORMANCE

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ABSTRACT

There is an increasing concern amongst society and education industry for introducing and launching new teaching development programs in order to transform traditional education into modern education. Over the years there are efforts taken by the education industry to improve the pupils' lack abilities such as problem solving, communication skills, teamwork, and many more. The aim of this research was to gather a teacher's perception on education development toward student performance. A descriptive and exploratory design is used for this study. The research methodology incorporated online survey include 100 teachers in Kota Kinabalu, Sabah as respondents to express their insight about whether 21st-century pedagogy can boost student performance and switching from the UPSR to the School-Based Assessment (PBS) could improve student performance. The findings and discussion revealed that education development has positive effects on student performance according to the teachers' perception. This paper hopes to shed light the society who have interested to discover whether education development improves student performance.

1. INTRODUCTION

Malaysia's education is ancient. Our education has fostered many abilities. Our country's education department has been developing educational content, skills, information, and more to raise the level of education. The government started planning our education in 1957 and had an effort to alter educational material to meet societal and student needs. Our education has shifted from conventional to technological until 2022. Students will gain additional skills, knowledge, and abilities as schooling evolves. Inspires creativity, inventiveness, and more. Thus, it aids to encourage their creativity as well as innovation and other things along those lines. Students who receive this kind of assistance and support see significant improvements in their overall academic performance.

The educational system is implementing slow but steady adjustments to the teaching practices of educators in order to better satisfy the requirements imposed by society and the expectations of pupils. As a result, the education industry started introducing and launching new teaching development programs in order to transform traditional education into modern education. Learning Skills for the 21st Century was initially

introduced into classrooms by the Ministry of Education in 2012. (Ministry of Education, 2012). This program was initiated by the Ministry of Education due to the fact that the skills and knowledge that students acquire in the classroom are not effectively implemented in society, in the job, and in other settings. This is due to the fact that the pupils lack abilities such as problem solving, communication skills, teamwork, and many more (Apple, 1998; Hodgkinson, 1998; Hyland & Johnson, 1998; Partnership for 21st Century Skills, 2006). Teaching and learning in the 21st century is one way that the education industry hopes to address the challenges that today's students confront. The purpose of this research is to demonstrate that incorporating 21st-century teaching and learning methods into traditional education will result in improved academic achievement on the part of students.

Missionary work was a significant part of the curriculum in schools that were run by the British colonial authority. Students will be able to comprehend the ethical principles and theoretical underpinnings of the curriculum because both the curriculum and the content have been constructed with this end goal in mind. At that time, the language most commonly used to transmit information and content was English. Up until the year 1961, the educational system in our country underwent a process of progressive evolution in order to gradually increase the education level and overall growth of our country. The development of education has led to improvements in the curriculum in terms of its content, knowledge, and other systems. The Integrated Curriculum for Primary School was first implemented by the Ministry of Education in the year 1983. The Ministry of Education is in the process of establishing standards that are specific to each primary education level. The primary curriculum was revised in 2011 by the Ministry of Education, and the Primary School Standard Curriculum (KSSR) was phased in over the course of that year. The development of education and curricula can be of assistance to students and can improve their knowledge, capabilities, and other attributes.

To ensure that the requirements of society are met, the government has established a number of sub-types of secondary education, including academic secondary education, technical secondary education, and vocational secondary education. Students who enroll in one of the many distinct pathways available for secondary education have access to a variety of pedagogical approaches and subject matter. This has the potential to pique their interest and help them improve their capacity for learning. In addition to this, it is very beneficial to the students' overall academic achievement. Moreover, technology has superseded conventional education. Teachers' approaches and tools are rapidly incorporating technology (Boey & Chan, 1979). Education's progress has also improved students' academic achievement. Intelligence, personality, motivation, talents, interests, ability, study habits, and more affect academic performance. Our country and society have benefited from education's growth. It can also enhance students' academic achievement and future development.

2. LITERATURE REVIEW

Education Development Improves Student Performance

Prior research evidence has shown that new developments in education including in pedagogical approaches result in improvements in student performance. Some of the notable pedagogical advancements in the 21st century include student centered learning approaches, technology incorporation in learning, and activities-based learning (Doerksen, 2016; Giri, 2016). These advancements are increasingly widely used because they have been found to lead to significant improvements in student performance. For instance, one key approach to student-centered learning is through the use of the flipped classroom approach which has been shown to be highly effective in improving student performance. Strelan et al. (2020) undertook a meta-analytic literature review of 198 studies across different disciplines and countries to examine its effect on student performance. The studies included in the review covered 33,678 students with most of the studies being done among tertiary education students. The analysis found that the use of the flipped classroom approach has a positive impact on students' academic performance. In Malaysia, an empirical research study by Alsancak Sirakaya et al. (2018) examined the impact of using the flipped classroom approach on academic achievement among university students and also found a significant positive impact.

A literature review analysis of 19 empirical research studies on the use of the flipped classroom approach that was undertaken by Rahman et al. (2019) found that the pedagogical approach generally results in improvements in student performance. A recent systematic review by Bremner et al. (2022) noted that learner-centered pedagogy is a key development in education in the 21st century and examined its impact on student outcomes. The review also found that this pedagogical development positively affects student performance and called for an increase in its use in developing countries. The use of technology to teach (or media driven pedagogy) and activity driven pedagogy have also been found to be highly effective in improving student performance.

Recent empirical studies by Chera (2020) and Oliveira et al. (2021) both found that the use of Kahoot! results in significant improvements in student performance. Chera (2020) argued that the positive effect of Kahoot! on student performance probably arises from the fact that it is learner-centred, incorporates the use of vivid media, and is activity based. According to the author, these features collectively result in better student engagement, fun, retention, and motivation to learn which result in better performance. A recent meta-analytic literature review by Yu (2021) has affirmed that the use of this new pedagogical tool improves student performance. The analysis by Yu (2021) examined and analyzed 24 research studies on Kahoot! impact on academic achievement and student performance. The outcomes of the statistical analysis in the study revealed that Kahoot! has a substantial positive impact on student performance and academic achievement. An empirical research study by Watkins et al. (2019) found that activity-based learning has a significant positive impact on student performance because it positively affects the engagement and enjoyment of students.

Media driven pedagogy is also evident in the increasing use of platforms such as YouTube for learning. A recent study by Jill et al. (2019) examined the impact of YouTube on student performance, engagement, motivation, and perceptions. The quantitative research study focused on instructor generated YouTube videos and concluded that they have a substantial positive impact on student performance, education, and motivation besides resulting in positive perceptions. In 2010, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommended experiential learning, storytelling, values education, enquiry learning, appropriate assessment, future problem solving, outside classroom learning, and community problem solving as important pedagogical approaches that should be applied for use in the 21st century. The organization noted that these approaches are best suited to preparing students for the real world besides raising their performance. However, there is a lack of recent empirical research evidence on the impact of these approaches that are recommended by UNESCO on the performance and achievement of students.

Overall, it is evident that the three key pedagogical advancements of the 21st century have had a positive impact on academic performance among students and most of the recommendations by UNESCO fall under the three key advancements in the 21st century. However, researchers have noted that there remains a significant divide in the use of these pedagogical approaches between countries and even with countries with students in richer countries and students from richer backgrounds being more likely to be exposed to these pedagogical advancements (Bulman & Fairlie, 2016). This is thus a potential reason why there is a significant difference in academic achievement and performance between students from well-off backgrounds compared to students from poor backgrounds. The issue of national examinations and standardized tests and whether they are a fair indicator of student performance and achievement has also been an area of discussion and proposed developments in the 21st century. Whether the removal of such examinations and tests in favour of more localized assessment is favourable to student outcomes has been examined in the recent literature. The findings on this aspect have been more contradictory.

For instance, a study undertaken in Kenya by Lumadede et al. (n.d) found that most teachers felt that the elimination of national examinations that has been proposed in the country would lower the quality of student performance since the examinations serve as a powerful motivation tool for students. A study in Nigeria by Longjohn & Audu (2020), meanwhile, compared students' performance in school-based assessments and external examinations and found significant differences. The study found that students were performing

significantly better in school-based assessments. However, the study argued that this was an indicator of the fact that teachers were setting poor exams that exaggerated the performance of students and called for more training. However, a separate study in the same county by Opara et al. (2015) came to a different conclusion. The study examined whether school-based assessments are predictive of students' academic achievement in Junior Secondary Certificate Examination (JSCE) in English and Mathematics. The study found a significant positive correlation between performance in school-based assessments and performance in the national examinations and concluded that the assessments are as predictive of academic achievement as national examinations.

Overall, it is evident that education developments tend to positively affect the academic achievement and performance of students. New pedagogical approaches tend to be adopted based on evidence of the impact on students and student performance is one of the most closely monitored areas when education developments are being trailed. Developments also tend to be designed specifically to enhance academic outcomes and student performance is a key outcome of consideration. It is thus right to argue that education development generally has a substantial positive impact on student performance. This general rule can be expected to apply in the context of Malaysia. However, there is more contradiction on the issue of whether school-based assessments would result in better performance for students. This aspect needs for empirical assessment on a global scale.

3. RESEARCH METHODOLOGY

Population and Sample:

The population for the study identified was teachers from East Malaysian population. There was only one sampling frame designed to carry out this research. Respondents were from different age groups.

Sample Size:

Estimated population size was infinite. However, the researcher will focus primarily on samples collected in Kota Kinabalu, Sabah. Around 100 samples were surveyed.

Scope of the study:

1. To discover whether 21st-century pedagogy can boost student performance and whether switching from the UPSR to the School-Based Assessment (PBS) has improved student performance.
2. The scope of the study includes teachers from Kota Kinabalu, Sabah.

Limitations:

1. The researcher has collected data by distributing questionnaire online/by google form, thus data collected is more on quantitative.
2. Data is collected from Sabahan teachers only and not too fair to generalize results.

Research Instrument:

A structured questionnaire was used to collect the primary data by distributing it online.

Sources of Data:

Primary data: The study was conducted in distinct phases using a questionnaire: A sample questionnaire survey of 100 guests who were randomly selected on the basis of simple random sampling. Data was then analysed keeping in mind the objectives of the study.

Secondary Data: Secondary data was collected through extensive review of literature on the topic. Research papers from reputed academic journals (Print and online versions) and databases, published articles, newsletters and internet websites pertaining to education sector were referred.

4. DATA ANALYSIS AND INTERPRETATION

The data was collected and analyzed using basic and advanced analytical tools which include the detailed analysis of data which was conducted with the set purpose of attaining the objectives of research. Mentioned below is the analysis which can be presented graphically, through the help of collected data which was done by drawing inference from the collected facts. This survey was conducted to understand the teacher views about 21st-century pedagogy adopting practices by school. The teachers were from different age groups so that feedback can be obtained from all difference experience in teaching. The following are the analytic data which was taken from the consumers:

TABLE 1 AGE OF THE RESPONDANTS

	Frequency	Percentages (%)	Valid Percentages (%)	Cumulative Percentages (%)
21 to 30 years old	50	50	50	50
31 to 40 years old	25	25	25	75
41 to 50 years old	15	15	15	90
Above 51 years old	10	10	10	100
TOTAL	100	100	100	

Interpretation and findings: This response was taken from different age groups and feedback collected from people of different experience background. Based on table above, 50 of 100 respondents were between the ages of 21 and 30 years old, which represents the highest percentage (50%). However, there were only 10 respondents above 51 years old, representing the lowest percentage (10%) and 15 respondents were between 41 and 50 years old (15%). The remaining 25 respondents were between the ages of 31 and 40 years old, accounting for 25% of the total. This is most likely because the number of teachers over the age of 51 have retired early.

TABLE 2 YEARS OF TEACHING EXPERIENCE

	Frequency	Percentages (%)	Valid Percentages (%)	Cumulative Percentages (%)
Less than one year	25	25	25	25
1 to 4 years	30	30	30	55
5 to 9 years	5	5	5	60
More than 10 years	40	40	40	100
Total	100	100	100	

Interpretation and findings: Table 2 above show the data of years of teaching experience of respondents. Based on table 2 above, there were 40 respondents who had been teaching more than 10 years, representing the highest percentage (40%). This percentage support the strong foundation of their statement due to their longest experience background in more than 10 years teaching experience. Next, there were 30 respondents who had been teaching for 1 to 4 years, accounted for 25 of the totals and 25 respondents (25%) who had only teaching for less than one year. This were followed by 5 respondent (5%) who had 5 to 9 years teaching experiences.

TABLE 3 21st CENTURY TEACHING AND LEARNING ON STUDENT PERFORMANCE

Statement	R	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21st Century Teaching and Learning by technology can engages students' attention and enhance their interest in learning.	100	50%	45%	0%	5%	0%
21st Century Teaching and Learning can improve student's skills such as reading, writing, speaking and listening.	100	25%	55%	15%	5%	0%
21st Century Teaching and Learning can enhance and stimulate students' thinking ability, cooperation ability, communication, creativity and more.	100	40%	30%	25%	5%	0%
21st Century Teaching and Learning is student-centred learning. This can be a great help for students to incorporate their interests and skills into the classroom.	100	40%	35%	15%	10%	0%
21st Century Teaching and Learning can improve rote memorization learning method.	100	40%	50%	5%	5%	0%
21st Century Teaching and Learning can help students improve their academic performance.	100	35%	55%	10%	0%	0%
21st Century Teaching and Learning can enhance students' moral values.	100	35%	35%	20%	10%	0%

Interpretation and findings: Table 3 above indicates the research insights collected from 100 respondents and shows the descriptive statistics in which 21st Century teaching and learning improves student's performance.

The first statement shows that half of respondents strongly agreed that 21st Century Teaching and Learning by technology can engage students' attention and enhance their interest in learning. Besides that, 45% of respondents also agreed with the statement. However, 5% of respondents disagree with the statement.

In addition, 55% of the respondents agreed with the second statement, which is 21st Century Teaching and Learning can improve student's skills such as reading, writing, speaking and listening. Other than that, 25% of the respondents strongly agreed with the statement. However, 5% of respondents disagree with the statement. Furthermore, the third statement shows that 40% of the respondents strongly agreed and 30% agreed about 21st Century Teaching and Learning can enhance and stimulate students' thinking ability, cooperation ability, communication, creativity and more. Nevertheless, 5% of respondents disagree with the statement.

Moreover, the fourth statement indicates that the majority of 40% respondents strongly agreed and 35% agreed that 21st Century Teaching and Learning is student-centered learning. This can be a great help for students to incorporate their interests and skills into the classroom. Yet, 10% of respondents disagree with the statement.

Half of the respondents from fifth statement agreed with 21st Century Teaching and Learning can improve rote memorization learning method. Also 40% of the respondents agreed with the statement. But 5% of respondents chose neutral and another 5% disagreed with the statement.

The sixth statement shows 55% of the respondents agreed with the statement. This indicates that most respondents agreed that 21st Century Teaching and Learning can help students improve their academic performance. Additionally, 35% of the respondents strongly agreed with the statement and another 10% of the respondents felt neutral with the statement sixth.

All in all, the last statement shows that 35% of the respondents strongly agreed and 35% agreed that 21st Century Teaching and Learning can enhance students' moral values. Also, 20% of the respondents felt neutral and 10% of the respondents disagreed with the statement.

TABLE 4 THE ELIMINATION OF UPSR EXAMINATION REPLACED BY SCHOOL-BASED ASSESSMENT (PBS)

Statement	R	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The elimination of UPSR examination is intended to diminish examination-oriented learning among students.	100	20%	20%	25%	35%	0%
The elimination of the UPSR examination protects students from the physical and mental suffering caused by exams.	100	10%	40%	45%	5%	0%
Students' learning ability and development in time can be assessed and feedback offered to them through school-based assessment (PBS).	100	25%	40%	30%	5%	0%
The elimination of the UPSR examination can decrease students' exam stress and anxiety.	100	5%	55%	30%	10%	0%

The elimination of the UPSR examination will enable students to spend more time on other activities such as hobby and sports.	100	15%	50%	25%	10%	0%
Eliminating the UPSR examination and evaluating students through school-based assessment is the best way to grasp the students' learning condition and capacity.	100	40%	25%	25%	5%	5%
Allow teachers to have more information and performance about their students through school-based assessment (PBS). This enables teachers to assist students in improving their academic performance by utilising a variety of teaching strategies.	100	30%	60%	5%	5%	0%

Interpretation and findings: Table 4 shows that indicate the research insights collected from 100 respondents and shows the descriptive statistics in which abolished the UPSR examination and replaced by School-Based Assessment (PBS) improves student performance.

First and foremost, the first statement shows that 35% of respondents disagreed that the elimination of UPSR examination is intended to diminish examination-oriented learning among students. Besides that, 20% of respondents strongly agreed and 20% agreed with the statement. However, 25% of respondents felt neutral with the statement.

In addition, 45% of the respondents felt neutral with the second statement, which is the elimination of the UPSR examination protects students from the physical and mental suffering caused by exams. Other than that, 40% of the respondents agreed and 10% of respondents strongly agreed with the statement. However, 5% of respondents disagree with the statement.

Furthermore, the third statement shows that 40% of the respondents agreed and 25% strongly agreed about students' learning ability and development in time can be assessed and feedback offered to them through school-based assessment (PBS). Nevertheless, 30% of respondents felt neutral and 5% of respondents disagreed with the statement.

Moreover, the fourth statement indicates that the majority of 55% respondents agreed and 5% strongly agreed that the elimination of the UPSR examination can decrease students' exam stress and anxiety. Yet, 10% of respondents disagree with the statement.

Half of the respondents from fifth statement agreed with the elimination of the UPSR examination will enable students to spend more time on other activities such as hobbies and sports. Also 15% of the respondents strongly

agreed with the statement. But 25% of respondents chose neutral and another 10% disagreed with the statement.

The sixth statement shows 40% of the respondents strongly agreed with the statement. This indicates that most respondents agreed that eliminating the UPSR examination and evaluating students through school-based assessment is the best way to grasp the students' learning condition and capacity. Additionally, 25% of the respondents agreed with the statement and another 25% of the respondents felt neutral with the statement sixth.

All in all, the last statement shows that 60% of the respondents agreed and 30% strongly agreed that it allows teachers to have more information and performance about their students through school-based assessment (PBS). This enables teachers to assist students in improving their academic performance by utilizing a variety of teaching strategies. Also, 5% of the respondents felt neutral and 5% of the respondents disagreed with the statement.

5. DISCUSSION ON PEDAGOGY IN THE 21st CENTURY HAS A BENEFICIAL EFFECT ON THE STUDENT PERFORMANCE.

This study intends to investigate if pedagogy in the 21st Century has a beneficial effect on the performance of a student. More than half of respondents indicated that 21st Century Teaching and Learning enhances student performance, as determined by content analysis. Strongly agree and agree was the most highest rates by the teachers. A highest number of respondents claimed that 21st Century Teaching and Learning enhances student achievement. Teaching techniques in the twenty first century are distinct from those of the past. 21st Century Teaching and Learning is the use of technology in the classroom such as using projectors, PowerPoint PowerPoint, YouTube, laptops, smartphones, and other Learning Platforms (Kahoot, Quizizz, and Google Classroom) (Chera, 2020). According to the author, these features collectively result in better student engagement, enjoyment, retention, and motivation to learn which result in better performance. This study supports the literature review by Yu (2021) that has affirmed the using of this new pedagogical tool improves student performance. For example, 24 research studies on Kahoot! impact on academic achievement and student performance Yu (2021) and activity-based learning has positively affects the engagement and enjoyment of students. Teachers incorporate technology into the classroom, enabling students to learn via a variety of instructional approaches.

In addition, teachers can use a variety of teaching strategies to catch students' attention and increase their enthusiasm for learning. Teachers may, for instance, play videos for students to watch and allow them to learn from the videos. This helps pupils to acquire knowledge and content from sources other than books. So, teachers and school recommended experiential learning, storytelling, values education, enquiry learning, appropriate assessment, future problem solving, outside classroom learning, and community problem solving as important pedagogical approaches that should be applied for use in the 21st century. The school be noted that these approaches are best suited to preparing students for the real world besides raising their performance. However, there is a lack of recent empirical research evidence on the impact of these approaches that are recommended by UNESCO on the performance and achievement of students.

In past years, the government decided to temporarily close schools due to the pandemic to safeguard the safety of teachers, students, and staff. Thus, teachers will perform online instruction from their homes. Teachers can utilize Google Meet and Google Classroom for online instruction. Teachers that offer online instruction using Google Meet or Zoom can prevent students from interrupting their studies. This can also prevent pupils from falling behind in their grades or from falling behind their teachers' teaching progress. Additionally, it provides ease for teachers and students. This is due to the fact that teachers can not only conduct instruction in the classroom, but also at home via technology. Students require simply Internet access to engage in a teacher's courses. Students may attend classes without attending school. Students can also study and consolidate their information by repeatedly viewing instructional films created by their teachers.

6. DISCUSSION ON SWITCHING UPSR TO THE SCHOOL BASED ASSESSMENT (PBS) IMPROVES STUDENT PERFORMANCE

The results obtained from the descriptive analysis demonstrate that abolishing the UPSR examination and replacing it with School-Based Assessment (PBS) have improved student performance. Teachers indicated that abolishing the UPSR examination and replacing it with School-Based Assessment (PBS) can protect students from the physical and mental suffering caused by exams. This is due to the fact that certain students will feel intense pressure and anxiety when studying for and taking tests. This may prevent students from successfully completing and answering all exam questions. This hinders kids' ability to earn high grades. When pupils are not anxious about tests, they will prefer to learn and acquire more information, skills, etc. This will aid in the improvement of kids' academic performance.

In addition, Teachers also mentioned that when students do not feel stressed by tests, they are able to relax their minds and bodies, thereby reducing stress-related physical and mental problems. This is due to the fact that when UPSR examinations are eliminated, the school and instructor may provide pupils with a comfortable and relaxed learning atmosphere. This can help pupils develop an interest in learning, instantly acquire and find knowledge, etc. This could assist kids in enhancing their academic achievement. Not only that, the data results also show that abolishing the UPSR examination and replacing it with School-Based Assessment (PBS) enable students to spend more time on other activities such as hobby and sports. This is not because students are interested in learning and mastering new knowledge and abilities; rather, students learn and master knowledge in order to get good scores and marks. This will result in kids losing interest in learning and prevent them from developing a positive attitude toward education. This will not aid kids in enhancing their academic achievement.

Therefore, teachers utilising School-Based Assessment (SBA) can motivate and encourage pupils to have a positive learning attitude. Teachers evaluate and observe pupils' academic achievement in a variety of ways. Examples include role-playing and group discussions. Diverse learning strategies help pique students' interest in learning and foster a positive attitude toward education. In addition, diverse learning approaches can improve and enhance the performance of students in areas such as communication, performance, and more. Therefore, abolishing the UPSR tests can assist students build a good learning attitude by reducing examination-oriented learning. In addition, respondents felt that eliminating the UPSR examination and replacing it with School-Based Assessment (PBS) was an effective method of evaluating students. This is due to the fact that teachers can comprehend and monitor students' learning situations, abilities, and development in real time. Teachers can also provide pupils with timely feedback. This is due to the fact that School-Based Assessment (PBS) is a long-term evaluation. A study undertaken in Kenya by Lumadede et al. (n.d) found that most teachers felt that the elimination of national examinations that has been proposed in the country would lower the quality of student performance since the examinations serve as a powerful motivation tool for students.

Eliminating the UPSR examination and evaluating students through school-based assessment is the best way to grasp the students' learning condition and capacity. Last but not least, it allows teachers to have more information and performance about their students through school-based assessment (PBS). This enables teachers to assist students in improving their academic performance by utilising a variety of teaching strategies. For instance, a literature review analysis of 19 empirical research studies on the use of the flipped classroom approach that was undertaken by Rahman et al. (2019) found that the pedagogical approach generally results in improvements in student performance.

7. IMPLICATION

This study found a correlation between 21st century teaching and learning and student academic achievement. Teaching and learning in the twenty-first century utilize technology for teaching and learning. According to a Project Tomorrow investigation, technology-based learning, such as digital instructional tools, can increase student academic achievement. Students can use and utilize technology to find further knowledge. This can increase their knowledge, critical thinking, and other skills. Students can apply their learned and accomplished

knowledge and abilities in the classroom and on exams. This could assist kids in enhancing their academic achievement. In addition, the use of projectors, PowerPoint, Learning Platforms (Kahoot, Quizizz, Google Classroom), YouTube, laptops, smartphones, and other technologies can increase the academic performance of students. This is because teachers may provide pupils with additional learning and instructional content. It can also catch students' attention and raise their desire to learn, so enhancing their academic achievement. Student-centered learning is also a strategy to teaching and learning in the twenty-first century.

This assists pupils in integrating their interests and abilities into the course. This permits pupils to actively engage, comprehend, and accept knowledge. This could assist kids in enhancing their academic achievement. In addition, there is a substantial association between the elimination of the UPSR examination and its replacement with School-Based Assessment (PBS) and students' academic progress. According to the Ministry of Education and instructors, School-Based Assessment (PBS) can lessen kids' exam anxiety, they claimed that this is the case. When students do not feel pressurized by exams, they will be more independent and eager to acquire more knowledge, skills, and other information. When pupils acquire more knowledge and abilities, their performance can improve.

In addition, School-Based Assessment (SBA) is a long-term evaluation. During this time, teachers can observe and evaluate students. Teachers can also provide timely feedback to help students enhance their learning abilities, knowledge, and other skills. Through School-Based Assessment (PBS), teachers can also encourage student participation, improve their knowledge, and excite and foster students' creativity and ingenuity. This could assist kids in enhancing their academic achievement. Results indicate that teaching and learning in the 21st century is effective in developing students' knowledge, abilities, and other skills. To assist pupils to improve their performance, teachers must therefore employ a variety of instructional strategies. The School-Based Assessment is not solely concerned with curriculum activities. Additionally, it emphasizes extracurricular activities for students. This not only aids in the enhancement of students' knowledge but their abilities. Furthermore, it encourages and cultivates their talents and potential. Therefore, parents and teachers cannot concentrate on the academic success of pupils. Parents and teachers must also foster and develop the potential and talents of pupils. This enables students to learn additional skills and knowledge, hence enhancing their academic performance.

8. CONCLUSION

According to the survey and findings of the researchers, the majority of respondents agreed that education development improves student performance. Respondent agreed that education development improves student performance because respondents thought that education is improving frequently to help the students in all areas. For example, the government just changed the exam format for primary and secondary school. Primary school only need to do 1 paper instead of 2 papers for all subjects. This helps to reduce their stress, especially for their mental health. Besides that, respondents agreed that the education development improves student performance in the area of the syllabus always get updated. This helps the students to gain the latest knowledge but not the previous and outdated. In addition, respondents think that students can have better performance when they learn by video and mini games from Kahoot. This can let the learning become fun and interesting. Moreover, some respondents feel that education development always improves student performance. As the education development is fast, students require to learn more new skills. This helps the students to try different things in school.

The government always changes the format for the examination depending on the progress of the students' performance. Also, education development improves student performance as it is customized perfectly for the students after decisions by the government. They always choose the best method for the students to learn in a better way. Therefore, it enhances our next generation's education with the new teaching methods. Furthermore, respondent agreed with the statement as the students now require to do PBL as a part of their marks. This helps them to understand better about the syllabus and improve their skills in doing projects. This

also helps them to gain higher marks for their examinations. They think modern education always improves student performance. This is because there are different teaching methods to let the students have a better understanding about the syllabus. As education evolved, more learning methods are being invented which help in improving student performance. This helps the students to develop skills and abilities in all areas. However, there are some respondents who disagree with education development improves student performance. They think education development does not really improve student performance as it confuses the students, teachers and parents when the exam format keeps changing. Therefore, the students need to relearn the format to overcome with their examinations.

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