

## **A SWOT ANALYSIS OF THE TÜRKİYE CENTURY PRE-SCHOOL EDUCATION MODEL FROM TEACHERS' PERSPECTIVES**

**Ebubekir ÖZTÜRK<sup>1</sup>**

**Gamze Nur YILDIZ<sup>2</sup>**

**Tuba DAĞ<sup>3</sup>**

Geliş Tarihi/Received: 18.03.2025

Elektronik Yayın / Online Published: 25.06.2025

DOI: 10.48166/ejaes.1660249

### **ÖZET**

Bu çalışma, Türkiye Yüzyıl Eğitim Modeli'ni okul öncesi öğretmenlerinin bakış açılarına dayalı bir SWOT analizi yoluyla analiz etmeyi amaçlamaktadır. Nitel araştırma yöntemlerinden fenomenoloji deseni kullanılarak yürütülen çalışmaya Türkiye'deki devlet okullarında görev yapan 35 okul öncesi öğretmeni katılmıştır. Katılımcılar, tesadüfi olmayan bir örnekleme yöntemi olan kolayda örnekleme yoluyla seçilmiştir. Veriler, araştırmacılar tarafından geliştirilen açık uçlu soru formu kullanılarak toplanmış ve içerik analizi yoluyla analiz edilmiştir. Bulgular, öğretmenlerin modelin beceri temelli yaklaşımı, bütüncül eğitime vurgu yapması ve bireysel farklılıkları dikkate alması gibi güçlü yönlerini tespit ettiklerini ortaya koymuştur. Zayıf yönlerle ilgili olarak katılımcılar farklılaştırılmış eğitimin uygulanmasındaki zorlukları, içselleştirme sürecindeki güçlükleri ve sınıf yönetimiyle ilgili sorunları vurgulamışlardır. En sık dile getirilen fırsatlar arasında çok yönlü gelişime destek, mesleki gelişime katkı ve çağdaş eğitim ihtiyaçlarına uyum yer almaktadır. Tehditler açısından, katılımcılar adaptasyon sürecindeki zorluklar, geleneksel algılardan kaynaklanan direnç ve modelin uzun vadeli etkisine ilişkin belirsizlik gibi faktörlere işaret etmiştir.

**Anahtar Kelimeler:** Türkiye Yüzyılı Eğitim Modeli, okul öncesi eğitim, SWOT analizi.

<sup>1</sup> Master's Degree, Tokat Gaziosmanpaşa University, eb.ozturk.60@gmail.com, ORCID: 0009-0008-9872-5523

<sup>2</sup> Master's Degree, Tokat Gaziosmanpaşa University, buhurdan1905@gmail.com, ORCID:0009-0000-9511-9343

<sup>3</sup> Master's Degree, Tokat Gaziosmanpaşa University, tubadag38@gmail.com, ORCID:0009-0002-8743-5973

## ABSTRACT

This study aims to analyze the Türkiye Century Education Model through a SWOT analysis based on the perspectives of preschool teachers. Conducted using the phenomenology design, a qualitative research method, the study included 35 preschool teachers working in public schools in Turkey. Participants were selected through convenience sampling, a non-random sampling method. Data were collected using an open-ended question form developed by the researchers and analyzed through content analysis. Findings revealed that teachers identified several strengths of the model, including its skill-based approach, emphasis on holistic education, and consideration of individual differences. Regarding weaknesses, participants highlighted challenges in implementing differentiated education, difficulties in the internalization process, and issues related to classroom management. The most frequently mentioned opportunities included support for multifaceted development, contributions to professional development, and alignment with contemporary educational needs. Regarding threats, participants pointed to factors such as difficulties in the adaptation process, resistance due to traditional perceptions, and uncertainty regarding the model's long-term impact.

**Keywords:** Türkiye Century Education Model, preschool education, SWOT analysis.

## 1. INTRODUCTION

Cognitive development should be a holistic approach consisting of physical maturation, experience, social transmission and stabilization processes and balanced between the dynamics of the age (Akpınar & Köksalan, 2024; Piaget, 1999). This understanding refers to a holistic process that includes not only the mental development of the individual but also the elements in the social environment. Educational environments are the building blocks of this process. The holistic development of students who spend most of their daily lives in schools reflects the basic perspective of the new school approach (Yıldırım & Çalışkan, 2024). This perspective is based on the holistic development of the individual and includes not only academic goals but also physical, psychological, social, emotional and moral dimensions. Based on a holistic educational approach, the Turkish Century Education Model is an effort to realize a multifaceted existence (MoNE, 2024). Accordingly, it aims not only to develop learners academically, but also to protect their spiritual and moral values, to question their self, to realize and reveal their potential, to protect their spiritual integrity, and to integrate with the society they live in.

Preschool education curricula provide experiences that support and strengthen the child's holistic development and learning, including physical, cognitive, emotional, language and self-care skills (Başaran & Ulubey, 2018). The Turkish Century Education Model Preschool Education Programme includes field skills, social emotional learning skills, conceptual skills, concepts, dispositions, virtue-value-action model, literacy skills, guidance and psychological counselling services and differentiation (Bostan & Bolat, 2024).

Skills are seen as abilities that are designed to be acquired, developed and transferred to life in learning process and are also seen as elements that help students learn the subjects and activities in the curriculum in a more permanent and meaningful way (Safran, 2008). In addition to the basic skills specified in the curriculum, it is also important to gain the skills of the course (Çelikkaya, 2011). Within

the scope of the Maarif model, there are seven subject skills in the pre-school education curriculum: Turkish, Mathematics, Science, Social, Movement and Health, Art and Music (MoNE, 2024).

Conceptual skills are the application of knowledge that collects the common characteristics of events and objects under a common name (Yıldız, 2019). These actions are defined as parts of a broad set of skills that include three different dimensions (basic, integrated and higher-order thinking) (MoNE, 2024). Basic skills are the skills that children gain or can gain in their daily lives without realizing it (Altınok, 2020). In the Turkish Century Education Model, actions such as counting, reading, writing, drawing, finding, selecting, determining, pointing, measuring, presenting, translating, and recording can be shown among basic skills (MoNE, 2024). Integrated skills refer to actions that do not express themselves as much as basic actions due to their structure. Actions such as resolving contradictions, observing, summarizing, analyzing, classifying, collecting information, comparing, deciding, evaluating, controlling, generalizing, questioning and ordering are defined as integrated skills (Aşkar & Altun, 2023). In the Turkish Century Education Model Preschool Curriculum, integrated skills aim for learners to develop as a whole and to use knowledge, skills and attitudes in the lifelong learning process. Higher-order thinking is a type of thinking that involves the individual being aware of his own thinking processes, monitoring them, controlling and improving his thinking processes (Güneş, 2012). Individuals who have higher-order thinking skills, who know how to learn and can use their higher-order thinking skills in the learning process, and who can actively use their knowledge and skills in daily life are considered to be equipped (Söylemez, 2018). In addition, higher-order thinking skills are divided into three as decision-making skills, problem-solving skills, and critical thinking skills (MoNE, 2024).

While socialization, which is one of the cornerstones of student development, is included in social emotional learning skills, it is also closely related to mental, physical and emotional development. From birth, individuals are expected to be compatible and socialized in society (Durualp, 2014). According to Aktaş (2024), social emotional learning is a process that involves the acquisition and effective application of knowledge, attitudes and skills necessary for children and adults to manage their emotions, set and achieve positive goals, empathize and show empathy to others, establish positive relationships and make responsible decisions. The acquisition of skills supports not only social-emotional development, but also the development of thinking skills, verbal and non-verbal self-expression and self-control. Educational institutions should not only be places where the curriculum is taught throughout the educational life, but also institutions where all developmental areas of children are supported and social and emotional learning is reinforced (Aksoy, 2020). In this way, students achieve a holistic development within the scope of lifelong learning. Social emotional learning skills are grouped under three main headings: self-skills, social life skills and joint/compound skills (MoNE, 2024).

### **1.1. Self Skills**

An important element of personality is the self (Dilek & Aksoy, 2013). In the Turkish Century Education Model Preschool Education Curriculum, self-skills are divided into three as reflection, self-evaluation and reaction. Reflection refers to children making evaluations on their own feelings, thoughts and behaviours in order to change and improve their feelings, thoughts and behaviours. Children who acquire this skill can actively analyze their experiences and actions to improve themselves (MoNE, 2024). Self-assessment is the key to independent learning (Dalkıran, 2015). It can be said that learners with this skill have the behaviours of self-management, analysis, questioning, reinforcement and monitoring.

### **1.2. Social Life Skills**

The individual steps into socialisation in the preschool period and acquires the skills that will form the basis for his future life in this period (Yıldırım & Temel, 2020). In the Turkish Century Education Model Preschool Education Curriculum, social life skills are divided into three as communication, cooperation skills, and social awareness skills. Communication is a way of expressing oneself and understanding others (Üstün, 2005). Acquisition of communication skills in the preschool period will support the learner's participation in social life. The aim of the 21st century education system is to raise individuals who can solve problems, have analytical, creative, innovative, critical thinking, communication and cooperation skills (Alınlı, 2022). Social awareness skill refers to the ability of children to understand the perspectives of others and empathise with them. Children with this skill will exhibit more sensitive behaviours (MoNE, 2024).

### **1.3. Common/Compound Skills**

In the Turkish Century Education Model Preschool Education Curriculum, common skills are divided into three as adaptation, flexibility and responsible decision-making skills. Within the scope of adaptation, preschool education institutions are the first place where children meet the process of adaptation to school. These institutions are also important in terms of peer relations (Gülay, 2010). In the context of flexibility; if a person can develop a flexible approach to the problems they face and realize that they have different options, they can be more resistant to the difficulties of life, but if they always approach problems with the same behaviours and do not try different solution methods, they cannot adapt to the flow of life (Toksöz, 2018). It refers to being able to make conscious and constructive choices about personal behaviour and social interactions within the framework of moral responsibility in different situations (MoNE, 2024).

The significance of this study lies in its potential to provide a comprehensive evaluation of the Türkiye Century Preschool Education Model based on the insights of preschool teachers—those who play a critical role in the implementation of educational reforms. While national education models are often assessed through top-down policy evaluations, this study brings attention to grassroots-level

feedback by using a bottom-up approach grounded in teacher perspectives. In doing so, it highlights not only the strengths and innovative elements of the model but also the challenges and potential areas for development that may go unnoticed by policymakers. Furthermore, by focusing on the preschool level where foundational skills and attitudes are shaped, the study contributes to early childhood education literature with timely and practical insights. The findings may support policymakers, curriculum developers, and teacher educators in revising, adapting, or further enhancing the model in line with real-world classroom experiences. This study aims to examine Türkiye Century Education Model with SWOT analysis based on preschool teachers' viewpoints. Accordingly, this research seeks to answer the following research questions:

1. What are the strengths of the Türkiye Century Education Model?
2. What are the weaknesses of the Türkiye Century Education Model?
3. What are the opportunities of the Türkiye Century Education Model?
4. What are the threats of the Türkiye Century Education Model?

## **2. METHOD**

This study employed a phenomenological design, a qualitative research method aimed at gaining a deeper understanding of a phenomenon or situation by exploring individuals' personal experiences related to it (Yıldırım & Şimşek, 2013). Phenomenological research seeks to capture the essence of participants' experiences by focusing on their direct encounters with the phenomenon in question (Creswell, 2016). In this context, the study aimed to explore teachers' perspectives on Türkiye Century Education Model.

This study employed a SWOT analysis framework to systematically examine the strengths, weaknesses, opportunities, and threats perceived by preschool teachers regarding the Türkiye Century Education Model. The SWOT analysis technique, originally developed for strategic planning in business (Dyson, 2004), has increasingly been adopted in educational research to identify both internal and external factors influencing the implementation of new curricula (Shinno et al., 2006; Gurel & Tat, 2017). In this context, SWOT serves not merely as a descriptive tool, but as a strategic lens to interpret teachers' feedback in a structured way that can guide practical improvements. The use of SWOT is particularly suitable for exploratory studies that aim to uncover both perceived benefits and underlying concerns from stakeholders' viewpoints (Helms & Nixon, 2010). Given the novelty and scale of the Türkiye Century Education Model, a SWOT framework provides a comprehensive and organized method for evaluating its real-world applicability and sustainability in early childhood education.

### **2.1. Study Group**

The study group comprises 35 teachers working in preschool education in Turkey during the 2024-2025 academic year. This study utilized convenience sampling, a non-random sampling method in which participants are selected based on their availability, accessibility, and willingness to participate

(Johnson & Christensen, 2014). Of the teachers participating in the study, 9 were male and 26 were female. Of the participating teachers, 1 was in the 22-27 age group, 9 were in the 28-33 age group, 16 were in the 34-39 age group, 7 were in the 40-45 age group and 2 were over 45 years old. Of the teachers participating in the study, 2 had 1-5 years of professional experience, 9 had 6-10 years of professional experience, 14 had 11-15 years of professional experience, 5 had 16-20 years of professional experience, and 5 had more than 20 years of professional experience.

Preschool teachers were specifically chosen for this study because early childhood education represents the foundational stage of a child's cognitive, emotional, and social development. In most educational reforms, changes in the curriculum begin at the earliest levels to ensure that new pedagogical approaches are instilled from the ground up. The Türkiye Century Education Model emphasizes a holistic and skills-based approach, and its effectiveness must therefore be evaluated from its earliest point of implementation. By focusing on preschool teachers—who play a critical role in shaping young learners and introducing them to the new model—the study aims to capture how the reform is experienced at the very beginning of the education continuum.

## **2.2. Data Collection Tools**

As part of the study, data were collected using an open-ended question form developed by the researchers. In order to increase the internal validity of the questionnaires, expert opinions were sought and the form was finalized based on the feedback received. The form consists of two sections: the first section gathers demographic information about the participants, while the second section includes questions aimed at exploring teachers' perspectives on Türkiye Century Education Model.

## **2.3. Data Collection Process**

At the beginning of the data collection process, participants were informed about the study's objectives. The questionnaire was distributed electronically via Google Forms, and the data collection took place during the 2024-2025 academic year.

## **2.4. Data Analysis**

The aim of content analysis is to identify concepts and themes that explain the collected data, organize similar data within the framework of specific concepts and themes, and present them in a clear and comprehensible manner to the reader (Yıldırım & Şimşek, 2013). Themes were determined based on the research questions. The responses were grouped according to their similarities and differences, leading to the creation of codes. The identified themes and codes were then categorized using the SWOT matrix. Participants were labeled as T1, T2, ...to ensure anonymity.

## 2.5. Validity and Reliability

Christensen et al. (2020) proposed several strategies to ensure validity in qualitative research, including data triangulation, researcher triangulation, direct quotation, and participant feedback. In this study, data triangulation was ensured by selecting participants from different demographic variables. Researcher triangulation was achieved by involving two instructors in the data collection and analysis process. To enhance the study's validity, participants' statements were presented through direct quotations, and the collected data were verified by participants to strengthen internal validity. For the reliability of the study, the Miles and Huberman (2015) reliability formula was applied. To assess coding consistency, the collected data were independently coded by the researchers and two experts in educational sciences. According to Miles and Huberman (2015), an agreement percentage of 70% or higher is considered acceptable. In this study, the percentage of agreement was calculated as 91, indicating high reliability in the coding process.

## 3. FINDINGS

In this section, the findings of the study are presented in alignment with the sub-problems of the research.

### 3.1. Findings Related to the Views of Teachers on the Strengths of Türkiye Century Education Model

The findings regarding the first sub-problem are given in Table 1.

Table 1. Views on Strengths of Türkiye Century Education Model

Theme	Codes	<i>f</i>
Strengths of the model	Being skill-based	10
	Providing a holistic education	7
	Taking individual differences into account	7
	Including values education	5
	Being up-to-date and innovative	3
	Adopting a constructivist approach	3

When the answers of the participants regarding the strengths of the model were analyzed, it was found that the most common themes are being skill-based ( $f=10$ ), providing holistic education ( $f=7$ ), taking individual differences into account ( $f=7$ ), and including values education ( $f=5$ ).

Below are some direct quotations from the participants regarding the theme and codes.

*"I think the fact that it includes enrichment and support activities, that is, it takes into account the individual differences and learning speeds of each student, is the strongest aspect of the new programme."* (T9)

*"I think that the programme's strengths are that there are acquisitions for multi-domain skills and that it targets the student profile with digital skills that our age needs."* (T11)

“In these days when I think that we as a nation have moved away from our values, I see the fact that it is a curriculum that attaches importance to values education.” (T5)

“The model encourages children's active participation in the learning process by adopting a constructivist approach. Thus, children learn by exploring and can develop high-level thinking skills.” (T17)

### 3.2. Findings Related to the Views of Teachers on the Weaknesses of Türkiye Century Education Model

The findings regarding the second sub-problem are given in Table 2.

Table 2. Views on Weaknesses of Türkiye Century Education Model

Theme	Codes	<i>f</i>
Weaknesses of the model	Implementation challenges of differentiated education	10
	Challenges of the internalization process	8
	Classroom management challenges	7
	Use of educational technologies	6
	Increased workload	4

When the answers of the participants regarding the weaknesses of the model were analyzed, it was found that the most common themes are implementation challenges of differentiated education ( $f=10$ ), challenges of the internalisation process ( $f=8$ ), and classroom management challenges ( $f=7$ ).

Below are some direct quotations from the participants regarding the theme and codes.

“As a teacher, we need more guidance in the implementation process as it takes time for me to fully adopt the philosophy and approach of the programme.” (T3)

“The programme has a child-centred and flexible structure. At this point, the classroom management process becomes difficult in terms of guiding students in game-based learning processes and maintaining discipline in the classroom.” (T7)

“The programme is very comprehensive, so our responsibilities as teachers are increasing. Individualised teaching and incorporating additional elements such as values education into lessons can be challenging in terms of time.” (T13)

### 3.3. Findings Related to the Views of Teachers on the Opportunities of Türkiye Century Education Model

The findings regarding the third sub-problem are given in Table 3.

Table 3. Views on Opportunities of Türkiye Century Education Model

Theme	Codes	<i>f</i>
Opportunities of the model	Supporting multifaceted development	11
	Contribution to professional development	8
	Responding to the needs of the age	8
	Develop digital literacy skills	5



Sensitivity to the environment and culture	3
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When the answers of the participants regarding the opportunities of the model were analyzed, it was found that the most common themes are supporting multifaceted development (f=11), contribution to professional development (f=8), and responding to the needs of the age (f=8).

Below are some direct quotations from the participants regarding the theme and codes.

*“The model takes into account not only the academic development of children but also their social, emotional and ethical development. I think it guides children to empathise, cooperate and develop problem-solving skills.” (T2)*

*“In a rapidly changing world, this new model is designed to meet today's educational needs. The fact that it meets today's needs contributes to students becoming successful individuals in the future.” (T8)*

*“The emphasis of the curriculum on cultural values and environmental awareness supports students to grow up as individuals who are sensitive to nature and know their cultural heritage instead of only gaining academic skills.” (T16)*

### 3.3. Findings Related to the Views of Teachers on the Threats of Türkiye Century Education Model

The findings regarding the fourth sub-problem are given in Table 4.

Table 4. Views on Threats of Türkiye Century Education Model

Theme	Codes	<i>f</i>
Threats of the model	Adaptation process	15
	Resistance arising from traditional perceptions	12
	Uncertainty of long-term effects	8

When the answers of the participants regarding the threats of the model were analyzed, it was found that the most common themes are adaptation process (f=15) and resistance arising from traditional perceptions (f=12).

Below are some direct quotations from the participants regarding the theme and codes.

*“It will take some time for us to fully adapt to the new curriculum. Since the prolongation of the adaptation process will make it difficult for us to act in a planned way, I think this situation may pose a threat in terms of students' learning loss.” (T12)*

*“Some of my colleagues may be hesitant towards this new system because they are used to traditional methods.” (T10)*

*“I think time is needed to see the long-term effects of the curriculum on students.” (T19)*

#### 4. DISCUSSION and CONCLUSION

When the findings obtained from this research are examined, it can be concluded that although preschool teachers think that the new education model has positive features, they also have some reservations in terms of factors such as the need for a long time and the need to go beyond traditional methods. In the findings regarding the strengths of the Turkey Century Preschool Education Model, it was concluded that most of the participating teachers see the strongest feature of the new model as 'being a skill-based model'. This situation can be interpreted as teachers thinking that it is important to provide students with life skills from different areas in addition to providing theoretical information at the preschool education level. Skill-based learning emphasizes the development of practical abilities and competencies crucial for success in various personal and professional domains (Rathod, 2023). The idea that the new education model's features such as 'providing a holistic education approach' and 'taking individual differences into account' are among the strengths of the model has been frequently expressed by teachers. In their research on the importance of the holistic education approach, Altan and Yıldırım (2022) stated that fostering creativity, flexibility, curiosity, empathy, compassion, conscientiousness, and virtue in children requires a holistic approach to their education and development. Aktepe's (2005) research on the importance of understanding the individual in education emphasizes that recognizing students' individual differences, employing appropriate methods and techniques based on the subject matter, and tailoring educational content to students' unique characteristics are essential considerations that every teacher strives to implement. Considering the results obtained here, it can be interpreted that preschool teachers have a tendency to plan lesson contents that holistically address the developmental areas and to take into account the individual differences of the students when planning the lesson contents.

When the findings obtained within the scope of the weaknesses of the Türkiye Century Preschool Education Model are examined, the preschool teachers who participated in the research drew attention to the difficulties in implementing differentiated education. From this, it can be concluded that while the new model's ability to address individual differences is considered a strong feature, differentiation practices that address all learning profiles challenge teachers. In this sense, Yılmaz (2022) reached a similar conclusion, stating that teachers do not perceive the differentiated instruction approach merely as a tool but rather as an educational philosophy, which enables them to implement it effectively. However, challenges such as the vast diversity of student interests, the extensive time and effort required for planning, and teachers' lack of knowledge about differentiation are frequently encountered. Among the weak aspects of the new education model, elements such as 'difficulties in the internalization process' and 'difficulties in classroom management' are also among the views of the participants. There are studies in the literature that show that these elements will negatively affect educational experiences. In the studies conducted by Aslan and Doğan (2020) to determine the relationship between motivation and job performance, it was concluded that low intrinsic motivation also negatively affects job performance. Again, in another study where teachers' evaluations about the

difficulties encountered in classroom management were examined, it was determined that student and teacher motivation brought about significant difficulties in classroom management (Benli et al., 2024). It is known that effective classroom management is the key to high student success (Marzano & Marzano, 2003) and it can be concluded that preschool teachers need time to implement the new model effectively.

When the findings regarding the opportunities of the Turkey Century Preschool Education Model are examined, the teachers who participated in the research highlighted the feature of the new model supporting multi-dimensional development. In other words, preschool teachers stated that they care about not only the cognitive development of students but also their development as a whole in terms of social, physical, artistic and linguistic aspects. One of the aims of the new program is to create a national skills network starting from the preschool period. In this respect, children need to be supported with 21st century field skills as well as their academic knowledge (MoNE, 2024). When viewed in this context, it can be said that the aims of MoNE and the expectations of preschool teachers meet on a common line. Some of the views put forward regarding the opportunity aspects of the model are that it contributes to professional development and responds to the needs of the age. In his research on the professional development of teachers, Guskey (2002) revealed that the success of educational curricula depends on their capacity to contribute to the professional development of teachers. In his study on the dimensions of renewal and change of education programs, Tutkun (2010) reached the conclusion that all countries have to renew and develop their education systems and programs in line with the requirements of the 21st century against the negative effects that the age will bring.

When the findings obtained from the teachers' views on the threat aspects of the Turkey Century Preschool Education Model are examined, it is seen that teachers have reservations about the difficulties to be encountered in the adaptation process. Teachers tried to explain the difficulties that may be experienced in the adaptation process in the context of the learning losses that may occur in case the process is prolonged. In order for the radical changes brought about by the new programs to be effective, priority should be given to the adaptation of the teachers to the program (Tortop, 2012). One of the issues that the participating teachers see as a threat is the resistance of teachers to the new education model due to traditional perceptions. It is possible to come across studies in the literature that can support this idea of the teachers. In the study investigating the reasons for the resistance of classroom teachers to change, Akman (2017) revealed that teachers have resistance stemming from their reluctance to take on new duties, roles and responsibilities.

As a result, it was concluded in this study that the preschool teachers participating in the research had expectations from a new education program such as supporting skill training, having a holistic structure and taking into account individual differences. On the other hand, the difficulties that will be faced in the implementation of differentiated education, the long time required for internalization and the difficulties in classroom management that may arise due to the decrease in student-teacher motivation were also expressed by the teachers as the shortcomings of the new model. The

internalization process, which is a prerequisite for the full and effective implementation of the program, shows that time is needed.

It can be suggested that in-service training be planned by the Turkish Ministry of National Education against both professional and psychological difficulties that teachers may experience. Again, one of the results of the research is that teachers see the opportunities offered by the new model as supporting multi-faceted development, contributing to the professional development of teachers, and being a program with up-to-date content prepared according to the needs of the age. In addition, the fact that an adaptation process will be needed to adapt to the new program, that learning losses may be experienced during this adaptation process, and that resistance stemming from teachers' traditional perceptions are encountered were expressed by teachers as threats to the new model.

Future studies similar to this may reveal differences in teachers' views. It is obvious that time is needed for threats that may arise in the long term in particular. In addition, as the new model is internalized by teachers over time, a more positive image may emerge in teachers' thoughts.

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## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### ÖĞRETMENLERİN GÖZÜNDEN TÜRKİYE YÜZYILI OKUL ÖNCESİ EĞİTİM MODELİ'NİN SWOT ANALİZİ TEKNİĞİYLE İNCELENMESİ

#### GİRİŞ

Okul öncesi eğitim müfredatları çocuğun fiziksel, bilişsel, duygusal, dil ve öz bakım becerilerinin tamamı dahil olacak şekilde bütünsel gelişimini destekleyen ve güçlendiren deneyimler sunar (Başaran & Ulubey, 2018). Beceriler, öğrenme sürecinde edinilmesi, geliştirilmesi ve yaşama aktarılması beklenen yetenekler olarak görülmekte, ayrıca öğrencilerin müfredatta yer alan kavramları daha kalıcı ve anlamlı şekilde öğrenmelerine yardımcı olan unsurlar olarak değerlendirilmektedir (Safran, 2008). Türkiye Yüzyılı Eğitim Modeli Okul Öncesi Eğitim Programı alan becerileri, sosyal-duygusal öğrenme becerileri, kavramsal beceriler, eğilimler, erdem-değer-eylem çerçevesi, okuryazarlık becerileri, rehberlik ve psikolojik danışmanlık hizmetleri ve farklılaştırma çalışmalarını içeren çok yönlü güncel bir programdır (Bostan & Bolat, 2024). Türkiye Yüzyılı Eğitim Modeli kapsamında okul öncesi eğitim müfredatında öğrenciye kazandırılması amaçlanan beceriler, Türkçe, Matematik, Fen, Sosyal, Hareket-Sağlık, Sanat ve Müzik becerileri olmak üzere yedi farklı alana ayrılmıştır (MEB, 2024).

SWOT analizi bir projenin veya bir girişimin güç yönlerini tespit edip avantaja çevirmeyi, zayıflıkları en aza indirmeyi, fırsatlardan yararlanmayı ve tehditleri yöneterek ortadan kaldırmayı amaçlayan bir yöntemdir (Dyson, 2004). Bu çalışma okul öncesi öğretmenlerinin görüşleri üzerinden SWOT analizi tekniği ile Türkiye Yüzyılı Eğitim Modeli Okul Öncesi Eğitim Programı'nın incelenmesini amaçlamaktadır. Bu bakımdan bu çalışma, aşağıdaki araştırma sorularına cevap vermeyi amaçlamaktadır.

1. Türkiye Yüzyılı Eğitim Modeli'nin güçlü yönleri nelerdir?
2. Türkiye Yüzyılı Eğitim Modeli'nin zayıf yönleri nelerdir?
3. Türkiye Yüzyılı Eğitim Modeli'nin fırsat yönleri nelerdir?
4. Türkiye Yüzyılı Eğitim Modeli'nin tehdit yönleri nelerdir?

#### YÖNTEM

##### Araştırmanın Modeli

Bu çalışma nitel araştırma desenlerinden fenomenolojik desen kullanılarak yürütülmüştür. Fenomenolojik desen bireylerin bir olgu veya durumla ilgili kişisel deneyimlerini araştırarak daha derin bir anlayış kazanmayı amaçlamaktadır (Yıldırım & Şimşek, 2013).



## **Çalışma Grubu**

Çalışma, 2024-2025 eğitim öğretim yılında Türkiye’de okul öncesi eğitim branşında aktif olarak görev yapmakta olan 35 öğretmenle yürütülmüştür. Katılımcılar erişilebilirliklerine ve katılma isteklerine göre kolay örnekleme yöntemiyle seçilmiştir. Araştırmaya katılan öğretmenlerden 26 tanesi kadın, 9 tanesi ise erkektir.

## **Veri Toplama Aracı**

Çalışma kapsamında elde edilen veriler araştırmacılar tarafından geliştirilen açık uçlu soru formu kullanılarak toplanmıştır. Formun birinci bölümünde katılımcıların demografik bilgileri istenirken, ikinci bölümde öğretmenlerin Türkiye Yüzyılı Eğitim Modeli’ne yönelik görüşleri sorulmuştur. Formlar Google Forms aracılığıyla katılımcılara elektronik ortamda ulaştırılmıştır.

## **Verilerin Analizi**

Elde edilen verilerin analizinde içerik analizi tekniği kullanılmıştır. Araştırma sorularına göre temalar belirlenmiş, öğretmenlerin cevapları benzerlik ve farklılıklarına göre gruplandırılmış, kodlar oluşturulmuştur. Belirlenen temalar ve kodlar daha sonra SWOT matrisine göre kategorilere ayrılmıştır.

## **Geçerlik ve Güvenirlik**

Çalışmanın geçerliliğini arttırmak için katılımcıların ifadeleri doğrudan alıntı yöntemiyle sunulmuş ve toplanan veriler iç geçerliliği güçlendirmek için katılımcılar tarafından doğrulanmıştır. Çalışmanın güvenirliliği için Miles&Huberman (2015) güvenirlilik formülü uygulanmış, iki bağımsız uzman tarafından mutabakat yüzdesi .91 olarak hesaplanmıştır. Bu oran çalışmanın yüksek güvenirliliğe sahip olduğunu göstermektedir.

## **BULGULAR**

Katılımcıların yanıtları incelendiğinde Türkiye Yüzyılı Eğitim Modeli Okul Öncesi Eğitim Programı’nın güçlü yönlerine ilişkin olarak en sık karşılaşılan tema ‘beceri temelli bir program olması’dır ( $f=10$ ). Modelin zayıf yönlerine ilişkin yanıtlara bakıldığında öğretmenler en sık olarak ‘farklılaştırılmış eğitimin uygulanmasındaki zorlukları’ dile getirmişlerdir ( $f=10$ ). Modelin fırsat yönü ‘çok yönlü gelişimi destekliyor olması’ ( $f=11$ ) ve tehdit yönü ise ‘uyum sürecinin zorlukları’ ( $f=15$ ) olarak tespit edilmiştir.

## **SONUÇ ve TARTIŞMA**

Türkiye Yüzyılı Okul Öncesi Eğitim Modeli’nin güçlü yönlerine ilişkin bulgularda, katılımcı öğretmenlerin çoğunun ‘beceri temelli bir model olması’ özelliğini güçlü yön olarak gördükleri sonucuna ulaşılmıştır. Bu durum, öğretmenlerin okul öncesi eğitim kademesinde teorik bilgilerin verilmesinin yanında öğrencilere farklı alanlardan yaşam becerileri kazandırılmasının önemli olduğunu

düşündükleri şeklinde yorumlanabilir. Yeni eğitim modelinin ‘bütüncül bir eğitim anlayışına sahip olması’ ve ‘bireysel farklılıkları dikkate alıyor olması’ gibi özelliklerinin de modelin güçlü yönlerinden olduğu düşüncesi öğretmenler tarafından sıklıkla dile getirilmiştir. Altan ve Yıldırım (2022), bütüncül eğitim anlayışının önemine dair yapmış oldukları araştırmalarında “Çocuklarımızın yaratıcı, esnek, meraklı, empatik, şefkatli, vicdanlı ve erdemli yetişkinler olmalarını istiyorsak onları bütüncül olarak eğitmek, geliştirmek ve yetiştirmek zorundayız.” ifadelerine yer vermişlerdir.

Türkiye Yüzyılı Okul Öncesi Eğitim Modeli’nin zayıf bulunan yönleri kapsamında elde edilen bulgulara bakıldığında, araştırmaya katılan okul öncesi öğretmenleri farklılaştırılmış eğitimin uygulanmasındaki zorluklara dikkat çekmişlerdir. Buradan yeni modelin sahip olduğu bireysel farklılıklara hitap etme özelliğinin güçlü bir özellik olarak kabul görmesinin yanında, tüm öğrenme profillerine hitap eden farklılaştırma uygulamalarının öğretmenleri zorladığı sonucuna ulaşılmaktadır. Yeni eğitim modelinin zayıf görülen yönleri arasında ‘içselleştirme sürecinin zorlukları’ ve ‘sınıf yönetimin zorlukları’ gibi unsurlar da katılımcı öğretmenlerin görüşleri arasında yer almaktadır. Aslan ve Doğan’ın (2020) motivasyonla iş performansı arasındaki ilişkiyi tespit etmeye yönelik olarak yaptıkları çalışmalarında, içsel motivasyonun düşük olmasının iş performansını da olumsuz etkilediği sonucuna ulaşmıştır.

Türkiye Yüzyılı Okul Öncesi Eğitim Modeli’nin fırsatlarına ilişkin bulgulara bakıldığında, araştırmaya katılan öğretmenler yeni modelin çok yönlü gelişimi destekliyor olma özelliğini ön plana çıkartmışlardır. Diğer bir ifade ile okul öncesi öğretmenleri, öğrencilerin sadece bilişsel yönden gelişimlerini değil, sosyal, fiziksel, sanatsal ve dilsel yönlerden bir bütün olarak gelişimlerini önemsediklerini belirtmişlerdir. Modelin fırsat yönlerine ilişkin olarak ortaya konan görüşlerden bazıları da mesleki gelişime katkı sağladığı ve çağın ihtiyaçlarına cevap verdiği şeklindedir. Tutkun’un (2010) eğitim programlarının yenileme ve değiştirme boyutlarının neler olabileceğine dair yaptığı çalışmada, çağın getireceği olumsuz etkilere karşı tüm ülkelerin eğitim sistemlerini ve programlarını 21. yüzyılın gerekleri doğrultusunda yenilemek ve geliştirmek zorunda oldukları sonucuna ulaşmıştır.

Araştırmanın son basamağı olan Türkiye Yüzyılı Okul Öncesi Eğitim Modeli’nin tehdit yönlerine ilişkin öğretmen görüşlerinden elde edilen bulgulara bakıldığında, öğretmenlerin uyum sürecinde karşılaşılabilecek zorluklara dair çekincelerinin olduğu görülmektedir. Öğretmenler uyum sürecinde yaşanabilecek zorlukları, sürecin uzaması durumunda oluşabilecek öğrenme kayıpları bağlamında açıklamaya çalışmışlardır. Yeni programların ortaya koyduğu köklü değişimlerin etkili olabilmesi için, programı uygulayacak öğretmenlerin programa uyumlarına öncelik verilmelidir (Tortop, 2012). Katılımcı öğretmenlerin tehdit olarak gördükleri konulardan birisi de geleneksel algılardan kaynaklı olarak yeni eğitim modeline karşı öğretmenlerin direnç gösterebilmeleridir. Alanyazında öğretmenlerin bu düşüncesini destekleyebilecek nitelikte çalışmalara rastlamak mümkündür. Sınıf öğretmenlerinin değişime karşı direnç nedenlerinin araştırıldığı çalışmada Akman (2017), öğretmenlerin yeni görev, rol ve sorumlulukları alma isteksizliklerinden kaynaklanan dirençlere sahip olduğunu ortaya koymuştur.

Sonuç olarak yürütülen bu çalışmada, araştırmaya katılan okul öncesi öğretmenlerinin yeni bir eğitim programından beceri eğitimini desteklemesi, bütüncül bir yapıda olması ve bireysel farklılıkları dikkate alıyor olması gibi beklentilerinin olduğu sonucuna ulaşılmıştır. Diğer yandan farklılaştırılmış eğitimin uygulamasında çekilecek zorluklar, içselleştirme için gerekecek uzunca zaman ve öğrenci-öğretmen motivasyonunun düşmesine bağlı olarak ortaya çıkabilecek sınıf yönetimi zorlukları da yeni modelin eksik yanları olarak tespit edilmiştir. Programın tam ve etkili bir şekilde uygulanabilmesinin ön şartı olan içselleştirme süreci, programın etkinliğine dair dönütler alabilmemiz bakımından zamana ihtiyacımız olduğunu göstermektedir. Öğretmenlerin yaşayabilecekleri hem mesleki hem de psikolojik zorluklara karşı Türkiye Milli Eğitim Bakanlığı'nca hizmet içi eğitimlerin planlanması önerilebilir. Yine yeni eğitim modelinin çok yönlü gelişimi destekliyor olmasını, öğretmenlerin mesleki gelişimine katkı sağlıyor olmasını ve çağın ihtiyaçlarına göre hazırlanmış güncel içerikli bir program olmasını öğretmenler yeni modelin fırsat yönleri olarak değerlendirmişlerdir. Bunun yanında yeni programa adapte olabilmek için bir uyum sürecine ihtiyaç duyulacağı, bu uyum sürecinde öğrenme kayıplarının yaşanabileceği ve öğretmenlerin geleneksel algılarından kaynaklanan bir dirençle karşılaşılma durumu öğretmenler tarafından yeni modelin tehdit yönleri olarak dile getirilmiştir.