KinderKaizen: The Acceptance of Parents and Children in Malaysia

Educational Page

Objective:
The purpose of this preliminary study was to investigate the acceptance of Malaysian parents towards a playful learning environment and curriculum, called KinderKaizen Enrichment Centre. The fun experiences from children and effects on parents were investigated. Observation is done to capture present children’s development.

Background:
Malaysia has been an exam-driven community for years now. No doubt there are profound positive effects of play, yet, many parents are still with high expectations towards exams. Findings has shown that parents prefers early academic skills as compared to happiness. Despite the facts that many countries have been practising play for more than 20 years, it is a challenge in changing the mind-set of the Malaysian community.

Findings & Results:
There is an increase of enrolment in each centre. Enrolment for 2017 is full by mid November 2016 for 5 centres. More parents are aware of the existence of KinderKaizen. Most children are able to accept KinderKaizen on day one although there are one or two isolated cases. We have found that there are a number of cases with late developments and gadget effects that might causes them to be pseudo-autistic. These children took at least 3 first months to adapt to the environment and another 3 months of learning curve to catch up with their peers. KAS shows that children whom have stayed for 1 year or more has been able to form a uniform circle.

Parents’ Acceptance

Children’s Acceptance

KinderKaizen Assessment System (KAS) refers to the Early Years Foundation Stage (EYFS) components used in England (Department for Education, 2014). Considering that the advocating of Early Childhood is actively been mentioned in the past 10 years, it was predicted that there are still a number of children with delayed developmental issues. KAS is meant to measure this development and is aimed to assist with a holistic development before going to Primary School. KAS was designed to be able to show parents the holistic development of their children aiming to highlight issues that needs extra help. KAS can only be done after 6 months of a child’s enrollment. Below are some examples.

In order to see how KinderKaizen methods are affecting the children, a correlation between KAS and their current Stages of Play and the possibilities of duration enrolled is explored. To investigate further, NonTypical Children is excluded from the data.

Conclusions:
The positive feedback from parents and the increasing number of enrolments shows that Malaysian communities are slowly accepting the concept. KinderKaizen to date has more than 500 children enrolled. Around 33 children has gone into Year 1. Testimonial has been that these children are able to stand up against bullies, having a stronger Emotional Quotient in managing emotions, and are able to be independent. Children with development delay has been able to show improvements most probably from the social play and mixed age group settings, including the enabling environment that supports their self-regulation processes. Overall, children are able to do play fully learning happily.

References: