

RESEARCH ARTICLE

IMPLEMENTATION STRATEGIES FOR INFANT AND CHILD TRAINING IN NURSERIES: ALIGNING WITH THE ASPIRATIONS OF MODERN PARENTS

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ABSTRACT

This library study examines the implementation strategy of the teaching and learning approach (PdP) for infants (0–12 months) and toddlers (1–3 years) at TASKA that is in line with the aspirations of today's parents. The latest literature from 2020 to 2025 is used as the main reference. The main findings emphasize five important aspects: development-based play, safety and hygiene (K3), home-TASKA communication, development monitoring, and the inculcation of early values and manners. This study suggests the implementation of structured play routines, the use of robust K3 protocols, transparent communication mechanisms, brief developmental assessments, and emphasizing Islamic values in children's daily lives. In conclusion, a comprehensive PdP can meet the expectations of today's parents for their children's early education (Yoke-Yean et al., 2021; Rahmatullah et al., 2021).

Keywords: *Early childhood education, TASKA, PdP approach, development-based games, home-TASKA communication, safety and hygiene (K3), development monitoring, Islamic values.*

INTRODUCTION

This study emphasizes the importance of early childhood education as the basis for the overall formation of human potential. In today's context, parents are increasingly aware that their child's early experience at TASKA plays an important role in shaping their cognitive, social, emotional and personality development. Therefore, they demand a higher quality environment, including a learning environment that is safe, fun and responsive to individual needs. A game-based approach has been proven to be an effective PdP strategy in stimulating thinking, communication and social skills from an early age (Rahmatullah et al., 2021). In addition, moral values and manners need to be applied consistently so that children grow up with a strong sense of identity. Thus, this study aims to review the implementation strategy of PdP at TASKA based

on the wishes of modern parents, based on the latest literature findings that prove the importance of holistic and integrated early education (Kong, 2023).

Research Objective:

1. Analyze the implementation strategies of teaching and learning in TASKA for infants and toddlers, with a focus on play-based, child-centred, and sensory-based approaches.
2. Assess the alignment of these teaching and learning strategies with contemporary parents' aspirations.
3. Identify implementation success factors and challenges in TASKA.

LITERATURE REVIEW & THEME SYNTHESIS

Development Based Games

Play is an important foundation in children's early learning because it provides meaningful experiences that stimulate their overall development. For babies and toddlers, play activities help in cognitive, physical, social, emotional and language aspects. Studies show that activities like sensory stimulation (sensory play) can increase sensory sensitivity and exploration ability, while activities such as singing and reading books stimulate early language and literacy development (Play-Based Learning, 2022).

Symbolic games such as cooking or stacking blocks encourage imaginative thinking skills and problem solving skills. In addition, parents expect the play activities provided to be not only fun but also engaging Islamic values, such as teaching manners to share and cooperate through group games (Kong, 2023). This shows that development-based games are not just entertainment activities, but the main medium to form the basis of children's learning and personality.

Safety, Health and Hygiene (K3)

Aspects of safety, health and hygiene (K3) are the main basis that need to be emphasized before any PdP process is carried out. Today's parents put physical security children as a priority, then TASKA needs to ensure the environment is free from the risk of danger such as sharp objects, toxic substances and spaces that can cause accidents (Yoke-Yean et al., 2021).

In addition, health and hygiene protocols which should be practiced comprehensively, including routine hand washing, toy sanitation, preparation of nutritious food, as well as systematic management of infectious diseases. The MQA standard (2025) also emphasizes the importance of providing emergency facilities, staff training in safety management, and periodic records of children's health monitoring. A clean and safe environment not only protects children from the risk of disease, but also creates a conducive

learning environment and supports their emotional development.

Communication Home–Nursery

Effective communication between TASKA and parents plays an important role in ensuring that the learning process runs smoothly. This two-way relationship increases parents' trust in childcare institutions and gives them space to participate in their child's development (Parents' perceptions, 2023). Among the best communication practices include the use of daily communication books or digital applications, where parents are informed about the child's daily routine such as meal times, sleep, activities and mood.

In addition, preparing monthly progress reports enables parents to assess their child's progress and understand their learning needs. The study also found that parents feel more satisfied when they are involved in educational decision-making processes, such as planning activities or setting developmental goals (Rahmatullah et al., 2021). Transparent communication not only improves the relationship of trust, but also supports the overall development of the child through cooperation between the home and TASKA.

Progress Monitoring & Individualization

Developmental monitoring is an important element in PdP because it allows caregivers to assess the child's level of progress and adjust learning strategies according to individual needs. According to Hassan et al. (2022), monitoring can be done through the use of a development checklist tool which assesses key domains such as gross motor, fine motor, language, cognitive and socioemotional. In addition, a learning portfolio which contains work results, activity photos and anecdotal notes provide a clear picture of the child's achievements over time. When developmental delays are detected, early intervention needs to be done, such as providing additional activities or referring to specialists if necessary. Caregivers also need to communicate ethically with parents about the child's developmental status so that follow-up actions can be taken quickly (Kong, 2023). This

individualized approach ensures that each child receives support tailored to their unique needs.

Cultivation of Early Values & Manners

The formation of values and manners from an early age plays a vital role in fostering strong moral principles. For Muslim families, Islamic values such as greeting, thanking, sharing, and respecting others needs to be implemented from infancy (Yoke-Yean et al., 2021). The recommended approach includes practicing simple daily prayer, a brief greeting, as well as an exemplary story which teaches the value of love, trust and helping each other. Caregivers also need to be positive behavior models through gentle speech, praise for good behavior, and discipline methods based on positive reinforcement (Rahmatullah et al., 2021). These values not only form the moral foundation of children, but also support their socio-emotional development, build empathy and strengthen social relationships from an early age.

METHOD

This study employs a qualitative narrative synthesis of the literature, an approach that integrates findings from multiple scholarly sources to build a comprehensive understanding of the topic. Reference sources comprise peer-reviewed journal articles, policy reports, and book chapters published between 2020 and 2025. Literature was purposively selected for relevance to: (i) implementation of teaching and learning (PdP) for infants and toddlers in TASKA, (ii) parents' aspirations (e.g., safety, early literacy, communication, values, technology), and (iii) values in early childhood education, particularly in the Malaysian context.

The qualitative analysis followed thematic procedures: familiarisation with texts, open coding, axial coding to cluster codes into themes, and narrative integration to compare convergences/divergences across studies. Basic quality appraisal (clarity of design, adequacy of sample/context, credibility of measures, alignment with policy) informed interpretation; no effect sizes were computed due to heterogeneous and largely qualitative evidence.

The synthesis steps and reporting were adapted from established guidance (Hassan, Ramli & Musa, 2022).

RESEARCH FINDINGS

Based on the synthesis of literature published between 2020 and 2025, several key themes were identified regarding the strategies for implementing effective teaching and learning (PdP) approaches for infants and toddlers in childcare centres (TASKA) that align with the expectations of modern parents. The findings reveal that a successful PdP approach requires a comprehensive integration of pedagogical methods, safety practices, communication strategies, developmental monitoring, and value-based education.

Developmentally Appropriate Play-Based Learning

Play is recognised as the most effective and natural approach to promote early childhood learning. Activities such as sensory exploration, symbolic play, singing, storytelling, and interactive reading significantly enhance language development, creativity, fine motor skills, and social abilities (Play-Based Learning, 2022). Moreover, parents expect these play-based activities to be infused with moral and Islamic values, ensuring that learning experiences are both enjoyable and meaningful (Kong, 2023).

Safety, Health, and Hygiene (K3)

Safety and hygiene are the top priorities for parents when selecting a childcare centre. The literature shows that adherence to hygiene protocols, infectious disease management, environmental risk assessments, and the provision of nutritious meals are crucial for ensuring children's well-being (Yoke-Yean et al., 2021). The Malaysian Qualifications Agency (MQA, 2025) further emphasises that high safety standards are prerequisites for providing a quality early childhood learning environment.

Two-Way Communication Between TASKA and Parents

Effective communication between caregivers and parents fosters trust and enhances collaborative efforts in supporting children's education. The use of daily communication books, regular progress reports, and quarterly meetings has been shown to effectively keep parents informed about their child's development (Parents' perceptions, 2023). Furthermore, involving parents in educational decision-making contributes positively to children's learning outcomes (Rahmatullah et al., 2021).

Systematic Developmental Monitoring

Structured developmental monitoring enables caregivers to tailor learning activities to each child's individual needs. The use of developmental checklists, learning portfolios, and anecdotal records helps identify milestones as well as potential developmental delays (Hassan et al., 2022). Early intervention following these assessments ensures that every child receives optimal support for their growth and development (Kong, 2023).

Early Integration of Islamic Values and Manners

In addition to academic and physical development, parents place strong emphasis on the integration of values and manners from an early age. Activities such as reciting simple prayers, greeting others politely, sharing toys, and listening to Islamic moral stories help build positive character and moral foundations (Yoke-Yean et al., 2021). Caregivers serve as important role models, and their behaviour and speech significantly influence children's value formation (Rahmatullah et al., 2021).

DISCUSSION

The literature indicates strong alignment between parents' aspirations and developmentally appropriate, play-based pedagogy: parents want their children to be safe, healthy, happy, and progressing at an

age-appropriate pace, while research underscores meaningful play, responsive environments, and warm caregiver-child interactions as core to early learning (Rahmatullah et al., 2021; Play-Based Learning, 2022). In Malaysia, the broader ECCE architecture acknowledges these needs, yet day-to-day implementation hinges on each centre's capacity to organise routines, materials, and interactions that match infants' and toddlers' developmental stages (Kong, 2023).

Two implementation gaps recur: (i) inconsistent progress reporting and (ii) variable staff training. Without simple, rhythmic reporting tools, parents receive uneven information about their child's growth; the literature supports using easy-to-use SOPs (e.g., daily books/apps plus monthly reports) and creating structured two-way feedback channels (Parents' perceptions, 2023). On workforce capability, ongoing in-house training in play-based pedagogy, observation/documentation, and professional communication helps align classroom practice with policy and standards (Kong, 2022; MQA, 2025).

K3 (safety, health, hygiene) should be viewed as a precondition for learning, not a constraint on play. The challenge is balancing sensory exploration with risk management (e.g., choking hazards, sanitisation). Daily checklists, clear zoning of spaces, and incident logs help reconcile safety with rich learning opportunities (MQA, 2025; Yoke-Yean et al., 2021). In parallel, systematic developmental monitoring via domain checklists and learning portfolios enables individualisation, timely early intervention, and ethically grounded conversations with parents when red flags appear (Hassan et al., 2022; Kong, 2023).

Finally, integrating Islamic values and manners strengthens the socio-emotional dimension. Short prayers, greetings, moral storytelling, and positive reinforcement nurture empathy, respect, and responsibility, aligning with many Muslim families' expectations (Yoke-Yean et al., 2021; Rahmatullah et al., 2021). Weaving these values into daily routines

and play makes PdP more meaningful and contextually grounded. Overall quality rises when centres standardise reporting, upskill staff, institutionalise pro-learning K3 practices, and infuse values within everyday play.

PRACTICAL RECOMMENDATIONS FOR TASKA

Provide a Structured and Balanced Play Routine

TASKA needs to plan a regular daily routine with the division of time between activities active and calm to support the developmental needs of children. Active activities such as playing outside, light exercise, and gross motor activities can stimulate physical development and body coordination. Meanwhile, quiet activities such as reading story books, listening to soft songs, and sensory activities help calm emotions and improve concentration. This approach not only gives children the opportunity to explore the environment through play, but also supports their overall social and cognitive development (Play-Based Learning, 2022). It is important for caregivers to ensure that the activities are appropriate for each child's age and developmental level so that they can learn naturally through play experiences.

Implementing Clear and Regular K3 Protocols

Aspects of safety, health and hygiene (K3) need to be a priority in the day-to-day management of TASKA. A comprehensive K3 protocol includes preparation daily hygiene checklist, monitoring children's health, as well as checking the environment to ensure there is no risk of danger. In addition, all play equipment should be sanitized regularly, and rules such as washing hands before and after eating should be practiced. TASKA also needs to provide infectious disease management procedures and emergency training for staff. Effective implementation of K3 not only protects children from health risks, but also gives parents confidence in the level of care for their children (Yoke-Yean et al., 2021; MQA, 2025).

Using Daily Communication Books or Apps and Monthly Progress Reports

Transparent and continuous communication between TASKA and parents can increase the level of trust and bilateral cooperation. One of the best ways is to use a daily communication book or mobile application which informs about the child's activities such as meal times, sleep, mood, and learning activities. This allows parents to monitor their child's progress even if they are not present at TASKA. In addition, preparing a monthly progress report allows parents to see their child's progress in various domains such as language, motor, and socioemotional. Through this report, parents can provide feedback and collaborate with caregivers to plan the next learning strategy (Parents' perceptions, 2023).

Apply the Monthly Development Checklist for Each Child

Periodic monitoring of development is very important to identify the strengths and needs of each child. TASKA can use a developmental checklist which evaluates progress in key aspects such as gross motor, fine motor, cognitive, communication, and socioemotional. This checkup should be done at least once a month to detect any early developmental delays. When special needs are identified, intervention measures such as additional activities or referral to specialists can be implemented. In this way, each child gets appropriate and optimal learning support according to their individual needs (Hassan et al., 2022; Kong, 2023).

Cultivating Simple Prayers, Greetings and Islamic Exemplary Stories in Daily Routine

The formation of values and manners should be part of the daily routine at TASKA to help the formation of personality from an early age. Caregivers can start the day by saying hello, read simple prayers before and after eating, as well as sharing an exemplary story of Islam which is simple but meaningful. Activities like this not only build the moral foundation and moral values of children, but also strengthen their identity as civilized and noble individuals.

Studies show that the application of Islamic values in daily life helps to form empathy, love, respect and responsibility in children from an early age (Yoke-Yean et al., 2021; Rahmatullah et al., 2021). Through this approach, education at TASKA is not only academic, but also contributes to the formation of children's identity and character.

CONCLUSION

In conclusion, this study shows that the implementation of PdP at TASKA needs to be comprehensive and integrated to support the holistic development of children. based approach game capable of stimulating cognitive, social and emotional skills, while implementation protocol K3 ensures their safety and well-being. In addition, transparent communication with parents and periodic monitoring of progress allows the PdP strategy to be tailored according to individual needs. Application Islamic values and manners form a strong personality from the beginning. When all these elements are combined, TASKA can fulfill parents' aspirations as well as providing a solid foundation for developing a comprehensive imagination of babies and children.

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