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Shift in teachers' pedagogical practices in play-based programme in Indonesia

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Different approaches to implementing “learning through play” exist in many countries due to different understandings of the concept of play. In Indonesia, teachers implement play in a structured way following certain developmental stages of play, where the focus is on children’s academic outcomes, rather than the development of concepts as part of children’s play. This paper seeks to explore how teachers shift their pedagogical practices from a formal model of play to a playworld approach that **is used as an intervention in this educational experiment study**. The playworld approach emphasises the nexus between play, learning, and children’s cultural contexts as equally essential. In the larger study, video observations of nine teachers interacting with 38 children (18 boys; 20 girls; 3.5-5 years; mean age of 4.4 years) during daily group play activities (98 hours) and interviews were analysed. Informed by the cultural-historical theory, this paper focuses on the shift of pedagogical practices from structured and teacher-directed play practices to teacher’s role-play pedagogy reflected in two main aspects, namely teachers’ roles and understanding. The teachers’ role-play pedagogy assists teachers’ learning and the transition process from the traditional practices to the playworld practices. Thus, this pedagogy has the potential to be an important step in the implementation of playworld approach in children’s learning.

Keywords: play pedagogy; cultural–historical theory; playworld; teaching practice; Indonesia

Introduction

The phrase “learning through play” has become very common in early childhood education around the world (Lohmander & Samuelsson, 2015, p. 18). However, the understanding and implementation of “learning through play” and a “play-based curriculum” are still

controversial in many countries (Fleer, et.al, 2009; Lohmander & Samuelsson, 2015; Mori, et.al., 2009; Rao & Li, 2009; Samuelsson & Fleer, 2009; White, et.al., 2009). This controversy arises from the different perspectives on how scholars approach the concept of play, namely the evolutionary, the biological and the cultural views (Fleer, 2013, 2014; Goncu & Gaskins, 2007).

In the Indonesian context, learning through play is endorsed by the Indonesian Government as an important requirement in children's learning. In particular, *Regulations Number 58* (Ministry of National Education (MoNE), 2009) and *137* (Ministry of Education and Culture (MoEC), 2014) regarding *Early Childhood Education Standards* state that early childhood learning is conducted through play and habituation. These policies aim at instituting play as the core of early childhood learning. Furthermore, play is also stressed as the strategy for implementing the early childhood curriculum (MoEC 146, 2014). These documents indicate an increasing awareness of the importance of implementing play in children's learning. The study reported in this paper seeks to shed light on the practice of implementing a play-based program, as there is currently a paucity of research in Indonesia to explain how play should be implemented in practice.

Several studies have highlighted that early childhood education practices in Indonesia are highly influenced by Developmentally Appropriate Practice (DAP) and largely informed by Piaget's developmental theory (Ilfiandra, 2011). Based on developmental theory, children's play consists of certain stages regardless of cultural and the contextual background (Sudono, 2000; Tedjasaputra, 2001). Furthermore, an interpretation of developmental theory in the Indonesian context views academic outcomes, such as literacy and numeracy skills, as the learning target for early childhood education (Fridani & Lestari, 2008; Istiyani, 2013). In addition, teacher's roles in children's play are limited to planner, modeller and facilitator of

play (Rohani, 2016; Sugiono & Kuntjojo, 2016) and the developmental theory tends to ignore children's cultural context (Goncu & Gaskin, 2011; van Oers, 2013).

Through employing cultural-historical theory to guide the study of how Indonesian teachers change their pedagogical practices when implementing a playworld approach, greater insights into understanding the implementation of play-based learning is possible since there is a lack of examination on the nature of children's play in relation to teacher's play pedagogy in the Indonesian context. The study reported in this paper is a part of a larger study, which sought to investigate teachers' pedagogical practices for play in the Indonesian context. Specifically, this article aims to develop an understanding of how teachers change their pedagogical practices when organising imaginary play. To achieve this aim, this paper begins with a brief overview of the background to the study, followed by the theoretical framework, the study design and findings.

A cultural–historical conceptualisation of play

Play has various definitions depending on the researcher's epistemological point of reference. The most cited theoretical assertions conceptualises play into developmental stages (Piaget, 1962). However, from a cultural–historical perspective, play is considered as the leading activity for preschool children's development through the creation of imaginary situations where children change the meanings of objects and actions to give them new meaning (Vygotsky, 1966). **Different terms are used by researchers to highlight imagination in play, such as pretend play, sociodramatic play, and imaginative play.** Vygotsky (1966) identifies two key elements to understand play as a point of departure from the developmental perspective. First, it highlights the creation of imaginary situations that are connected to roles and rules in play. Second, a meaning-changing of action and object is required in play (Vygotsky, 1966, 1987). Children operate objects and create meanings in play where a new sense is given to objects and actions (Fleer, 2017b; Vygotsky, 1966) through imaginary

situations as the “basic unit of play” (Elkonin, 2005, p. 13). An imaginary situation is created in play and this requires a transferred meaning from what is seen, to what is imagined, and this is unique in the process of play itself to support children’s development (Vygotsky, 1966; 1997).

The literature on the topic of play increasingly highlights the creation of imaginary situations in relation to the meaning-changing of action and object as a foundation of play (Elkonin, 1999; 2005; Fler, 2011b; 2017b; Fler & Peers, 2012). “This is the dialectic of play, then: that, in willingly submitting to the rules of the imaginary situation, a child is enabled to think beyond his concrete environment to act “other than” what the environment presents him with and, therefore, to act “as if” it is what it is not” (Vadeboncoeur, Perone & Panina-Beard, 2016, p. 290). According to Vygotsky (1966), a child uses an object as a pivot to abstract the meaning from the real object. A child sees beyond the physical appearance of the object and gives a new meaning to that object and this new meaning, which dominates the child’s thinking, affords new actions (Fler, 2014; Vygotsky, 1966). According to a cultural-historical perspective, imagination is developed as the key basis of play conceptualisation.

Cultural-historical theory includes cultural value to understand and implement play as a pedagogical practice (Fler, 2014; Fler & Peers, 2012; Vygotsky, 1966). Contemporary cultural-historical studies of Lindqvist (1995), Elkonin (2005), Hakkarainen (2008), and Fler (2011a) have focussed on imagination in play. In regard to the significant contribution of play as part of pedagogical practices, cultural-historical models of play have been developed to help teachers integrate children’s learning in play where teachers play an active role. **First, the spheres of play, which is a social fantasy play that involves children’s movement from spheres of reality to spheres of fiction (Schousboe, 2013). Second, the conceptual play, which is a new theory of play that highlights dialectical view of imagination and cognition (Fler, 2011a). Third, the Kravtsov and Kravtsova’s (2010) model of play, which is a form of imaginative play that highlights an idea of subject positioning in play. Finally, the playworld, which is a collective imaginary play where children and adults dramatise children’s multi-layered stories (Lindqvist, 1995).**

Numerous studies highlight the relationship between the child, social context and adult roles in play and foreground the relation in play pedagogy (Fler, 2017a, 2017b;

Lindqvist, 1995). According to Lindqvist's (1995) exploration of play and drama, she proposed the concept of playworld and introduced a creative pedagogy of play through the exploratory scenes of children's stories that can be re-experienced and expanded by children and adults. Hakkarainen (2008) has also developed a playworld approach in Finland and shown how imagination supports developmental outcomes. In contrast, Fler developed digital playworlds (2017a), scientific playworld (2017b) and conceptual playworld (2018) to help teachers implement play in practice to support play-based teaching and learning in the Australia context. These studies emphasise the importance of imaginary play in children's learning.

As a pedagogical tool, playworld included imaginary play constructed by children and adults using a cultural device to enter the imaginary situation where children and adults dramatise the conceptual problem and develop the concept learning (Fler, 2017b; Lindqvist, 1995). Playworld highlights the importance of teachers' and children's roles when they engage in collective imaginary adventures (Lindqvist, 1995; Nilsson, 2010). With respect to adults' roles, adults' participation helps children enjoy the play more through dramatising the play and dialoguing with the children (Lindqvist, 1995). This participation is considered vital within play-based teaching and learning interactions and produces collective higher mental functions (Hakkarainen and Bredikyte, 2014; Singer et al., 2014). The joint play between adults and children is very critical in supporting children's play development and concept learning. During the teachers' participation, different characteristics of adult intervention emerge and enrich play situations (Hakkarainen, Bredikyte, Jakkula & Munter, 2013). Therefore, these studies suggest that it is important to explore the adult's role in play pedagogy. This paper seeks to do so, particularly in the Indonesian context in order to better understand how teachers play pedagogical practices are changed when implementing a playworld approach.

Study Design

The larger study was an educational experiment study based on cultural-historical theory (Hedegaard, 2008d) in which a playworlds approach was used as an intervention in order to see how this approach will influence the teachers' conceptualisation and implementation of play, as well as children's experiences of play. In particular, the study was framed by Hedegaard's (2012) model for learning and development to examine the societal values in Indonesia for how the teacher plans the play practices, whilst also examining how the teacher and the children enter into activity setting where play and learning are featured. Theorists argue that learning and development include multiple perspectives, namely the societal perspective, the institutional perspective and the child's perspective (Fleer, 2014; Hedegaard, 2012). Importantly, institutional practices, particularly in early childhood settings, need to be investigated to understand play pedagogical practices in the Indonesian context. These multiple perspectives represent a wholeness approach as an important methodological approach to gain insights into the different perspectives (Hedegaard, 2012; Fleer, 2008b; Li, 2014).

Sampling and participants

The research reported in this paper is part of a larger study involving two early childhood settings. This study particularly discusses data generated from one participating childcare centre located in Jakarta, Indonesia. It is a culturally diverse centre where the children come from all parts of Java and other Indonesian islands. The childcare centre has approximately 20m² of indoor play area, which consists of various learning areas, such as a block corner, a house corner, and a science corner.

In this site, the teachers and children who have different cultural backgrounds were invited into the study. Ethics approval was obtained from the Monash University Human Research Ethics Committee (Approval No. 10755). Parents or guardians were asked to talk with their children and discussed their participation in this research. All the children and teachers who had given their full consent in this project were observed.

The larger study involved eight female teachers and one male teacher. One of the female teachers holds a master's degree of early childhood education, while the other teachers had all completed an undergraduate degree in early childhood education. These teachers had three to seven years of teaching experience. In total, 38 children who were consented by their families aged between 3.5 and 5 years-old (mean age of 4 years, 4 months)

were observed in the larger study. These children are divided into toddler and preschool groups. In particular, this current study involved four female teachers who hold an undergraduate degree in early childhood education. The data specific to this paper concerned with the preschool group and involved eleven children, four girls and seven boys.

Pseudonyms were used and any potentially identifying information was masked.

Procedure for data collection

The larger study included video observations, video interviews, focus group discussions, and field notes over two periods of data collection. Specifically, to answer the research question on how teachers change their pedagogical practices in organising children's play, a total of 15 hours of video observation and interview data were selected for data analysis. These observations documented the teachers' and the children's group time activities. The video observations of the teachers' and the children's daily activities were conducted with three video cameras, to capture the interactions between the teachers and the children. The first camera followed the teacher, while the second and the third cameras followed two focused children (a boy and a girl respectively).

In this study, the selected video clips of observations were presented to the teachers as a prompt in an open-ended interview session. The first named author conducted the first interview to seek and discuss how teachers conceptualised and implemented a play-based program based on the interactions and activities that they engaged in. The second part of the interviews were done after the implementation of the playworld approach. These interviews focused on the teachers' perspectives, feedback and comments on the playworld and its impact in their practices. The first named researcher interviewed four teachers who supervised the targeted group. The researcher conducted each interview around 30 to 45 minutes per teacher in an office room in the childcare centre. The overall procedure of data gathering used in the two phases of data collection is shown in Table 1.

Research Method	Period 1 (Baseline data collection)		Period 2 (Playworld approach)	
	Participant	Details	Participant	Details
video observation	Teachers and children	The full day (drop off-pick up) 7 visits (5-8 hours) x 1 sites (2 weeks)	Teachers and children	The full day (drop off-pick up) 33 visits (5-8 hours) x 1 sites (7 weeks)
video interview	Teachers (individual)	(25-45 minutes x 4 teachers)	Teachers (individual)	(25-45 minutes x 4 teachers)

Table 1. The detail of the data collection methods.

Data Analysis

The data were analysed and categorised using Hedegaard's holistic model that has three different levels of interpretation: the common-sense interpretation, the situated practice interpretation, and the thematic interpretation which are dialectically interrelated (Hedegaard, 2008c). Drawing upon the cultural-historical theory, this model was used in order to understand the child's perspective through understanding the activity setting and the practice of the teachers. First, the common-sense interpretation represented different understandings of play in the data. After logging the raw data digitally with annotations and summaries, data were categorised based on different play pedagogical practices. This was followed by commenting on the data from different perspectives, namely the children's and teachers' perspectives of the play practices without any influence from the theoretical framework used.

The following step of the data analysis was situated practice interpretation, which brought the patterns of teachers' and children's interactions and peers' interactions. First, the researcher identified the play pedagogical practices from the data set and linked the moments from several activities. Common patterns or themes were identified after re-reading the data according to the situated practices. This was followed by using Vygotsky's (1966) theoretical

concepts of play to analyse the pedagogical practices of the teachers' and children's perspectives in each activity setting as part of revisiting the video clips.

Finally, thematic interpretation was used to formulate the findings. It started by linking the research aim and the theoretical concepts used to produce play pedagogical patterns. The cultural-historical conception of play was used to identify how teachers change their pedagogical practices when organising children's play within activity settings in the childcare centre. After looking at the different activity settings using the cultural-historical conception of play discussed above, the researcher developed new conceptual relations from this theoretical interpretation in order to answer the research question of this study. Selected examples of video or dialogues are now used to highlight the interpretations and the overall findings.

Findings and discussions

From structured play and teacher directed play practices to teacher's role-play practices

A change in teacher's pedagogical practices when organising play and interacting with the children was found. Specifically, two themes emerged. The first theme was from the data of teacher practices before the workshop of a playworld approach. It was identified that teachers engaged in structured and teacher-directed play situations, where teachers were observers and directors of the children's imaginary play. The second theme was teacher's role-play practices where teachers were involved in the imaginary playworlds. The shift in teachers' pedagogical practices is discussed further below.

Structured and teacher-directed play practices where teachers are outside the play

Structured pedagogical practices to support children's play were evident in the implementation of a play-based program prior to the workshop. The teachers in this program tended to use pre-determined direction during the play. As will be shown in the example below, in this practice, the teachers were directors of the play, which means that they did not follow the children's initiatives in the play.

Vignette 1: Two teachers (Ati and Eki) and six children from three to five years-old (Eli, Raka, Renata, Iva, Rara, and Ata) played in a house corner to develop an imaginary play based on a theme given by the teacher, that was about fish, and the children were shown a video about fish habitat. The children pretended to be fishes and fish hunters where the fish hunters tried to catch the fishes. The objective of this activity was to build an imaginary play of fish hunters catching the fish in relation to the concept of fish habitat.

In the situation above, it was found that the teachers did not join the play but structured the play by deciding on the role the children would take and their actions, as well as monitoring children's play from outside of the imaginary play situations, by giving direct instructions. As such, the teachers held a dominant and controlling role over the children's

play. It becomes evident in this directed imaginary play practices that the activity had been pre-determined, including the roles, actions and props. In addition, the teacher's physical position and gesture also show their dominance while playing her role as a teacher directing the play from the outside of the imaginary play. It is very contrived and culturally different from other play practices in many countries, such as Sweden, Finland and Australia where child-initiated play practices dominate (Fleer, 2017a; Hakkarainen, 2008; Lindqvist, 1995).

The play practices in our study prior to the workshop, including the teachers' pedagogical positioning, exemplify the common view among Indonesian people, in which play should be structured following certain stages (Sudono, 2000; Tedjasaputra, 2001) and facilitated or motivated by the teacher (Latif, 2016). All children follow the teachers' instructions during the play in the childcare centre. Consequently, it was not surprising to find in our study that the pedagogical practices of the teachers were structured in the flow of the play, and in the selection of the play scenario, which was initiated by the teachers.

From the vignette above, it was also found how one of the teachers, Ati initially used open questions to ask what roles the children preferred to play. The teacher intentionally repeated the questions of choosing the roles although the children had answered these questions. However, in the end the teacher decided on the play roles and did not allow the children to choose the roles for themselves.

A specific event from the vignette illustrates how the teacher, Ati, was dominant in the play practice. During the role assigning activity, Ati did not want to negotiate when a child named Eli asked to take a specific role in the play. She seemed to ignore Eli who preferred to become a fish hunter without a clear explanation. This shows that this teacher was not open for negotiation and wanted the children to follow the instruction without a protest. Teachers' direct involvement is important to promote children's play while considering children's interests and needs (Loizou, 2017). However, there is no degree of freedom (van Oers, 2010) for children during the play in this example. The teacher dominated the play situation and expressed her intention of arranging the play activity through non-negotiable instructions.

This structured and teacher directed play practice exemplifies the teachers' perspective of play, which in turn influences how they implement play. The teachers missed the critical moment in teaching the concepts, such as in this case is the concept of fish habitat, when they don't take child's perspectives in the play.

According to the teachers' understanding, play is directed to achieve certain goals of children's development and the teachers structured the children's play to achieve their planned learning goals. In the interview, the teacher, Ati, explains her understanding of play, which influences her play pedagogical practices by saying that:

Teacher's beliefs show that play focuses on some certain goals in teaching and learning rather than the development of the concepts as part of children's play. Furthermore, the teachers' understanding of the children's development tends to refer to the intellectual development, which links to how the children can follow instructions and gain knowledge from the play. In other words, the teacher, Ati, assumed that the children's intellectual development should be congruent with how they achieved the learning targets. She explains that:

Based on the teacher's statement, the "water" was used as an indicator of children achieving the learning goal. It indicated that the concept of fish habitat and children's knowledge of the concept that were developed, were superficial. The concept of fish habitat was not further explored in the play in order to develop a deeper understanding of the concept.

According to the cultural-historical theory, imaginary situations created in play connect play and learning to assist children's development (Vygotsky, 1966). These teachers' practices arguably limited the play development and children's concept development due to the use of pre-determined instructions and the neglect of child's perspective in structured play. This example is one of many similar examples of pedagogical practices with an unsuccessful imaginary play developed in the children's learning. That is, the children did not have the freedom to give new meaning to objects and actions during the play.

Role-play pedagogy where teachers are inside the play

Under the support of the researcher, the teachers implemented a playworld approach. Through the implementation, it was evident how the teachers engaged in the children's play to create a joint imaginary play situation. It can be highlighted that role-play pedagogy was present as reflected in the teachers being within the play frame during the playworld implementation. The following vignette illustrate this finding.

Vignette 2: Two teachers (Ati and Lia) and five children from three to five years-old (Ali, Raka, Alvin, Ligar, and Kana) played in a house corner to develop an imaginary play based on Putri Kemuning (the Princess Kemuning) story, a folklore from Riau, Sumatera Island. They pretended to be kings and soldiers who were trying to find the missing princess. This folklore was a part of the whole playworld story that developed during the intervention. One of the teachers created an imaginary situation in which she pretended to be an injured soldier by creating a wound on her forehead and asking for others' help. All children and the other teacher were surprised and tried to help her. The teacher's objective of this activity was to build the concept of liquid and solid through a collective imaginary play of Princess Kemuning.

From the vignette above, it can be seen that the teachers' roles were different from those evident in the structured and teacher directed play practices. In this playworld implementation, the teachers initiated the imaginary play scenario and this opened the opportunity to develop the imaginary play in a way that positioned the teachers to be inside of the imaginary play situation. There was no instruction about the arrangement of the play. Particularly, the teachers demonstrated how they participated in the play through their roles, although to some extent **overacting or exaggerated** due to their childlike actions, when playing the role of an injured soldier to develop a collective imaginary play. This role-play pedagogy was different from other practices of playworld in other countries from the way the teachers talked and acted.

Specifically, in the new pedagogical practice of the teachers, they positioned themselves as equal participants to children as play partners. Interestingly, the teachers seemed to give instructions through their roles. For instance, in character they asked "what should we do to help her" and "is there any medicine available for me?". In this sense, this play practice is teacher-guided play but from within the play scenario rather than from outside of the imaginary play.

This role-play pedagogy exemplifies the teachers' understanding of playworld. In this pedagogy, the teachers tried to actively participate, both mentally and physically by positioning themselves inside the children's play. This was done by sitting or lying down around children and acting in the role of an injured soldier. They were exploring how to change their original roles from being a teacher controlling the play to interpret their new roles in play as a play partner. They tried to interact with children in order to create new meanings of objects and actions and develop the play.

According to Lindqvist (1995), adults' participation and meaning-making practices are two key concepts of playworld. Thus, it can be said that the role-play pedagogy indicates a process of learning for teachers when implementing the playworld. Additionally, it also

demonstrates the teachers' transition from being an outsider as a teacher directing play to being an insider of the play as play partners. The role-play pedagogy can be considered as a step in implementing the playworld in children's learning for teachers in this study in Indonesia.

The teachers' role-play of an injured soldier in the implementation of the playworld was an indicator of a successful start of a new collective imaginary play (Fleer, 2011b; 2014). Playworld as an educational approach builds an imaginary world where both children and adults can participate simultaneously (Nilsson, 2010). The vignette 2 shows how the teacher, Ati promoted the play in which her individual imagining becomes a collective imagining through the role-play pedagogy. For these unsuspecting children, Ati, created a condition to seek children's responses to develop a collective imaginary play. She pretended to be injured and asked for help from others. Lia, the other teacher, and all the children who were surprised to see Ati's condition entered her individual imagining by accepting that Ati was an injured soldier and tried to help by giving some medicine and taking care of the wounds. **This practice indicates a teacher centred imagination where the teacher's imagination becomes the centre of play.** That is, although the children and the teachers participated in this play, most responses to the injured soldier role-play revolved around the teacher's individual imagining, as a way of inviting in children to the play that was collectively emerging.

The children responded by following the teacher's initiative, but they had freedom to decide how they could help the injured soldier. Vignette 2 illustrated how the teachers and the children communicated in a collective imagining by **playing their own roles and expressing individual imagining.** As a result, interactive situations were built in the play, and the collective imaginary play was expanded. These findings are in line with Elkonin's (2005) and Fleer's (2011b, 2014) studies which highlight that children interact through creating both an individual and a collective imagining. This interactive situation is different from Vignette 1 and can be considered as a positive sign of change in play practices to give more freedom to children in the play practices in this childcare centre in Indonesia.

Rather than questioning Raka's individual imagining of the cough medicine as the representation of his understanding of injuries that included throat damage and cough, the teacher chose to follow Raka's imagination and pretended to have a cough so that she could take the medicine. Thus, the teacher and children collectively extended the imaginary situation. The above situation illustrates that collective imagining and individual imagining are dialectically connected (Fleer, 2011b; 2014). The teacher considered Raka's perspective of play into the imaginary play by not criticising his actions despite the discrepancy between the story context and the imaginary play context. This play situation indicates that the teacher followed the child's individual imagining and expanded the collective imaginary play through a dramatisation that included an over acting in role. It was evident that the teachers' responses and actions contributed to the development of collective imagining and extended the continuity of the imaginary play.

Another finding that can be highlighted from vignette 2 is how the teachers gave opportunities to the children to change the meaning of objects and actions. For example, the children responded to the injured soldier by pretending to give different type of medicines. This example represents a dual role of imagination in that the imagination is based on reality and reality itself is based on imagination (Vygotsky, 2004). The children show the understanding of different type of medicines that they may have in their real everyday life.

Additionally, as they delved into the play, the children created a new role, from soldiers and king to doctors who taking care the injured soldier using the imaginary medicines and bandage. Objects are regarded as pivots for actions in which both objects and actions are closely related to how new meaning can be created within an imaginary situation (Elkonin, 1999; Fleer and Peers, 2012; Vygotsky, 1966). In this situation, the teachers

allowed children to explore and develop the play in which they supported it through their partner roles in the play.

These examples show that in this vignette, the degrees of freedom are huge compare to the first vignette. The teachers' change their pedagogical practices from structured and directed play practices to role-play pedagogy that support degrees of freedom in the play. Children as well as teachers as players have some degrees of freedom. The teachers develop degrees of freedom for themselves that allow the children to develop theirs. This change can be seen from how teachers engaged or interacted with children in the play. The teachers became more initiative, responsive, and open-minded in considering children's perspectives and developing the flow of the play. These changes support the expansion of the play that depends on the degrees of freedom in the meaningful imaginary play with adult's involvement (Lindqvist's, 1995; van Oers, 2010). Vignette 2 shows how a play situation expanded in the story of princess Kemuning through the teachers' role-play pedagogy that support teachers' and children degrees of freedom. As commented by teacher Ati:

It is supported by teacher Lia's interview comments:

These statements depict the teachers' understanding of play practices in the playworld implementation by comparing the structured play and the role-play pedagogy. **They commented on a more flexible practice of the playworld and that this approach could enrich the children's play experience by being inside the play rather than directing the play.** This flexible practice demonstrates that the freedom to make interpretations is an essential part of the common fiction in playworld (Lindqvist, 1995). In summary, this change of pedagogical practices can provide the teachers with a different understanding and implementation of play.

Conclusion

This paper explores how Indonesian teachers shift their pedagogical practices in organising children's play. The study uncovered play practices prompted by imaginary situations. The data analysis exposed the shift from structured and teacher directed play situations where the teachers were outside of the play to role-play pedagogy where the teachers followed imaginary situations and they were inside of the imaginary play. In the structured and teacher directed play situations, the teachers' dominant roles were reflected from how they decided children's roles and actions through non-negotiable instructions. This demonstrate that the teachers' understanding of play often caused them to exclude the children's perspectives at the expense of certain academic learning goals. These practices somehow represent the common play practices of children's learning in Indonesia that limit children's and teachers' degrees of freedom because the play is tightly scripted.

In contrast, through the implementation of a playworld, this study found that teachers developed a new role-play pedagogy. That is, the teachers gave attention to the children's play in terms of initiating their individual imagining. The teachers' participation in imaginary moments through creating a new role and dramatising the moment is influential to expand the imaginary play of the collective from inside of the imaginary play situation. These practices were reflected in the teachers' over acting in role. The teachers built the story of the play together with the children and were involved in certain roles to respond the children's imaginary play by being inside of the imaginary play. This pedagogy allows the teachers to develop in play degrees of freedom that give opportunity for children to develop their degrees of freedom as well.

Additionally, despite the way the teachers exaggerated their roles in the play, the role-play pedagogy demonstrated the teachers' process of learning to implement playworld and their transition from the structured play practices to the role-play pedagogy in which teachers moved from being outside to inside of the imaginary play situation. The role-play pedagogy is an indicator of the teachers' understanding of playworld and it could be regarded

as an initial step in implementing the playworld, and as a new play approach for Indonesian teachers.

The role-play pedagogy generated a flexible flow of learning where the children and the teachers can expand the imaginary play and interactive situations that represent the result of teachers' and children's degrees of freedom during the play through the implementation of playworld. By giving degrees of freedom for themselves as teachers, the teachers being play along with the children to develop the play as play partners. In this pedagogy, the teachers considered the children's perspectives in the play, an account ignored in the structured and teacher directed play practices resulting in children's degree of freedom in the play. The emergence of degrees of freedom in the implementation of playworld enables the teachers to further explore and think about the ideal play pedagogy and this suggests a positive impact of playworld implementation. This shift in the teacher's pedagogical practices revealed that in the role-play pedagogy, teachers play a crucial role from inside of the collective imaginary play.

In conclusion, this study has identified a new understanding of play pedagogy that is relevant for developing imaginary play in Indonesia. The findings support the view that role-play can be used as a pedagogical practice for supporting children's learning through adults and children collectively creating imaginary situation where the degrees of freedom, the freedom allowed to the children and the teachers to make their own choices in play, are found (Fleer & Peers, 2012; van Oers, 2010; Vygotsky, 1966). The teachers' pedagogical practices and their active engagement are essential in developing the children's play and support their learning. In other words, it is suggested that the teachers actively and continuously participate in the children's play and support degrees of freedom for all, despite the challenges faced when moving from a teacher to a child oriented playworld. Finally, this study demonstrates the potential development of children's play through teachers' active engagement in imaginary play.

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Table

Table 1. The detail of the data collection methods.

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