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Designing a Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education

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A B S T R A C T

Purpose: This study aimed to design a play-based, skill-oriented homework model within the Persian language curriculum for early primary education.

Methodology: Employing an exploratory mixed-methods design, this research was conducted in two phases. In the qualitative phase, thematic analysis was applied to analyze a corpus of educational documents, policy texts, and theoretical sources published between 2009 and 2024, retrieved using purposive sampling from credible academic and institutional databases. Data collection was conducted via inductive note-taking, and analysis followed a three-stage coding process (open, axial, and selective coding) based on the Attride-Stirling (2001) framework. The extracted themes were then validated using Lawshe's content validity ratio and Holsti's intercoder reliability coefficient. In the quantitative phase, a researcher-made questionnaire was administered to a panel of educational experts to confirm the relevance and clarity of the derived components.

Findings: The final model comprises four overarching components: homework objectives, homework design, homework implementation strategies, and homework evaluation. These were further divided into 33 organizing themes and 269 validated basic themes. The objectives of homework covered eight domains including skill development, empowerment, social and emotional development, purposeful personal development, cognitive development, practical learning, and thinking development. Homework design included seven factors such as planning, context preparation, teacher roles, textbook content, assignment content, learning environment, and individual factors. Implementation strategies included motivational, collaborative, creativity-based, activity-based, research-based, and play-based methods. Evaluation methods encompassed formative, oral, and written assessments.

Conclusion: The proposed model integrates developmental principles and culturally responsive pedagogy, offering a structured yet flexible approach to designing meaningful homework that fosters holistic learning in young students.

Keywords: *Model design, homework, skill-oriented, play-based, Persian language curriculum, early primary education students.*

1. Introduction

The early years of education form the foundation upon which lifelong learning and development are built. During this critical period, learners begin to acquire not only foundational academic knowledge but also key personal, social, and emotional skills. Homework, as an extension of classroom learning, can play a significant role in consolidating these competencies—particularly when designed through a pedagogical approach that emphasizes play, engagement, and skill development. Recent shifts in educational paradigms advocate for the transformation of homework from a repetitive task-oriented process into an experience that cultivates creativity, critical thinking, emotional growth, and practical knowledge application (Willis, 2021; Xu et al., 2025). Within this evolving landscape, the Persian language curriculum in Iran's early primary education system demands an innovative reconceptualization of homework—one that is both skill-oriented and play-based.

Play, recognized globally as a powerful medium for learning, is not only inherently motivating but also developmentally appropriate for young learners. Research in early childhood education highlights that play fosters cognitive, emotional, and social competencies more effectively than didactic instruction alone (Alencar et al., 2024; Gondim et al., 2024). In particular, structured play embedded in academic tasks supports language acquisition, moral reasoning, collaboration, and executive functioning (Jasiūnaitė, 2024; Liaudanske, 2023; Veraksa et al., 2023). Despite the proven benefits of playful learning, traditional homework models in Iranian elementary schools have largely remained focused on rote memorization and mechanical practice (Sedighi Amnab, 2020). This discrepancy between what research suggests and what is practiced underscores the urgent need for rethinking how homework is conceptualized and implemented in the Persian curriculum.

Curriculum scholars argue that homework should be tailored not just to reinforce content, but to enable learners to engage meaningfully with knowledge in ways that are developmentally appropriate (Ahadian, 2014; Maleki, 2018). The skill-oriented approach to assignments aligns with this objective by focusing on measurable competencies such as problem-solving, communication, and creativity rather than passive knowledge reproduction (Momeni Kouhestani, 2020). Such assignments, particularly when integrated with play-based pedagogy, allow students to experience learning as joyful, contextual, and personalized. This dual emphasis addresses the growing call for holistic education that bridges cognitive and non-cognitive domains of development (Prakash, 2024; Pushpam & Singh, 2024). In practice, this involves not only changing the form of homework but also reorienting its purpose—shifting from task completion to skill enrichment and emotional engagement.

The effectiveness of game-based learning in language education has been widely supported by empirical research. For instance, Blume (2020) emphasizes that digital game-based tasks enhance learner motivation and deepen conceptual understanding in language learning contexts (Blume, 2020). Similarly, Dominguez et al. (2013) provide evidence that gamified learning activities result in higher levels of engagement and better retention of academic content (Dominguez et al., 2013). When transposed to homework design, such findings support the integration of game mechanics and playful experiences as viable tools for reinforcing language skills outside the classroom. Importantly, these game-based strategies should be structured and aligned with curricular goals to ensure that play is not reduced to mere entertainment but serves as a vehicle for skill development (Ucus, 2015).

Equally important is the cultural and contextual relevance of homework content. Assignments that are grounded in local values, family dynamics, and real-life situations are more likely to resonate with learners and elicit meaningful engagement (Xu et al., 2025; Zega, 2024). In Iran, this necessitates an understanding of the sociocultural environment in which children live and learn. For instance, the importance of family participation, respect for collective values, and religious frameworks all shape the way homework is perceived and practiced at home (Yashchenko, 2024). Designing play-based, skill-oriented tasks within the Persian curriculum therefore requires a culturally responsive approach that balances educational innovation with social acceptability and feasibility. This includes creating tasks that facilitate parent-child interaction, community building, and moral development (Cucui, 2024; Zega, 2024).

To construct such a model, the process of design must be grounded in empirical evidence and participatory input. The literature on curriculum design underscores the importance of involving stakeholders—teachers, parents, and even learners—in identifying meaningful competencies and appropriate forms of task delivery (Ghasemi et al., 2019; Modarresi & Modarresi, 2015). Moreover, interdisciplinary insights from psychology, educational technology, and

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health sciences demonstrate that play-based learning can address diverse developmental needs including emotional regulation, interpersonal sensitivity, and health literacy (Gentry et al., 2019; Mendes et al., 2024; Mínguez-Pardo et al., 2024). These insights provide a strong rationale for integrating a broad range of skills—from socio-emotional to cognitive and physical—into a cohesive framework for homework design. Notably, such a model would not be static but adaptive, enabling continuous feedback and revision based on classroom realities and learner responses (Gondim et al., 2024; Liaudanske, 2023).

Another key consideration is the teacher's role in facilitating meaningful homework practices. Teachers must not only assign tasks but also create the pedagogical conditions for successful engagement—through guidance, scaffolding, and feedback (Aslan, 2024; Veraksa et al., 2023). Training teachers in game design principles, task differentiation, and student motivation strategies becomes essential in this process. Similarly, curriculum planners must consider the allocation of time, resources, and professional development to support this shift in practice (Alencar et al., 2024; Willis, 2021). Institutional support from school leaders and education ministries further ensures sustainability and alignment with national educational goals.

Taken together, the current body of research makes a compelling case for redesigning homework in the Persian language curriculum to be both skill-oriented and play-based. Such a model not only aligns with best practices in curriculum theory and pedagogy but also addresses the real needs of learners, families, and teachers in the Iranian context. By drawing on the synergy between play and skills development, and grounding this approach in empirical evidence and cultural relevance, educators can transform homework into a meaningful extension of classroom learning—one that fosters joy, agency, and competence in young learners (Ghasemi et al., 2019; Momeni Kouhestani, 2020; Prakash, 2024). Therefore, the present study seeks to design a structured model of skill-oriented, play-based homework tailored to the Persian language curriculum for first-cycle primary school students, ensuring a comprehensive, dynamic, and developmentally informed approach to learning beyond the classroom.

2. Methods and Materials

Given that the nature of this study involves proposing a model for play-based, skill-oriented homework within the Persian language curriculum of the first cycle of primary education, the research method employed is a mixed-method design (qualitative–quantitative) with an exploratory approach. Considering the subject, objectives, and research questions, the exploratory design was deemed suitable for this study. In this design, thematic analysis was first conducted using a qualitative approach, and subsequently, a researcher-made questionnaire was used to validate the data obtained from the qualitative phase. This study is developmental in terms of outcome, applied in terms of purpose, and primarily qualitative in terms of data type.

In this research, the qualitative method was used for model development, and the quantitative method was employed for validation. Therefore, the research approach is mixed-method, wherein appropriate qualitative methods—especially thematic analysis—were applied to extract the foundational themes related to play-based, skill-oriented homework in the Persian language curriculum of early primary education, along with research metrics. Quantitative methods were then used to establish validity and reliability. Accordingly, after completing the qualitative phase, the basic themes were validated using the Lawshe and Holsti coefficients.

Using the approach proposed by Attride-Stirling (2001), the basic themes (codes and key textual points) pertaining to the model of play-based, skill-oriented homework in the Persian language curriculum for early primary education were extracted. Following that, data summarization was performed, and similar and repetitive themes relevant to the research topic were integrated. Subsequently, organizing themes were identified through the synthesis and summarization of the basic themes, and the overarching themes (high-level themes encompassing the governing principles of the text) were then derived. In the next step, the final thematic network was presented in four dimensions (overarching themes), 33 components (organizing themes), and 296 indicators (basic themes). During secondary coding, 17 codes were removed or merged, resulting in 279 basic themes.

The researcher reached consensus with subject matter experts through a researcher-made questionnaire to confirm the extracted themes. Ten basic themes were not approved by the experts, and ultimately, 269 indicators (basic themes) were validated. Table 1 presents the research methodology.

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Table 1

Research Methodology

Research Question	Research Method	Population	Sampling Method	Data Collection Techniques	Data Collection Tools	Data Analysis Method
What is the model of play-based, skill-oriented homework in the Persian language curriculum for early primary education?	Thematic Analysis	Documents available in credible databases and websites from 2009 to 2023 and from 1995 to 2024	Purposive Sampling	Inductive and Exploratory Approach	Note-Taking	Three-Stage Coding

3. Findings and Results

According to the findings presented in Table 2, the play-based, skill-oriented homework model in the Persian language curriculum for the first cycle of primary education comprises four overarching themes (homework objectives, homework design, homework implementation strategies, and homework evaluation), along with 33 organizing themes and 269 basic themes. Table 2 presents the code network of the play-based, skill-oriented homework model in the Persian language curriculum for early primary education, while Figure 1 illustrates the visual model of this framework.

Table 2

Code Network of the Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education

Overarching Themes	Organizing Themes	Basic Themes
Homework Objectives	*Skill Development*	Enhancing reading skills, self-regulation, moral and educational values; developing life skills; problem-solving; foundational learning skills; reducing anxiety and fear; nurturing joyful and knowledgeable children; writing skills; emotion regulation; life method learning; meaning focus; skill-theory integration; language proficiency; social adaptability; communication development; motor skills; listening abilities; vocational competence; environmental responsibility; teamwork; decision-making; social, physical, cognitive skills; team skills; engineering and practical skills; speech and ethical development.
	Empowerment	Accelerating children's abilities; improving cognitive and curricular goal achievement; nurturing law-abiding and responsible children; reading habits; learner responsibility; environmental adaptation; balance; leg muscle strength; coordination between limbs and eyes; problem-solving ability.
	Social Development	Effective communication; family characteristics; social relationships; healthy family environment; initiating interaction; requesting help; gratitude expression; rule-following; social interaction.
	Purposeful Personal Development	Mental and physical growth; enhanced attention and focus; personal independence; individual traits; visual-motor perception; psychomotor speed; self-management; self-leadership; personal skill development; behavioral problem resolution.
	Thinking Development	Critical, creative, symbolic, and social thinking; memory improvement; speech-to-thought transformation; positive learning attitude; higher-order thinking; imagination; intellectual development; logical thinking.
	Practical Learning Development	Experiential learning; applied meaning; real-life participation; continuity in learning; spelling accuracy; learning retention; experience contributions; vocabulary enrichment.
	Emotional and Spiritual Development	Family bonding; curiosity satisfaction; emotional expression; desire development; emotional-behavioral growth.

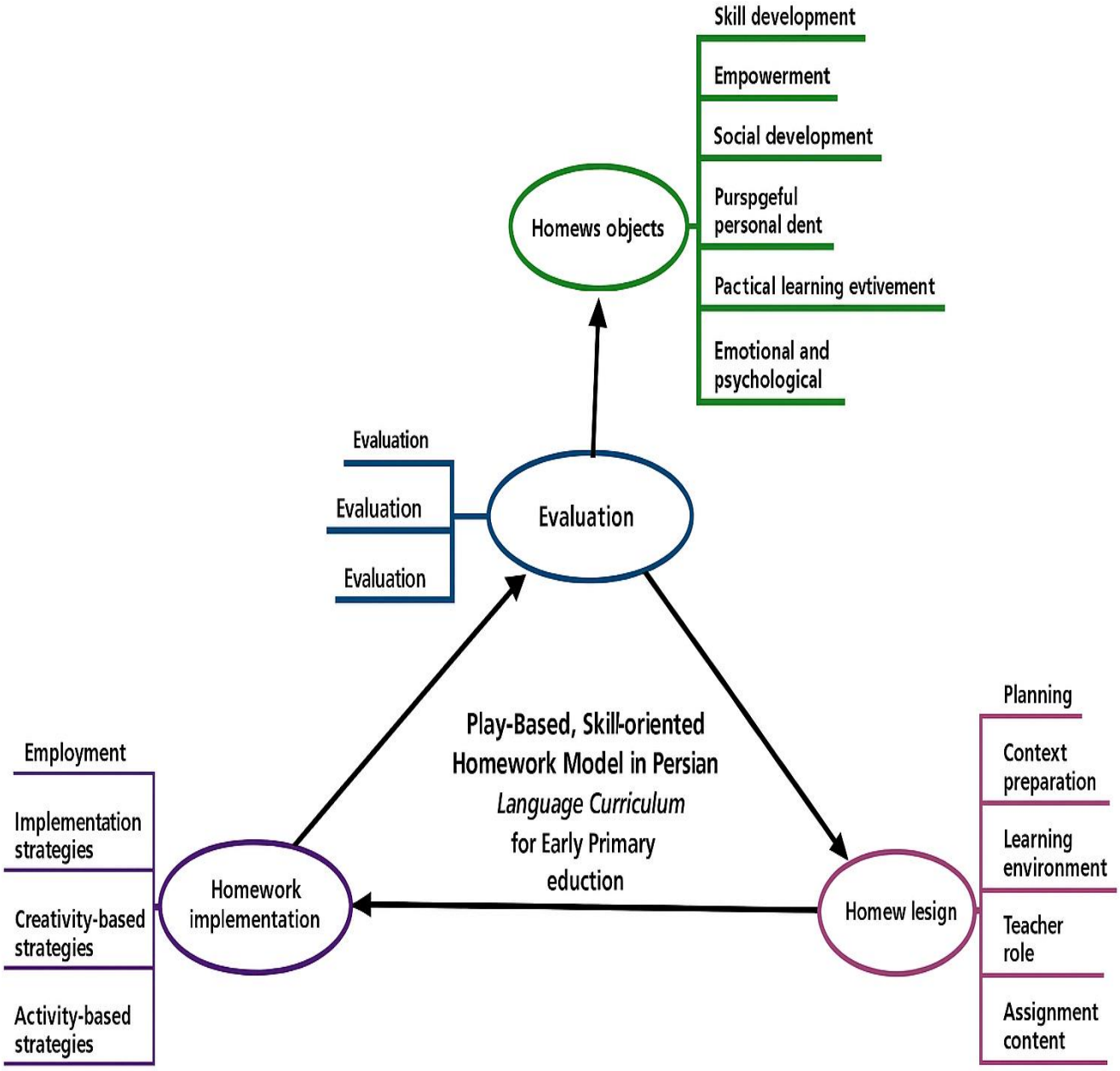
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	Cognitive Development	Learning disorder reduction; cognitive growth; conceptualization; spatial relation; phonological awareness; comprehension skills; general knowledge; semantic understanding; inference; writing problem reduction; concept mapping.
Homework Design	*Planning*	Structured planning; comprehensive models; supportive frameworks; goal-driven assignments; skill orientation in curricula; importance of skill-oriented homework design; educational roles; time management.
	Context Preparation	Learning prerequisites; changing parent/teacher views on homework; student readiness; teacher-parent training; student self-regulation; enabling parental involvement; using educational technology; internet accessibility for students.
	Learning Environment	Classroom factors; proper homework space; reducing class size; enhancing school equipment and facilities.
	Teacher's Role	Teacher attitude; attention to student differences; monitoring academic progress; recognizing specific stimuli.
	Textbook Content	Social role education; social norms and values; rethinking textbook content; reducing textbook volume; real-life-relevant content.
	Homework Content	Humanistic, developmental, constructivist tasks; meaningful and effective homework; individualized assignments; illustrated/family stories; tasks aligned with students' growth, understanding, physical, emotional, psychological, social, and cognitive differences.
	Individual Factors	Acceptance of nature; developmental alignment with societal change; organization; access to professional consultation.
Homework Implementation Strategies	*Motivational Strategies*	Exciting flow; enjoyable homework; fostering motivation; academic improvement; curiosity-driven learning; positive learning attitude; school perception; student fatigue reduction; academic enthusiasm.
	Collaborative Strategies	Confidence; responsibility; selflessness; student collaboration; cooperation; helping others; student learning communities; social bonding; interaction; collaboration assessment.
	Creativity-Based Strategies	New idea generation; novel experiences; game design ideation; creative homework; problem design skills; meaningful tasks; familiar element integration; innovation; personal initiative.
	Activity-Based Strategies	Energy release; role-playing; diverse learning strategies; challenging tasks.
	Play-Based Strategies	Shape-ground distinction; object classification; synonym games; map-reading; educational imitation; nonfiction texts; antonym games; sentence-making; phrase building; storytelling; symbolic and discovery-based games; reflection games; acting; puzzles; competitions; digital and physical games; technical and athletic tasks; traditional sports; toy-based play; modeling; doctor-patient play; cultural/geographic/social needs-based games; knowledge competitions; team hopscotch; building contests; collaborative and adult-interaction games; puzzle-making; communication games; soap bubbles; word-picture association; chess, soccer, tennis, computer/video games; physical-motor games; poem-based exercises.
	Research-Based Strategies	Research-oriented homework; documenting research experiences; student research portfolios; presenting findings to parents; research presentations; scientific communication; research groups; project work.
Homework Evaluation	*Formative Assessment*	Ongoing teacher evaluation; peer feedback; parental feedback; student self-assessment.
	Oral Assessment	Speech fluency and accuracy; direct observation; checklists.
	Written Assessment	Written Q&A; open-ended questions; writing tasks; written reports.

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Figure 1

Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education.

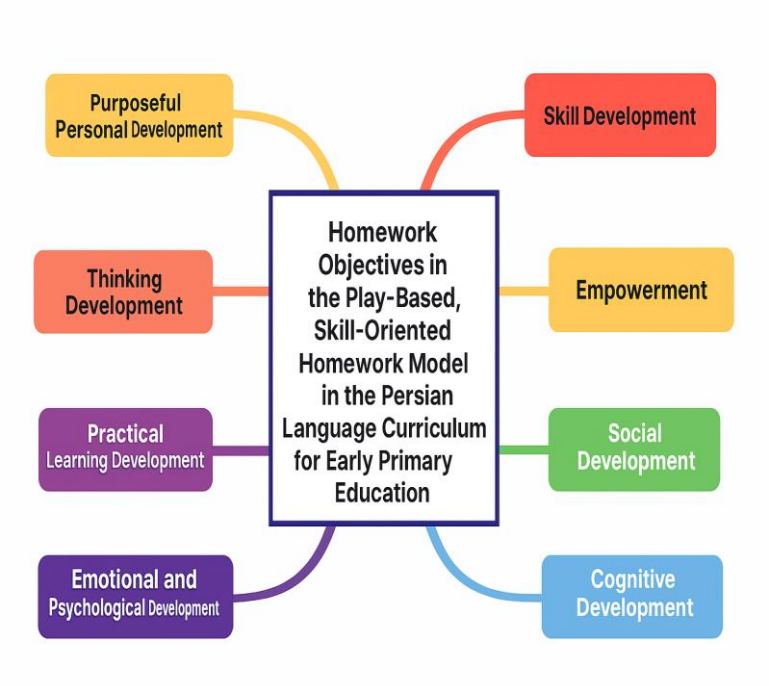


The "Homework Objectives" dimension consists of eight organizing themes: skill development, empowerment, social development, purposeful personal development, thinking development, practical learning development, emotional and psychological development, and cognitive development, encompassing a total of 96 basic themes. Table 3 presents the organizing and basic themes associated with the "Homework Objectives" section of the play-based, skill-oriented homework model in the Persian language curriculum for early primary education. Figure 2 illustrates the organizing themes related to the overarching theme of "Homework Objectives" in this model.

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Figure 2

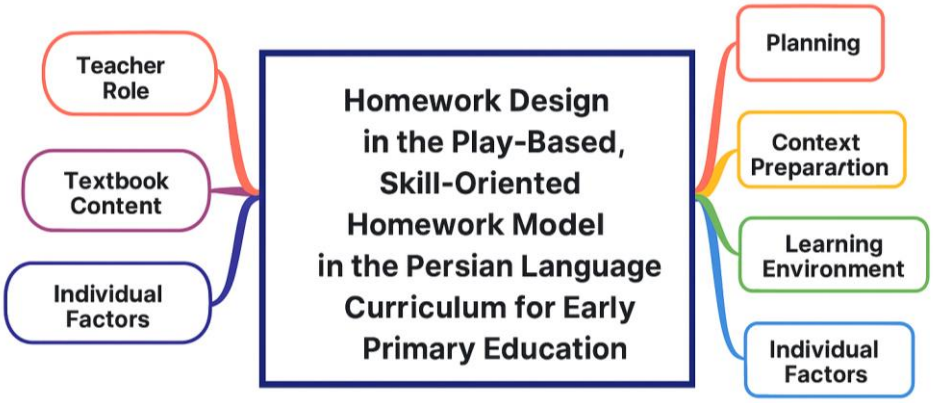
Organizing Themes Associated with the Overarching Theme of Homework Objectives in the Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education.



The "Homework Design" dimension includes seven organizing themes: planning, context preparation, learning environment, teacher's role, textbook content, homework content, and individual factors, with a total of 48 basic themes. The aforementioned table presents the organizing and basic themes associated with the "Homework Design" component in the play-based, skill-oriented homework model for the Persian language curriculum at the early primary level. Figure 3 visualizes the organizing themes associated with the overarching theme of "Homework Design" in the proposed model.

Figure 3

Organizing Themes Associated with the Overarching Theme of Homework Design in the Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education.



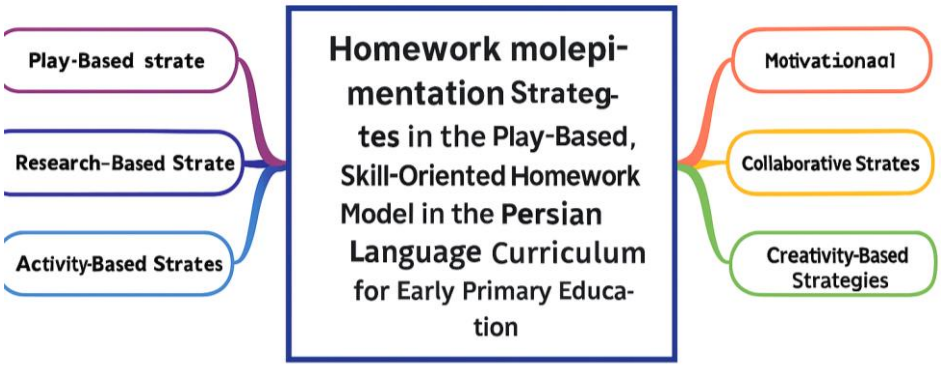
The "Homework Implementation Strategies" dimension comprises 15 organizing themes, including motivational strategies, collaborative strategies, creativity-based strategies, activity-based strategies, research-based

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strategies, and play-based strategies, totaling 115 basic themes. The table above outlines the organizing and basic themes for the "Homework Implementation Strategies" section in the play-based, skill-oriented homework model for the Persian language curriculum in early primary education. Figure 4 demonstrates the organizing themes linked to the overarching theme of "Homework Implementation Strategies" in this model.

Figure 4

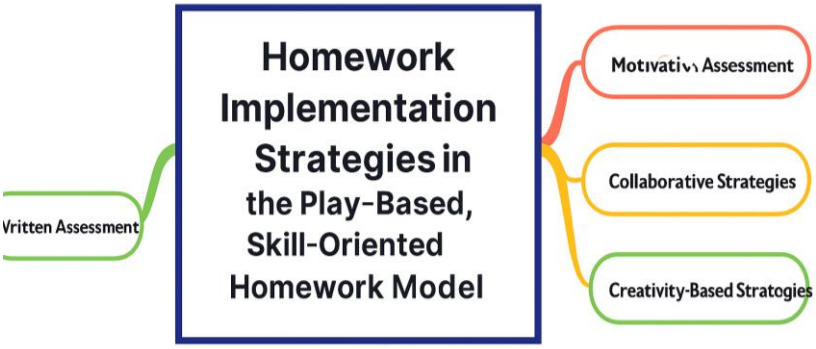
Organizing Themes Associated with the Overarching Theme of Homework Implementation Strategies in the Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education.



The "Evaluation" dimension contains three organizing themes: formative assessment, oral assessment, and written assessment, consisting of 10 basic themes. The table above illustrates the organizing and basic themes for the "Evaluation" component in the play-based, skill-oriented homework model within the Persian language curriculum at the early primary level. Figure 5 illustrates the organizing themes related to the overarching theme of "Evaluation" in this model.

Figure 5

Organizing Themes Associated with the Overarching Theme of Evaluation in the Play-Based, Skill-Oriented Homework Model in the Persian Language Curriculum for Early Primary Education.



4. Discussion and Conclusion

The findings of the present study resulted in the formulation of a comprehensive play-based, skill-oriented homework model integrated into the Persian language curriculum for early primary education. This model was organized around four overarching dimensions: (1) *homework objectives*, (2) *homework design*, (3) *homework implementation strategies*, and (4) *homework evaluation*. The coding process yielded 33 organizing themes and 269 basic themes, which highlight the multidimensional nature of effective homework when aligned with developmental

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and pedagogical goals. Among the most significant results was the emphasis on promoting a wide range of student competencies, including cognitive, emotional, social, and moral skills, through playful, meaningful, and contextually relevant tasks.

The first major finding—the articulation of *homework objectives*—encompassed eight key domains: skill development, empowerment, social development, purposeful personal growth, thinking development, practical learning, emotional and psychological development, and cognitive development. These dimensions underscore the need for homework to go beyond rote memorization or linguistic repetition and instead serve as a medium for nurturing comprehensive student growth. These findings align with prior research emphasizing the importance of holistic skill development in early education. For instance, the role of pretend play and project-based learning in fostering symbolic thinking and social-emotional learning in preschool children is widely supported (Veraksa et al., 2023). Similarly, research has shown that game-based and playful assignments can facilitate critical thinking, self-regulation, and executive functioning in children (Gentry et al., 2019; Gondim et al., 2024).

The second major finding related to *homework design* revealed seven organizing themes including planning, context preparation, learning environment, teacher role, textbook content, homework content, and individual learner factors. The model reflects a need for structured, flexible, and inclusive design practices that support differentiated instruction and cultural contextualization. These results are consistent with the frameworks proposed by curriculum theorists who argue that learning materials and tasks must reflect both developmental stages and the sociocultural context of learners (Ahadian, 2014; Maleki, 2018). In particular, emphasis on the role of textbooks and teachers in designing meaningful and skill-oriented homework echoes findings by Modarresi and Modarresi (2015), who emphasize the impact of leadership and instructional innovation in enhancing student creativity and learning (Modarresi & Modarresi, 2015). Furthermore, these results resonate with the perspective that play-based tasks should not be arbitrarily designed, but rather must be systematically integrated within instructional goals and frameworks (Willis, 2021).

The third component—*homework implementation strategies*—emerged as the most complex and diverse aspect of the model, including six core categories: motivational strategies, collaborative strategies, creativity-based strategies, activity-based strategies, play-based strategies, and research-based strategies. These strategies highlight the rich potential of homework to become an engaging and transformative learning experience when embedded with appropriate pedagogical techniques. The emphasis on motivation, cooperation, and creativity directly aligns with contemporary research advocating for emotionally engaging and socially interactive learning environments (Alencar et al., 2024; Aslan, 2024). In particular, the integration of structured play, such as storytelling, role-playing, and gamified tasks, reinforces the arguments made by Dominguez et al. (2013), who found that gamified assignments can significantly increase learner participation and academic outcomes (Dominguez et al., 2013). Moreover, this diversity of strategies supports the notion that children benefit from multimodal learning experiences, a theme echoed in studies on digital and analog play in early education (Blume, 2020; Liaudanske, 2023).

The fourth and final dimension—*homework evaluation*—was conceptualized in three sub-categories: formative assessment, oral evaluation, and written evaluation. This aspect of the model highlights the importance of ongoing feedback and authentic assessment in tracking learner development beyond traditional testing methods. The inclusion of self-assessment and parental involvement in feedback processes echoes the findings of studies emphasizing the importance of participatory and community-based evaluation frameworks (Xu et al., 2025; Zega, 2024). Moreover, this aligns with Gondim et al. (2024), who argue that children's learning processes must be continuously observed, supported, and adapted through responsive pedagogical feedback (Gondim et al., 2024). The incorporation of diverse evaluation strategies also responds to concerns about the limitations of conventional written assessments, offering a more inclusive and developmentally appropriate model for assessing young learners (Mínguez-Pardo et al., 2024).

Notably, the model is well-aligned with the theoretical and practical foundations of the skill-oriented assignment system previously conceptualized in Iran (Sedighi Amnab, 2020). It expands upon prior frameworks by integrating a stronger play-based element and by embedding homework more deeply into learners' socio-cultural, psychological, and emotional realities. Furthermore, the model addresses concerns raised by teachers and researchers about the disconnect between formal curricula and learners' actual developmental needs, especially in the area of literacy education (Momeni Kouhestani, 2020). This study's

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proposed model responds to this gap by incorporating real-life scenarios, multimodal learning tools, and peer/family involvement into the Persian homework design.

Additionally, the results offer compelling evidence for the value of play as an educational vehicle in Persian curriculum development. Recent literature underscores that play-based learning enhances not only linguistic development but also children's sense of agency and belonging (Jasiūnaitė, 2024; Prakash, 2024). By organizing tasks around curiosity, fun, and hands-on interaction, the model fulfills the call for emotionally safe and intellectually stimulating learning environments. This aligns with Aslan's (2024) assertion that when pre-service teachers adopt playwork practices, they develop a deeper pedagogical understanding of child-centered education (Aslan, 2024). Furthermore, the study supports the global movement toward democratizing learning through gamification and inclusive pedagogy (Mendes et al., 2024; Pushpam & Singh, 2024).

In conclusion, the play-based, skill-oriented homework model designed in this study is supported both theoretically and empirically. It emphasizes a balanced approach that integrates pedagogical structure with creative flexibility, academic goals with socio-emotional development, and formal learning with playful exploration. By anchoring this model within the Persian language curriculum and aligning it with learners' developmental trajectories, this study offers a practical and adaptable framework for educators seeking to enhance the quality, relevance, and effectiveness of homework in early education.

This study is not without limitations. First, the data were derived solely from qualitative document analysis and expert validation; no direct classroom observation or student interviews were conducted, which may limit the generalizability of findings to real-life educational contexts. Second, the focus was confined to the Persian language curriculum, and thus the model may not fully apply to other subject areas without adaptation. Third, cultural assumptions inherent to the Iranian educational system shaped the structure of the model, meaning its application to different cultural or linguistic contexts would require contextual revalidation. Finally, while the model offers a detailed thematic structure, it has not yet been tested through implementation or longitudinal tracking of student outcomes.

Future research should include the empirical validation of the proposed model in actual classroom settings. Pilot studies involving teachers, students, and parents would provide valuable insight into the practical challenges and opportunities associated with implementing the model. Researchers should also explore the effectiveness of the model across different learning subjects and grade levels to test its versatility. Longitudinal studies are encouraged to assess the impact of play-based, skill-oriented homework on long-term academic performance, emotional development, and social competence. Additionally, comparative studies across cultural or national contexts may provide a broader understanding of how such models can be adapted globally.

Educators and curriculum planners are encouraged to integrate the model into teacher training programs, ensuring that instructional staff are equipped with the knowledge and tools to design and implement skill-oriented, play-based homework. Schools should foster collaborative environments where parents, students, and teachers co-design homework that is meaningful, engaging, and developmentally appropriate. Administrative support in terms of time allocation, resources, and flexibility in assessment methods will be crucial to the successful adoption of this approach. Lastly, policy makers should consider embedding skill-oriented, play-based paradigms into national curriculum guidelines to promote holistic and inclusive learning in early childhood education.

Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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