

## **Utilization of Play-Based Learning Towards Enriched Play-Based Learning Activities**

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### **Abstract**

This study explores the effects of play-based learning activities on kindergarten students' overall development, with a particular emphasis on the cognitive, motor, and socioemotional domains. The study aims to shed light on these activities' crucial significance in influencing early childhood education practices through an examination of them. The study aims to evaluate the extent of play-based learning activities, examine the academic performance of first graders, explore the connection between academic achievement and play-based learning, and suggest enhanced play-based activities to address identified developmental needs. Using a mixed-methods approach, questionnaires, performance analysis, and observation were used to gather data. The data was analyzed using statistical tools, such as Spearman Rho correlation, to examine correlations and extract meaningful information. The results indicate that kindergarten students participate in modest amounts of cognitive, physical, and socioemotional development activities. An examination of the academic performance of first graders reveals largely good results, with a strong correlation between academic accomplishment and play-based learning activities. Ultimately, the research disproves the null hypothesis and confirms a significant positive correlation between the amount of play-based learning activities and academic achievement. There are suggestions made for teachers and administrators on how to support play-based learning integration and promote holistic development in early childhood education settings.

*Keywords: Education, Play-Based Learning, Holistic Development, Academic Performance, Philippines*