



PLAY-BASED LEARNING CONCEPT AND DEVELOPMENT OF TEACHING AMONG KINDERGARTEN TEACHERS

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Abstract:

The study aims to navigate the play-based learning concept and development of teaching in private preschools. Specifically, it identifies to explore the concept of a play-based learning approach described in terms of imagination and creativity, cognitive growth, emotional and behavioral benefits, improved literacy, greater independence, and physical fitness. This includes measuring the play-based learning development of teaching in private schools in Vietnam in language and literacy development, social and emotional skills, creativity and imagination, confidence and a positive attitude towards learning, and motor skills. On the other hand, the descriptive correlative quantitative method is utilized to obtain systematic regarding information to describe the situation, population and phenomenon. Likewise, purposive sampling is employed in the study. It is the proper way of selecting the sample size where the respondents chosen have expertise and experience in teaching preschool. The study is conducted in Vietnam because the researcher is presently teaching there which serves as the basis for her study. The study comprised one hundred twenty-five (125) respondents only. Results reveal that the concept of a play-based learning approach on imagination creativity creates a combined imagination and knowledge in the school teachers' practices to stimulate children's development of learning, cognitive growth shows to promote learning development and benefits for students in an interactive environment, emotional and behavioral benefits show to boost self-esteem and joy for the preschool learners to understand better the emotions of every individual child as the center of learning improves literacy shows to develop resources and better learning on the strategy to facilitate learning actively in the trend of quality education, greater independence shows to help socialize and observe cues and interaction on the tasks among the members of the group as part of the learning process, and physical fitness shows to provide motivation on the learning process and implementation on play-based learning in the preschool level of teaching. On the other hand, play-based learning development on language and literacy development shows its best way for learning and play for preschool children on their skills literacy and skills in language, social and emotional skills show to establish

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the ability to maintain meaningful and healthy relationships towards each other as to support, resolve conflicts, resist negative pressure, listen, cooperate, and communicate clearly, creativity and imagination show to provide concepts for students who are prominent for nature of learning in the subject areas of competency, positive attitude toward learning shows to design and understand the issue of predicting observation on positive learning processes, motor skills show that it requires precision and control among the learners with proper knowledge of the process. Findings show that there is no significant relationship between the concept of the play-based learning approach and the play-based learning development of teaching in private schools in Vietnam among the respondents.

Keywords: play-based learning and concept, development of teaching, preschool children, imagination and creativity, cognitive growth, emotional and behavioral benefits, improve literacy, greater independence, physical fitness, language and literacy development, social and emotional skills, creativity and imagination, confidence and a positive attitude towards learning, and motor skills

1. Introduction

The issues, gaps, and challenges of play-based learning have a holistic downside for preschool children and teachers as well. The program may not be directly exposed to children's knowledge of numbers, letters, and scientific concepts because children will just learn through playing. Preschool children are having behavior problems because of their limited exposure to the environment. The structure of the play-game learning format may not be in the interest of the children, and they may lose their energy to play. Too much structure in play-based learning might inhibit creativity and curiosity among preschool children. The academic concept is not the same as comprehension and rote memorization. One of the issues and challenges to include in the gaps in play-based learning is the space in the play-based learning process where students are not comfortable in their play-based learning, in addition to crowded places. It measures the performance and readiness of the children in the learning process. It is associated with the challenges in the transition of the learning process. This focuses on the extent of play-based learning pedagogy, the knowledge and skills of students, and intervention (Nicholson & Hendry, 2022, pp. 184–196). In addition, it focuses on how to equip students with play-based learning since the trend of learning is based on technology. It provides a lack of understanding of the support and needed pedagogy of learning among preschool children to play and learn with technology equipment. It examines the setting of the preschool learning process, disposition, action captured, and information on technology trends in learning. It develops the learning process of children, embodied with potential imagination and facilitation of play-based learning contexts (Aranda *et al.*, 2022, pp. 525–551).

Play-based learning is best suited for the teaching process among preschool children of all levels. This is a time to develop knowledge about nurturing students' motor skills. Imagine the preschool situation and identify the notion of a play-based learning process. Children learn through proper demonstration and actual processes. They will explore, engage, imagine, and solve problems. The most valuable learning skills are cognitive development and physical and social support. Hence, play-based learning is defined as learning through context in which children make sense of and organize their social world. They engage with representation, objects, and people. It appeals that play-based learning is a natural curiosity among preschool children to engage in the desire for experiences as a unique interest in the community to which they belong. It tailors programs with opportunities for teaching to align with children's engagement in learning. It examines the behavior and intention of preschoolers toward play-based learning implementation and self-efficacy (Yin *et al.*, 2022, pp. 555–566). Moreover, play-based learning recognizes the benefits and potential of preschool children's physical activity and social engagement. It addresses concerns about the learning process and learning experiences. It develops and collaborates with play-based learning design and experiences to engage in social and physical movement as part of the learning process. It features responses and understands the actions of preschool children in the technology of play-based learning utterances and sense-making. It demonstrates a focus on learning and a level of engagement through physical activities. It improves the play-based learning of the learners (Aslan *et al.*, 2022, pp. 205-230).

Furthermore, the goals of play-based learning are based on the preschool educational system and curriculum, which are fitted to the needs of the learners. It is an open-ended play of learning. It is a voluntary learning process, an enjoyable activity with no end goal or purpose. It is an activity for the foundational knowledge of preschool children to make them excited and curious about life learning. Play-based learning assists children to develop numeracy skills, language skills, motivation to learn, and social skills. It focuses on the attention to initiative and curiosity in the world of play as part of life. Children are wired naturally, and they want to do whatever they explore to help them grow and learn. The impulse to play is natural for them to understand the desires of the world. It monitors preschool children's utilization of assessment and learning in play-based learning growth and development. It examines the assessment and perspective of teachers' challenges in the play-based learning process. Play-based learning aligns with the various approaches to activities and assessment for preschool children in formal or informal settings. Strategies and methods reflect the contemporary assessment of play-based learning. It considers a productive approach in the implication of assessment practices in play-based learning (Pyle *et al.*, 2022). Hence, the goals of play-based learning are to explore and help preschool teachers implement the process of teaching. It emerges from the transformation, characteristics, and beliefs of teachers about the common goals and objectives of play-based learning and activities. It is a child-centered approach to play-based learning implementation such as teaching materials, learning activities,

instructional pedagogies, lesson plan types, learning objectives, and lesson planning (Tam, 2022, pp. 1–17).

Moreover, the concept and development of play-based learning offer different approaches to learning at the preschool level. It promotes benefits and programs at the preschool level. It is a preschool curriculum for play-based learning that enhances the learning outcome, development, and academic success of the learners. The concept and development are set for the success of preschool children's relevant skills in the 21st-century educational system. Children in preschool will naturally be motivated to enjoy playing. It is a play-based program that will build on the context of learning by using playing as the motivation factor. In this case, children solve problems in imaginative ways through discovery, experimentation, exploration, and playful ways. The approach of play-based learning involves supporting teaching and learning and child initiative. Preschool teachers will encourage the learning of children through interaction and inquiry that stretch their knowledge and thinking at the level of learning. It explores the concept and development of play-based learning practices and teachers' beliefs in designing capacity-building curricula. It ensures play-based learning, pedagogical practice development, and the perception of preschool children. It exhibits the curriculum play-based learning needs of preschool children's developmental background and strengths (Cheung *et al.*, 2022, pp. 1–15). In addition, it examines the context of play-based learning for preschool teachers. It explores the capacity and ability of preschool teachers' motivation and opportunity to incorporate the practice of play-based learning. It recognizes preschool teachers' value and applies the motivated play-based learning approach and pedagogy. It incorporates and attempts the practice of play-based learning skills and knowledge. It adopts the opportunity of play-based learning approaches in preschool children's development (Khalil *et al.*, 2022, p. 95).

In addition, the elements of play-based learning can contribute to children's growth and development. Preschool educators need to deliberate and create a learning environment that can encourage preschool children to participate in the learning process. This can work through play-based learning as well as self-direction, where the child can choose how they play and what they play. This must be supervised by teachers. The child can explore and allow themselves to select the activities and objects based on their likes and interests. It is important to realize the unstructured exploration in the learning environment with various options for the children to play as part of their motor skills and development. Play is fun for the child to enjoy. It is the process of orientation that is necessary to play for children at the preschool level. The elements of play-based learning assess, develop, and create the knowledge and literacy of the learners. It identifies the pattern and describes play-based learning for children in the classroom setting. It reveals and understands the assessment of preschool children and their social practices. It determines the preschool children to demonstrate the tools and assessment of teachers for children-based performance (Friedrich *et al.*, 2022, pp. 1–14). Yet, elements of play-based learning development and growth guide the practice and advocacy of play-based learning. It reflects and reforms the suitability and sociocultural perspective of the

application and context of learning. It provides insights to analyze the value of play in learning, behavioral factors, and better support for the learners, which is fun (Al-Qinneh & Abu-Ayyash, 2022, pp. 394–410).

Notably, play-based learning provides various benefits among preschool learners, such as literacy and language development, where conversation is encouraged in a natural way to develop the vocabulary and growth of the child. Playing engages in various forms of communication, goal-sharing, negotiation, and storytelling. On the other hand, emotional and social skills are some of the benefits a child should consider. This can develop the ability to develop positive relationships with their peers where they can *get along* with them, play with them, cooperate with them, resolve conflicts and problem-solve, communicate, and understand effectively. They can also create imagination through proper navigation of situations in their lives, whether they are real or not. It provides them with a positive attitude and confidence in learning. It helps the child develop the ability to discover new things. They can also grasp the concept of learning. Motor skills are another benefit that preschool children develop. This includes hand-eye and balance coordination, gross motor skill development, jumping, running, climbing, and throwing. This is one of the benefits of play-based learning (Hill Jr., 2022, p. 215). Consequently, the benefits of play-based learning establish the condition of children that can affect their academic achievement and cognitive development. It translates and challenges the instructional practices for play-based learning to meet student needs in performing their physical tasks as part of the curriculum at the preschool level. This can explore the learning environment and direct instruction of learning. The benefits of play-based learning for preschool explorers' preschool children are that it enhances the opportunity for academic concepts and mastery to learn and builds motivation among the learners. This can be both motivation and interest. It entrenches the sustainable development of preschool children's learning. It ensures that the quality of education is sufficient in the preschool educational system, especially in terms of the improved outcome of learning. It integrates great potential for preschool children in preparation for higher levels of learning as they prepare for their primary level of learning. It programs the learning needs and interests of children to the fullest. It extends the methods, ideas, and strategies of teaching according to the learning needs of preschool children. It supports appropriate play-based development learning practices and effective equity and intervention for the student learning process (Allee-Herndon *et al.*, 2022, pp. 119–132).

Indeed, the program of play-based learning for preschool children to exercise must be emphasized and investigated for the preschool in both outdoor and indoor play areas. The program must contain uninterrupted play and long periods. There must be a variety of spaces, rooms, and materials for a dramatic corner and sensory play area. The program of play-based learning incorporates the interests of preschool children's learning. It provides an opportunity for preschoolers to play in groups or individually. This ensures that children can experience playing. The program of play-based learning is essential to mainstreaming the classroom learning process for preschool children under the care and

protection of teachers. It cultivates and helps inclusive learning for children, which is supported by values and tender loving care. It ensures programs of teachers that are based on preschool levels to attain the objectives and development of learning in children, which leads to play-based learning. Teachers play an optimal role in supporting meaningful play for children at the preschool level. It explores the teaching perspective of preschool teachers who strive to value the play-based learning process (Danniels & Pyle, 2022, pp. 1–11). Likewise, the program of play-based learning evolves in the implementation and interpretation of the learning process. It provides benefits for the program at the preschool level of learning through academic teaching skills and development to explore the natural preschool environment. This explores the opportunities and educational experiences of the preschool in playing outdoor games and other activities for learning. It incorporates the actual daily activities of learning initiatives and implements play-based learning encouragement among preschool children. It provides experiences and challenges to preschool children and practitioners' techniques in learning (DeGrasse-Deslandes & Morgan, 2022, pp. 237–250).

In addition, teachers role-play, an important task in the play-based learning of preschool children. They are facilitators in the learning process. They observe the children and decide what learning process will be given and the extent of learning through planning for a playing environment. They assist preschool children to connect with and intervene in the learning context through academics, where play is fun. This can lead to emotional development and social and cognitive processes of learning. It expands the challenge and strategy to create an opportunity for preschool children to draw, understand ideas, observe, and make judgments. They guide and direct preschool children on activities that are fun for them in the learning process. They create a play environment for deliberate learning that occurs logically in the directed lessons of teachers. They can offer activities appropriate for the preschool development of learning. The role of teachers in play-based learning explores the role of teachers in giving pedagogical support to the program implemented among the learners. It provides intervention in the learning process. It enhances the academic approach to play-based learning achievement (Murtagh *et al.*, 2022, pp. 1–20). Likewise, the role of teachers in play-based learning develops and demonstrates the benefits of preschool education. This is very prominent in the play-based learning process for academic instruction, teacher-directed learning, and benefits. It increases the knowledge in the classroom through play-based learning support and meets the needs of academic learning through appropriate practices and development for the learners. It emphasizes directed child learning practices and definitions. It implements a proper pedagogical approach to learning (Pyle & Danniels, 2017, pp. 274–289).

2. Statement of the problem

The study deals with the play-based learning concept and the development of teaching in private preschools. Specifically, it seeks answers to the following questions:

- 1) How may the concept of a play-based learning approach be described in terms of
 - 1.1 imagination and creativity,
 - 1.2 cognitive growth,
 - 1.3 emotional and behavioral benefits,
 - 1.4 improves literacy,
 - 1.5 greater independence, and
 - 1.6 physical fitness?
- 2) How may the play-based learning development of teaching in private schools in Vietnam be described in the area of
 - 2.1 language and literacy development,
 - 2.2 social and emotional skills,
 - 2.3 creativity and imagination,
 - 2.4 confidence and a positive attitude towards learning, and
 - 2.5 motor skills?
- 3) Is there a significant relationship between the concept of play-based learning approaches and the play-based learning development of teaching in private schools in Vietnam among the respondents?

2.1 Hypothesis

There is no significant relationship between the concept of play-based learning approaches and the play-based learning development of teaching in private schools in Vietnam among the respondents.

2.2 Research design

The research design utilizes the descriptive-correlative-quantitative method, which aims to obtain systematic information regarding the situation, population, and phenomenon. It identifies the answer to the what, how, where, and when questions in the research posited in the statement of the problem. It is a quantitative descriptive-correlational research design in nature that collects and attempts to analyze the information statistically. It is a powerful tool to describe and permit the analysis of the data on the measure of the concept of a play-based learning approach to be described in terms of imagination and creativity, cognitive growth, emotional and behavioral benefits, improved literacy, greater independence, and physical fitness. It also includes measuring and quantifying the play-based learning development of teaching in private preschools in the areas of language and literacy development, social and emotional skills, creativity and imagination, confidence and a positive attitude towards learning, and motor skills. It consists of facts and surveys that are elaborated in the research design as to the descriptive correlational process (Mishra & Alok, 2022).

On the other hand, descriptive correlational quantitative research design provides better outcomes in the research process of play-based learning concepts and development in teaching preschool levels and standards. It provides a positive outcome in the analysis of the study for both preschool teachers and students in the process of getting the result

of the study. It provides a better approach to the analysis of the study in terms of significant statistical process outcomes and positive analysis as to the response of the study in terms of a substantial impact process (Neitzel *et al.*, 2022, pp. 149–179).

2.3 Research locale

The study is conducted in the country of Vietnam, where the researcher is a teacher at a private preschool. The preschool in Vietnam is categorized as a pre-primary that promotes the readiness of young learners for school. It puts emphasis on the importance of play in learning and hands-on processes at the preschool level of learning. The activities include physical play, dance, art, music, and dramatic play that can be done at the preschool level of the educational system. The preschool is managed by the Ministry of Education and Training (MOET). It promotes learning and growth development among preschool children. They can build and assist skills in communication, self-esteem, and self-confidence along with the academic skills of preschool learning. It aims to meet the guidelines of Vietnamese preschool children in compliance with modern development and association with the educational system and process. They implement the proper sedentary behaviors in various activities and physical intensity measures as part of the preschool curriculum in the Ministry of Education and Training (MOET) program. It provides guidelines in the educational system in terms of the curriculum of the preschool children's level of learning as to the motor skills and development of the children and the adjustment process (Kim *et al.*, 2022, pp. 148–153).

2.4 Samples and sampling technique used

The respondents of the study are preschool teachers in a private school in Vietnam. The preschool teachers are the best sample of the study because they have their own experiences in teaching preschool, where they observed the real situation in teaching play-based learning concepts and development as part of the curriculum in the preschool-level system of education. They have been teaching preschool for at least 1 year, and they have a certificate and training in teaching preschool learners. The sample size is one hundred twenty-five (125) respondents, which represents the study under investigation.

On the other hand, purposive sampling is employed in the study. It is the proper way of selecting the sample size where the respondents chosen have expertise and experience in teaching preschool. They are the best samples because they know the process from their experiences. It brings a novice to the sample size of the research and sampling techniques. The purposive sampling techniques provide the process and understanding in choosing the quantitative method, which recognizes the increase in values in the vital rigor of the conduct of the study to yield the sampling technique and methods in a useful result and meaningful process. It provides decisions on purposeful sampling, transparency, detail, process, and practice. It enhances the rigor and determination of the benefits of the study. It highlights the purposive sampling

consideration in the study in determining the sample size of the study (Denieffe, 2020, p. 662).

3. Results and Discussion

3.1 On the concept of a play-based learning approach

Table 1: Teachers' Concept of Play-Based Learning Approach in Teaching Preschool in Terms of Imagination and Creativity

Indicators	Mean	Standard Deviation	Verbal Description
1. It stretches the preschool imagination to play on the concept and development of play-based learning.	3.32	1.08	Moderately Agree
2. It navigates to help the imagination and creativity skills in navigating life and the development process of learning.	3.56	1.03	Agree
3. It provides imaginative creativity on the object and ability in a symbolic play of learning which is necessary in the development of preschool children.	3.57	0.99	Agree
4. It builds the need of preschool children for problem-solving and future learning.	3.55	0.93	Agree
5. It contributes to the improved quality of the learning process and success at the preschool level.	3.63	0.87	Agree
6. It creates a combined imagination and knowledge of the school teachers' practices to stimulate children's development of learning.	3.64	0.91	Agree
7. It adopts the approach of imagination and creativity to understand the teachers' experiences inside the classroom.	3.63	0.91	Agree
Mean Average	3.56	0.89	Agree

Table 1 shows that the indicator with the highest mean score is Indicator 6, "It creates a combined imagination and knowledge on the school teachers' practices to stimulate children's development of learning," with a mean score ($M = 3.64$; $SD = 0.91$). This indicates that the teachers generally agreed that play-based learning fosters a combination of imagination and knowledge in their teaching practices to promote children's learning development.

Furthermore, the low standard deviation ($SD = 0.91$) implies that the data points were closely clustered around the mean, indicating a high level of consistency in the teachers' perceptions of this aspect. These results align with previous research by Thompson, Jones, and McDaniel (2019), who found that incorporating imaginative play and encouraging the integration of knowledge in teaching practices facilitated children's cognitive growth and academic success.

In contrast, the indicator with the lowest mean score is Indicator 1, "It stretches the preschool imagination to play on the concept and development of play-based learning,"

with a mean score ($M = 3.32$; $SD = 1.08$). This suggests that the teachers moderately agreed that play-based learning stretches the preschoolers' imagination to engage in the concept and development of play-based learning. The overall average mean is 3.56 ($SD = 8.89$), which means we agree, with teachers' concept of a play-based learning approach in teaching preschool in terms of imagination and creativity.

Findings show that imagination and creativity influence the development and concept of play-based learning in preschool teaching, as cited by Sungurtekin (2021, pp. 164–186), who observed that classroom play has an impact on teachers' perceptions of imaginative concepts and development among the learners. It stretches the preschooler's imagination to play on the concept and development of play-based learning. They act on solutions and boost the confidence of the learning process as needed. It navigates to help the imagination and creativity skills in navigating life and the development process of learning. It provides imaginative creativity on the object and ability in a symbolic play of learning, which is necessary for the development of preschool children. It builds the need of preschool children for problem-solving and future learning. It contributes to the improved quality of the learning process and success at the preschool level.

Table 2: Teachers' Concept of Play-Based Learning
Approach in Teaching Preschool in Terms of Cognitive Growth

Indicators	Mean	Standard Deviation	Verbal Description
1. It fosters healthy and essential brain development in preschool children.	3.63	0.99	Agree
2. It directs the kids to their play-based learning activities and schedules cognitive growth and development to provide positive ways in the learning process.	3.68	0.96	Agree
3. It increases and strengthens the brain and connection of the path and thinking utilization learning process.	3.67	0.88	Agree
4. It helps build the influences on the learning process and solving problems on the knowledge gain and environment learning.	3.68	0.91	Agree
5. It promotes learning in cognitive development and benefits students in an interactive environment.	3.75	0.92	Agree
6. It explores the necessity of the positive impact in the development and academic improvement of cognitive skills among preschool children.	3.67	0.93	Agree
7. It is an interaction-based intervention cognitive development of preschool children inclusive nurture approach and learning.	3.61	0.90	Agree
Mean Average	3.67	0.93	Agree

Table 2 shows that the indicator with the highest mean score is Indicator 5, "It promotes learning in cognitive development and benefits students in an interactive environment" ($M = 3.75$; $SD = 0.92$), and Indicator 2, "It directs the kids to their play-based learning activities and schedules cognitive growth and development to provide positive ways in

the learning process” (M = 3.68; SD = 0.91). This indicates kids agreed to play-based learning activities and schedule cognitive and developmental development in positive ways through the learning process. Likewise, indicator 4 says, “It helps the influences on the learning process and solving problems on the knowledge gain and environment learning” (M = 3.68; SD = 0.91). This indicates that most of the respondents agreed. Followed closely, indicator 3: “It increases and strengthens the brain and connection of the path and thinking utilization learning process” (M = 3.67; SD = 0.88). The two lowest means were indicators 1 and 2, respectively, “It fosters healthy and essential brain development in preschool children” (M = 3.63; SD = 0.99). “It is an interaction-based intervention for the cognitive development of preschool children, inclusive nurture approach, and learning” (M = 3.61; SD = 0.90). This indicates that most of the respondents agreed. Conclusively, the overall mean is 3.67, with a standard deviation of 0.93, which indicates that the respondents agreed.

Findings show that cognitive growth on concept and development, as cited by Ugalde *et al.* (2021), provides an interactive impact on cognitive growth in the learning process of preschool children. It fosters the healthy and essential brain development of preschool children. It directs the kids to their play-based learning activities and schedules cognitive growth and development to provide positive ways to participate in the learning process. It increases and strengthens the brain and the connection between the path and the thinking and learning process. It helps build the influences on the learning process and solve problems related to knowledge gain and environment learning.

Table 3: Teachers’ Concept of Play-Based Learning Approach in Teaching Preschool in Terms of Emotional and Behavioral Benefits

Indicators	Mean	Standard Deviation	Verbal Description
1. It retreats and overwhelms the soothe and activities for play-based learning.	3.51	0.85	Agree
2. It connects activities in the lives of the preschool learners' performance and output.	3.60	0.93	Agree
3. Emotional and behavioral benefits help to reduce anxiety, irritability, and stress.	3.64	0.87	Agree
4. It boosts self-esteem and joy for preschool learners to understand better the emotions of every individual child as the center of learning.	3.73	0.88	Agree
5. It provides children to listen for the care-given experiences in the communication experiences of learning.	3.73	0.81	Agree
6. It navigates children to play and learn for fun in the school process and understanding.	3.60	0.85	Agree
7. It explores how to teach children in groups to speak, solve conflict, share, and negotiate for themselves the learning process on the emotional and behavior of students.	3.67	0.89	Agree
Mean Average	3.64	0.87	Agree

Table 3 shows that the indicator with the highest mean score is Indicator 4, “It boosts self-esteem and joy for the preschool learners to better understand the emotions of every individual child as the center of learning (M = 3.73; SD = 0.88). Likewise, indicator 5: “It provides children to listen for the care given experiences in the communication experiences of learning” (M = 3.73; SD = 0.81). followed closely by indicator 7, “It explores how to teach children in groups to speak, solve conflict, share, and negotiate for themselves the learning process on the emotional and behavioral levels of students” (M = 3.67; SD = 0.89) and indicator 3, “Emotional and behavioral benefits help to reduce anxiety, irritability, and stress (M = 3.64; SD = 0.87). Indicator 2, “It connects activities in the lives of the preschool learners' performance and output” (M = 3.64; SD = 0.87). On the lowest mean, indicators 2 and 6, respectively “It connects activities in the lives of the preschool learners' performance and output” (M = 3.60; SD = 0.90). “It explores how to teach children in groups to speak, solve conflict, share, and negotiate for themselves the learning process on the emotional and behavioral levels of students” (M = 3.67; SD = 0.89). Conclusively, the overall mean (M = 3.64; SD = 0.87). This implies that the respondents agreed with teachers’ concept of the play-based learning approach in teaching preschool in terms of emotional and behavioral benefits.

Findings show that emotional and behavioral benefits in learning and education settings identify the emotional and behavioral needs of the learners, as cited by O'Rourke (2021). It retreats and overwhelms the stimuli and activities for play-based learning. It connects activities in the lives of preschool learners' performance and output.

Table 4: Teachers’ Concept of Play-Based Learning
Approach in Teaching Preschool in Terms of Improves Literacy

Indicators	Mean	Standard Deviation	Verbal Description
1. The improved literacy implements the model of inquiry learning and the improvement of critical skills and thinking of students.	3.68	0.81	Agree
2. It helps preschool children develop to learn and to listen to the sound of words.	3.70	0.88	Agree
3. It helps to understand the process of literacy skills and improvement in the role of the narrative structure of how language can work for the learners.	3.71	0.86	Agree
4. Literacy skills develop and maintain observation, abilities, and attention to support the comprehension and understanding application learning process.	3.68	0.86	Agree
5. It develops resources and better learning on strategy and literacy to facilitate learning actively in the trend of quality education.	3.77	0.88	Agree
6. It builds competency in students' discovery and problem-solving needed in the ability of critical thinking literacy improvement in learning.	3.74	0.84	Agree
7. It develops the model of inquiry learning and literacy improvement, implementation, and standardization of	3.72	0.91	Agree

the model of learning and teaching resources in the classroom setting.			
Mean Average	3.71	0.85	Agree

Table 4 shows that the indicator with the highest mean score is indicator 5, “It develops resources and better learning on strategy and literacy to facilitate learning actively in the trend of quality education” (M = 3.77; SD = 0.88). Indicator 6 “It builds competency on students' discovery and problem-solving needed in the ability of critical thinking literacy improvement in learning” (M = 3.74; SD = 0.84). Indicator 7: It develops the model of inquiry learning and literacy improvement, implementation, and standardization of the model of learning and teaching resources in the classroom setting” (M = 3.72; SD = 0.91). Lastly, on the lowest mean score were indicators 1 and 4, respectively. In indicator 1, “improved literacy implements the model of inquiry learning and improvement of critical skills and thinking of students” (M = 3.70; SD = 0.88). Indicator 4: Literacy skills develop and maintain observation, abilities, and attention to support the comprehension and understanding application learning process” (M = 3.70; SD = 0.86). Conclusively, the overall mean is (M = 3.71; SD = 0.85). This signifies that all the respondents agreed with the statement.

Findings show that improved literacy implements the model of inquiry learning and improves the critical skills and thinking of students (Sutiani, 2021, pp. 117–138). The literacy skills are being built through interaction and play-based learning. It describes what to do, what to hear, and what to see. It helps preschool children develop the ability to learn and to listen to the sound of words. It helps to understand the process of developing literacy skills and the role of the narrative structure in how language can work for learners. Literacy skills develop and maintain observation, abilities, and attention to support the comprehension and understanding of the application learning process.

Table 5: Teachers’ Concept of Play-Based Learning
Approach in Teaching Preschool in Terms of Greater Independence

Indicators	Mean	Standard Deviation	Verbal Description
1. It helps the children to have the say or power in the daily task given for the lesson.	3.68	0.81	Agree
2. It helps the learners to develop self-sense of independence where students develop their critical knowledge and thinking.	3.70	0.88	Agree
3. It helps the children to be comfortable and feel solitary on the play of the task in their own capability and ability learning process.	3.71	0.86	Agree
4. It develops to contribute to the skills in socializing with members of the group.	3.68	0.86	Agree

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5. It helps to socialize and observes cues and interaction on the tasks among the members of the group as part of the learning process.	3.77	0.88	Agree
6. It stimulates ways to monitor their own solitude and creative minds.	3.74	0.84	Agree
7. It challenges them to be more independent in the learning improvement because of the structured curriculum to be implemented in the educational system.	3.72	0.84	Agree
Mean Average	3.71	0.85	Agree

Table 5 shows that the indicator with the highest mean score is indicator 5, “It helps to socialize and observes cues and interaction on the tasks among the members of the group as part of the learning process” (M = 3.77; SD = 0.88). Indicator 6, “It stimulates ways to monitor their own solitude and creative minds” (M = 3.74; SD = 0.84). Followed closely by indicator 7, “It challenges them to be more independent in their learning improvement because of the structured curriculum to be implemented in the educational system” (M = 3.72; SD = 0.84). Lastly, on the lowest mean were indicators 1 and 4, respectively, “It helps the children to have the say or power in the daily task given for the lesson” (M = 3.68; SD = 0.81). “It develops to contribute to the skills in socializing with members of the group” (M = 3.68; SD = 0.84). The overall mean is (M = 3.71; SD = 0.85), which means that the respondents agreed with teachers’ concept of a play-based learning approach in teaching preschool in terms of greater independence.

Findings show that greater independence designs tips to foster learning for students in their activities, as cited by Ravul *et al.* (2021, pp. 75–79). It helps the children to have a say or power in the daily tasks given for the lesson. They spend time on things, where they must do them, and when to do them. They set opportunities and rules for taking directions on what the task and learning process are. Independence is necessary for learning to be play-based. It helps the learners develop a sense of independence, where they develop their critical knowledge and thinking. It helps the children to be comfortable and feel solitary on the play of the task in their own capability and ability learning process. It helps you develop social skills with other members of your group. It helps to socialize and observe cues and interaction on the tasks among the members of the group as part of the learning process.

Table 6: Teachers’ Concept of Play-Based Learning Approach in Teaching Preschool in Terms of Physical Fitness

Indicators	Mean	Standard Deviation	Verbal Description
1. Physical fitness provides motivation on the learning process and implementation on play-based learning in the preschool level of teaching.	3.84	0.74	Agree
2. It provides preschool children better motor skills and physical play and in moving as part of their exercises in learning.	3.81	0.82	Agree

3. It promotes better exercise for the learners to be physically fit and healthy for better learning performance.	3.77	0.82	Agree
4. It provides positive and active play throughout the child's life, opportunities, and interest.	3.75	0.79	Agree
5. It helps preschool children to have fun, and increase the function of the cardio-vascular system in the exercise of the learning process.	3.78	0.79	Agree
6. It sharpens their reflexes and controls their movement and work-out for their physical bodies and improvement of their motor skills and brains.	3.81	0.73	Agree
7. It supports the mental health of children, self-regulates a greater ability in preparation for the learning activity and output.	3.76	0.78	Agree
Mean Average	3.79	0.78	Agree

Table 6 shows that the indicator with the highest mean score is indicator 1, “Physical fitness provides motivation for the learning process and implementation of play-based learning at the preschool level of teaching” (M = 3.84; SD = 0.74). Followed closely by indicators 2 and 6, respectively, “It provides preschool children with better motor skills and physical play and in moving as part of their exercises in learning” (M = 3.81; SD = 0.82) and “It sharpens their reflexes and controls their movement and work-out for their physical bodies and improvement of their motor skills and brains” (M = 3.81; SD = 0.73). Indicator 5: “It helps preschool children to have fun and increase the function of the cardio-vascular system in the exercise of the learning process” (M = 3.78; SD = 0.79), and indicator 4: “It provides positive and active play throughout the child's life, opportunities, and interest” (M = 3.75; SD = 0.79). The overall mean is (M = 3.79; SD = 0.78), which means that the respondent agreed with teachers’ concept of a play-based learning approach in teaching preschool in terms of physical fitness.

Findings show that physical fitness provides motivation for the learning process and implementation of play-based learning at the preschool level of teaching. Fahrizqi *et al.* (2021, pp. 88–100) provide preschool children with better motor skills, physical play, and movement as part of their exercises in learning. It strengthens the bodies of the learners and their connections, including their brains. It promotes better exercise for the learners to be physically fit and healthy for better learning performance.

3.2 On the play-based learning development of teaching in private school in Vietnam be described in the area of language and literacy development social and emotional skills, creativity and imagination, confidence and a positive attitude towards learning, and motor skills

Table 7 shows that the indicator with the highest mean score is indicator 7, “It is the best way for learning and playing for preschool children on their skills in literacy and language” (M = 3.75; SD = 0.77). Indicator 2: “It helps children in their talking and speaking in oral language, which are very critical skills in the early literacy of

schoolchildren" (M = 3.78; SD = 0.80). Followed closely by indicator 4, "It develops their skills in singing where they can identify various sounds and words" (M = 3.75; SD = 0.84) and indicator 3, "It assists the child to learn about listening and language as to joining interactive conversation" (M = 3.70; SD = 0.81). This implies that the respondents agreed on teachers' perceptions of their contribution to play-based learning development in the area of language and literacy development. The overall mean was (M = 3.75; SD = 0.79).

Table 7: Teachers' Perceptions of Their Contribution to Play-Based Learning Development in the Area of Language and Literacy Development

Indicators	Mean	Standard Deviation	Verbal Description
1. It executes the functions of language and literacy development of preschool children.	3.74	0.78	Agree
2. It helps children in their talking and speaking in oral language which are very critical skills in the early literacy of school children.	3.78	0.80	Agree
3. It assists the child to learn about listening and language as to joining interactive conversation.	3.70	0.81	Agree
4. It develops their skills in singing where they can identify various sounds and words.	3.75	0.84	Agree
5. It prepares children to be aware of the printed letters for words that can be spoken on what they see in their day to day routine.	3.73	0.79	Agree
6. It executes positive language and literacy skills among preschool children.	3.74	0.77	Agree
7. It is the best way for learning and play for preschool children on their skills literacy and skills in language.	3.80	0.77	Agree
Mean Average	3.75	0.79	Agree

Findings show that language and literacy development have to do with the contribution of play-based learning among the respondents, as cited by Chan and Rao (2022, pp. 1–24), which executes the functions of language and literacy development in preschool children. It helps children in their talking and speaking in oral language, which are very critical skills in the early literacy of schoolchildren. It helps the child learn about listening and language by joining an interactive conversation. It develops their skills in singing, where they can identify various sounds and words.

Table 8 shows that the indicator with the highest mean score is indicator 7, "It establishes the ability to maintain meaningful and healthy relationships towards each other as to support, resolve conflicts, resist negative pressure, listen, cooperate, and communicate clearly" (M = 3.80; SD = 0.79). Indicator 2 was on the second highest mean: "It provides self-awareness in understanding the thoughts and emotions and how the behavior of preschool learners influences self-efficacy, self-confidence, recognizing strengths, self-emotions, and identifying emotions" (M = 3.78; SD = 0.80). Followed closely by indicator 4, "It regulates the self-management of social and emotional skills set

towards the goal of the preschool learners to include self-discipline, stress management, self-regulation, and executive function" (M = 3.75; SD = 0.84). Indicator 3 has the lowest mean score: "It succeeds on the belief in self-efficacy in specific situations and the accomplishment and ability of the tasks" (M = 3.70; SD = 0.81). This means that the respondents agreed on teachers' perceptions of their contribution to play-based learning development in the area of social and emotional skills. The overall mean was (M = 3.75; SD = 0.79).

Table 8: Teachers' Perceptions of their Contribution to Play-Based Learning Development in the Area of Social and Emotional Skills

Indicators	Mean	Standard Deviation	Verbal Description
1. It collaborates the social and emotional skills in advancing and leading the preschool learners on integrated promotion in their academics.	3.74	0.78	Agree
2. It provides self-awareness in understanding the thoughts and emotions on how the behavior of preschool learners influence the self-efficacy, self-confidence, recognizing strengths, self-emotions, and identifying emotions.	3.78	0.80	Agree
3. It succeeds on the belief of self-efficacy in specific situations and accomplishment and ability of the tasks.	3.70	0.81	Agree
4. It regulates the self-management of social and emotional skills set towards the goal of the preschool learners to include self-discipline, stress management, self-regulation, and executive function.	3.75	0.84	Agree
5. It plans and enables for focus on the self-regulation and executive function that focus on the attention of juggling multiple tasks, and remembering the instructions successfully.	3.73	0.79	Agree
6. It takes responsibility for decision making outcome on reflection, solving problems, analyzing situations, and identifying problems. It provides perspective on social awareness and ability to empathize on respect, and differences.	3.74	0.77	Agree
7. It establishes the ability to maintain meaningful and healthy relationships towards each other as to support, resolve conflicts, resist negative pressure, listen, cooperate, and communicate clearly.	3.80	0.77	Agree
Mean Average	3.75	0.79	Agree

Findings show that social and emotional skills contribute to play-based learning, as cited by Guo *et al.* (2022), who stressed social and emotional skills, especially the role of academic performance in preschool and success in the learning process. It provides self-awareness in understanding thoughts and emotions and how the behavior of preschool

learners influences self-efficacy, self-confidence, recognizing strengths, self-emotions, and identifying emotions.

Table 9: Teachers’ Perceptions of Their Contribution to Play-Based Learning Development in the Area of Creativity and Imagination

Indicators	Mean	Standard Deviation	Verbal Description
1. It provides concepts on creativity and imagination of students which is prominent in the nature of learning in the subject areas of competency among students.	3.77	0.82	Agree
2. It establishes the challenges and methods in the teaching process as to character, reflection and concerning the concept of creativity and imagination of the play-based learning process.	3.67	0.79	Agree
3. It examines play-based learning through the creativity and imagination of the teaching and learning.	3.75	0.80	Agree
4. Creativity and imagination are rooted deeply in preschool learner activities to praise the learners for their creative imagination.	3.73	0.80	Agree
5. It unleashes and seeks creativity and imagination on the power of the learning process.	3.76	0.78	Agree
6. It focuses on the interest and creativity of the preschool learners as to innovation, and imagination.	3.75	0.75	Agree
7. It develops on the concept and creativity framework of learning through play-based situation output among preschool students.	3.72	0.79	Agree
Mean Average	3.74	0.78	Agree

Table 9 shows that the indicator with the highest mean score is indicator 1, “It provides concepts on creativity and imagination of students, which are prominent in the nature of learning in the subject areas of competency among students” (M = 3.77; SD = 0.82). Indicator 5: “It unleashes and seeks creativity and imagination in the power of the learning process” (M = 3.76; SD = 0.75). Followed closely by indicators 3 and 6, respectively, “It examines play-based learning through creativity and imagination of the teaching and learning” (M = 3.75; SD = 0.80), and the indicator with the lowest mean was indicator 2, “It establishes the challenges and methods in the teaching process as to character, reflection, and concerning the concept of creativity and imagination of the play-based learning process” (M = 3.67; SD = 0.80). The overall mean was (M = 3.74; SD = 0.78). This means that the teachers’ perceptions of their contribution to play-based learning development in the area of creativity and imagination were agreed upon by most of the respondents.

Findings show that creativity and imagination, as cited by Renzulli *et al.* (2022, pp. 174–193), measure and develop the instrument of imagination, innovation, and imagination opportunities in preschool teachers. It describes the instruments and development of the school in the process of teaching. It practices the support of school

structure for student support in the instruments of learning as to innovation, creativity, and imagination. It predicts the creativity and imagination of ideal teachers and practices.

Table 10: Teachers’ Perceptions of their Contribution to Play-Based Learning Development in the Area of Confidence and a Positive Attitude Towards Learning

Indicators	Mean	Standard Deviation	Verbal Description
1. It provides critical thinking and confidence on the cognitive dimension of students towards learning and evaluation.	3.75	0.78	Agree
2. Critical thinking embeds with the ability and attitude of students’ critical dimension that may affect mutually on self-confidence and positive attitude toward learning.	3.80	0.81	Agree
3. It is designed to understand the issue of predicting observations on positive learning processes.	3.83	0.81	Agree
4. It explores positive learning toward the attitude of students and critical thinking progress.	3.75	0.77	Agree
5. It identifies the critical performance of play-based learning paths to enrich student’s self-confidence that can portray critical attitude and development.	3.77	0.83	Agree
6. It predicts a positive dimension on critical attitude and self-confidence in the process of critical thinking in teaching and learning.	3.77	0.81	Agree
7. It designs a positive attitude and confidence toward the learning process and attitude.	3.75	0.80	Agree
Mean Average	3.78	0.82	Agree

Table 10 shows that the indicator with the highest mean score is indicator 3, “It is designed to understand the issue of predicting observations on positive learning processes” (M = 3.83; SD = 0.81). Indicator 2: “Critical thinking embeds with the ability and attitude of students’ critical dimension that may affect mutually on self-confidence and positive attitude toward learning” (M = 3.80; SD = 0.81). Followed closely by 5 and 6, respectively, “It identifies the critical performance of play-based learning paths to enrich students' self-confidence that can portray critical attitude and development” (M = 3.77; SD = 0.83). Lastly, indicator 7 on the lowest mean is “It designs a positive attitude and confidence toward the learning process and attitude” (M = 3.75; SD = 0.80). The overall mean is 3.78; SD = 0.82. This means that the teachers’ perceptions of their contribution to play-based learning development are in the area of confidence and a positive attitude towards learning.

Findings show that confidence and a positive attitude towards learning, as cited by Hong *et al.* (2021), are associated with ability and critical thinking toward students' attitudes and self-confidence in inquiry learning. It provides critical thinking and confidence in the cognitive dimension of students towards learning and evaluation. It provides positive learning toward the attitude of students and critical thinking progress. Critical thinking is embedded with the ability and attitude of students’ critical dimension

that may affect mutually on self-confidence and positive attitude toward learning. It is designed to understand the issue of predicting observations on positive learning processes. It provides concepts for students to learn through inquiry-based play-based learning.

Table 11: Teachers’ Perceptions of their Contribution to Play-Based Learning Development in the Area of Motor Skills

Indicators	Mean	Standard Deviation	Verbal Description
1. It stresses that motor skills require precision and control among learners with proper knowledge of the process.	3.79	0.82	Agree
2. It allows the motor skills to react, coordinate, and balance in the physical strength based on their movement in play-based learning.	3.71	0.75	Agree
3. It provides the movement of preschool children on the task given from time to time.	3.74	0.83	Agree
4. It develops the preschool children on motor skills at specific milestones at the same time.	3.74	0.77	Agree
5. The motor skills can be coordinated, controlled, and efficient when proper manners are being exercised.	3.71	0.79	Agree
6. It develops motor skills and fine gross skills on the required play-based learning and assessment of preschool children.	3.73	0.77	Agree
7. It provides abilities for pedagogical control and development of preschool children in their motor skills.	3.76	0.82	Agree
Mean Average	3.74	0.79	Agree

Table 11 shows that the indicator with the highest mean score is indicator 1, “It stresses that motor skills require precision and control among the learners with proper knowledge of the process” (M = 3.79; SD = 0.82). Indicator 7: “It provides abilities for pedagogical control and development of preschool children in their motor skills” (M = 3.76; SD = 0.82). Followed closely by indicator 3, “It provides the movement of preschool children on the task given from time to time” (M = 3.74; SD = 0.83). Lastly, indicators 2 and 5 have the lowest mean scores, respectively: “It allows the motor skills to react, coordinate, and balance in the physical strength based on their movement in play-based learning” (M = 3.71; SD = 0.75) and “The motor skills can be coordinated, controlled, and efficient when proper manners are being exercised” (M = 3.71; SD = 0.79). The overall mean is 3.74 and the SD is 0.79. This means that the respondents agreed on teachers’ perceptions of their contribution to play-based learning development in the area of motor skills.

Findings show that motor skills and contribution to play-based learning, as cited by Ivashchenko (2020, pp. 32-41), develop the motor abilities and model program for teachers among preschool teachers and learners. It enables motor skills through tasks and

movements in the everyday routine. It stresses that motor skills require precision and control among learners with proper knowledge of the process. It allows the motor skills to react, coordinate, and balance the physical strength based on their movement in play-based learning. It provides the movement of preschool children on the task given from time to time. It develops the preschool children's motor skills at specific milestones at the same time. The motor skills can be coordinated, controlled, and efficient when proper manners are being exercised. It develops motor skills and fine-grained skills through the required play-based learning and assessment of preschool children.

3.3 On the significant relationship between the concept of the play-based learning approach and the play-based learning development of teaching in private schools in Vietnam among the respondents

Table 12: Test of Significant Relationship Between the Teachers' Concept of Play-Based Learning Approach in Teaching Preschool and their Perceived Contribution to Play-Based Learning Development in the Area of Language and Literacy Development

Variables Correlated	C	Calculated t-value	Critical t-value	p-value	Decision	Interpretation
Language and Literacy Development vs Imagination and Creativity	.81	13.70	1.984	0.000	Reject	Significant
Language and Literacy Development vs Cognitive Growth	.81	13.87	1.984	0.000	Reject	Significant
Language and Literacy Development vs Emotional and Behavioral Benefits	.78	12.44	1.984	0.000	Reject	Significant
Language and Literacy Development vs Improves Literacy	.81	13.79	1.984	0.000	Reject	Significant
Language and Literacy Development vs Greater Independence	.93	25.98	1.984	0.000	Reject	Significant
Language and Literacy Development vs Physical Fitness	.94	27.44	1.984	0.000	Reject	Significant

Table 12 shows that the test of the significant relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of language and literacy development has been rejected. The critical p-value is greater than the p-value on a level test of significance of 0.05. Therefore, the correlated variables have a strong relationship with each other.

The result of the study has been proven by Hammer *et al.* (2022), who developed the learning process and experiences among the learners. It increases the language and

literacy skills of preschool learners globally. It develops critically to capture the educators' preschool-level language experiences and characteristics. It develops the language and literacy skills needed by the learners. It describes the process of iterative steps in the learning process that focus on the established cognitive performance of the learners. It demonstrates the steps of the learning of skills and language literacy at the preschool level and process. It develops the language and literacy skills for the performance and output of the children at the preschool level.

Table 13: Test of Relationship Between the Teachers' Concept of Play-Based Learning Approach in Teaching Preschool and Their Perceived Contribution to Play-Based Learning Development in the Area of Social and Emotional Skills

Variables Correlated	C	Calculated t-value	Critical t-value	p-value	Decision	Interpretation
Social and Emotional Skills vs Imagination and Creativity	.79	13.15	1.984	0.000	Reject	Significant
Social and Emotional Skills vs Cognitive Growth	.81	13.93	1.984	0.000	Reject	Significant
Social and Emotional Skills vs Emotional and Behavioral Benefits	.77	11.98	1.984	0.000	Reject	Significant
Social and Emotional Skills vs Improves Literacy	.79	13.15	1.984	0.000	Reject	Significant
Social and Emotional Skills vs Greater Independence	.93	26.29	1.984	0.000	Reject	Significant
Social and Emotional Skills vs Physical Fitness	.95	30.19	1.984	0.000	Reject	Significant

Table 13 shows that the test of a significant relationship between the teachers' concept of a play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of social and emotional skills has been rejected. The critical p-value is greater than the p-value on a level test of significance of 0.05. Therefore, the correlated variable has a strong relationship with each other.

The results of the study show that social and emotional skills, as cited by Soland *et al.* (2022), emphasize the changes and empirical benchmark skills for preschool learners. It provides empirical results for the typical student's changes in their skills, both social and emotional, in the learning process. It gains self-efficacy, a growth mindset, social awareness, and self-management.

Table 14: Test of Relationship Between the Teachers' Concept of Play-Based Learning Approach in Teaching Preschool and Their Perceived Contribution to Play-Based Learning Development in the Area of Creativity and Imagination

Variables Correlated	C	Calculated t-value	Critical t-value	p-value	Decision	Interpretation
Creativity and Imagination vs Imagination and Creativity	.17	1.73	1.984	0.087	Accepted	Not Significant
Creativity and Imagination vs Cognitive Growth	.17	1.77	1.984	0.079	Accepted	Not Significant
Creativity and Imagination vs Emotional and Behavioral Benefits	.22	2.23	1.984	0.028	Rejected	Significant
Creativity and Imagination vs Improves Literacy	.14	1.38	1.984	0.170	Accepted	Not Significant
Creativity and Imagination vs Greater Independence	.16	1.58	1.984	0.116	Accepted	Not Significant
Social and Emotional Skills vs Physical Fitness	.17	1.69	1.984	0.094	Accepted	Not Significant

Table 14 shows that the test of the relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of creativity and imagination has been rejected except for creativity and imagination vs. emotional behavioral benefits because the p-value is greater on a level test of significance of 0.05. Therefore, the correlated variables have no relationship with each other except for creativity and imagination vs. emotional and behavioral benefits, which is significant.

The results of the study have been proven by Shevlin (2021, pp. 1–21), who revealed that creativity and imagination have to do with the concept of intelligent thinking. It provides concepts on the creativity and imagination of students, which are prominent in learning in the subject areas of competency among students. It establishes the challenges and methods in the teaching process as to character, reflection, and the concept of creativity and imagination in the play-based learning process. It provides creativity and imagination that will lead to discussion and creative intelligence among preschool learners. It examines play-based learning through creativity and imagination in teaching and learning. Creativity and imagination are rooted deeply in preschool learner activities to praise the learners for their creative imagination. It unleashes and seeks creativity and imagination through the power of the learning process. It develops and underlies the mechanisms of the subject learning areas as part of play-based learning. It focuses on the interest and creativity of preschool learners in terms of innovation and imagination.

Table 15: Test of Relationship Between the Teachers' Concept of Play-Based Learning Approach in Teaching Preschool and their Perceived Contribution to Play-Based Learning Development in the Area of Positive Attitude Towards Learning

Variables Correlated	C	Calculated t-value	Critical t-value	p-value	Decision	Interpretation
Positive Attitude Towards Learning vs Imagination and Creativity	.77	12.03	1.984	0.000	rejected	significant
Positive Attitude Towards Learning vs Cognitive Growth	.79	13.10	1.984	0.000	rejected	significant
Positive Attitude Towards Learning vs Emotional and Behavioral Benefits	.74	10.93	1.984	0.000	rejected	significant
Positive Attitude Towards Learning vs Improves Literacy	.77	12.18	1.984	0.000	rejected	significant
Positive Attitude Towards Learning vs Greater Independence	.90	20.39	1.984	0.000	rejected	significant
Positive Attitude Towards Learning vs Physical Fitness	.92	22.82	1.984	0.000	rejected	significant

Table 15 shows that the test of the relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of positive attitude towards learning has been rejected. The critical p-value is greater than the p-value on a level test of significance of 0.05. Therefore, the correlated variables have a strong relationship with each other.

The results of the study have been proven by Byra and Domaga-Zyśk (2021, pp. 1–18), which acknowledge the self-esteem and assessment of multidimensional teachers and students towards inclusive attitudes in the learning process. It provides self-esteem and importance to teachers' role in giving positive attitude and confidence toward the learners at the preschool level.

Table 16 shows that the test of the relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of motor skills has been rejected. The critical p-value is greater than the p-value on a level test of significance of 0.05. Therefore, the correlated variables have a strong relationship with each other.

Table 16: Test of Relationship Between the Teachers' Concept of Play-Based Learning Approach in Teaching Preschool and their Perceived Contribution to Play-Based Learning Development in the Area of Motor Skills

Variables Correlated	C	Calculated t-value	Critical t-value	p-value	Decision	Interpretation
Positive Attitude Towards Learning vs Imagination and Creativity	.79	12.87	1.984	0.000	Rejected	Significant
Positive Attitude Towards Learning vs Cognitive Growth	.81	13.71	1.984	0.000	Rejected	Significant
Positive Attitude Towards Learning vs Emotional and Behavioral Benefits	.75	11.43	1.984	0.000	Rejected	Significant
Positive Attitude Towards Learning vs Improves Literacy	.79	12.75	1.984	0.000	Rejected	Significant
Positive Attitude Towards Learning vs Greater Independence	.93	25.22	1.984	0.000	Rejected	Significant
Positive Attitude Towards Learning vs Physical Fitness	.94	28.31	1.984	0.000	Rejected	Significant

The results of the study, as proven by Thacker *et al.* (2021, pp. 1–11), provide learning among preschool levels on the fundamental movement and performance of learning. The motor skills and development among preschool children include throwing, catching, bending, stretching, running, and walking in play-based learning. It enhances the motor skills of the learners and the quality of teaching activities in the daily program of students. Motor skills are taught, observed, and guided in the classroom for the success of learning at the preschool level. It requires action on their motor skills in a specific manner to achieve the learner's desired outcome. It develops the learning ability of the preschoolers to continue through instructions that are combined with games and creative activities. It explores the analysis of the order and impact of the performance of preschool children in the movement and fundamental skills model of learning.

4. Conclusions

4.1 On the concept of play-based learning approach

- a) Imagination Creativity shows how to create a combined imagination and knowledge of the schoolteachers' practices to stimulate children's development of learning, which contributes to the improved quality of the learning process and success at the preschool level. This includes adopting the approach of understanding teachers' experiences inside the classroom since preschool teachers have overlooked the needs of the children in their capacity to learn to the fullest.

- b) Cognitive growth has been shown to promote learning development and benefits for students in an interactive environment where it directs the kids to their play-based learning activities and schedules, providing positive ways in the learning process. This includes building influences on the learning process, solving problems to gain knowledge, and learning in the environment. This is needed in the learning process of preschool children as tabula rasa, where the foundation of learning is necessary.
- c) Emotional and behavioral benefits shown to boost self-esteem and joy for the preschool learners to better understand the emotions of every individual child as the center of learning, where it provides children with the opportunity to listen to the care given experiences in the communication experiences of learning. This includes exploring how to teach children in groups to speak, solve conflict, share, and negotiate for themselves the learning process on the emotional and behavioral levels of students. This is necessary for preschool teachers to establish inside the classroom so that children can develop their confidence and benefit from the behavior of learning.
- d) Improved Literacy shows to develop resources and better learning strategies to facilitate learning actively in the trend of quality education, where it builds competency in students' discovery and problem solving needed in the ability of critical thinking literacy improvement in learning. This includes the development of a model of inquiry learning and literacy improvement, implementation, and standardization of the model of learning and teaching resources in the classroom setting since preschool teachers are very resilient to the materials and resources for the learning process to assist students in the teaching and learning process.
- e) Greater Independence shows to help, socialize, and observe cues and interactions on the tasks among the members of the group as part of the learning process, where it stimulates ways to monitor solitude and creative minds. This means that preschool teachers establish teaching and learning for children to develop self-independence as part of the learning process. This can help students develop their maturity in learning.
- f) Physical fitness shows to provide motivation for the learning process and implementation of play-based learning at the preschool level of teaching, where it provides preschool children with better motor skills, physical play, and movement as part of their exercises in learning. This includes sharpening their reflexes, controlling movement, working out for their physical bodies, and improving their motor skills and brains. This means to emphasize the need for boosting the skills of children to establish their psychomotor development.

4.2 On the play-based learning development of teaching

- a) Language and Literacy Development show its best way for learning and play for preschool children on their skills in literacy and skills in language, where it helps children in talking and speaking oral language, which are very critical skills in the

early literacy of schoolchildren. This is essential for preschool teachers to make their class lively through fun and various activities in teaching and learning, such as various literacy development and skills to improve learning.

- b) Social and Emotional Skills show the ability to establish the ability to maintain meaningful and healthy relationships with each other as to support, resolve conflicts, resist negative pressure, listen, cooperate, and communicate clearly, where it provides self-awareness in understanding the thoughts and emotions and how the behavior of preschool learners influences self-efficacy, self-confidence, recognizing strengths, self-emotions, and identifying emotions. This means that preschool teachers need to prepare children to boost their physical aspects, such as emotional and social skills, in the learning process.
- c) Creativity and imagination show to provide concepts for students who are prominent for the nature of learning in the subject areas of competency, where it unleashes and seeks creativity and imagination on the power of the learning process. This includes examining play-based learning through creativity and imagination teaching and learning to focus on the interest and creativity of the preschool learners as to innovation and imagination. This means allowing preschoolers to express their ideas through cognitive, affective, and psychomotor skills and domains.
- d) Positive Attitude Toward Learning shows to design and understand the issue of predicting observation on positive learning processes where critical thinking embeds the ability and attitude of students' critical dimensions that may affect mutually on self-confidence and positive attitude toward learning. This means that teaching and learning provide preschool children with positive output in learning where they can apply the proper skills with positivity.
- e) Motor skills show that it requires precision and control among the learners with proper knowledge of the process, which provides abilities for pedagogical control and development of preschool children in their motor skills. This includes the movement of preschool children on the task given from time to time and developing preschool children's motor skills at specific milestones at the same time. This is important for preschool teachers to do in teaching and learning to provide skills for students to develop their motor skills in various activities of learning. Enhancing motor skills can prepare preschool children for a higher learning level.

4.3 On the significant relationship between the concept of play-based learning approach and the play-based learning development of teaching in private school in Vietnam among the respondents

- a) It shows that the hypothesis of a significant relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of language and literacy development has been rejected due to its significance.

- b) It shows that the test of the significant relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of social and emotional skills has been rejected due to its high significance.
- c) It shows that the test of relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of creativity and imagination has been rejected except for creativity and imagination vs. emotional behavioral benefits; therefore, the correlated variables have no relationship with each other except for creativity and imagination vs. emotional behavioral benefits, which is significant.
- d) It shows that the test of the relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of positive attitude towards learning has been rejected.
- e) It shows that the hypothesis of a relationship between the teachers' concept of play-based learning approach in teaching preschool and their perceived contribution to play-based learning development in the area of motor skills has also been rejected.

5. Recommendations

5.1 On the concept of play-based learning approach among the respondents

- a) Imagination and creativity need to establish and stretch preschool imagination to play on the concept of plan-based learning that can enhance the learning process and development of preschool children to the fullest. This is not limited to providing objects and abilities, but also providing the imagination and creativity necessary for the learning process and development of preschool children inside the classroom.
- b) Cognitive growth must provide interaction-based intervention on the cognitive development of preschool children, inclusive nurture approach, and learning to strengthen the increase of the brain and connection of the path and thinking utilization learning process because it helps them to explore the necessity of positive impact in the development and academic improvement of cognitive skills among preschool children.
- c) Emotional and behavioral benefits must boost the self-esteem of preschool children because they help them to soothe and overwhelm activities in play-based learning, which navigates the understanding of preschool children to play and learn for fun.
- d) Improved literacy must be improved to implement the model of inquiry-based learning, critical skills, and thinking in preschool children because this can develop the learning process. This must be implemented as a standard mode of teaching and learning.

- e) Greater independence must be the focus of play-based learning to help preschool children have the power to complete the daily tasks given for the lesson. This includes the challenges of being more independent in learning improvement as part of the structure and implementation of the curriculum at the preschool level.
- f) Physical fitness can be given emphasis to provide positive and active play throughout the child's life, opportunities, and interests. This can help children have fun learning and increase the function of the cardio-vascular system in the exercise of the learning process.

5.2 On the play-based learning development of teaching

- a) Language and Literacy Development must be upgraded on the knowledge of play-based learning since it assists the child to learn about listening and language as well as joining interactive conversations in addition to identifying various sounds.
- b) Social and Emotional Skills must be implemented to the fullest because they depend on the belief in self-efficacy in specific situations and the accomplishment and ability of the tasks in play-based learning for preschool children. This can regulate the self-management of social and emotional skills set towards the goal of the preschool learners to include self-discipline, stress management, self-regulation, and executive function.
- c) Creativity and Imagination need to be established in the challenges and methods of the teaching process as to character, reflection, and the concept of creativity and imagination in the play-based learning process because it focuses on the interest and creativity of the preschool learners as to innovation and imagination among them.
- d) Confidence and a Positive Attitude toward learning need to be provided to the fullest to assist preschool children with their critical thinking and confidence in the cognitive dimension of learning and evaluation. This can even enrich students' self-confidence to portray a critical attitude and development.
- e) Motor skills must be stressed in play-based learning because they allow the motor skills to react, coordinate, and balance in the physical strength-based movement. This can be coordinated, controlled, and efficient when proper manners are being exercised.

5.3 On the significant relationship between the concept of play-based learning approach and the play-based learning development of teaching in private schools in Vietnam among the respondents

- a) The concept of play-based learning and the development of teaching must be upgraded since the relationship is significant to equipping proper teaching and learning to the trend of teaching at present.

- b) The concept of play-based learning and teaching approaches must be given emphasis because the findings are significant and contribute to better teaching and learning as applied to preschool children.
- c) Since emotional skills are significant in the findings of the play-based learning approach, proper inculcation of values must be given full emphasis in play-based learning for preschool children for them to carry the values they learn in school as *tabula rasa* in the teaching and learning.
- d) Creativity and imagination are also significant to the respondents. This must be pushed through in teaching as part of play-based learning and teaching preschool children for them to develop full potential knowledge in learning.
- e) Positive attitude toward learning is also significant among the respondents; therefore, it needs to establish a preschool curriculum for children to enhance optimistic learning since preschool is the foundation of their learning process.
- f) The motor skills of students result in significant improvement, and therefore this must be developed through giving lessons that can exercise their motor skills, like exercise, for them to have a fun learning process.

Conflict of Interest Statement

The author has no conflict of interest in this research. It is just purely research for dissemination and information.

About the Author

Shylene F. Aguilar is a dedicated and experienced Kindergarten teacher currently working at Sao Khue Kindergarten and Primary School in Bien Hoa City, Dong Nai, Vietnam. The school utilizes the Oxford International Curriculum, providing a stimulating and diverse learning environment for young minds. Ms. Aguilar's passion for education extends beyond the classroom. She holds a Bachelor of Arts degree in English, graduating *Magna Cum Laude* from Southwestern University in 2015 and a Master of Business Administration in 2016. Recognizing her desire to nurture young minds, she further pursued a Master of Education major in Early Childhood Education in 2022. Drawn to the formative years of development, Ms. Aguilar entered the field of education in 2013. Her experience spans both international and bilingual schools in Vietnam, providing her with a deep understanding of diverse pedagogical approaches and the unique needs of young learners. Ms. Aguilar's dedication to fostering a love of learning in her students is evident in her engaging and creative teaching style. She is passionate about creating a nurturing environment where children can explore, discover, and develop their full potential. Through innovative curriculum design and hands-on activities, she strives to cultivate critical thinking, collaboration, and a love for lifelong learning in her young students.

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