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# Self-Reflection Informed by Early Childhood Guidance and Counseling as a Means of Professional Development for Raudhatul Athfal Teachers

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***Abstrak***

*Penelitian ini bertujuan mendeskripsikan pelaksanaan refleksi mandiri berbasis bimbingan konseling anak usia dini, kaitannya dengan pemahaman guru terhadap perilaku anak dan keputusan pedagogis, serta faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus instrumental di raudhatul athfal Nur Hidayah Bandung selama empat minggu (20 hari kerja) dan melibatkan empat guru serta satu kepala satuan. Data dikumpulkan melalui dokumentasi lembar refleksi harian, wawancara mendalam semi-terstruktur, dan observasi nonpartisipan, lalu dianalisis dengan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian memperlihatkan tiga tema: (1) lembar refleksi tiga komponen membantu guru memisahkan deskripsi perilaku dari dugaan kebutuhan perkembangan; (2) guru melaporkan pergeseran dari teguran dan pelabelan menuju respons yang mengajarkan keterampilan sosial-emosional; dan (3) diskusi kasus mingguan menjadikan refleksi individual sebagai bahan belajar tim. Hambatan utama berupa keterbatasan waktu dan kesulitan guru pemula menahan pelabelan, yang direspons melalui fleksibilitas format, pendampingan kepala satuan, dan iklim kerja yang aman. Temuan mengindikasikan bahwa refleksi berbasis raudhatul athfal anak usia dini dapat menjadi salah satu bentuk pembelajaran profesional di tempat kerja yang melengkapi pelatihan formal. Temuan bersifat kontekstual dan tidak mengukur dampak terhadap mutu layanan maupun capaian perkembangan anak.*

***Kata kunci:*** *Bimbingan dan konseling anak usia dini; keputusan pedagogis; pengembangan keprofesian berkelanjutan; raudhatul athfal; refleksi mandiri.*

**Abstract**

Teacher reflection has been widely studied in early childhood education, yet its explicit integration with the principles of early childhood guidance and counseling (ECGC) in the daily routines of *raudhatul athfal* teachers has rarely been reported. This study describes how ECGC-informed self-reflection was implemented, how it related to teachers' understanding of children's behavior and their pedagogical decisions, and which factors supported or hindered it. A qualitative instrumental case study was conducted at *raudhatul athfal* Nur Hidayah Bandung over four weeks (20 working days), involving four teachers and one principal. Data were collected through daily reflection sheets, semi-structured in-depth

interviews, and non-participant observation, and were analyzed using the interactive model of Miles, Huberman, and Saldaña. Three themes emerged: (1) a three-part reflection sheet helped teachers separate behavioral description from inferred developmental needs; (2) teachers reported a shift from reprimanding and labeling toward responses that teach social-emotional skills; and (3) weekly case discussions turned individual reflections into material for team learning. The main obstacles were limited time and novice teachers' difficulty in refraining from labeling, which were addressed through flexible formats, mentoring by the principal, and a psychologically safe work climate. The findings indicate that ECGC-informed reflection may serve as a form of workplace-based professional learning that complements formal training. The findings are context-specific and do not measure effects on service quality or children's developmental outcomes.

**Keywords:** Early childhood guidance and counseling; pedagogical decisions; continuing professional development; *raudhatul athfal*; self-reflection.

## Introduction

Formal early childhood education (ECE), including *raudhatul athfal*, plays a crucial role in laying the foundations of children's growth and development. During this period, children's social-emotional, language, and cognitive development proceeds rapidly, so behaviors such as refusing to separate from parents, crying, throwing objects, or struggling to join in play are a normal part of adjustment. Developmentally appropriate practice requires teachers to draw on knowledge of child development, the uniqueness of each child, and the child's family and social context when interpreting such behaviors (NAEYC, 2020). Conversely, responses that focus solely on compliance risk producing labels such as "naughty", "defiant", or "fussy". Research in Indonesia shows that negative labels applied repeatedly may be internalized by children and affect their self-concept and social interactions (Wahyuni et al., 2022), while the practice of positive labeling in an Islamic early childhood institution illustrates that the way adults name children's behavior contributes to shaping their character (Safrizal et al., 2023).

The ability to read children's behavior carefully is part of the pedagogical, personal, social, and professional competencies required of educators under the Indonesian National Standards for Early Childhood Education (Ministry of Education and Culture, 2014). These competencies are developed through continuing professional development (CPD), defined as the development of teacher competence carried out according to need, in stages, and continuously in order to enhance professionalism (Ministry of State Apparatus Empowerment and Bureaucratic Reform, 2009). The need for CPD is all the more pressing

because *raudhatul athfal* teachers come from diverse academic backgrounds, including teachers without formal training in early childhood education.

To date, CPD for early childhood teachers has largely taken the form of training sessions, seminars, and workshops. Such activities are important for broadening teachers' knowledge. The meta-analysis by Egert et al. (2018) showed that in-service professional development programs for early childhood teachers had a moderate effect on the quality of classroom interactions, whereas their effect on child development operated through improvements in classroom practice. A cross-level review likewise concluded that effective professional development tends to be content-focused, to involve active learning, collaboration, modeling, coaching, feedback and reflection, and to be of sustained duration (Darling-Hammond et al., 2017). These findings suggest that formal training needs to be complemented by learning opportunities embedded in everyday classroom practice. Training and workplace reflection are therefore better viewed as complementary rather than mutually exclusive.

One such practice-embedded learning opportunity is reflection. Workplace professional learning frequently occurs informally through work experience, consultation with colleagues, and the challenges of everyday tasks (Eraut, 2004), while reflection provides a structure through which such experience can be examined deliberately (Dewey, 1933; Schön, 1983). In the Indonesian context, reflection has also been discussed as part of the professional development of early childhood teachers, both through reflection on the implementation of project-based learning (Utami, 2024) and as a dimension of early childhood teachers' professional engagement (Sum & Taran, 2026). When self-reflection is integrated with the principles of early childhood guidance and counseling (ECGC), educators are guided to view children's behavior not as a disturbance but as a form of communication about developmental needs that have not yet been met. For *raudhatul athfal*, as early childhood institutions with an islamic character, such reflection also intersects with the tradition of *muhasabah*, namely evaluating one's own past deeds as a basis for improving subsequent actions (Usman et al., 2021).

Previous studies have demonstrated the benefits of reflection for early childhood teachers (Chen, 2023; Matsui, 2021; Venninen et al., 2012), but they have also cautioned that teachers' written reflections often remain at a technical level (Pihlaja & Holst, 2013). In Indonesia, studies on ECGC generally address guidance services for children (Fatimah et al., 2022; Sumaryadi et al., 2025) rather than how ECGC principles may be used by teachers

as a lens for professional reflection. Because reflection sheets and journals are already common, the novelty of this study lies not in the use of a reflection sheet as such, but in three features: (1) a reflection sheet structure that explicitly separates behavioral description, inferred developmental needs grounded in ECGC principles, and a support plan; (2) the linkage between individual reflection and weekly team case discussions; and (3) the situating of this practice within the *raudhatul athfal* context, which carries the tradition of *muhasabah*. This study also notes that a concise format does not necessarily eliminate the time burden, as discussed in the results section.

Based on the foregoing, this study addresses three research questions: (1) How is ECGC-informed self-reflection implemented by teachers at *raudhatul athfal* Nur Hidayah Bandung? (2) How does this reflective practice relate to teachers' understanding of children's behavior and their pedagogical decisions? (3) What factors support and hinder the development of a reflective culture in the institution? Accordingly, this study aims to describe and analyze these three aspects as a basis for developing workplace-based CPD in *raudhatul athfal*.

In this study, ECGC is understood as developmental guidance that is preventive and developmental in nature, rather than as the treatment of clinical problems. Conceptual work on ECGC positions guidance services in early childhood settings as efforts to help children accomplish their developmental tasks through approaches suited to their characteristics (Fatimah et al., 2022), and an implementation study has shown the role of guidance services in helping children overcome psychological barriers in early childhood institutions (Sumaryadi et al., 2025). At this level, ECGC does not stand as a separate service but is woven into play, habituation activities, and everyday teacher–child interactions.

Operationally, this study used four ECGC principles as a lens for reflection: (1) understanding the child on the basis of concrete behavioral observation; (2) acceptance and empathy without labeling; (3) preventive and developmental support through teaching social-emotional skills in everyday activities; and (4) collaboration with parents and referral to specialists when a child's needs exceed the teacher's remit. The principle of acceptance derives from the concept of *unconditional positive regard* in the person-centered approach (Rogers, 1957), which in early childhood settings translates into accepting the child as a person even when his or her behavior needs to be redirected.

The boundaries of teachers' authority need to be made explicit. *Raudhatul athfal* teachers are neither counselors nor psychologists; their role is therefore limited to observation, guidance within classroom activities, communication with parents, and referral. Teachers do not make diagnoses, for example by stating that a child has an anxiety disorder, nor do they conduct individual counseling in the clinical sense. The needs that teachers infer in their reflection sheets are treated as pedagogical hypotheses open to testing through repeated observation and dialogue with colleagues, parents, or specialists.

Dewey (1933) regarded reflective thinking as the active, persistent, and careful consideration of a belief in light of the grounds that support it, typically triggered by a perplexing or problematic situation. Schön (1983) distinguished reflection that takes place during action (reflection-in-action) from reflection after the event (reflection-on-action) among professional practitioners. The daily reflection sheet in this study belongs primarily to the domain of reflection-on-action, as it is completed after learning activities have ended. Gibbs's (1988) reflective cycle comprises the stages of description, feelings, evaluation, analysis, conclusion, and action plan. The separation of the description stage from the analysis stage in this cycle underpins the distinction between what teachers observe and what they infer about its causes.

Korthagen and Vasalos (2005) showed that reflection can move from the levels of environment and behavior toward competencies, beliefs, identity, and mission, which makes their model relevant for examining shifts in how teachers view children. Brookfield (2017) emphasized critical reflection on teachers' assumptions, such as the assumption that disruptive behavior is always a sign of non-compliance. Van Manen (1991) referred to teachers' sensitivity in acting appropriately at delicate moments as pedagogical tact. At the organizational level, team learning requires psychological safety, a shared belief that team members are safe to take interpersonal risks such as admitting mistakes or asking questions (Edmondson, 1999). These frameworks were used to interpret the data rather than to measure levels of reflection quantitatively.

In the islamic tradition, self-evaluation is known as *muhasabah*. The Qur'an reminds believers to consider what they have put forward for tomorrow (Qur'an 59:18), and a study of Qur'an 17:14 links the concept of *al-hisab* (reckoning) to self-assessment in education (Ministry of Religious Affairs of the Republic of Indonesia, 2019; Usman et al., 2021). Within this framework, *raudhatul athfal* teachers' daily reflection can be understood not merely as a professional procedure but also as a practice of self-evaluation consistent with

Islamic values such as compassion (*rahmah*), patience, and thinking well of others (*husnuzan*) toward children. The ECGC principles of acceptance and empathy can be read as being in harmony with these values. A study in an Islamic early childhood institution likewise shows that the way educators name and respond to children's behavior can be guided by islamic exemplary values (Safrizal et al., 2023).

Pihlaja and Holst (2013) found that the reflection of kindergarten and special education teachers in Finnish day care was mostly at the technical level and rarely reached the critical level. Chen (2023) showed that early childhood teachers' reflection can be analyzed in terms of reflection for, in, and on action intersecting with technical, practical, and critical dimensions. Matsui (2021), through action research in a Japanese kindergarten, reported that children's voices triggered teachers' reflection, whereas job roles and relationships with colleagues shaped how teachers reflected in staff conferences. Foong et al. (2018) found that a combination of individual and collective reflection deepened the reflective thinking of early childhood pre-service teachers during their practicum. Venninen et al. (2012) emphasized that reflective practice requires organizational conditions, including time structures and a work culture that supports collegial dialogue, and Leggett (2025) argued that intentional teaching demands careful, collaborative, and reflective practice.

Most of these studies were conducted outside Indonesia and did not specifically use ECGC principles as a lens for reflection. Conversely, Indonesian studies on ECGC have focused on services for children rather than on teachers' professional learning. This is the gap addressed by the present study: how ECGC principles are operationalized in *raudhatul athfal* teachers' daily reflection sheets, linked to team case discussions, and interpreted within the context of Islamic values.

## Method

This study employed a qualitative approach with a single case study design (Yin, 2018). A qualitative approach was chosen because it allows an in-depth understanding of the processes, dynamics, and meanings involved in implementing self-reflection informed by early childhood guidance and counseling (ECGC) in teachers' work context. The case was instrumental (Stake, 1995): reflective practice in a single institution was examined in order to understand the broader issue of workplace-based professional learning among early childhood teachers. The unit of analysis was teachers' reflective practice,

encompassing the reflection sheets, the accounts of the teachers and the principal, and teacher–child interactions in the classroom. The case was bounded by four classroom teachers and one principal over four weeks of data collection.

**Research Site, Participants, and Ethics**

The study was conducted at *raudhatul athfal* Nur Hidayah Bandung. The site was selected purposively because the institution is committed to developing the capacity of its teaching staff and integrates the ECGC approach into its daily learning activities. This choice allowed the practice under study to be observed in its entirety, but it also introduced a potential selection bias, since the site is likely to represent a relatively favorable case. The findings are therefore better read as a portrait of practice in an institution that was already prepared, rather than as representative of *raudhatul athfal* in general. The transferability of the findings to other institutions depends on contextual similarity, which is why the context is described in detail.

The participants were four *raudhatul athfal* classroom teachers and one principal, who served as a supporting informant on institutional policy and organizational climate. The teachers were selected because they were directly involved in completing the reflection sheets and had diverse qualifications and work experience. Participants' identities were anonymized using the codes T1–T4 for the teachers and P for the principal.

The study was conducted after obtaining permission from the principal and informed consent from all participants. Because the reflection sheets and anecdotal records contained information about children, all children's names were replaced with pseudonymous initials, and the data were used solely for research purposes.

**Reflection Sheet Instrument**

The daily reflection sheet consisted of three components that follow the separation of description, analysis, and action planning in the reflective cycle (Gibbs, 1988), with ECGC principles serving as the analytical lens. The components and their prompting questions are presented in Table 1.

**Table 1. Components of the Daily Reflection Sheet**

| Component | Sample prompting questions |
|---|---|
| Behavioral description | What did the child do and say? When, and in what situation? (without adjectives or labels) |
| Inferred developmental needs | What needs or skills might underlie this behavior? Are there other possible explanations? |
| Support plan | What will I try next? How will I know the outcome? Should parents or the principal be involved? |

Source: Institutional documents, 2026.

Data were collected using three techniques (Creswell & Creswell, 2018; Sugiyono, 2019). First, documentation of the daily reflection sheets completed by the teachers over four weeks (20 working days), with anecdotal records and children's progress reports as supporting documents. Second, semi-structured in-depth interviews with the four teachers and the principal concerning their experience of completing the reflection sheets, examples of cases involving children, changes in their pedagogical responses, and implementation constraints. Third, non-participant classroom observation, in which the researcher was present in the classroom without taking part in learning activities, was used to observe teacher–child interactions directly before and after the habit of self-reflection was introduced. Interview excerpts reported in this article were translated from Indonesian into English by the author.

Data were analyzed qualitatively and interactively following the model of Miles et al. (2014), which comprises data condensation, data display, and conclusion drawing and verification. In the condensation stage, all reflection sheets, interview transcripts, and observation notes were read repeatedly and assigned initial inductive codes, such as "behavior label", "situational description", "inferred need", "support plan", "time constraint", and "learning from colleagues". These codes were grouped into categories and themes linked to the three research questions. In the display stage, the data were arranged in matrices by participant and by data source to compare patterns before and after reflection became habitual. Conclusions were verified by re-examining cases that did not fit the emerging patterns (negative cases). Coding was carried out manually by the researcher.

Data trustworthiness was established with reference to the criteria of Lincoln and Guba (1985). Credibility was ensured through methodological triangulation, namely cross-checking the reflection sheet data against interviews and observations; source triangulation, namely comparing data across teachers and against the principal's account; and member checking. Transferability was supported by a detailed description of the context and participants. Dependability was ensured through an audit trail consisting of records of analytical decisions and an archive of raw data. Confirmability was ensured through peer debriefing and the researcher's reflective notes.

The researcher was an outsider who had previously been involved in training or in introducing the instrument. This position may have influenced the way participants reported their experiences, for instance through a tendency to present positive experiences

(social desirability). To mitigate this influence, the researcher made clear that the interviews were unrelated to performance appraisal, also asked about unsuccessful experiences, and compared participants' accounts with documents and observation results.

## Results and Discussion

The results are presented according to the three research questions: the implementation of ECGC-informed self-reflection, its relationship with teachers' understanding of children's behavior and their pedagogical decisions, and the factors that supported and hindered it.

### Implementation of ECGC-Informed Self-Reflection

Based on the reflection sheet documentation and interviews, the teachers completed the reflection sheet during the last 15–20 minutes of the day, after learning activities and the settling of the children had ended. The format was designed to be concise so that it could fit into the work routine, with three components: a description of the child's behavior, inferred developmental needs from a ECGC perspective, and a support plan (Table 1). Over the four weeks, an analysis of the reflection sheet content revealed a change in descriptive language from the first to the fourth week. This change indicates that the teachers began to separate what they observed from their judgments about the child. This separation did not occur by itself: the principal reviewed the reflection sheets and gave feedback whenever a description still contained labels or a presumed cause was written as a certainty.

### Reflection, Understanding of Children's Behavior, and Pedagogical Decisions

The teachers reported a shift from responses centered on stopping a behavior toward responses that took children's developmental needs into account. T2 described this experience as follows.

> "In the past, if a child threw blocks while playing with others, I would immediately say, 'Don't be naughty!' After practicing ECGC-based reflection, I learned to ask myself on the reflection sheet, 'Why is this child throwing blocks?' It turned out that the child did not yet have the words to invite a friend to play. My decision changed from reprimanding the child to teaching the phrase, 'Can I play too?'" (Interview, T2)

This excerpt shows a change in the pedagogical question, from "How do I stop this behavior?" to "What skill might the child not yet have?" T2's inference that the child

lacked the vocabulary to invite others to play was treated as a hypothesis to be tested through action rather than as a certainty.

The shifts in teachers' patterns of analysis and pedagogical decisions are summarized in Table 2. The table is an interpretive synthesis rather than a score or a quantitative measure of change.

**Table 2. Shifts in Teachers' Patterns of Analysis and Pedagogical Decisions**

| Dimension | Before habitual reflection | After habitual reflection | Data source |
|---|---|---|---|
| Focus of observation | Visible behavior and the child's compliance | The context of the behavior and possible developmental needs | RS, I |
| Descriptive language | General labels, e.g., "the child is fussy" or "the child is naughty" | Specific behavioral descriptions, e.g., "the child cries and holds their mother's hand when about to be left" | RS, O |
| Choice of response | Direct reprimands, one-way verbal instructions, or stopping the activity | Validating emotions, transitional objects, individual in-class support, and teaching social skills | RS, I |
| Pedagogical goal | Rapid restoration of classroom order | Gradual strengthening of children's skills and emotional regulation | I, RS |

Source: Research data, 2026. RS = reflection sheet; I = interview; O = observation. The "before" condition was derived from initial observations and teachers' recollections.

The term "individual in-class support" in Table 2 refers to the teacher's guidance of a single child during everyday activities, such as accompanying the child during transitions or helping the child join in play, and not to individual counseling. Changes in teachers' classroom responses were also examined through observation, which indicated, for example, that reprimands decreased relative to responses that validated children's emotions.

**Factors Supporting and Hindering a Reflective Culture**

Reflection notes that were of particular interest or for which no solution had yet been found were brought to the weekly case discussions. These discussions were held at the end of each week and were attended by all teachers and the principal. Each meeting discussed the cases that had emerged, and the outcome was a joint support plan that was reviewed at the following meeting. The principal described the change in the atmosphere of staff meetings as follows.

> "The teachers' self-reflection has changed the atmosphere of our weekly meetings. In the past, meetings were filled with complaints or administrative problems. Now, the teachers come with their own reflection data, and together we develop strategies for guiding and counseling the

> children. Our team's capacity has grown because we learn from one another's reflections." (Interview, P)

Because this account came from the program manager, it may have been somewhat favorable. For this reason, the principal's statements were compared with the teachers' accounts and the discussion notes. The data analysis yielded three themes describing the contribution of case discussions to team learning: a shared understanding that each child has a different developmental rhythm, openness in acknowledging the limitations of classroom approaches, and shared responsibility for supporting children. These themes were constructed from codes that emerged in participants' accounts and the discussion notes. They are interpretations of qualitative data, not measured indicators of team capacity.

The two main obstacles identified were limited time and the difficulty some novice teachers experienced in maintaining label-free descriptions. Although the reflection sheet format was concise, completing it still competed with administrative duties and preparation for the next day's lessons. The principal responded to these obstacles with three strategies. First, flexibility of format, for example allowing teachers to write brief bullet points or to complete the sheet for only one child per day. Second, mentoring by the principal in the form of feedback through brief conversations about the reflection sheets. Third, efforts to build a safe work climate, in which reflection notes were not used as a basis for performance appraisal or sanctions.

**Discussion**

The first finding shows that the structure of the reflection sheet played an important role in shaping how teachers thought. The separation of description, inferred needs, and support plan parallels Gibbs's (1988) cycle and helped teachers distinguish what they observed from their interpretations of its causes. This distinction matters because reflection and inferences about children's needs are inherently interpretive; what can be made objective is the description of behavior, whereas inferred needs remain hypotheses to be tested. This finding is also consistent with Pihlaja and Holst's (2013) caution that written reflection easily remains at a technical level. In this case, the prompting questions and the principal's feedback appear to have helped prevent reflection from becoming mere administrative record-keeping. However, four weeks of data are insufficient to determine whether the teachers' reflection reached the critical level in Chen's (2023) sense.

The second finding, namely the shift from reprimanding to teaching skills, can be read through Korthagen and Vasalos's (2005) model of levels of reflection. Change occurred not only at the level of behavior (how teachers reprimanded) but also at the level of beliefs about the meaning of children's behavior. In Brookfield's (2017) terms, teachers began to question the assumption that disruptive behavior always signifies non-compliance. This sensitivity in choosing the right response at a delicate moment approximates the notion of pedagogical tact (van Manen, 1991) and the principle of unconditional acceptance in ECGC (Rogers, 1957). The finding is also consistent with the negative effects of labeling on children's self-concept reported by Wahyuni et al. (2022). Nevertheless, part of the evidence of change came from teachers' own accounts and may therefore have been influenced by a tendency toward positive self-presentation. Accordingly, this finding is best read as change reported by teachers and, to the extent supported by observation, change visible in practice, rather than as evidence of improved service quality.

Efforts to avoid everyday labels such as "fussy" must also guard against a drift toward diagnostic labels, for instance writing that a child "has separation anxiety". Teachers who are not counselors run the risk of pseudo-diagnosis. For this reason, ECGC principles in this study were limited to behavioral description and inferred needs as pedagogical hypotheses, with a referral mechanism when necessary, consistent with the positioning of ECGC as developmental guidance (Fatimah et al., 2022; Sumaryadi et al., 2025).

The third finding shows that individual reflection became more meaningful when brought into team dialogue. This is in line with Foong et al. (2018), who found that collective reflection deepened individual reflection, and with Matsui (2021), who showed that regular discussions helped teachers understand one another's perspectives. Venninen et al. (2012) emphasized that reflective practice requires organizational conditions such as structured time and a collegial culture; the findings on limited time and the need for a safe climate in this study confirm the importance of such conditions. The idea of a work climate in which teachers feel safe to admit mistakes is consistent with the concept of psychological safety (Edmondson, 1999). However, Matsui (2021) also noted that job roles and relationships among teachers influence how teachers reflect in meetings; in this case, the principal's dual position as facilitator and superior may have constrained novice teachers' openness, so psychological safety cannot simply be assumed.

With regard to professional development, these findings do not show that reflection is superior to formal training, since the study did not compare the two. What can be said is that daily reflection and case discussions share several features of effective professional development, being embedded in practice, collaborative, and accompanied by feedback (Darling-Hammond et al., 2017), and that they may bridge the knowledge gained from training and classroom practice, which Egert et al. (2018) identified as the main pathway through which professional development affects children. ECGC-informed reflection is thus better positioned as a complement to formal training within the CPD framework.

In the *raudhatul athfal* context, this reflective practice can be understood as a form of professional *muhasabah*, in which teachers evaluate their actions of the day in order to improve their actions the next day (Usman et al., 2021). The values of compassion and thinking well of children provide a normative foundation for the principle of acceptance in ECGC. However, this islamic dimension did not emerge explicitly in the data and therefore warrants further investigation.

**Limitations**

This study has several limitations. First, the four-week data collection period is too short to draw conclusions about lasting changes in mindset or the sustainability of a reflective culture. Second, the study was conducted in a single institution with four teachers, and the site was selected because it was already committed to the approach under study; the findings therefore cannot be generalized to all *raudhatul athfal*. Third, the "before" condition was partly derived from teachers' recollections and earlier documents and thus cannot be treated as an objective baseline. Fourth, part of the data consisted of self-reports by the teachers and the principal, which are susceptible to social desirability bias. Fifth, the researcher's involvement in introducing the instrument may have influenced the implementation and participants' accounts. Finally, the study did not measure service quality or children's developmental outcomes.

**Conclusion**

ECGC-informed self-reflection at *raudhatul athfal* Nur Hidayah Bandung was implemented through a three-part daily reflection sheet that helped teachers separate descriptions of children's behavior from inferences about their developmental needs. This practice was associated with a shift reported by teachers from reprimanding and labeling

toward responses that validate children's emotions and teach social-emotional skills. The reflective culture was supported by weekly case discussions, mentoring by the principal, and a safe work climate, but was hindered by limited time and novice teachers' difficulty in refraining from labeling. These findings indicate that ECGC-informed reflection may serve as a form of workplace-based CPD that complements formal training, although this conclusion is limited to the context of the institution studied.

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