Early Childhood Education Teachers' Perception of the Implementation of the Collaborative Reflection Model in Character Education

Triana Maulida, Asep Kurnia Jayadinata*, Dhea Ardiyanti

Universitas Pendidikan Indonesia, Dr. Setiabudhi St. No. 229, Bandung, West Java, 40154, Indonesia
*Corresponding author, email: asep_jayadinata@upi.edu

https://doi.org/10.17977/um065.v7.i1.2027.13

Article history
Submitted: 27 June 2026
Revised: 1 August 2026
Accepted: 3 August 2026
Published: 5 August 2026

Keywords
Character education
Collaborative reflection
Early childhood

Abstract
Early childhood character education often still relies on passive one-way instruction, even though this approach has proven to be less effective in instilling moral values than direct experience and interaction. This study aims to explore the perception of early childhood education teachers towards the implementation of the collaborative reflection model in character education, especially regarding relevance, feasibility, obstacles, and support needs in daily pedagogical practice. The study used a qualitative descriptive case study design involving educators at a daycare in Cileungsi, Bogor Regency, selected through purposive criterion sampling, with data collected through semi-structured in-depth interviews, pre- and post-observation binary questionnaires, and thetically analyzed field notes. The results showed that teachers' perceptions underwent a significant transformation, from technical concerns in the pre-observation phase regarding time constraints and difficulties in conditioning children, to full approval of the feasibility of the model after witnessing hands-on practice modeling in the classroom. Teachers also perceive this model to be effective in stimulating the child's high-level cognitive problem-solving skills, social-emotional development, and emotional regulation through the articulation of logical arguments and the discovery of independent solutions. The study concluded that structured collaborative reflection succeeded in operationalizing the basic assumptions of the Integrated Collaborative Reflection Model (ICRM) as a catalyst for converting abstract values into concrete behaviors as well as strengthening teachers' self-efficacy. Implicitly, early childhood education professional development programs need to emphasize modeling and hands-on experience, not just conceptual training, so that teachers are better prepared to adopt reflective practices in character learning.

1. Introduction

Early childhood education is the foundation of holistic child development, covering cognitive, social-emotional, moral, and spiritual aspects during the golden age (0-6 years) when children are very responsive to absorb the values that shape the character of the future. At this stage, character education becomes a priority because it serves as the basis for the child's personality, morality, and social-emotional competence (Amalia, Indarsih, & Fatqurhohman, 2025). Character education is understood as the process of instilling moral and spiritual values that are manifested in attitudes and behaviors such as honesty, responsibility, good manners, and devotion. Implementation from an early age is important because during this time the child's brain develops very quickly and they absorb everything seen and heard, so the character built will greatly determine their future (Prawinda, Rachmah, Azizah, & Shofwan, 2022). In the midst of social change and technological advances, character building is becoming increasingly urgent to equip children to face challenges that demand integrity, empathy, and moral decision-making skills (Handoko & Sakti, 2023). Strong character from an early age contributes to prosocial behavior, emotional regulation, and the readiness of children to play a positive role in society (Amalia et al., 2025).

In the realm of early childhood education, character education often focuses only on giving one-way instructions from the teacher to the child, while this approach is less effective because character values are difficult to understand only through verbal explanation (Erawati, 2021). In fact, children need to be actively involved to understand these values through real experience and direct interaction, because character formation at an early age is strongest if it is based on what the child experiences and feels themselves (Kuncoro, Yuniar, Sungkar, & Romadan, 2025). The use of the collaborative reflection model among early childhood offers a new approach that triggers children to discuss what they feel, think, and learn after activities with peers (Salam et al., 2026). Through this shared reflection, children learn to build empathy, respect the opinions of others, be aware of the consequences of their actions, and develop communication and negotiation skills, which are important foundations of social and moral character building. Therefore, it is important to explore how the

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

perception of Early Childhood Education teachers as the main facilitator in implementing this model in the classroom, considering that the role of teachers greatly determines the success of the reflection process so that it remains in accordance with the child's development stage and the expected goals of character education (Jiang & Zheng, 2021).

The urgency of understanding teachers' perceptions requires a deeper exploration of how previous literature maps reflection practices in the Early Childhood Education ecosystem. Thematically, discussions on improving the quality of Early Childhood Education consistently place the practice of educator reflection as a crucial element in determining the quality of services and early learning (Ruming & McFarland, 2022). In the realm of pedagogical competence, a number of literatures confirms the existence of a strong positive correlation between the intensity of reflective practice on the development of teachers in a sustainable manner (Rashid & Shoaib, 2026). Furthermore, the paradigm of teacher professional development is currently undergoing a shift, where Early Childhood Education educators consider that training programs based on collaboration, social support, and direct learning opportunities are much more meaningful and effective than conventional training models that tend to be top-down (Hooper, Potts, & Walton, 2023; Rashid, Singh, & Gernail Singh, 2025).

In holistic moral reinforcement, the integration of character values into the formal curriculum of Early Childhood Education requires methods that emphasize contextual experiences and self-reflection in order to stimulate moral behavior as well as students' critical thinking acumen (Bulkani, Riadin, Ni'mah, & Setiawan, 2025). This implementation requires the integration of action between educators, which in some institutional contexts is realized through a combination of formal instructional and collaborative habituation (Syarnubi, Mansir, Purnomo, Harto, & Hawi, 2021). The use of collaborative reflection through periodic professional development sessions and continuous support has been proven to be able to change the orientation of teachers from just individual practitioners to a professional group that has a sense of belonging, emotional resilience, self-efficacy, and much more solid agency (Cigala, Venturelli, & Bassetti, 2019; Ruming & McFarland, 2022).

Theoretically, the effectiveness of collaborative reflection in transforming pedagogical practices and character meanings is based on structured interaction dynamics. Clarà, Mauri, Colomina, & Onrubia, (2019) emphasize that the essence of collaborative reflection is the achievement of dilemmatic clarity, namely the group's ability to deconstruct internal tensions and the context of the problem through a shift from open facilitation to directed facilitation. Strengthening the dimension of knowledge construction, Salam et al., (2026) conceptualized the Integrated Collaborative Reflection Model (ICRM) which connects the process of collaborative reflection with the formation of shared knowledge (Collaborative Knowledge Building) through the phases of internalization, externalization, negotiation, and articulation of new knowledge. In order for these cognitive and operational dynamics to run optimally, Ruming & McFarland, (2022) underline the importance of a psychologically safe ecosystem to reduce professional isolation and strengthen collective meaning-making among educators.

Although conceptual frameworks such as ICRM and collaborative reflection models have been theoretically mapped, much of their implementation in the literature has been more often focused on the development of cognitive aspects, technical competencies, or project-based pedagogies such as STEAM integration, rather than in-depth explorations of abstract and hard-to-measure character education (Clayback, Williford, & Vitiello, 2023; Shi & Chen, 2026). Traditional reflection models have also not been able to concretely explain the chain that connects the activities of reflection together with the process of constructing new knowledge that is practical in the field. This conceptual gap is what the Integrated Collaborative Reflection Model (ICRM) tries to overcome, a model that synergistically combines the process of collaborative reflection and collaborative knowledge building to produce new pedagogical knowledge that is relevant to character learning (Salam et al., 2026). This framework becomes particularly relevant for the context of early childhood education because teachers' professional development is not enough to rely on momentary training but rather requires a collective learning process that is continuous, reflective, and connected to daily practice in the classroom (Shi & Chen, 2026).

Although many studies have examined reflection models for pedagogical improvement, validation of models such as ICRM has not touched the context of flexible, fluid, and highly localized Early Childhood Education (Saugi, Azainil, Haeruddin, & Buhari, 2025). Literature review generally only maps the dimensions of teachers' technical reflection in responding to curriculum demands without connecting it to the construction of children's moral values when interacting. Therefore, this research is designed to fill this gap by placing collaborative reflection as a starting point to examine how the process of daily reflection and cooperative interaction between teachers and children is implemented, observed, and interpreted.

The purpose of this study is to explore and analyze the perception of early childhood teachers towards the collaborative reflection model in character education, especially regarding its relevance, feasibility, and potential implications for daily pedagogical practices in a flexible Early Childhood Education environment. This study also aims to investigate the opportunities, challenges, and support needs suggested by teachers as a basis

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

for context-sensitive adaptation and responsible implementation of the collaborative reflection model in early childhood character education.

2. Method

This qualitative research with a descriptive case study design aims to explore in depth educators' perceptions of the implementation of the collaborative reflection model in character education. The research focus is directed to describe the subjective meaning, direct experience, obstacles, and needs of teachers' institutional support in the learning ecosystem. Participants were selected using a purposive sampling technique totaling six educators at one of the Daycares in Cileungsi, Bogor Regency. Participants were divided into two-tier participants, all participants filled out the initial and final qualitative questionnaires through Google Form. Furthermore, level 1 participants consisting of the principal and one main grade teacher were involved in direct observation sessions and in-depth interviews. Meanwhile, level 2 participants consisting of four classroom teachers and assistants functioned as reinforcement participants to provide macro data validation. The location and sample were determined using a dynamic institutional characteristics-based criterion sampling method that focuses strongly on early childhood development.

The data collection combined semi-structured in-depth interview guides, Google Form-based binary questionnaires, and field notes. The pre-observation Google Form instrument uses a "Yes/No" dichotomy format to map the teacher's expectations and initial knowledge, while the post-observation Google Form uses a "Agree/Disagree" format to measure the level of final approval of the feasibility of the model after seeing real examples in the classroom. The sharpness of academic interrogation of all instruments has been tested through the validity of the content in the form of expert judgment by the supervisor. The series of research procedures lasted for four weeks, including three weeks of preparation (instrument preparation, revision, licensing, and field conditioning) and one week of the core implementation stage in the fourth week which was filled with filling out the initial questionnaire, hands-on teaching practices by the researcher, final evaluation questionnaires, and closed with an in-depth interview session with the main participants.

Qualitative data from verbatim interview transcripts and field notes were analyzed using interactive model thematic analysis through the stages of data reduction, open coding, to categorization of the main themes related to relevance, barriers, and model support (Naeem, Ozuem, Howell, & Ranfagni, 2023; Peel, 2020). Meanwhile, binary data from Google Forms is analyzed using simple percentage descriptive statistics to provide a basic quantitative picture (baseline data) to reinforce interpretation. The validity and objectivity of the overall data interpretation are strictly maintained through the application of triangulation techniques, methods, and member checking procedures with key informants in the field.

3. Results and Discussion

The results of the study showed a significant transformation of perception in teachers before and after the implementation of the Collaborative Reflection Model field trial. Based on preliminary data in the pre-observation phase, the majority of teachers are not yet familiar with this intervention, but they have high expectations of usefulness as well as real practical concerns. The initial perception data of teachers in the pre-observation phase is presented in full in Table 1.

Table 1. Teacher's Initial Understanding of the Model Collaborative Reflection

No	Perception Indicators	Yes	No
1.	I've heard the term collaborative reflection or reflective discussion before.	16.7%	83.3%
2.	Understand the need for a specific time allocation to discuss the child's feelings after learning.	50.0%	50.0%
3.	Assessing discussions between teachers is very important to monitor children's character development.	100%	0.0%
4.	Hopefully, this model can help children become more disciplined and willing to share.	100%	0.0%
5.	Worried that the application of the model takes a long time so that other material is not delivered.	83.3%	16.7%
6.	It is difficult to invite early childhood to sit quietly and talk about their feelings.	83.3%	16.7%
7.	Requires mentoring or real examples (modeling) to apply reflective teaching methods.	100%	0.0%

Based on the data in Table 1, the pattern of initial reception of teachers is illustrated which is ambivalent. Acceptance of the goals of the collaborative reflection model is relatively high, but the technical readiness to implement it is still low. All participants 100% believed in the importance of reflective discussions between teachers and hoped that this model could form more disciplined children, but the majority of 83.3% were worried about time constraints and difficulties in conditioning children to sit quietly and tell stories. This pattern indicates that the teacher's initial doubt is not resistance to grades, but rather resistance to procedure. Teachers accept the idea of the importance of reflection but doubt its operational feasibility in a hectic daycare daily routine. These findings strengthen the argument of (Erawati, 2021) that the one-way approach to early childhood character education often persists not because teachers reject participatory methods, but because of the lack of practical guidance to apply them in the field.

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

After the implementation of the modeling intervention for five days, all teachers 100% expressed agreement on the feasibility and effectiveness of the collaborative reflection model, so that concerns about time constraints and difficulties in conditioning children who were originally dominant no longer arose. Interpretively, the drastic shift from the range of 16.7-50% to 100% approval shows that teachers' psychological obstacles to learning innovation are anticipatory and stem from perceived uncertainty, not from philosophical resistance to the values that the model brings. Once that uncertainty is bridged by empirical evidence in the classroom, teachers' doubts erode quickly as they gain concrete references on how reflection can be inserted without sacrificing other learning time.

Possibly the main cause of this transformation lies in the experiential learning mechanism combined with direct modeling. Conventional theoretical training usually only conveys the principle of reflection in the abstract without showing how these principles are translated into real classroom management, making it difficult for teachers to imagine their application. Through direct observation for five days, teachers witnessed for themselves that reflective questions could be inserted without interrupting the child's playflow and that early childhood was able to be conditioned to sit quietly and tell stories. This concrete experience functions like a mastery experience within the framework of self-efficacy, which increases the teachers confidence in his own ability to manage reflective classes while replacing assumption-based concerns with evidence-based beliefs.

These findings are in line with the research of Clayback et al., (2023), which showed that teachers' belief in curriculum innovation develops through hands-on implementation experiences, rather than mere conceptual exposure on paper. This change in attitude is likely due to the modeling process carried out by the researcher for a whole week, by witnessing firsthand that the time allocated does not interfere with the delivery of other material and Early Childhood Education children are able to be conditioned to sit quietly and tell stories, the teachers' practical concerns are not proven, so that it directly encourages an increase in their effectiveness on the feasibility of the model. These findings also reinforce the views of Jiang & Zheng, (2021) and Ruming & McFarland, (2022) on the importance of a professional learning environment based on real observations. However, this research contributes novelty that expands the literature. While these studies generally highlight changes in teachers' perceptions at the primary and secondary education levels, this study proves that modeling strategies and direct experience are equally effective in changing the mindset of early childhood educators, a level that is often overshadowed by high skepticism regarding early childhood reflection skills.

These quantitative findings are reinforced by the results of interviews with key informants and confirm the main differences between the usual learning and the model practiced. Reflections that usually run in Daycare It is admitted that it only touches the surface of the child's physical memory without digging into the depth of his emotions. This is confirmed from the teacher's explanation who stated that previously the teacher only did recalling brief about the child's activities, then the model collaborative reflection successfully encouraged children to start explaining independently what is made, why it is made, and how the idea is formed.

> "So far, it has only been recalled... Repeat briefly. But in this collaborative reflection, children can express... expressing his opinions and feelings."

Interpretively, these findings mark a shift in the child's role from merely an "activity recorder" to a "thinking subject" who actively interprets his or her own learning experiences. Early childhood turns out to have a much higher cognitive capacity than educators have predicted, as long as they are given the appropriate cognitive triggers. This can be seen when a child is able to provide a logical argument behind his decision to create a "bakery by the beach". Educators also emphasized the importance of this phenomenon:

> "Like yesterday the child made a bakery. Why is there a bakery by the beach? He gave a reason. Well, that's revealing and that's what is necessary and what is really needed by Early Childhood Education teachers in order to boost what is in their minds."

The main cause of this shift is the use of open-ended questioning which functions as cognitive scaffolding. Closed-ended questions demand only short-term memory, while open-ended questions such as "Why did you choose that form?" force the child to do higher-order thinking, which is to connect the schema of the internal imagination with empirical reality. In other words, it is not the play activity itself that results in character learning, but rather the accompanying reflective question structure that transforms concrete experiences into organized verbal knowledge.

The results of this study reinforce the findings of Zhang, Bekker, Markopoulos, & Skovbjerg, (2024) who stated that collaborative reflection through open-ended questions expands the thinking process and helps learners clarify ideas. The difference lies in the context and the implementer, Zhang et al.,s research focuses on design-based learning in older students, while this study makes a specific contribution by proving that the principle of collaborative reflection can be transformed into the context of early childhood play without eliminating the natural nature of the child's world. In the perspective of the Integrated Collaborative Reflection Model (ICRM), this phenomenon marks an important transition towards collaborative knowledge building

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

(Salam et al., 2026). These findings also expand the research of Ramsook, Welsh, & Bierman, (2020) by showing that the stimulation of verbal skills in reflection not only supports academic readiness, but is also the main instrument in the formation of children's character and social-emotional intelligence.

In the aspect of social dynamics, teachers directly observed collaboration between children which was much more exciting, interactive, and meaningful during the five days of implementation, characterized by the habit of sharing roles fairly, openness in receiving input from peers, a decrease in egocentrism in scrambling for toys, and being able to maintain their emotional calm even though the block building they were arranging collapsed in the middle of the game. The informant confirms that this positive collaborative phenomenon is successfully brought to life in the classroom through the conditioning of in-depth initial instructions:

> "... His collaboration is live, road, so far he has not lived here... From the first day to the fifth day, thank God the results were... There is nothing to destroy, they respect each other, they support each other."

This positive change in interaction between children is in line with a study by Ayu, Hutagalung, Savana, Indahsari and Jannah (2025), which reports that the application of cooperative learning linearly increases children's willingness to cooperate, respect queue rules, hone verbal communication, and foster empathy, although its effectiveness is still influenced by variations in the pace of child development and the allocation of time in the field. The distinguishing point of this research is the explicit reflective element that accompanies cooperative activities, not just playing together, but playing followed by a discussion of the meaning and feelings behind it, so that the impact on emotion regulation seems to be observed more quickly than cooperative activities without a reflection component.

The aspect that stands out the most and has an instant impact by teachers in daycare is the improvement in the social-emotional development of children, which is the main foundation in character formation from an early age. Children are no longer trapped in an individualistic solitary play pattern, but are considered to appreciate the work of friends, provide psychological support among others, and collectively create a learning atmosphere that is much more conducive and less conflicting. The interpretation of these findings confirms that collaborative reflection has a dual function, namely training children to recognize and manage emotions in a social context, and these two functions reinforce each other in the formation of character as a whole.

The success of this social behavior transformation is supported by the latest literature from Siswantini, Kuswandia and Samawi (2025), which shows that cooperative activities that are designed in a structured manner, involving meaningful participation from children, and accompanied by positive reinforcement from teachers have proven to be effective in improving the quality of social interaction, emotion regulation, resilience, and independence of early childhood in facing daily learning barriers. The likely main cause of the accelerated impact observed in this study, compared to the duration generally reported in the reference study, was the combination of small group scale and daily intensity by the researcher, which allowed positive reinforcement to be given directly and personally, rather than in a classical manner.

Furthermore, the results of the in-depth interview revealed a very significant strengthening in the aspects of problem-solving and children's cognitive acuity. Teachers watched with enthusiasm how children were able to map spatial strategies, find independent solutions to their play obstacles, and respond to problems in an analytical reflective manner during block play activities without always having to rely on direct help or dictation from the teacher. The informant explained that the activity of playing blocks combined with reflective discussions acts as a means of learning mapping for the child's brain to be able to think in order:

> "It turns out that this collaborative reflection is very important to know how children solve problems. And find your own solution without having to, Miss..."

The interpretation of these findings shows that there has been a shift in the locus of control in the child's learning process, from initially dependent on the teacher's instructions to more towards independent problem solving. The main possible cause is a pattern of reflective questions that consistently delay the teacher's response and encourage the child to first articulate his own hypotheses and solution strategies, so that the child is accustomed to holding his thought process for a moment before acting, a form of early cognitive regulation.

These real-world findings in the field are in line with collaborative reflection studies that emphasize that reflective interactions in the classroom help children change perspectives, discuss what they are constructing consciously, and actively monitor their learning process through the internalization of experiences from an early age (Tobin, Farren, & Crotty, 2024; Zhang et al., 2024). This synergy is the core of the structure of ICRM, where the reflection of a group of educators who are sensitive to children's responses simultaneously stimulates children's cognitive acuity to think critically and act adaptively without always having to be dictated by teachers (Salam et al., 2026).

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

3.1. Implications

At the educator level, this study shows that the implementation of the collaborative reflection model in Daycare JS has a transformative impact that not only triggers children's high levels of cognitive ability and social-emotional regulation but also improves teacher professionalism. Educators expressed a strong commitment to continue this method because they were able to see changes in children's character in a short time and felt that this approach helped plan and deepen daily learning materials. The interpretation of these findings shows that the benefits of collaborative reflection are two-way, at the same time that when this model shapes the character of children, the same reflection process also reshapes the professional identity of teachers from mere curriculum implementers to active designers of learning experiences.

This positive transformation in the aspect of teaching is in line with the reflective practice study of Cigala et al., (2019), which shows that the habit of systematic reflection in the group is able to increase the sense of belonging, self-efficacy, and capacity of teachers to find solutions to improve teaching practices independently. A possible cause of this strengthening of professionalism is the collaborative nature of the model itself, reflection is not carried out by each teacher alone, but is discussed with peers and fellow educators, so that a social learning space is created that validates the experience of teachers expressing a sense of isolation in facing daily pedagogical challenges. These positive transition findings also validate the usefulness and effectiveness of the ICRM model in the context of flexible early childhood education, as well as prove that a structured reflection model is able to map the construction of abstract character values into real changes in children's behavior in the field.

3.2. Limitations

However, this research is not spared from operational limitations in the field which is a critical note for the perfection of model implementation. Interviews with teachers confirmed that researchers did not provide repetitive prompting during daily interaction sessions, so that young children's focus was sometimes interrupted halfway. An interpretation of these findings indicates that the duration of the five-day intervention is sufficient to change teachers' perceptions but is not sufficient to establish an automatic prompting routine for both researchers and facilitators, so that the consistency of reinforcement of still instruction depends on daily conditions in the field. This evaluation is reinforced by the literature from Liu, Hedges and Cooper (2024), which states that the effectiveness of collaborative learning in preschoolers is highly dependent on a clear structure, intensive motivational support, sustainability of interventions, and flexible adaptation to student diversity, four prerequisites that have not been fully met in the duration of this study.

Based on these limitations, further research is recommended to develop more specific technical guidance on the repetition of auditory-music-based instructional repetitions, as well as extend the duration of the experiment to test the consistency of the model in the more varied Early Childhood Education ecosystem.

4. Conclusion

This study aims to examine how early childhood education teachers interpret the feasibility and benefits of the collaborative reflection model in character education, an issue that is important to explore because reflective approaches at the early childhood level are still rarely empirically validated even though their conceptual frameworks, such as the Integrated Collaborative Reflection Model (ICRM), have been widely discussed theoretically. Field findings show that teachers' initial rejection of this model is essentially due to procedural uncertainty, not rejection of grades, so this study proposes a new hypothesis that direct modeling strategies play a key role as a key mechanism that accelerates the shift in teachers' self-efficacy towards pedagogical innovation, a hypothesis that needs to be further tested on a larger participant scale and duration. The consistency between the quantitative data of the questionnaire and the qualitative data of the interviews also strengthens the suspicion that the social, emotional and cognitive transformation of children occurs simultaneously when collaborative reflection is combined with open-ended questions in daily play activities. As a follow-up, it is recommended that early childhood education institutions and teacher training providers develop mentoring modules based on past observations and repetition of scheduled instruction, and that further research expand the number of participants, extend the duration of interventions, and test this model in the early childhood education ecosystem with more diverse characteristics to strengthen the generalization and sustainability of its impact.

Author Contributions

All authors contributed equally to this paper. All authors have read and approved the final manuscript.

Funding

No funding support was received.

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

References

Amalia, I. N., Indarsih, F., & Fatqurhohman. (2025). Character education and socio-emotional development of early childhood. *RESET: Review of Education, Science, and Technology, 1*(2), 65–82. https://doi.org/10.66031/reset.v1i2.45

Ayu, C., Hutagalung, F. D., Savana, C., Indahsari, A., & Jannah, M. (2025). Enhancing social skills in early childhood through cooperative learning: A case study. *Nak-Kanak: Journal of Child Research, 2*(2), 81–87. https://doi.org/10.21107/njcr.v2i2.144

Bulkani, B., Riadin, A., Ni'mah, N., & Setiawan, M. A. (2025). Impact of holistic learning models on character development: A systematic review. *Obrazovanie i Nauka, 27*(5), 111–141. https://doi.org/10.17853/1994-5639-2025-5-111-141

Cigala, A., Venturelli, E., & Bassetti, M. (2019). Reflective practice: A method to improve teachers' well-being. A longitudinal training in early childhood education and care centers. *Frontiers in Psychology, 10*, 2574. https://doi.org/10.3389/fpsyg.2019.02574

Clarà, M., Mauri, T., Colomina, R., & Onrubia, J. (2019). Supporting collaborative reflection in teacher education: A case study. *European Journal of Teacher Education, 42*(2), 175–191. https://doi.org/10.1080/02619768.2019.1576626

Clayback, K. A., Williford, A. P., & Vitiello, V. E. (2023). Identifying teacher beliefs and experiences associated with curriculum implementation fidelity in early childhood education. *Prevention Science, 24*(1), 27–38. https://doi.org/10.1007/s11121-022-01414-z

Erawati, T. (2021). Teachers' perception toward character education of early childhood education. *Jurnal Konseling dan Pendidikan, 9*(3), 279. https://doi.org/10.29210/165800

Handoko, S., & Sakti, S. A. (2023). Optimizing classroom and activity-based character education: A comprehensive guide to best practices and implementation strategies in early childhood education. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 8*(2), 79–88. https://doi.org/10.14421/jga.2023.82-03

Hooper, A., Potts, C., & Walton, M. (2023). Novice early childhood teachers' perceptions of their professional development experiences: An interpretive phenomenological approach. *Journal of Early Childhood Teacher Education, 44*(3), 310–329. https://doi.org/10.1080/10901027.2022.2043495

Jiang, Y., & Zheng, C. (2021). New methods to support effective collaborative reflection among kindergarten teachers: An action research approach. *Early Childhood Education Journal, 49*(2), 247–258. https://doi.org/10.1007/s10643-020-01064-2

Kuncoro, I., Yuniar, A. P., Sungkar, S. A., & Romadan, A. I. (2025). Character education management in early childhood education. *Thawalib: Jurnal Kependidikan Islam, 6*(2), 225–236. https://doi.org/10.54150/thawalib.v6i2.417

Liu, M., Hedges, H., & Cooper, M. (2024). Effective collaborative learning for early childhood teachers: Structural, motivational and sustainable features. *Professional Development in Education, 50*(2), 420–438. https://doi.org/10.1080/19415257.2023.2235578

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods, 22*, 1–18. https://doi.org/10.1177/16094069231205789

Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research & Evaluation, 25*(2). https://doi.org/10.7275/ryr5-k983

Prawinda, R. A., Rachmah, L. L., Azizah, L., & Shofwan, A. M. (2022). Implementation of character education for early childhood. *JURNAL SINDA, 2*(3). https://doi.org/10.28926/sinda.v2

Ramsook, K. A., Welsh, J. A., & Bierman, K. L. (2020). What you say, and how you say it: Preschoolers' growth in vocabulary and communication skills differentially predict kindergarten academic achievement and self-regulation. *Social Development, 29*(3), 783–800. https://doi.org/10.1111/sode.12425

Rashid, H., & Shoaib, A. (2026). Professional development of early childhood teachers through reflective practices. *Social Science Review Archives, 4*(1), 1100–1110. https://doi.org/10.70670/sra.v4i1.1628

Rashid, S. I. B. A., Singh, G. K. S., & Singh, R. K. P. G. (2025). The impact of professional development on early childhood education teachers. *International Journal of Academic Research in Progressive Education and Development, 14*(2), 1493–1512. https://doi.org/10.6007/IJARPED/v14-i2/25360

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

Ruming, N., & McFarland, L. (2022). 'When we sat together, it just worked': Supporting individual and collaborative reflective practice in a team of early childhood educators. *Australasian Journal of Early Childhood, 47*(1), 32–47. https://doi.org/10.1177/18369391211052683

Salam, M., Farooq, M. S., Ikram, A., Rehman, S. U., Mughal, Y. H., & Khan, M. I. (2026). Integrated collaborative reflection model (ICRM) Part 1: Role and process based conceptual study of collaborative reflection and collaborative knowledge building. *Global Knowledge, Memory and Communication*, 1–18. https://doi.org/10.1108/GKMC-03-2025-0242

Saugi, W., Azainil, Haeruddin, & Buhari, M. R. (2025). Designing an integrated information system for collaborative quality assurance in early childhood education: A systematic literature review. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini, 10*(2), 211–224. https://doi.org/10.32678/assibyan.v10i2.11534

Shi, R., & Chen, X. (2026). From training to transformation: Exploring the role of continuous professional development in early childhood teacher effectiveness. *European Journal of Education, 61*(1), e70466. https://doi.org/10.1111/ejed.70466

Siswantini, Y., Kuswandi, D., & Samawi, A. (2025). Fostering social-emotional growth through cooperative learning in early childhood education. *ISLAMIKA: Jurnal Keislaman dan Ilmu Pendidikan, 7*(3), 544–558. https://doi.org/10.36088/islamika.v7i3.5721

Syarnubi, Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). Implementing character education in madrasah. *Jurnal Pendidikan Islam, 7*(1), 77–94. https://doi.org/10.15575/jpi.v7i1.8449

Tobin, B., Farren, M., & Crotty, Y. (2024). Impacting teaching and learning through collaborative reflective practice. *Educational Action Research, 33*(5), 756–776. https://doi.org/10.1080/09650792.2024.2394933

Zhang, Z., Bekker, T., Markopoulos, P., & Skovbjerg, H. M. (2024). Supporting and understanding students' collaborative reflection-in-action during design-based learning. *International Journal of Technology and Design Education, 34*(1), 307–343. https://doi.org/10.1007/s10798-023-09814-0

© 2026 The Author(s)
This is an Open Access article under the Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174