Journal of Student Inquiry and Interdisciplinary Research
ISSN(E): XXXX-0000 - ISSN(P): XXXX-0000 ‖ VOL.1 NO.1, 2026 ‖ P.042-049
https://cakra-edus.id/index.php/JSIIR
cesi.journal@gmail.com – journal.jsiir@cakra-edus.id

Child Development-Based Instructional Planning in Early Childhood Education: A Literature Review on Principles, Strategies, and Implementation

Fasya Afrilia

Universitas Negeri Makassar, Makassar, Indonesia

fasyaafrilia344@gmail.com

Reviewed: 04/12/2025 **Received**: 15/12/2025 **Accepted**: 05/01/2026

ABSTRACT

Planning in early childhood education must respond to children's developmental needs while remaining workable in diverse classrooms. However, evidence on developmental principles, instructional strategies, and implementation is often discussed separately. This review aimed to synthesize these three dimensions and identify how educators can use evidence of children's learning to improve subsequent plans. An integrative literature review examined 15 journal articles published between 2019 and 2024: five Indonesian and ten international publications. The corpus comprised 11 original empirical studies, three conceptual analyses, and one systematic review. Relevant information on developmental goals, play, teacher facilitation, assessment, learning environments, and family participation was compared through narrative thematic synthesis. Three connected findings emerged. First, developmentally responsive planning follows a recurring sequence of observation, goal setting, design, assessment, and revision. Second, play and exploration offer opportunities across developmental domains when teachers specify learning intentions and adjust their support to children's responses. Third, implementation depends on educators' capacity, prepared environments, formative assessment, and communication with families. Empirical studies documented variation in teachers' roles during play and discrepancies between stated play-based approaches and classroom practice. Conceptual studies clarified the need to align children's agency with intentional teaching. The review proposes an integrated planning cycle for early childhood education. Given differences in study designs and settings, its value is as a framework for practice and further testing, rather than evidence that one strategy produces superior developmental outcomes.

KEYWORDS: Child Development; Early Childhood Education; Learning Planning; Play-Based Learning; Formative Assessment.

INTRODUCTION

Early childhood education requires teachers to plan learning experiences that respond to how children develop, interact, and make meaning. Yet a plan can meet administrative requirements while offering little guidance on how to respond to children's differing abilities, interests, languages, and experiences. Developmentally responsive planning therefore involves more than assigning activities to a weekly schedule. It requires teachers to interpret evidence about children's learning, select meaningful goals, arrange supportive environments, and revise instruction as children respond. Research on kindergarten assessment shows that teachers can gather useful evidence during play and everyday interaction, making assessment part of teaching rather than a separate event (Braund et al., 2021).

This issue is especially consequential because development across cognitive, language, motor, social, and emotional domains is interconnected. A learning activity may advance several domains, but its value depends on children's opportunities to explore, communicate, and receive appropriate support. Shih (2024) argues that early childhood curriculum planning should connect learning areas, daily routines, and children's

This is an open-access article under the CC BY-SA license
Copyright © 2026 by Author. Published by Yayasan Cakra Education Sains

social and cultural experiences. Similarly, a curriculum implementation study by Clayback et al. (2024) emphasizes the alignment of developmental goals, learning activities, and educator support. These accounts suggest that the quality of planning lies partly in the coherence between intended goals and children's actual experiences. frontiersin.org

In Indonesian early childhood education (Pendidikan Anak Usia Dini, or PAUD), studies illustrate both the potential and the difficulty of this work. Julita and Susilana (2018) a planning sequence that began with observation and continued through goal setting, design, revision, and assessment. Kimalasari (2019) found that exploratory activities were accompanied by age-sensitive evaluation using checklists and anecdotal records. During home learning, Asih and Mawardi (2021) showed how weekly plans also guided parents' support for children. Together, these studies establish planning as a practical link among developmental understanding, classroom decisions, assessment, and family participation.

Recent scholarship has advanced several principles relevant to developmentally responsive planning. First, children need active participation in experiences that connect learning goals with their interests and capabilities. Parker et al. (2022) position learning through play as a framework involving the design of environments, adult facilitation, children's experiences, and learning outcomes. Wang et al. (2024) show why distinctions within play matter: teachers in their multiple-case study described both relatively spontaneous play and pedagogical play designed around specific objectives. Thus, describing an activity as "play-based" does not, by itself, explain what children do or how teachers support their development.

Second, responsive planning requires a productive relationship between structure and adaptation. Bodrova et al. (2023) observe that play-based interventions differ substantially in their aims and implementation, complicating judgments about their effects. In practice, teachers need clear developmental intentions while remaining attentive to unexpected questions, interactions, and difficulties. A plan should provide a rationale for action and a basis for revision, rather than prescribe every child's response. This view is consistent with Braund et al.'s (2021) finding that formative assessment can occur naturally during children's ongoing activity and inform educators' subsequent support.

Third, implementation depends on relationships and context. Clayback et al. (2024) identify professional development as important support for educators implementing a comprehensive curriculum. Rahma et al. (2024) show that partnerships between PAUD institutions and families involve planning, implementation, monitoring, and adjustment to institutional conditions. Evidence from a global review of child-development programmes likewise indicates that adaptation to local circumstances, workforce preparation, and monitoring influence implementation (Ahun et al., 2023). At the activity level, Triutami et al. (2022) illustrate how a storytelling medium can be used to address several developmental domains. Such studies contribute useful evidence, although their differing settings and purposes make a shared account of planning practices necessary.

The literature offers substantial guidance on play, curriculum, assessment, and family engagement, but these strands are often discussed separately. Studies of particular curricula describe implementation within specific institutions (Julita & Susilana, 2018; Clayback et al., 2024), while studies of particular activities examine their contribution to selected developmental outcomes (Triutami et al., 2022). Work on play also cautions that similar labels can conceal different teacher roles and learning processes (Bodrova et al., 2023; Wang et al., 2024). Consequently, educators may have access to sound principles without a sufficiently integrated explanation of how to translate them into plans and revise those plans using evidence from children. Jurnal Penelitian Ilmu Pendidikan

A further gap concerns contextual transfer. International curriculum frameworks can inform PAUD practice, but their application depends on teacher capacity, available resources, family relationships, and children's sociocultural experiences (Shih, 2024; Rahma et al., 2024). Indonesian studies provide valuable situated accounts, yet an integrated review is needed to connect their findings with broader conceptual and empirical research. The question is therefore how developmental principles, planning strategies, and implementation conditions can be brought together in a usable framework for early childhood educators. This literature review aims to identify the principles of child-development-based learning planning, examine strategies for putting those principles into practice, and analyse conditions that support or constrain implementation in early childhood education. It treats planning as a recurring process: teachers observe

children, formulate developmental goals, design and facilitate experiences, document participation and progress, and use that evidence to adjust future learning opportunities.

The proposed contribution is an integrated interpretation of these steps across conceptual and empirical studies, with explicit attention to PAUD settings. By connecting developmental theory to observable planning decisions, the review seeks to provide a framework that researchers can examine and educators can use when designing responsive learning experiences. In this way, the introduction establishes planning as an ongoing pedagogical decision process whose quality must be judged through both the intentions recorded by teachers and the opportunities children encounter in practice.

METHOD

This study employed an integrative literature review to examine the principles, strategies, and implementation of child-development-based learning planning in early childhood education. The unit of analysis comprised 15 journal articles published between 2016 and 2026. An integrative approach was appropriate because the research question required conceptual arguments and empirical findings to be examined together, including evidence from different educational settings and research designs. Following Snyder's (2019) guidance, the review was organized around a defined question, explicit selection criteria, and a transparent process of analysis and synthesis.

The guiding question was: How are child development principles translated into learning plans, instructional strategies, and classroom practices in early childhood education? Relevant articles were identified through searches of Scopus, Web of Science, ERIC, Google Scholar, and Indonesian journal portals, including SINTA and GARUDA. Search terms combined early childhood education, child development, developmentally appropriate practice, learning planning, curriculum planning, play-based learning, formative assessment, and their Indonesian equivalents. Reference lists of relevant articles were also examined to identify studies that the database searches might have missed. The selection and reporting process followed the applicable principles of PRISMA 2020 (Page et al., 2021); the final manuscript should present the recorded search dates and screening counts in its flow diagram.

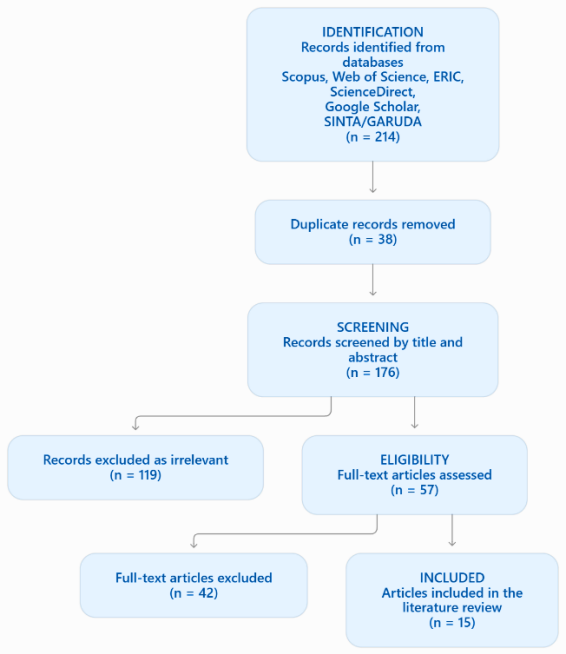


Figure 1. Prisma 2020 Flow Diagram of study selection

Articles were eligible if they were peer-reviewed, available in full text, published in English or Indonesian within the specified period, and directly addressed planning or implementing learning experiences for children in early childhood education. Conceptual papers were included when they offered a clear framework for developmental planning, while empirical papers were included when they reported relevant methods and findings. Studies concerned solely with older students, clinical intervention outside educational settings, or an

isolated learning outcome without implications for planning were excluded. Titles and abstracts were screened first; potentially relevant papers were then assessed in full text. This approach allowed the review to consider curriculum coherence (Shih, 2024; Clayback et al., 2024), the design and facilitation of play (Parker et al., 2022; Wang et al., 2024), and locally documented planning practices (Julita & Susilana, 2018).

Information from each of the 15 articles was entered into an extraction matrix covering authorship, year, country or setting, study design, participants where applicable, developmental domains, planning principles, teaching strategies, assessment practices, implementation conditions, and principal findings. The articles were appraised for clarity of purpose, fit between methods and claims, adequacy of reported evidence, and relevance to the review question. Conceptual contributions and empirical findings were distinguished during analysis so that recommendations would not be presented as demonstrated effects.

A narrative thematic synthesis was then used to compare findings across the articles. Initial codes addressed observation of children, goal setting, play and adult guidance, learning environments, formative assessment, family participation, and adaptation. Related codes were grouped under the review's three main themes: principles, strategies, and implementation. Particular attention was given to whether assessment evidence informed subsequent plans (Braund et al., 2021), how educators and families coordinated support (Rahma et al., 2024), and which conditions affected implementation (Ahun et al., 2023). Differences between studies, including competing definitions of play identified by Bodrova et al. (2023), were retained in the synthesis. The resulting account identifies patterns and practical implications without treating the 15 heterogeneous articles as grounds for a pooled effect estimate.

RESEARCH RESULTS AND DISCUSSION

Research Results

The synthesis of 15 journal articles published between 2019 and 2024 identified three connected dimensions of child-development-based learning planning: developmental principles, instructional strategies, and implementation conditions. The corpus comprised five studies from Indonesia and ten international publications. Eleven articles reported original empirical work, three presented conceptual analyses, and one synthesized earlier qualitative studies. These categories describe the articles reviewed; they do not represent pooled measurements of children's outcomes.

Table 1. Characteristics and findings of the reviewed articles

Study	Design and context	Finding relevant to learning planning
Julita and Susilana (2019)	Curriculum implementation study; Indonesian PAUD	Planning proceeded through observation, goal setting, design, revision, and validation. Observational assessment informed subsequent plans.
Kimalasari (2019)	Programme implementation study; Indonesian playgroup and kindergarten	Exploratory activities were paired with age-sensitive evaluation using checklists and anecdotal records.
Asih and Mawardi (2021)	Descriptive quantitative study; Indonesian PAUD	Weekly plans helped communicate activities to families during home learning, although the reported stimulation of resilience-related attributes varied across indicators.
Braund et al. (2021)	Interviews and observations; eight kindergarten classrooms	Educators incorporated formative assessment into play and everyday interaction, supporting timely responses to children's interests and self-regulation.
Parker et al. (2022)	Conceptual framework	Learning through play was framed through the relationship among design, facilitation, children's experiences, and intended outcomes.
Prins et al. (2022)	Systematic review and meta-ethnography of 28 qualitative studies	Nature-based environments offered varied opportunities for play; teacher–child interaction influenced how those opportunities became meaningful learning experiences.
Triutami et al. (2022)	Descriptive qualitative study; Indonesian PAUD	Calendar-style *big book* storytelling was associated with learning experiences spanning language, cognition, social–emotional development, and moral values.

Bodrova et al. (2023)	Conceptual analysis of play-based interventions	Differences in the definition, design, and enactment of play make the intended learning process important to specify in a plan.
Rüdisüli et al. (2023)	Observations of 80 educators across 291 observation cycles; Switzerland	Teachers' roles during free play varied. Educator experience and professional self-efficacy explained more variation in those roles than the type of play alone.
Nores et al. (2023)	Surveys of 55 teachers, with interviews and video observations; Colombia	Researchers found a gap between educators' descriptions of learning through play and examples of their classroom practice.
Wang et al. (2024)	Multiple-case study involving 16 teachers; China	Teachers distinguished spontaneous play from pedagogical play designed around learning goals, indicating different expectations for adult involvement.
Clayback et al. (2024)	Curriculum implementation study; United States	Coherent developmental goals and activities required aligned resources and professional support for educators during implementation.
Shih (2024)	Conceptual analysis of an early childhood curriculum framework; Taiwan	Planning was described as an integrated process connecting developmental competencies, daily routines, learning areas, and children's cultural experiences.
Rahma et al. (2024)	Development study; Indonesian PAUD–family partnership	Planning, implementation, monitoring, and adjustment were components of a partnership model adapted to institutional and family conditions.
Omoeva et al. (2024)	Pilot study of a formative toolkit; Bangladesh, Colombia, and Uganda	Classroom observation and children's accounts offered complementary information for educators reflecting on playful learning. The toolkit also covered primary-grade settings.

Note. The table reports findings at the level and within the limits stated by each publication. The articles differ in design, setting, and age range; their samples must not be added together or treated as a single participant dataset.

Developmental principles in learning plans

Across the articles, developmentally responsive planning emerged as a cycle of evidence-informed decisions rather than the preparation of a fixed list of activities. The clearest account of this cycle in the Indonesian studies came from Julita and Susilana (2019): teachers observed children, established objectives, designed experiences, and used assessment to inform further planning. Kimalasari (2019) similarly connected exploratory activities with checklists and anecdotal records appropriate to children's ages. Braund et al. (2021) added empirical detail about *when* such evidence can be collected: assessment occurred within play and routine interactions, where educators could observe children's responses in context.

A second principle was coherence across developmental domains. Shih (2024) described curriculum goals and activities as interconnected across learning areas and daily routines. Clayback et al. (2024) likewise emphasized alignment between developmental aims and curriculum components. In the Indonesian evidence, Triutami et al. (2022) reported that storytelling with a *big book* calendar addressed several aspects of development within one learning experience. This finding illustrates the potential of an integrated activity, although that qualitative study alone cannot establish its comparative effectiveness against other media.

Strategies for translating principles into practice

Play was the most prominent instructional strategy, but the synthesis showed that the word *play* does not identify a single teaching method. Parker et al. (2022) linked playful learning to intentional design and facilitation. Wang et al. (2024) found that teachers differentiated child-initiated play from activities designed to pursue particular learning objectives. Bodrova et al. (2023) cautioned that play-based approaches vary in their structure and adult involvement. Consequently, a useful learning plan needs to specify the opportunities available to children, the educator's intended role, and the developmental purpose of the experience.

Empirical findings further showed that teacher facilitation cannot be inferred from an activity label. In Switzerland, Rüdisüli et al. (2023) observed educators taking different roles during children's free play; their analysis linked these roles more strongly to educator and classroom characteristics than to play type alone. In Colombia, Nores et al. (2023) identified a mismatch between sophisticated accounts of playful learning and examples of its enactment. These findings point to the value of planning for *responsive actions* such as observing, joining play, posing a question, or adjusting materials while leaving room for children's initiatives.

The learning environment also formed part of the strategy. Prins et al. (2022) synthesized 28 qualitative studies and found that nature-based settings could support varied forms of play, with teacher–child interaction contributing to play quality. Their synthesis suggests that planning concerns the arrangement and use of spaces and materials as well as the choice of classroom activities. It does not imply that every outdoor activity produces the same developmental benefit.

Implementation and assessment

Implementation depended on whether educators could connect a written plan to observations of children and then adapt their teaching. Clayback et al. (2024) reported the importance of professional support for curriculum implementation, while Nores et al. (2023) identified a need to strengthen educators' understanding of play facilitation. Omoeva et al. (2024) piloted a toolkit combining teacher observation with children's perspectives, illustrating one way to make reflection on playful learning more systematic. Its pilot findings indicate potential for practice, rather than established effects on child development.

Family participation was another implementation condition. Rahma et al. (2024) described a PAUD–family partnership model that incorporated planning, monitoring, and adjustment. Asih and Mawardi (2021) showed the practical role of weekly plans in guiding families during home learning. These studies indicate that communication with families can help connect planned experiences across settings, while the form of collaboration must reflect the circumstances of each institution and family.

Overall, the synthesis supports a five-step planning model: observe children's development and interests; set connected developmental goals; design play and exploration opportunities; facilitate and document children's participation; and revise subsequent plans using the evidence gathered. This model is an interpretation across the 15 articles, not a tested intervention or a measured effect. The reviewed evidence supports its conceptual coherence and practical relevance, while differences in study designs and contexts limit claims that any one planning strategy is universally superior.

Discussion

The findings indicate that child-development-based learning planning is most useful when understood as a continuous process of observing, designing, facilitating, assessing, and revising. The Indonesian curriculum study by Julita and Susilana (2019) makes this sequence particularly clear: observation informed objectives and activity design, while assessment provided a basis for subsequent planning. Kimalasari (2019) similarly linked exploratory learning with age-sensitive checklists and anecdotal records. These findings extend the meaning of a learning plan beyond a schedule of activities. Its central function is to connect what teachers know about children with the experiences they provide next.

Developmental responsiveness also requires coherence across learning domains. Shih (2024) conceptualized early childhood planning as the integration of competencies, daily routines, and children's sociocultural experiences. Clayback et al. (2024) emphasized alignment among developmental goals, curriculum components, and support for educators. At the activity level, Triutami et al. (2022) described storytelling that engaged language, cognition, social emotional development, and moral learning. Taken together, these works suggest that teachers should identify several plausible developmental opportunities within an activity while remaining precise about its primary purpose. The qualitative finding about storytelling demonstrates possibilities for integrated planning; it does not establish that one medium is more effective than another.

Play is central to this synthesis, although the evidence challenges its use as a broad, unexplained label. Parker et al. (2022) connected learning through play to design, facilitation, children's experiences, and outcomes. Wang et al. (2024) found that teachers distinguished relatively spontaneous play from pedagogical play oriented toward learning goals. Bodrova et al. (2023) likewise showed that interventions described as play-based differ in their structure and in the degree of adult direction. A developmentally grounded plan should therefore state what children may explore, why the experience is relevant to their development, and how the educator will respond. Such detail makes it possible to examine whether the intended pedagogy is visible in practice.

The empirical studies show why an educator's role cannot be prescribed solely by choosing a type of play. Across 291 observation cycles involving 80 educators, Rüdisüli et al. (2023) found variation in teachers' roles during free play; educator experience and professional self-efficacy explained more variation than play type alone. Nores et al. (2023) reported a gap between educators' descriptions of learning through play and the examples they gave of classroom practice. These findings imply that professional learning should address

decisions made during an activity: when to observe, when to join, what question to ask, and when children need space to continue independently. Planning provides an intention for these decisions, while responsive teaching adjusts them to the situation.

The environment is another part of the plan rather than merely the setting in which it is delivered. In their synthesis of 28 qualitative studies, Prins et al. (2022) identified features of nature-based environments that supported varied play and examined how teacher–child interaction contributed to its quality. This evidence invites teachers to consider the affordances of materials, space, and time alongside stated objectives. A thoughtfully prepared area may create opportunities for movement, inquiry, communication, and imaginative activity, but children's actual participation remains essential evidence of what the environment enables. Thus, environmental planning and observation need to inform one another.

Assessment closes the planning cycle when it changes subsequent decisions. Braund et al. (2021) observed formative assessment occurring naturally within play and classroom interaction. Omoeva et al. (2024) piloted a reflective toolkit that combined educators' observations with children's accounts of playful experiences. The two studies support a practical principle: documentation should capture children's engagement and emerging needs, then guide adjustments to materials, questions, support, or goals. The toolkit's pilot findings are promising for educator reflection, although they should not be interpreted as evidence that its use improves developmental outcomes.

Finally, implementation depends on relationships beyond the activity itself. Rahma et al. (2024) incorporated planning, monitoring, and adjustment into a PAUD–family partnership model, while Asih and Mawardi (2021) showed how weekly plans guided parental support during home learning. Together with Clayback et al.'s (2024) findings on curriculum support, these studies show that a responsive plan requires communication and educator capacity as well as sound developmental principles. The principal contribution of this review is therefore an integrated planning cycle grounded in the 15 articles. Its value lies in making the links between observation, goals, experience, assessment, and revision explicit. Because the studies differ in design and context, that cycle should be treated as a framework for practice and further evaluation, rather than as a proven universal intervention.

CONCLUSION

This literature review of 15 journal articles published between 2019 and 2024 shows that child-development-based learning planning in early childhood education is a continuous cycle of observation, goal setting, activity design, facilitation, assessment, and revision. The reviewed corpus comprised five Indonesian and ten international publications: eleven original empirical studies, three conceptual analyses, and one systematic review. Across these sources, effective planning connected developmental goals with children's interests, abilities, participation, and sociocultural experiences.

Conceptually, the findings position play, exploration, and responsive adult guidance as complementary elements of learning. Empirically, studies documented the use of observation and anecdotal assessment to inform plans, variation in teachers' roles during play, and gaps between stated play-based approaches and classroom practice. Evidence also highlighted the importance of prepared environments, educator support, and communication with families. For example, one observational study examined 80 educators across 291 observation cycles, while a qualitative synthesis brought together 28 studies of nature play.

The review's contribution is an integrated planning framework that links what teachers observe to what they plan and subsequently revise. Because the articles differ in design, setting, and outcomes, the synthesis does not establish a universal effect size or prove that one strategy is superior. Future research should test how this planning cycle influences children's learning and development in diverse PAUD settings.

REFERENCE

Ahun, M. N., Aboud, F., Wamboldt, C., & Yousafzai, A. K. (2023). Implementation of UNICEF and WHO's care for child development package: Lessons from a global review and key informant interviews. Frontiers in Public Health, 11, Article 1140843. https://doi.org/10.3389/fpubh.2023.1140843

Asih, S., & Mawardi, I. (2021). Tingkat kemampuan pendidik PAUD terhadap penanaman karakter resiliensi dalam RPPM di Kecamatan Depok Sleman. Jurnal Pendidikan Anak, 10(2), 120–127. https://doi.org/10.21831/jpa.v10i2.42872

Bodrova, E., Leong, D. J., & Yudina, E. (2023). Play is a play, is a play, is a play… or is it? Challenges in designing, implementing and evaluating play-based interventions. Frontiers in Psychology, 14, Article 1034633. https://doi.org/10.3389/fpsyg.2023.1034633

Braund, H., DeLuca, C., Panadero, E., & Cheng, L. (2021). Exploring formative assessment and co-regulation in kindergarten through interviews and direct observation. Frontiers in Education, 6, Article 732373. https://doi.org/10.3389/feduc.2021.732373

Clayback, K. A., Williford, A., Vitiello, V., & Matthew, K. L. (2024). Supporting all learners through high quality early childhood curricula: STREAMin^3 implementation across Virginia. Frontiers in Education, 9, Article 1494464. https://doi.org/10.3389/feduc.2024.1494464

Julita, D., & Susilana, R. (2019). Implementasi kurikulum Montessori bernafaskan Islam pada pendidikan anak usia dini "Rumah Bermain Padi" di Kota Bandung. Jurnal Penelitian Ilmu Pendidikan, 11(2), 149–162. https://doi.org/10.21831/jpipfip.v11i2.24201

Kimalasari, F. (2019). Implementasi program pembelajaran dalam lingkungan berbahasa Inggris pada playgroup and kindergarten. Jurnal Pendidikan Anak, 8(1), 69–77. https://doi.org/10.21831/jpa.v8i1.26776

Nores, M., Maldonado-Carreño, C., Sánchez, M. J., Escallón, E., & Frede, E. (2023). Paths 2 play: Teacher's play facilitation in Colombia. Frontiers in Education, 8, Article 1185698. https://doi.org/10.3389/feduc.2023.1185698

Omoeva, C., Zosh, J. M., Pyle, A., D'Sa, N., Contreras Gomez, R., Dooley, B., Giacomazzi, M., Ariapa, M., Maldonado-Carreño, C., Escallón, E., Dey, G., Pavel, K. F., & Laverty, C. (2024). Teacher RePlay and Children ReAct: Pilot testing a formative toolkit to support playful learning in the classroom. Frontiers in Education, 9, Article 1342424. https://doi.org/10.3389/feduc.2024.1342424

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372, Article n71. https://doi.org/10.1136/bmj.n71

Parker, R., Thomsen, B. S., & Berry, A. (2022). Learning through play at school: A framework for policy and practice. Frontiers in Education, 7, Article 751801. https://doi.org/10.3389/feduc.2022.751801

Prins, J., van der Wilt, F., van der Veen, C., & Hovinga, D. (2022). Nature play in early childhood education: A systematic review and meta-ethnography of qualitative research. Frontiers in Psychology, 13, Article 995164. https://doi.org/10.3389/fpsyg.2022.995164

Rahma, R. A., Rahmania, L. A., & Sari, Z. N. (2024). Development of blended learning-based family institution partnership model in stimulating early children's development. JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat), 11(1), 62–72. https://doi.org/10.21831/jppm.v11i1.72228

Rüdisüli, C., Duss, I., Lannen, P., & Wustmann Seiler, C. (2023). External assessment of teachers' roles during children's free play and its relation to types of children's play. Frontiers in Education, 8, Article 1287273. https://doi.org/10.3389/feduc.2023.1287273

Shih, Y.-H. (2024). Learning for children in an educational enrichment: A perspective derived from Taiwan's Early Childhood Education & Care Curriculum Framework. Frontiers in Education, 9, Article 1412972. https://doi.org/10.3389/feduc.2024.1412972

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Triutami, N., Widayati, S., & Komalasari, D. (2022). Penerapan metode bercerita dengan media big book kalender untuk meningkatkan perkembangan anak. Jurnal Pendidikan Anak, 11(2), 162–170. https://doi.org/10.21831/jpa.v11i2.54177

Wang, X., Ye, P., & Qiao, T. (2024). Free play and pedagogical play: A multiple-case study of teachers' views of play in Chinese early learning centers. Frontiers in Education, 9, Article 1359867. https://doi.org/10.3389/feduc.2024.1359867