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Kindergarten Teachers' Perspectives on Play-Based Project Learning with the Playworld Approach

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ABSTRAK

Membelajarkan anak ditingkat usia dini mengacu pada mengintegrasikan belajar melalui bermain. Namun perlunya mengintegrasikan konsep ini menjadi masalah yang belum dapat diselesaikan dalam literatur. Selain itu, pertentangan antara harapan orang tua pada anak dengan capaian guru menjadi keluhan guru TK dalam implementasi pembelajaran proyek berbasis bermain dengan pendekatan playworld di TK dan menghasilkan persepsi guru terhadap model pembelajaran ini. Penelitian ini bertujuan menganalisis perspektif guru TK terhadap pembelajaran proyek melalui bermain dengan pendekatan playworld. Sampel penelitian ini yaitu 228 guru TK yang dipilih secara acak menggunakan teknik convenience sampling. Kuesioner dan FGD digunakan untuk mengumpulkan data penelitian. Data kuantitatif diperoleh dengan mendistribusikan kuesioner menggunakan google form. Data kuantitatif dianalisis menggunakan analisis deskriptif dan data kualitatif dianalisis menggunakan analysis Tematik. Hasil penelitian menunjukkan bahwa, guru TK memiliki rata-rata 70,75 pengetahuan tentang pembelajaran proyek melalui bermain dengan pendekatan playworld, 69,09% pengalaman menggunakannya, dan 34,48% kreativitas guru dalam menggunakan pembelajaran tersebut. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa guru mengalami kesulitan dalam mengintegrasikan belajar melalui bermain khususnya pembelajaran proyek berbasis bermain dengan pendekatan playworld. Temuan tersebut berimplikasi pada upaya peningkatan kualitas pembelajaran dan peningkatan kemampuan guru dalam merancang dan mengimplementasikan pembelajaran yang lebih baik.

ABSTRACT

Learning for children at an early age refers to integrating learning through play. However, the need to integrate these concepts is a problem that still needs to be resolved in the literature. Apart from that, the conflict between parents' expectations for children and teachers' achievements is a complaint for kindergarten teachers in implementing play-based project learning with a Playworld approach, resulting in teachers' perceptions of this learning model. This research analyzes kindergarten teachers' perspectives on project learning through play with a Playworld approach. The sample for this research was 228 kindergarten teachers who were randomly selected using convenience sampling techniques. Questionnaires and FGDs were used to collect research data. Quantitative data was obtained by distributing questionnaires using Google Forms. Quantitative data was analyzed using descriptive analysis, and qualitative data was analyzed using thematic analysis. The research results show that kindergarten teachers have an average of 70.75 knowledge about project learning through playing with the Playworld approach, 69.09% experience using it, and 34.48% teacher creativity in using this learning. Based on these results, teachers experience difficulties integrating learning through play, especially play-based project learning with a Playworld approach. These findings have implications for improving the quality of learning and increasing teachers' abilities in designing and implementing better learning.

1. INTRODUCTION

Human resources have an important role in increasing a person's competitiveness country (Kooli & Abadli, 2021). All countries in the world are competing to get these skilled human resources. Education

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is believed to be a skilled human resource development program (Knowles et al., 2020; Redondo et al., 2020). The logical consequence of these demands is that education must be able to answer the challenges and problems of human resources which are still a big question mark. Various efforts to improve quality human resources continue to be carried out, especially in the world of education, from Early Childhood Education (PAUD) to tertiary level. Especially at the PAUD level, efforts to improve this have been carried out through curriculum development, improving the quality of learning, and assessment, and involving parents of students (Becker et al., 2023; Cheng et al., 2020; Mastuinda & Yaswinda, 2023; Rakhmawati et al., 2022; Urban et al., 2023; Whitaker et al., 2022; Yang & Li, 2022). Learning in PAUD is also carried out based on the characteristics and developmental needs of early childhood (Atiles et al., 2021; Dias et al., 2020). One of the characteristics and developmental needs of early childhood is play (Yus, 2013). Playing is a child's need and on the other hand playing can be used as a strategy or learning method. Experts agree that the characteristics and developmental needs of early childhood towards play need to be met. Play is designed based on characteristics and developmental needs of early childhood (Kharisma & Arvianto, 2019; Rosiyanah et al., 2020).

The need for play for early childhood needs to be combined with certain learning models, approaches, methods and strategies so that children can learn (Cllaudia et al., 2018; Susanto & Anti, 2017). The design of play as learning is structured based on learning components.Learning through play makes learning more fun, meaningful, communicative, and able to motivate children to learn (Aslindah, 2018; Hidayah, 2020). Learning through child-centered play and concentrating on children's intellectual, social and emotional development as well as children's interests and talents through engaging and developmentally appropriate learning experiences (Taylor & Boyer, 2020). It is known that there is often marginalization of play and games in PAUD institutions, so that children's play needs are not met. Children's self-development covers all aspects, including the development of values, including the Pancasila values, which have been established by the government as one aspect of children's self-development (Budiyono et al., 2020; Ramadhani & Fauziah, 2020). The implementation of learning through play has been a problem that has not been resolved in the literature. A meta-synthesis of research shows that teachers doubt the level of conceptual compatibility between play and learning. Although teachers can adopt many roles in learning through play, teachers also express uncertainty about how and when to engage (Bubikova-Moan et al., 2019). The integration of learning through play is inadequate, indicated by more than half of the teachers who participated in this research (Fesseha & Pyle, 2016). It happened the conflict between parents' expectations of children and teachers' achievements is a complaint of kindergarten teachers in implementing play-based project learning with a playworld approach. As a result, kindergarten teachers' perceptions regarding the use of learning models that integrate the concept of learning through play including project learning are formed, so this needs to be explored further.

Solutions to overcome problems with children's self-development in kindergarten are carried out through learning. There are various learning models that can be used to stimulate aspects of development, including the symbolic play model that develops character which also develops creativity, the science learning model to help children gain knowledge and develop character, and the portfolio-based learning model that develops discipline (Nurhasanah et al., 2020; A Yus & Kamtini, 2018). Apart from that, teachers have also been prepared to design character-based learning for early childhood (Anita Yus et al., 2020).One of the learning models that is being widely discussed at the moment is the project learning model, especially in relation to the independent learning policy. Project learning is a learning model that can be applied in kindergarten which teaches children to construct knowledge, socialize children with others through children's relationships in the context of collaboration, dialogue, conflict, negotiation and cooperation with peers and adults, and helps children achieve high-level thinking is appropriate to the characteristics and developmental needs of children, and encourages the acquisition of a number of experiences (Rati et al., 2017; Setyawan et al., 2019; A Yus & Sari, 2020; Anita Yus et al., 2020). Project work is not just an addition or attachment to work that produces something, but is treated as an integral part of everything in the learning included in the curriculum. Both systematic instruction and project work have an important place in the curriculum. Playing as an activity and learning strategy can run smoothly if it is supported by the arrangement of the play environment. For this reason, learning using strategies and play activities needs to be developed with a playworld approach that provides opportunities for the differences of all children. The playworld approach provides opportunities for children to play with adults and children which can be used to introduce human values to children (Hakkarainen & Bredikyte, 2020).

Previous research findings state that the role of teachers is very important for early childhood (Fonsén et al., 2023; Heikka et al., 2021; Rahardjo et al., 2022). Quality teachers can stimulate children's learning development (Irvine et al., 2023; Wang et al., 2020). Based on several research results, teachers have a very large role in implementing learning in kindergarten. Project learning needs to be done with play activities and with the arrangement of the play environment (playworld). It is thought that such learning

will enable children to learn according to their characteristics and developmental needs.It's just that in previous research, there has been no research that specifically discusses kindergarten teachers' perceptions of play-based project learning with a playworld approach. This research aims to analyze kindergarten teachers' perspectives on project learning through play with a playworld approach.

2. METHOD

This research uses survey research. Surveys refer to quantitative research used to collect information from a group of respondents or a panel. Survey research is conducted to offer a systematic account or description of a topic being investigated (Rahayu, 2023). This research is most appropriate because it describes a topic that is researched in depth through complex information collection. The sample for this research was 228 kindergarten teachers who the researchers took using convenience sampling. This sampling technique was chosen because the coverage of the research population was broad and difficult to obtain precisely (Chen et al., 2022). Information related to the research sample is presented in Table 1.

Table 1. The Research Sample Demographics

Aspect		Frequency	Percent
Gender	Man	2	0.9
	Woman	226	99.1
Teaching experience	< 1 year	5	2.19
	12 years old	33	14.47
	35 years old	91	39.91
	> 5 years	76	33.33
	> 10 Years	23	10.1

This research used an online survey distributed to kindergarten teachers in Deli Serdang district, North Sumatra. Before distributing the online survey, an expert validity test was carried out on this research questionnaire. The suggestions given by educational experts in the field of PAUD became a reference for revising this research questionnaire. Questionnaires that have been declared appropriate by experts are used to explore teachers' perceptions of play-based project learning using the playworld approach. Questionnaires, then, can be distributed using Google Forms. In this research, the questionnaire used refers to the three stages of project learning that are put forward, namely planning and starting projects (planning and getting projects), implementing projects (projects in progress), and project reflections and conclusions (reflections and conclusions projects). Project learning can also be done in stages, namely starting by developing children's interest in the project, field visits, and drawing conclusions (Kalpana et al., 2020). By combining these two opinions, project learning can be used for early childhood. The project learning stages are presented in Table 2.

Table 2. The Project Learning Stages

Stages	Strategy	Example Activities
Planning and starting projects	Discuss, and agree on projects	Encourage children to share stories Develop children's interests assess children's vocabulary, individual interests, misunderstandings or gaps in knowledge helps them formulate questions they can investigate
Project implementation	Carrying out various field activities (field work) to dig up information (investigations)	Accompanying children to see the field Conducting interviews Accompanying to see reference sources (picture books, videos, internet)
Project reflection and conclusion	Make conclusions, assessments, and presentations (displays)	Make conclusions Guide children to make conclusions Determining children's achievements

Project learning for kindergarten children is carried out through play. The importance of play in children's self-development has led to an agreement that play is important in learning (play pedagogy) in kindergarten. This understanding raises the main points in playing as learning with the playworld concept.

Playworlds is a dramaturgical classroom intervention that focuses on emotional experiences through shared engagement with an adult or teacher (Utami et al., 2020). With playworld in drama, art and literature play activities, knowledge and experience can grow and children are motivated to be involved in play and creative activities. Fleer's Conceptual PlayWorld provides a model for learning through play, and uses science, technology, engineering, and mathematics (STEM) materials perfectly. This concept is based on more than a decade of research which suggests that there are natural playworlds and engineered playworlds. Playworld naturally in the real environment. If this concept is used in learning, the teacher needs to bring children to an environment that is appropriate to the learning context that will be carried out. Playworld engineering organizes learning classes in such a way that children can imagine being in a real environment. There are five stages to creating a playworld, namely selecting and reading a story, designing or arranging the environment/learning space, determining how to enter and exit the playworld, planning how to explore the problem to be solved, planning the interaction of adults (teachers) as playmates and determining what roles who will be taken as a teacher in playworld (Fleer, 2019b).These stages are designed by teachers with various roles and activities in collaboration with children and making agreements that are most appropriate for the children who work together with the teacher. The success of this learning is greatly influenced by knowledge, scientific foundation related to child development, sufficient practical skills and experience, imagination and creativity, as well as the teacher's personality regarding the learning (Masnipal, 2018). Project learning planning through play using the playworld approach is presented in Table 3.

Table 3. The Project Learning Planning Through Play Using the Playworld Approach

No	Stages	Learning Activities
1	Select and read stories to build a learning context	1) Choose stories that make children and teachers comfortable with their activities 2) Building drama for the characters in the story. 3) Build empathy for the characters in the story. 4) Arrange a suitable act (plot) to introduce the problem situation. Problem overview. 5) Make it clear about the concepts and their relationship to the story and gameplay that will be developed 6) Design an adventure or journey that emerges from the plot (for example, chapters).
2	Design and organize the learning environment	1) Find a space in the classroom/center/open space that is suitable for a Conceptual, imaginary Play World from the story. 2) Design opportunities for child-initiated play in ways that further develop the game plot or explore concepts and make them more personally meaningful. 3) Plan different opportunities for children to represent their ideas and express their understanding
3	Determines how to enter and exit the playworld	1) Plan a routine for the whole group to enter and exit the Conceptual Play World of the story where all the children are in the same imaginary situation 2) Children choose characters as they enter imaginary situations. 3) Adults are always characters in stories.
4	Plan how to explore the problem to be solved	1) Planning questions in the game or problem scenarios (the problem scenario is not written, but the general idea of the problem is planned in writing) 2) The problem scenario is dramatic and interesting. 3) Problems invite children to investigate solutions to help play in the conceptual Playworld. 4) Become clear about the concepts to be learned from solving problem situations.
5	Planning teacher interactions in the conceptual play world	1) Plan the interaction of adults (teachers) as playmates and determine what role they will take as teachers in the playworld (Adults /teachers are not always the same character). 2) Planning who will have more knowledge and who will be present with the children to model problem solving. There are various roles that adults can take on: Adults plan their role in the Conceptual Playworld to be equally present with the children, or to model

No	Stages	Learning Activities
		practice in the role, or to require help from the children. Their role can also be to lead the child, invite the child or guide their hand and together act out a role or solution.

(Fleer, 2019b)

The results of the data that have been collected are then analyzed to determine the perspective of kindergarten teachers statistically. The perspectives of kindergarten teachers that were known from statistical results were then explored in depth using guided group discussions (FGD) with 27 kindergarten teachers who filled out questionnaires and had taught through play. Apart from that, using documentation to obtain data related to the play-based project learning design prepared by the teacher through the RPPH. In detail, the relationship between data collection techniques and data achievements is presented in Table 4.

Table 4. The Data Collection Techniques and Achievements

Data Collection Technique	Achievements
Questionnaire	To obtain data related to knowledge, views and creativity, kindergarten teachers carry out project learning through playing with a playworld approach
FGD	To explore the data obtained through questionnaires regarding teachers' knowledge, views and creativity in implementing project learning through play with a playworld approach
Documentation	To obtain data related to play-based project learning designs prepared by teachers through RPPH

Questionnaires were used to collect research data and distributed using Google Form. The questionnaire is validated before distribution. The questionnaire grid used to collect quantitative data is presented in Table 5.

Table 5. The Research Questionnaire Grid for Kindergarten Teachers' Perspectives on Play-Based Project Learning with the Playworld Approach

No	Dimensions	Indicator	Item Number	Number of Items
1	Knowledge	Learning objectives	1,2,3,4	4
		Study materials	5,6,7,8,9	5
		Methods and media	10,11,12	3
		Learning strategies	13,14,15,16,	4
		Evaluation and assessment	17,18,19,20	4
2	Experience	Frequency	21,22,23,24,25	5
		Stages	26,27,28,29,30,31,32,33, 34,35,36	11
3	Creativity	Variety of learning activities	37,38,39	3
		Study materials	40,41	2
		Method	42,43,44	3
		Media	45.46	2

Data analysis techniques are quantitative data and qualitative data. Quantitative data obtained through questionnaires were analyzed using descriptive statistics, namely by calculating the average (μ) and standard deviation (s). In analyzing quantitative data using SPSS IBM 22 for window. Furthermore, the qualitative data obtained after quantitative analysis was carried out using thematic analysis. Thematic analysis was carried out with the help of NVIVO 12 Plus software.

3. RESULT AND DISCUSSION

Result

Results of quantitative and qualitative data analysis to describe kindergarten teachers' perspectives on project learning through play with a playworld approach. First. A knowledge perspective on project learning through play with a playworld approach. The results of data analysis show that the highest score for teacher knowledge about project learning through playing with a playworld approach and

child development is 100 and the lowest is 48. The calculated average score is 70.75 and the standard deviation (sd) is 12.46. Based on the results of frequency analysis, it was found that 113 people or 49.56% of kindergarten teachers had scores equal to the average and greater. If you lower the -sd, namely a score of 58.29 to a score of 100, it is known that there are 85.09% of kindergarten teachers who are in that score interval. Based on the categories determined based on the normal curve principle, it is known that 32.89% of kindergarten teachers have knowledge in the insufficient category. Thus, it can be stated that the kindergarten teacher's perspective on project learning through playing with a playworld approach is seen from the teacher's knowledge about project learning through playing with a playworld approach and children's development tends to be sufficient. The distribution of kindergarten teachers' knowledge scores regarding project learning through play with a playworld approach and complete child development is presented in Figure 1.

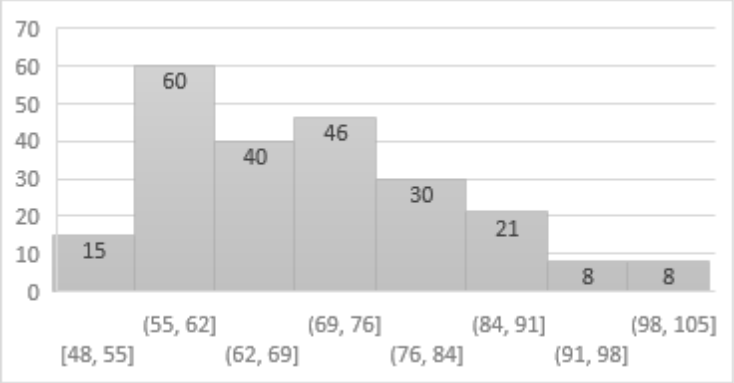

Figure 1. The Distribution Graph of Kindergarten Teachers' Knowledge Scores About Learning Through Play and Child Development

The results of an interview with one of the kindergarten teachers showed that the teacher directly directed the children to the work process. Teachers have not made efforts to build imagination (such as telling stories) about the activities that children will carry out related to problems and what solutions need to be done (as a project) or what is the importance of working on a project. The teacher immediately informs what will be made today, for example children are asked to make birds, flowers, or other things by folding them using paper (origami paper). The teacher immediately shows how to make or fold paper to produce a shape. One of the kindergarten teachers immediately focused on employing children to produce something. Teachers have not made efforts to build a learning context, or some call it apperception. Almost all teachers have not started project learning by choosing stories or telling stories to raise problems when starting project learning through play which can build children's imagination about problems and raise children's understanding that they need to do or make something (project) to overcome the problem. The knowledge possessed by kindergarten teachers is ultimately related to implementation which influences the quality of learning (Parta & Mahayasa, 2021).

Second, the perspective of project learning practice experience through playing with a playworld approach. The perspective of experience in implementing project learning through playing with a playworld approach is determined using the frequency and stages of implementing learning. The highest ideal score for kindergarten teachers' experience in carrying out project learning practices through playing with the playworld approach is 100, the low score is 44, the ideal average score is 72, and the standard deviation is 18. Results of the descriptive analysis of kindergarten teachers' perspectives on project learning through playing with the playworld approach seen from experience Kindergarten teachers implementing project learning practices through play with a playworld approach show an average score of 69.09 and a standard deviation of 11.92. The average score is below the ideal average. Thus, it can be stated that the perspective of kindergarten teachers towards project learning through play with a playworld approach seen from the experience of implementing play-based project learning with a playworld approach is still very low, namely 28.51%. The results of the analysis of the quality of project learning implementation using the playworld approach determined using categories arranged based on the normal curve principle can be stated that the experience of kindergarten teachers implementing project learning practices through play using the playworld approach tends to be moderate to poor. The distribution of data on kindergarten teachers' experiences in carrying out play-based project learning using the playworld approach is presented in Figure 2.

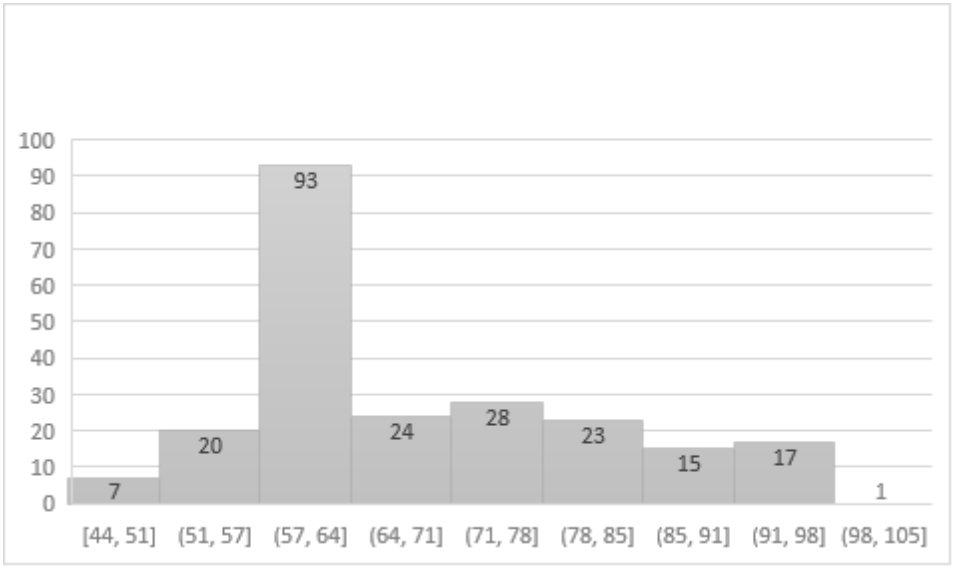

Figure 2. The Graph of Distribution of Kindergarten Teacher Experience Scores Implementing Project Learning Through the Play with Playworld Approach

The results of an interview with a kindergarten teacher showed that project learning was carried out by directly giving assignments to children. The results of data analysis obtained through interviews and focused discussions as well as document analysis show that project learning is a learning activity that makes children carry out varied activities that are difficult to supervise and makes children less focused and it is estimated that it is difficult to acquire a certain amount of knowledge. Play-based project learning is difficult because it takes a long time and costs a lot of money. Teachers have difficulty building a project learning context through play so that the learning activities carried out by children are not yet linked or integrated in one project. Have never used the playworld approach as a play pedagogy. This is in line with the lack of teacher knowledge regarding project learning through playing with a playworld approach.

Third, the teacher's creativity perspective implements learning through play with a playworld approach.The results of the descriptive analysis show that the calculated average score of teachers' perspectives on play-based project learning with a playworld approach seen from the creativity of kindergarten teachers in implementing learning is 56.64 and the standard deviation is 20.64. If the average calculated score is compared with the average ideal score of 61.89 and SD 22.18, it can be stated that the average score is below the average ideal score. This means that the kindergarten teacher's perspective on play-based project learning with a playworld approach seen from the creativity score can be stated as low. The results of the analysis of teachers' perspectives on play-based project learning with the playworld approach, seen from the quality of creativity of kindergarten teachers implementing learning, show that there are 92 people or40.35% Kindergarten teachers who have creativity scores in the fair to good range. This means that less than half of kindergarten teachers have the creativity to implement play-based project learning using a playworld approach. A total of 73 people or 32.02% of kindergarten teachers who have creativity carry out play-based project learning with a playworld approach in the poor category. Thus, it can be stated that the teacher's perspective on play-based project learning with a playworld approach seen from the creativity of kindergarten teachers is in the fair to good category. The score distribution is presented in Figure 3.

The results of data analysis obtained through interviews and document analysis (RPPH documents and kindergarten children's work) show that kindergarten teachers experience difficulties in three things related to creativity, namely fluency, elaboration, and producing original work. Regarding fluency, kindergarten teachers are still not fluent in designing learning tools, preparing media, tools and materials for project learning through playing with a playworld approach. Kindergarten teachers preparing learning projects using play are complicated and very varied, require large amounts and require funds that the teacher or school does not have. Kindergarten teachers are confused about determining the right media or tools to use for children's learning because of the limited media owned by Kindergarten Institutions. Responding to children's speech and language mostly uses affirmative words and/or sentences, that is, to affirm, strengthen or acknowledge the child's activities or work so that the child continues the task until it is completed. Kindergarten teachers are also still not completely sure when giving responses as trigger questions so that children think or do something based on what the child has done. Regarding elaboration, kindergarten teachers completing equipment and implementing learning through playing with the

playworld approach require a lot of time (it takes a lot of time). 5 to 8 days for one project). Kindergarten teachers cannot provide enough time. Apart from that, they have difficulty focusing because they have to serve an average of 20 children in one group. Regarding authenticity (originality), project learning through play carried out by kindergarten teachers generally imitates activities that have been carried out by many other kindergarten teachers. Teachers tend to repeat lessons they have learned from colleagues (other teachers), reading sources, videos. A small number of kindergarten teachers are known to try to adopt project learning in certain areas, for example children's activities, projects undertaken, materials and tools used. This method is actually justified in learning.

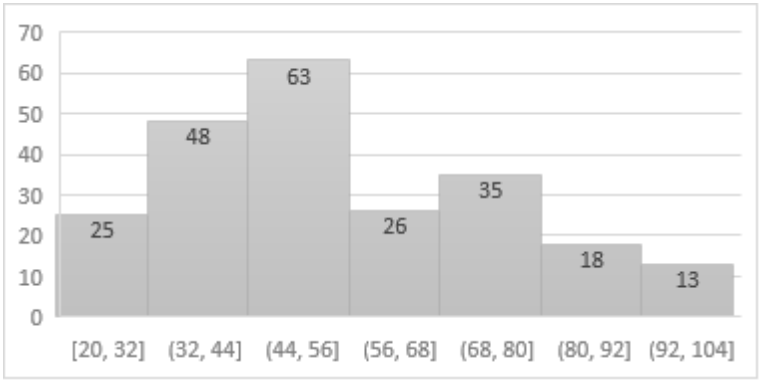

Figure 3. The Perspective Score Distribution Graph Seen from the Creativity of Kindergarten Teachers Implementing Learning Through Play Using the Playworld Approach

Discussion

Based on the results of the research that has been carried out, several research findings were obtained from this research. First, the kindergarten teacher's perspective on project learning through playing with a playworld approach is seen from the teacher's knowledge about project learning through playing with a playworld approach and children's development tends to be sufficient. This shows that kindergarten teachers have not been able to implement play-based project learning optimally so they need to increase teacher knowledge competency.Quality teachers can stimulate children's development (Irvine et al., 2023; Wang et al., 2020). Knowledge as an indicator of professional teacher qualifications needs to be improved (Kindergarten & Stari, 2019). Based on social cognitive theory, it explains that acquired knowledge and skills may not be applied effectively due to a lack of belief in self-efficacy and performance constraints (Eun, 2019). Self-efficacy refers to the belief that a person can plan, carry out tasks, achieve goals, produce things, and implement plans to master certain talents. Apart from that, there are also several other areas of research that need to be improved by kindergarten teachers, including digital-based portfolio assessment competencies (Maciej Serda, Becker et al., 2023).

The second research finding relates to kindergarten teachers' perspectives on project learning through playing with a playworld approach seen from the experience of implementing learning which is in the very low category. These results indicate that teachers still have minimal experience in using play-based project learning. Based on Kolb's experiential learning theory, learning is seen as a process of transforming experience to produce knowledge. If teachers do not present children with meaningful learning, children will not have positive learning experiences (Lubis et al., 2022). Teachers as educators are also obliged to provide meaningful learning for children. According to David Ausubel's Meaningful Learning Theory, the assumption of a non-arbitrary relationship of new ideas to existing knowledge serves as the basis for effective learning throughout formal learning. A child's prior knowledge is the most significant factor determining learning (Agra et al., 2019). This shows that children gain knowledge based on children's learning experiences. If teachers teach children with minimal learning experience on the grounds that the teacher lacks experience in play-based project learning with a playworld approach, this will have an impact on the child's acquisition of new knowledge. It's not that children don't learn, it's that teachers are not appropriate in teaching children. The teacher's experience in using play-based project learning with a playworld approach has colored children's knowledge acquisition in learning.

The third research finding relates to kindergarten teachers' perspectives on play-based project learning with a playworld approach, seen from the creativity scores which can be stated as low. Creative teaching emphasizes passion for the subject, pedagogical strategies, student perspective, independent thinking, equity, and knowledge building as it can encourage creative teaching in all disciplines. In general, creative teaching can be done through the school environment using innovative methods in the curriculum, content and teaching methods (Ucus & Acar, 2019). However, pressure on teachers, namely parental

expectations for student outcomes, is the most frequently identified obstacle in teachers' creative processes (Ata-Akturk & Sevimli-Celik, 2020). Apart from that, teachers can adopt creative pedagogy in teaching. However, there is a difference between his beliefs and his teaching practices (Li & Li, 2019). Teaching children to integrate learning through play has resulted in different perceptions among educators (Bubikova-Moan et al., 2019; Fesseha & Pyle, 2016). This also has an impact on teachers' teaching creativity so that there is a need for a common perception in teaching children with complete concepts. The research results obtained from this study are in line with previous research which proves that teacher learning and the process of switching from conventional practice to playworld practice are both assisted by the role-playing pedagogy used by teachers (Utami et al., 2020). The need to balance teacher intentionality with opportunities for child-centered learning. Integrating learning through play is difficult but the child's world is indeed play and learning is done on the basis of the child's world to adapt to the child's golden age.

4. CONCLUSION

Kindergarten teachers' perspectives on project learning through play with a playworld approach can generally be stated to be less in line with the concepts contained in the conceptual playworld. In detail, the conclusions of the research results are stated as follows. Firstly, the kindergarten teacher's perspective on project learning through playing with a playworld approach seen from knowledge about project learning through playing with a playworld approach is stated to tend to be sufficient. Secondly, if we look at the experience of implementing play-based project learning using the playworld approach, it is stated that it tends to be lacking, both in terms of planning which does not yet include the conceptual playworld stages and the general idea of the planned problem has not been drawn and the same is true when implementing learning.Thirdly, if we look at the creativity of kindergarten teachers in designing and implementing learning through play using a playworld approach, it is still low. Making changes is not easy, but teachers need to improve their abilities for better learning.

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