

RESEARCH ARTICLE

IMPLEMENTATION OF TEACHING AND LEARNING APPROACHES IN TASKA TO FULFIL PARENTS' ASPIRATIONS: A STUDY IN TEMERLOH

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ABSTRACT

This research investigated how teaching and learning practices used in early childhood care centres (TASKA) in Temerloh effectively respond to parents' aspirations. The research is qualitative in nature, containing data from interviews with two TASKA teachers, as well as library research to generate information on current teaching practices and parental expectations. The results indicate that both teachers value holistic development through play-based learning, visual aids, and teaching self-help skills. Parents' hopes for their children focus on physical, social, emotional, and cognitive development. Other important influences on teacher practice included ongoing teacher education, parents involvement, and quality resources. The study indicates the significance of teacher-parent collaboration in terms of supporting effective, quality learning experiences for infants and toddlers.

Keywords: development, play-based learning, teaching and learning, TASKA, Temerloh

INTRODUCTION

In the past few years, parents have become more aware of the role early childhood education (ECE) has on their child's whole development. For instance, in Malaysia, childcare centres, or TASKA, play an important role in providing a safe, stimulating, and caring environment for infants and toddlers. Nowadays, parents hope that TASKA not only provides care but also provides early education that supports children to become independent, confident, and ready for preschool. *The Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM)* has placed an emphasis on quality care under the *Taman Asuhan Kanak-Kanak* (TASKA) framework to ensure that children below the age of four receive proper and stimulating care (KPWKM, 2025).

In Malaysia, TASKA educators play a crucial role in shaping early development through

play-based learning that engage teaching and learning approaches to infants and toddlers. Temerloh, Pahang has some TASKA centres that cater for diverse populations. This study focuses on how teachers in TASKA at Temerloh understand and implement their teaching methods to meet parental inspirations. It is to see the alignment between educational practices and parental expectations through interviews with the teachers of TASKA and library research.

CONCEPT

The *Kursus Asuhan PERMATA* (KAP) program outlines the basis for teacher competency in childcare services and focuses on child development in relation to physical, cognitive, language, socio-emotional and moral developments. The PERMATA Curriculum envisions a Play-Based Curriculum in which it recognised that children learn best through active hands-on experiences and explorations (Kementerian Pendidikan Malaysia,

2021).

It is the role of the teacher in the context of TASKA to be a facilitator, creating experiences that foster children's curiosity and inspire self-discovery. Activities involving songs, movement, sensory play, and gross and fine motor activities help develop a strong foundation. One of the parental aspirations for their children will be to develop self-help skills, positive behaviours and social skills, which is consistent with the goals of the national curriculum. Therefore, effective teaching and learning at TASKA will be the management of structured learning opportunities, as well as play-based experiences focusing on children's individual developmental needs.

METHOD

This is a qualitative study. A semi-structured interview was performed with two TASKA teachers in Temerloh. Known as Respondent A (Cikgu Farhana) and Respondent B (Cikgu Syahirah) in order to ensure the confidentiality of them. Respondent B has experience working with infants and toddlers in childcare meanwhile Respondent A with the toddlers in childcare centres in the community. These interviews were conducted via voice call on WhatsApp and then transcribed manually. The interview questions were about teaching and learning strategies, parental engagement, and challenges in implementing developmentally appropriate practices.

In addition, library research was conducted via online government portals, academic journal articles, and official documents about the role of parents in early childhood education. The use of interviews combined with secondary data sources provides evidence of credibility to the findings.

DISCUSSION

Several key themes emerged from interviews with Teacher Farhana (Respondent A) and Teacher Syahirah (Respondent B) about the implementation of teaching and learning at TASKA in Temerloh. The findings from these

interviews reveal the implementation of Teaching and learning in TASKA is focusing on fostering the holistic development of infants and toddlers. The key areas to focus include the development of gross and fine motor skills, self-help skills and learning through play and sensory stimulation.

The outcomes derived from interviews with two TASKA educators in Temerloh underscore that infants and toddlers in education and learning are intended for holistic development through play-based and sensory learning is designed to facilitate. Both teachers stressed the significance of developing motor skills, self-help skills, and social-emotional development as intended outcomes aligned with what parents expect today. These findings align with Radzi et al. (2023) findings, wherein play-based learning enables preschool children in Malaysia to improve their engagement, motivation, and mastery of skills through hands-on activities and creativity. Building from parent aspirations, both respondents noted that parents nowadays want a safe, stimulating, and fun learning environment that is supportive of holistic development for their children. The parents want to see a change not only in academic progress alone but also in their children's self-management, confidence, and well-being.

In planning activities that are developmentally appropriate, both respondent A and B described preparing a 'Rancangan Pembelajaran Aktiviti (RPA) is work collaboratively among teachers. RPA helps teachers in providing an organized and systematic framework for planning activities that are appropriate to the developmental level and needs of children. It is also easier for teachers to discuss together and share the feedback about suitability of activities to the infants and toddlers. Thus, it continuously improves the quality of teaching, learning, and facilitating monitoring children's development.

RECOMENDATION

Based on the findings, several recommendations are made for improvements in the quality of teaching and learning in TASKA while enabling alignment

with the expectations of the new parents of the contemporary generation.

Firstly, it is worth emphasizing that professional development is going for educators in the TASKA environment and should be prioritized. Specifically, in-person, live workshops, cross-agency professional development opportunities, and peer mentoring will continue to develop teachers' knowledge and skills of early childhood pedagogy and classroom management best practices.

Secondly, it is critical to identify and expand parental involvement. Engagement between teachers and parents could take place through regular classroom meetings, parents-child teacher days, or ongoing avenues of communication for parents to provide insights on their child's educational and emotional needs. This will develop trusting relationships and shared engagement between school and home environment for ongoing infant and toddlers support.

Thirdly, improvement in the monitoring and evaluation environment would better assure teaching and learning meet any possible national early childhood standards. Monitoring by recognized best practices agencies would allow for identification of potential gaps in service, in addition to providing guidelines for best practices.

Lastly, the most important thing is to improve the ratio of children to teachers is a must. Smaller groups would allow for more individual learning opportunities, improved emotional care, and ultimately lead to improved learning overall.

CONCLUSIONS

The study has shown that TASKA teachers in Temerloh employ teaching and learning styles compatible with the expectations of contemporary parents. Through play based, sensory and self-help methods, teachers are developing confident and independent children with balanced methods.

Nevertheless, sustaining quality education includes collaboration amongst educators, parents, and the ministry of education. To sustain the TASKA responsive model to meet the changing needs of families today, continuous professional

development of teachers, partnerships with parents and families, adequate materials and resources, and a supportive working environment are necessary. By meeting these conditions, the early childhood education system in Malaysia has the potential to develop capable, competent, holistic, and emotionally intelligent young learners.

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