

RESEARCH ARTICLE

NURTURING CREATIVITY THROUGH THE REGGIO EMILIA APPROACH: A STUDY OF EARLY LEARNING PRACTICES IN MALAYSIAN TASKA

Tuan Elisya Maisarah Tuan Soupi^{1*}, Mohd Nazri Abdul Rahman²
*23003504@siswa.um.edu.my¹, mohdnazri_ar@um.edu.my²

^{[1]*} University of Malaya, Malaya, Malaysia

^[2] University of Malaya, Malaya, Malaysia

ABSTRACT

Fostering Creativity via the Reggio Emilia Approach: An Examination of Early Learning Practices in Malaysian TASKA. This article examines the application of the Reggio Emilia Approach in Malaysian Taman Asuhan Kanak-Kanak (TASKA) and its significance in fostering creativity and comprehensive development in young children. The Reggio Emilia philosophy, originating in Italy, perceives children as competent, curious, and capable learners who articulate themselves through many kinds of communication, commonly termed the "hundred languages." This study used a qualitative research design, incorporating a literature review, interviews with TASKA educators, and document analysis to investigate the application of Reggio concepts in Malaysian early childhood settings. Research indicates that Reggio-inspired TASKA centres prioritise creativity via project-based learning, child-centered surroundings, collaborative instruction, and active parental engagement. Educators serve as facilitators who monitor and direct learning, whereas documentation methods promote reflection and foster connections between the school and home. Notwithstanding problems such as restricted training and budget limitations, the methodology has demonstrated considerable beneficial impacts on children's curiosity, confidence, and problem-solving skills. The study indicates that the Reggio Emilia concept possesses significant potential to revolutionise early education in Malaysia by fostering reflective teaching, creativity, and culturally pertinent learning methods.

Keywords: *Reggio Emilia Approach, early childhood education, TASKA, creativity, child-centered pedagogy, Malaysia.*

INTRODUCTION

Early childhood education (ECE) is crucial for foundational learning and development, particularly during the rapid brain development phases in early years. In Malaysia, initiatives like PERMATA and the National Early Childhood Care and Education Policy reflect a commitment to quality early education. The Reggio Emilia Approach, emphasizing child-centered and experiential learning, contrasts with traditional teacher-led methods by focusing on inquiry and collaboration. Malaysian TASKA centres are adopting these principles to create meaningful learning environments for young children. This

study explores the integration of Reggio Emilia in TASKA, addressing its benefits for creativity and child development, as well as the challenges faced by educators in adapting this Western framework to fit local cultural and educational settings.

METHOD

The Reggio Emilia Approach's ability to foster creativity in Malaysian early childhood settings was investigated using a qualitative research design. This design made it possible to fully comprehend the viewpoints and instructional strategies of

instructors.

Figure 1. Illustration of a Reggio Emilia-inspired educational setting



Figure 2. Illustration of documentation panel depicting the learning process of youngsters



RESULT

Research indicates that the Reggio Emilia Approach has been partially assimilated into Malaysian TASKA via various practices: learning spaces, child-centered pedagogy, documentation,

cooperation, and family involvement. Educators saw favourable results, including improved creativity, communication, and problem-solving abilities in students. Nonetheless, obstacles remain, including inadequate professional training, budget limitations, and conformity with national curricular standards.

DISCUSSION

Research indicates that the Reggio Emilia Approach has been partially assimilated into Malaysian TASKA via various practices: learning spaces, child-centered pedagogy, documentation, cooperation, and family involvement. Educators saw favourable results, including improved creativity, communication, and problem-solving abilities in students. Nonetheless, obstacles remain, including inadequate professional training, budget limitations, and conformity with national curricular standards.

CONCLUSION

The Reggio Emilia Approach embodies a revolutionary educational model that aligns with Malaysia's goals for comprehensive and inclusive early childhood education. The research validates that Reggio-inspired TASKA methodologies foster creativity, confidence, and communication. With ongoing support from educational administrations and teacher training institutions, Reggio Emilia can substantially improve the quality of early learning in Malaysia.

ACKNOWLEDGEMENT

The author wishes to convey appreciation to Associate Prof. Dr. Mohd Nazri Abdul Rahman for his supervision and advice during this study, as well as to the TASKA educators for sharing their ideas and experiences.

DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Tuan Elisya Maisarah Tuan Soupi neither works for, consults for, possesses shares in nor receives money from any entity that would gain from this text and

has revealed no relationships except from those mentioned above.

REFERENCE

- Aman Ceria Kindergarten & Playschool. (n.d.). *Reggio Emilia approach*.
- Anak2U. (2023, August 15). *Pendekatan pembelajaran bertema: Cara baru untuk mengajar di tadika*. Anak2U.
- Education Destination Malaysia. (n.d.). *The Reggio Emilia approach to early years education at AISM*.
- MakChic. (2018, April 11). *Competent, curious and confident children: What is the Reggio Emilia educational approach?*
- Mardhiyah, M. (2018). *Teori pembelajaran kognitif Jean Piaget*.
- Nurul, N. J. (2023). *Pentaksiran berterusan: Pengenalan kurikulum pendidikan awal kanak-kanak*. Anyflip.
- Rahmatullah, B. (2021). *Overview of early childhood care and education in Malaysia*. *Hungarian Educational Research Journal*, 11(4), 396–412.
- Rahman, Z. A. (n.d.). *Maria Montessori*.
- Ravichandran, T. (n.d.-b). *Teori konstruktivisme Jean Piaget dan Vygotsky*.
- Solve, T. (n.d.). *Konsep pengajaran dan pembelajaran*.
- Tarmizi, N. S. A. (n.d.). *Sistem persekitaran dalam teori ekologi Bronfenbrenner*.