

'Free play is important for children's motor development, but how we can supervise it?' A

Phenomenological Study At Early childhood Education

“El juego libre es importante para el desarrollo motor de los niños, pero ¿cómo podemos supervisararlo?”

Un estudio fenomenológico en la educación infantil

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Abstract. This study aims to determine the perception and implementation of the relationship between outdoor free-play activities to support students' motor development and teacher involvement during early childhood play. A phenomenological study with the participation of 12 early childhood education teachers who have different backgrounds in the history of teaching experience, age, and gender. The data were obtained through the results of structured interviews conducted for five consecutive days with each teacher. All data was processed using NVivo 11 for Windows which provides a structure for conducting qualitative investigations to uncover this phenomenon. A total of three themes were produced, namely (i) Perception of the importance of free-play for motor development; (ii) Involvement of teachers during free-play activities; and (iii) Time to do free-play activities. However, these findings reveal that not all teachers accompany and supervise every activity carried out by children in outdoor play and do not know how the overall picture of motor development is and the availability of fields and playgrounds is limited. Implications for education policymakers, teachers and families about outdoor free-play. Policy support, policymakers in Indonesia, especially the Ministry of Early Childhood Education to create a conducive environment for outdoor activities, especially when planning school standards and program competencies to support holistic early childhood development.

Keyword : Free-play outdoor activities, Motor development, early childhood education, Phenomenological Study.

Resumen. Este estudio tiene como objetivo determinar la percepción e implementación de la relación entre las actividades de juego libre al aire libre para apoyar el desarrollo motor de los estudiantes y la participación de los maestros durante el juego en la primera infancia. Un estudio fenomenológico con la participación de 12 docentes de educación infantil que tienen diferentes trayectorias en la historia de la experiencia docente, edad y género. Los datos se obtuvieron a través de los resultados de entrevistas estructuradas realizadas durante cinco días consecutivos a cada docente. Todos los datos se procesaron utilizando NVivo 11 para Windows, que proporciona una estructura para realizar investigaciones cualitativas para descubrir este fenómeno. Se produjeron un total de tres temas, a saber (i) Percepción de la importancia del juego libre para el desarrollo motor; (ii) Participación de los maestros durante las actividades de juego libre; y (iii) Tiempo para realizar actividades de juego libre. Sin embargo, estos hallazgos revelan que no todos los profesores acompañan y supervisan todas las actividades realizadas por los niños en el juego al aire libre y desconocen cómo es el panorama general del desarrollo motor y la disponibilidad de campos y áreas de juego es limitada. Implicaciones para los responsables de las políticas educativas, los profesores y las familias sobre el juego libre al aire libre. Apoyo a las políticas, a los formuladores de políticas en Indonesia, especialmente al Ministerio de Educación Infantil, para crear un ambiente propicio para las actividades al aire libre, especialmente al planificar estándares escolares y competencias programáticas para apoyar el desarrollo holístico de la primera infancia.

Palabra clave: Actividades de juego libre al aire libre, Desarrollo motor, educación infantil, Estudio Fenomenológico.

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Introduction

Free play is often associated with rules and freedom to play with others regardless of gender (Hjelmér & Hjelmér, 2020), Kids have an innate need to play; they willfully participate in enjoyable activities that enhance their physical, mental, social, and emotional abilities (Gemmell et al., 2023), and training children's self-regulation when playing (Colliver et al., 2022). This free play does not always and by itself implies freedom of play to get the child's development holistically (Maloney & Hamm, 2019), but can easily develop certain conditions such as for children's motor development. A recent study revealed the involvement of physical activity during free play time outdoors among pre-schoolers is related to Fundamental Motor Skill Competence (FMSC) especially, locomotor skills with only half of free play time in outdoor settings being spent on physical activity (Tsuda et al., 2020).

The outdoor environment is considered by teachers as a space for free play and free moving activities by utilizing

existing facilities for children to develop their motor skills (Ozturk & Ozer, 2021). Children who engage in active free play outdoors can also develop their gross motor skills and their ability to move their bodies in enjoyable, unstructured ways (Truelove et al., 2020). The used free play time teacher involvement is considered as an important factor for the relationship between play and development outcomes. This research using a phenomenology study (Aras, 2016).

Although free play is important for a child's movement experience, other studies suggest that free play outdoors alone is not enough to achieve this level of motor learning. During free play, the teacher prepares the equipment needed for the child and checks its safety, this situation tends to eliminate verbal instructions that allow children to practice motor skills. (Capio et al., 2021). Limited transfer learning occurs between motion tasks that refer to different motor competence domains, practicing with certain tools has a direct impact on that task alone but not necessarily on other tasks related to the same motor competence (P Tortella et al., 2022). Indeed, the environment is one of the

factors found to be a potential influence for motor learning in addition to cultural, biological, social and psychological factors (True et al., 2018). Both indoor and outdoor environments such as playgrounds and teacher-directed activity settings have a marked influence on the physical activity behavior and motor development of preschool children (Niemistö et al., 2019). There are differences in the meanings of free play among children, parents, and teachers. In this study, we looked at the ideas behind unstructured play. Playing outside is considered unstructured play since it is characterized by spontaneity, flow, and the appearance of aimlessness (Tan et al., 2020).

In order to promote children's motor development, early childhood movement activities must be planned by teachers within the framework of either structured or unstructured outdoor activities (Cheung et al., 2023). Depending on how teachers identify their role in free play outdoors (Fesseha & Pyle, 2016) and provide verbal and physical feedback and provide visual instructions regarding assignments and environmental modifications (Brian et al., 2016). Moreover, in the context of free-play, which frees up the movements made by students on the playgrounds available in their respective schools, teachers become part of decision making, use their problem-solving skills, interact with others, and improve children's activities while playing (Aras, 2016).

Even in the context of free play for children's motoric development, observation, attendance, or even proper guidance from teachers or motorists is needed every day (Hestbaek et al., 2021; P Tortella et al., 2022). In this context, the question of how the organization, structure and purpose of activities and active play can influence the motor development of preschoolers has so far received little attention (P Tortella et al., 2022). And unfortunately not many teachers know their role in assisting free play activities in the field related to children's motor development if the teacher directly supervises and provides improvements to each child's activity (Tan et al., 2020). This phenomenon is the basis for digging deeper information for classroom teachers in early childhood education in revealing the importance of free play activities outdoors or on the playground to support children's motor development.

Method

Phenomenology study strives to explore the 'lived experiences' of participants in this study (Shaw et al., 2023) which are able to describe certain phenomena in the experience of early childhood teachers in teaching in relation to free-play and early childhood motor development, as well as previous research using phenomenological studies with the study of early childhood free-play (Aras, 2016). Perceptions, experiences, and implementation of early childhood education teacher involvement were investigated through in-depth interviews and observations.

A total of 12 early childhood education teachers who teach in early childhood education participated in this

study. All of sample was collected by convenience sampling. Participants have different backgrounds in terms of graduates, length of teaching, age and gender. All participants have expressed their willingness to participate in this study to explore information about free-play and motor development in early childhood education.

In-depth interviews and observations were used as instruments in data collection to reveal this phenomenon. A semi-structured interview schedule was prepared by the researcher to collect data on the perception of early childhood education teachers on the relationship between free-play and motor development. The interview schedule was conducted for five consecutive days for each teacher by involving 7 questions that explored demographic information about teachers; their perceptions of free play; and their perceptions of teacher involvement in free play; perceptions of the right time for free play; perceptions of the importance of motor development; perceptions of the relationship between free-play and motor development for early childhood; and perceptions of the duration of free-play by children to increase motor development; Observations seek to investigate what early childhood education teachers do when children are in their spare time and how they engage in children's play. The teacher was first observed and then interviewed to allow the teacher and researcher to refer to some related cases or moments from the observations. Teachers found opportunities to express their perceptions and implementations more clearly because they model their explanations referring to the time they were observed. To prevent data loss, a camera was used during the observation. Descriptive notes and researcher reflections were recorded during data collection.

Triangulation, peer review, clarifying researcher bias from the beginning of the study, member checking, rich and thick descriptions, and external audits are some of the strategies (Creswell, 2018) carried out to test the credibility of qualitative studies. Likewise, instrument reliability, peer review and expert judgment have been used in this study for validity. Research results and findings are also analyzed through NVivo 11 for Window which provides a structure for conducting qualitative investigations efficiently and effectively that can be replicated, (Allsop et al., 2022).

Result

Interviewees were mostly women, aged between their 40 and 50 years old. Teacher experience ranges from three to more than 34 years, Educational background mostly from Strata 1 (Table 1).

Based on their responses, seven of these teachers were categorized as having full understanding of the benefits of free-play for children's motor development, three as partial understanding and two as having no understanding of this. The two themes that best describe the teacher's understanding of the benefits of free-play for children's motor development come from an inductive thematic analysis

that produces three themes, namely (i) Perceptions of the importance of free-play for motor development; (ii) Involvement of teachers when doing free-play activities; and (iii) Time to do free-play activities. The emerging themes, including supporting quotes from teacher interviews, are presented in table 2.

Table 1.
Participant information

Participant	Gender	Age (years Old)	Educatational background	Teaching Experience (year)
1	F	40	S1	18
2	F	50	S2	34
3	F	45	S1	15
4	M	27	S1	3
5	F	40	S1	10
6	F	23	S1	3
7	F	40	S1	12
8	F	50	S1	15
9	M	41	S1	11
10	F	39	S1	8
11	F	51	S1	13
12	F	35	S1	10

Table 2.
List of theme and codes regarding teachers' understanding and perception of free-play for motor development

Themes	Codes (n Teacher)
Perception of the importance of free-play for motor development	Maturing gross and fine motor development (3)
	Stimulus of gross motor skill development(4)
	Holistic child development (2)
	Preparing for student learning (1)
Involvement of teachers when doing free-play activities	Facilitator (6)
	Do not dominate the game (2)
	Supervise and control activities (3)
	Give confidence to children (1)
	Approaching the child (2)
Time to do free-play activities	Ensuring a safe environment (1)
	Flexible duration so children don't get bored (5)
	Take advantage of the time with minimal facilities (5)
	Short, but repeated every day (1)
	Beginning of learning (9)

Theme 1: Perception of the importance of free-play for motor development

Teachers spoke widely about their perception of free-play physical activity outdoors being important for the gross motor development of preschool students. Analysis of teacher interviews revealed that teachers considered free-play physical activities carried out outside the room to stimulate gross motor development.

Free-play activities are indeed very necessary, in connection with the motor development of early childhood so that they are able to be stimulated to the maximum when they are outdoors. This free-play activity is not limited to always being in the classroom, it is better outside so that children also get vitamins from sunlight. (P₁)

Furthermore, teachers describe that they believe that free-play physical activity stimulates gross motor skills that can stimulate children's development holistically, not only in motor development but also in other aspects such as cognitive and affective. This can be seen when children learn to queue when they want to use a slide or think how to play on a hanging box to reach one pole to another.

Children's development according to their developmental stages must be different from each other, especially the

coordination of children's gross motor movements as a trigger for children's concentration levels during learning and other social abilities that can be accommodated by free play outside the room. (P₂)

There is one participant who responds differently about free-play physical activity, the second participant reveals that he believes free-play physical activity makes children listen to it when learning in class and pay more attention after free play time. Teachers get into trouble when they start the day without engaging in free play. However, if the activity is too heavy, the child will be tired.

Children's play time can be adjusted to the needs of children when playing freely outside the room, meaning that if it is too long, they will be tired and not enthusiastic about learning in class, but on the contrary, if it is right, they will be eager to follow the lesson. Once I made observations, when they had done free play activities in the field, after that they went straight to class and were able to listen and carry out the instructions given well, even though this was just an ordinary observation. (P₅)

However, the results of the interview revealed that there were as many as five teachers who thought that when they invited them to do free-play activities outside the room, they were often constrained by limited land and children's playgrounds, even though a playground was available. One of the teachers explained about this,

Usually we (teachers) always invite them to play outside to stimulate their motor development, even though we (teachers) use makeshift field facilities and makeshift children's playgrounds too, many are damaged and are actually afraid to be dangerous for children. For example, a slide that has a hole and a swing that is broken. (P₁₀)

Theme 2: Involvement of teachers when doing free-play activities

Analysis of interviews conducted with teachers and observations showed that early childhood education teachers mostly spent most of their time observing children during school hours. Some teachers are aware that their role in outdoor free-play activities is only to be a facilitator who does not take full account of the scenarios played by the children. As the five participants said that:

The involvement of the teacher is only as a facilitator, does not dominate the game, frees children to interact and provides opportunities for imagination in playing. The teacher also does not forget to accompany the children and ensure that all children do free play activities in their own way, every child is different. (P₆)

When the teacher realizes that his role is to be a facilitator when children play freely outside the room, run in the field or play in the playground, then the teacher feels responsible for fully supervising the child and controlling the activities carried out by the child. Teachers believe in the importance of indirect involvement in children's free play outdoors. Indeed, full control of activities is not directly given to children, but teachers should supervise all activities carried out by students. Teachers still have to accompany

the children and observe their gross motor skills through activities that children do without or using tools. Indirect supervision is carried out so that students do not feel supervised so that they are free to imagine in playing freely in the field. However, this approach is not carried out every day, sometimes they feel bored and reluctant to observe children's activities when playing outside and only look from a distance to ensure their safety.

Sometimes we (teachers) also do not know what we are observing in terms of children's motor development. We (teachers) only see if they can run well without falling or playing slides without having to push friends in front of them. (P₈)

Most teachers engage in children's play when they observe a problematic situation or when children complain about any situation or their peers during play. In general, teachers are immediately involved when a child cries, yells at another child, hits or pushes his friends. One of the teachers reminded the class rules when such problematic situations occurred during live play. The teacher takes a direct approach to children who are involved in problems when free play activities are carried out.

The teacher can get closer to the problem child, for example when there is a child who cries while playing freely outside the field because he is accidentally pushed by his friend, the teacher immediately approaches the two for understanding. The approach can also monitor the development of various aspects of children in outdoor free play activities. (P₇)

Generally, teachers will prepare a safe environment for children to do free play activities in the field. The fifth participant said that the main role as an early childhood education teacher is to provide a sense of security for children. This participant mentioned that for this the teacher has a big responsibility to look after the children, especially when playing freely in the field because the children are free to move wherever they want. To prevent injuries or accidents while playing, the teacher provides a safe environment and also always observes the children.

We as teachers are trusted by our children's parents to be able to look after and educate them to grow and develop at school. Very high responsibility is needed to be able to guide students in the process of playing and learning including free play in the field which has a fairly high level of risk regarding child injury. Therefore, teachers must really supervise children when playing freely in the field. (P₅)

Theme 3: Time to do free-play activities

Time provides opportunities for children to be actively involved in various types of play. The nature of social interaction in games, challenges and risk taking; how and when children exercise choice and control; creative manipulation of space and loose parts (i.e. environmental components); and the nature and duration of their free play. The results of interviews with teachers revealed that most teachers consider the right time to do free-play activities outdoors is at the beginning of learning. Free-play frees children to play

outdoors under the supervision of the teacher outside the classroom to provide a variety of games that are of interest to children and are safe for children before entering class. If they are not too tired, they will be excited to enter class. Sometimes the children do not want to enter the classroom and enjoy playing freely in the field. Therefore, I try to create a habit of playing freely on the field for a while before entering class. (P₉)

The results of the interview also revealed the duration of time stated directly by the teacher, namely: 'The duration given to children to play in the field is approximately 15 minutes every day, short but repeated every day'. There are also teachers who believe that the duration for doing free-play activities outdoors is flexible so you don't get bored.

Free-play activities carried out outdoors can be carried out at any time, at the beginning of learning, during breaks or while waiting to be picked up by their respective parents. The duration can be flexible seeing the condition of students so that students don't get bored with makeshift facilities and a slightly narrow field. (P₄)



Figure 1. Playground Facilities

Many of the teachers stated that children should be given the opportunity to play freely there is no direct role of the teacher but the duration is determined by the teacher. Two teachers assumed that they were involved when the children asked for it. Teachers believe in the importance of children's permission before engaging in their play. They stated that teachers should respect children's play and should avoid disturbing children with improvised facilities and equipment.

Discussion

Free play outdoors provides active play opportunities seems to influence the level of physical activity during childhood (Nobre et al., 2022). Outdoor free play can also be a very effective tool in achieving this goal by contributing to development through holistic teacher-led learning in the early childhood years (Storli et al., 2019). Unstructured outdoor play can serve as an effective tool to increase phys-

ical activity in young children, (Bondi et al., 2020). In addition, this activity is a great opportunity to develop social skills and improve the child's mood state for fun, (Köngäs et al., 2022). Free play activities carried out by children mostly focus on outdoor spaces because they are often more varied and allow fewer restrictions on visual and gross motor exploration, (Ozturk & Ozer, 2021). This framework is based on the potential benefits of play that arise in physical health, along with cognitive, social and emotional well-being

This phenomenological research reveals in terms of the experience of teachers in teaching in early childhood education regarding the provision of time to do free play activities outdoors and their perceptions of the impact on gross motor skills of early childhood. The results show that teachers believe in the importance of involving children in outdoor free play activities to support motor development. However, there are several controversial issues from the findings obtained: First, the teacher said that accompanying and supervising every activity carried out by children in free play outside the room was important for children's motor development, but the implementation did not support their perception. There are some teachers who leave the children alone to play alone. Second, the limited observation on children's motor development is felt by the teacher because they do not know how the overall motor development picture of students is for supervise it, so the teacher only observes in terms of safety, even if there is a teacher only observes one aspect, for example running.

Teachers play an important role in outdoor physical activity when children play (Capio et al., 2021; Fesseha & Pyle, 2016; Tok, 2021), teachers are decision makers when determining the duration and direction of children to take opportunities in play. That is, the teacher should approach the child under supervision during play. Teachers in the school environment for children are people who can enrich or hinder their play experience, teachers often provide game material to students both during warm-up and during game material (Budiman et al., 2024). What teachers think and do about play makes a difference in children's play experience with respect to the playground, materials, time and playmates (Ivrendi, 2020). Free-play exercises outside give a great opportunity to back children's information and engine aptitudes (Köngäs et al., 2022). Support and feedback from teachers can help children in developing their learning potential, and can also help them to increase their creativity (Tok, 2021). However, replay activities outdoor provide the risk for children such as physical injury, children trauma, fear to take a part at movement play (Liu & Birkeland, 2022).

Fostering motor development is also beneficial for the holistic development of children (Bautista et al., 2020) if the teacher is involved in it to oversee every movement in the activities carried out by the child, because at school the teacher is the decision maker for children to play freely in determining whether to be actively active, and teachers must implement this early childhood education policy

(Friskawati et al., 2023). Physically or immobile during free play time (Tsuda et al., 2020). However, if there is no teacher supervision, movement improvement and also feedback provided by the teacher, the child's motor skills will develop slowly (Van Capelle et al., 2017). It is important for teachers to consider when teaching motor skills to children to ensure the child receives developmentally appropriate instruction. Fundamental motor skills facilitates participation in physical activity and is important for children's overall development (Bolger et al., 2021).

The findings of this study reveal that teachers monitor children when they play freely outside the room, are responsive to their questions when someone comes to them and provide some comments when children ask about something during free play. However, to improve motor skill outcomes, the teacher's role must go beyond just observing (Goodway et al., 2019; Lindsay et al., 2020). Through their observations with observations or field notes that are carried out every free-play activity is carried out (Lucy H Eddy et al., 2021), the teacher will get data on the child's motor skills if the teacher understands it (Bautista et al., 2020). The teacher's active role during free-play activities is to supervise children's safety, but they do not interact with children to encourage or prevent them from being active during free play time. Teachers give full freedom to children in choosing the movement activities they do which will predict the fundamental motor skills of children (Tsuda et al., 2020). Motor skills interventions by teachers improved motor skills competencies among children compared to age-appropriate control peers (Bryce, 2021). Children will not develop all aspects of their motor skills because of the teacher's lack of expertise in supervising and correcting movement during play activities (Wainwright et al., 2020).

Teacher knowledge about early childhood motor development is important for every classroom teacher (Palmer et al., 2019; Valentini et al., 2016; Webster et al., 2019), because in Indonesia there are no special physical education teachers who teach in education. early childhood, it is necessary to understand the importance of motor development for children to classroom teachers. The connections among motor development, social cognition and language. that developing motor skills can influence the number and types of opportunities that children have to interact with others, and the consequent development of social relations (Reikerås et al., 2021). It is the teacher who should be the key to success for the development of children's motor skills in early childhood education through the instructions given (Brian et al., 2016), providing movement improvement feedback (Zhou et al., 2021) to evaluation. given in observing the motoritic development of children (L H Eddy et al., 2020). This activity can be done when children play freely in the field by utilizing the facilities and equipment available at the school (Ozturk & Ozer, 2021). Timing should also be arranged in such a way that children are effectively able to carry out free play activities outside the room to stimulate motor development, usually in the morning because in the morning

apart from children being present, all can also get vitamins from sunlight (Tsuda et al., 2020). The results of this study revealed that some teachers also complained about the playground facilities and infrastructure available in the early childhood education environment, which should be well available to support the stimulation of children's motor development through free play outdoors (Storli et al., 2019). The availability and completeness of the playground serves as a children's facility to support free play activities in their spare time before entering class, resting or after school, (Whitebread et al., 2017). A special concern for teachers when bringing children to play freely on the playground is safety. How the facilities and equipment on the playground are available and their safety is guaranteed for children to use for outdoor play provides an open, dynamic, varied opportunity that is unpredictable and, sometimes, risky (Liu & Birkeland, 2022). Teachers need to design play areas on playgrounds so that children have more opportunities for play experiences that may be riskier. Therefore, informing educators, school administrators and policy makers about their role in providing a comfortable and safe play environment for children can increase their awareness and understanding of the importance and necessity of allowing children to play freely outdoors (Ozturk & Ozer, 2021).

The study of the phenomenon of outdoor play activities in relation to children's motoric development in early childhood education is only limited to revealing the teacher's perception, which can be considered as a limitation in terms of understanding the problem. The direct involvement of parents and children in this research can fill the gap regarding the relationship between free play activities outdoors and motor development of early childhood. A multi-disciplinary perspective will add a different dimension to understanding outdoor activities to see their impact, especially for children's motor development. In addition, children may not be asked directly to describe their favorite type of outdoor play activity and the results can be examined to describe basic motor skills developed through outdoor play activities. There is a need in future to repeat research like this one to explore more details in the perceptions of teachers, parents and students even to interventions to provide specific evidence-based recommendations to maximize outdoor free play activities for early childhood motor skills.

This study draws implications for education policy makers, teachers, and families regarding free play activities outdoors and in the outdoor environment which apparently cannot be done without supervision by early childhood education teachers who have knowledge about children's motor development. Support from policy regulations, policy makers in Indonesia especially the ministry of early childhood education, primary education and secondary education is needed to create a conducive environment for outdoor activities, especially when planning school standards and program competencies. It turns out that there are many limitations to outdoor free play that arise from teacher standards and the environment for outdoor play activities

such as the available playgrounds and early education programs. This study also shows that teachers as early childhood educators should include outdoor activities in their practice regularly and continuously every day. Instilling the philosophy of teachers must always remember that play activities have an important role in the development of children, not only motor development but holistically. The limitation of this research lies in the research method which only explores teachers' experiences through the phenomenology method. So, for future research it is recommended to use mixed methods.

Conclusion

There are three themes in this research, namely theme 1 regarding the perception of the importance of free play for motor development; theme 2 regarding teacher involvement when carrying out free play activities; and the third theme concerns the time spent doing free play activities. Teachers view play as a tool to support children's developmental areas holistically, including outdoor free play activities. This activity will stimulate their imagination to be able to explore their movement abilities that are adjusted to their level of ability to play without or using tools. This situation is believed by teachers as a stimulus for early childhood motor development as the basic capital for developing movement skills in the future. The study of this phenomenon shows that outdoor free play activities help children develop motor skills such as climbing, running, walking, balance and other basic movements. Three themes have been revealed about this, namely: The importance of free-play for early childhood motor development; Teacher involvement when doing free-play activities; and Time to do free-play activities. Although, teachers do not always accompany children when playing freely outside the room and observe children's motor skills during play because of limited knowledge and understanding of this.

The teacher's perception of the importance of free-play activities outdoors is believed by the teacher as a stimulus to ripen gross and fine motor development, even being able to be a stimulus for holistic development both in terms of developing student attitudes and thinking skills. The role of the teacher when children play freely outdoors is the main key to increasing their potential, including their gross motor development. A play environment such as a responsive, friendly and safe playground area to the needs and interests of children must be provided. The role that the teacher has during free play is open to the possible benefits of play on children's development and learning. Provide a safe environment for children, observe children, participate in their play, select materials for play, or plan playtime; at the same time, respecting children's needs, letting children act freely and make their own choices and interact with their peers are some of the important roles of teachers. Additional training for teachers on how to improve the quality of outdoor free play time for early childhood to maximize chil-

dren's potential, especially motor development, is important to be scheduled by the competent authorities, in this case the Indonesian Ministry of Education specifically for early childhood education.

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