



Teachers' leadership in encouraging the implementation of deep learning through internal training programs at kindergarten children Ceria Bandung

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Abstract

This study examines how teacher leadership supports the implementation of deep learning through Internal Training (IHT) in an early childhood education setting. The research is grounded in the need for practice-based professional development that enables early childhood teachers to design learning experiences that are meaningful, play-centered, and inquiry-oriented. Conducted at Kindergarten Anak Ceria Bandung, the study employs a descriptive qualitative approach involving classroom teachers and the school principal, who work collaboratively as facilitators and instructional coaches. Data were collected over a three-month period through classroom observations, IHT observations, in-depth interviews, and document analysis. The findings show that teacher facilitators assume multiple leadership roles, including motivating peers, collaborating in lesson planning, modeling developmentally appropriate instructional strategies, and guiding reflective dialogue through structured tools such as the 2+1 feedback protocol. Techniques such as Think-Pair-Share, gallery walks, and micro-coaching help establish a supportive professional culture that promotes innovation and shared pedagogical growth. The study also identifies notable improvements in classroom climate and child engagement following the adoption of deep learning practices. As teachers reduce worksheet-driven routines and introduce open-ended play, thematic learning centers, and inquiry-based activities, children demonstrate higher levels of curiosity, confidence, and sustained involvement in learning. They participate more actively in discussions, explore materials with greater purpose, and collaborate constructively with peers. These patterns illustrate how deep learning principles nurture cognitive, social, and emotional development through hands-on exploration and meaningful interaction. The study highlights that sustainable improvement in early childhood education grows from within teacher communities. Strengthening professional collaboration not only builds collective capacity but also enhances teachers' commitment to creating learning environments that nurture deep, meaningful, and developmentally appropriate engagement among young children.

Keywords: *Teacher Leadership; Internal Training; Deep Learning.*

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Introduction

The transformation of education in Indonesia emphasizes the importance of child-centred and 21st century skill development oriented learning. In the context of early childhood education, including kindergarten, this means encouraging children to think critically, be able to solve problems, communicate effectively, and build strong character from an early age. One approach that supports this is deep learning, which not only focuses on cognitive mastery of the material, but also fosters meaningful understanding, conceptual interconnectedness, and its application in daily life. This aligns with Kemendikbudristek (2025), which highlights that deep learning must be meaningful, contextual, integrative, and able to cultivate critical thinking, creativity, problem-solving, and joyful learning experiences in PAUD.

In the school, the implementation of deep learning still faces many challenges, especially at the PAUD level. Many teachers are still stuck in routine learning that is repetitive and focuses on results, not processes. This often happens due to limited understanding, lack of experience, and limited access to relevant and ongoing professional training. These issues demonstrate the importance of continuous professional development, which scholars argue is central to maintaining teacher professionalism and instructional quality (Cahya et al., 2023). Instructional leadership literature also notes that improving learning is strongly shaped by the capacity of educators to manage instruction and reflect on their practice (Maula & Hidayatullah, 2024).

Kindergarten Anak Ceria in Bandung, as one of the early childhood education institutions active in quality development, has carried out various initiatives to improve the quality of learning. One of the strategies used is to organize an in house training (IHT) program led by a senior teacher or model teacher. This program is designed to build the internal capacity of teachers to apply the principles of deep learning in a contextual, creative, and fun way for children. IHT reflects (Sebgag & Rifi, 2023), who describe internal training as an efficient professional development practice that utilizes internal school resources. Teachers with special expertise can effectively serve as facilitators for their peers, supporting collaborative teacher growth within the school environment (Kurniadiansyah et al., 2025).

In this internal training context, interesting dynamics have emerged related to the leadership role of teachers. Teachers who become facilitators not only deliver material, but also act as agents of change that encourage peers to reflect on their teaching practices, develop more meaningful learning strategies, and create learning environments that stimulate children's deeper understanding. This is consistent with Harris and Jones (2019), who emphasize that teacher leadership is central in driving educational innovation when teachers are empowered to lead learning within their communities. Teacher leadership grows through collaboration, reflection, and mutual trust (Klerk et al., 2022).

In educational contexts, this model places teachers as agents of change who foster innovation and commitment to school improvement. In contrast, distributive leadership views leadership as a collective endeavour shared among multiple members of the organization. Defines distributive leadership as shared responsibility for organizational success through collaboration and participation (Phillips et al., 2023). This approach aligns closely with internal training practices, where teachers work together to enhance learning quality. The distributed nature of leadership in PAUD has also been noted, that leadership emerges naturally as teachers collaborate to support each other's instructional growth (Sari et al., 2025).

However, the effectiveness of internal training in encouraging such change is greatly influenced by the quality of teacher leadership in the process. Teacher leadership is not only about knowledge, but also about communication, building trust, inspiring colleagues, and mobilizing them towards a common vision. Transformational leadership theory (Suryadi et al., 2024) provides a useful lens to understand this, as transformational leaders motivate and inspire others through shared vision and mutual respect. Instructional leadership literature also highlights the importance of leaders guiding instructional improvement and promoting reflective professional practice (Hoerudin et al., 2024).

Therefore, it is important to examine how teacher leadership emerges in internal training at Kindergarten Anak Ceria Bandung, what strategies are used, what challenges arise, and what impacts are visible in the implementation of deep learning in the classroom. This research is relevant not only for the professional development of teachers within the school but can also be a

reference for other schools seeking to build collaborative learning cultures through the internal leadership potential of teachers.

Thus, several research problems can be identified. These include: how teacher leadership is developed to support the implementation of deep learning at Kindergarten Anak Ceria Bandung through its internal training program; what strategies teacher facilitators use when planning and delivering internal training sessions; the challenges they face in guiding their peers; and how teacher-led internal training influences the use of deep learning practices in early childhood classrooms. This formulation highlights the importance of teacher leadership, the practical processes involved in internal training, and how these efforts contribute to improving instructional quality in a kindergarten setting. Prior research has mostly discussed leadership from the perspective of school principals (Widyastuti et al., 2024). Studies that specifically highlight teacher leadership within internal training contexts in early childhood education remain limited. Therefore, this study provides novelty by examining how leadership is enacted by teachers as facilitators in promoting deep learning through collaborative internal training programs.

Teacher leadership is a crucial element in creating positive changes in educational settings, including developing meaningful and transformative learning practices. In early childhood education, teachers not only serve as facilitators of learning for children but also as motivators and collaborators for their peers. Professional educators, according to Lilies in Zulaikah et al. (2022), must possess pedagogical competence, strong ethics, and continuous self development. When teachers can lead knowledge sharing and direct change through internal training, this becomes a form of contextual professional leadership aligned with both instructional and distributive leadership theories. This study therefore aims to describe and analyze how teacher leadership contributes to the implementation of deep learning at Kindergarten Anak Ceria Bandung, including the strategies applied, the challenges encountered, and the observable impacts in classroom practices.

Methods

This study employs a descriptive qualitative design aimed at gaining a deep and contextualized understanding of teacher leadership in facilitating the implementation of deep learning through Internal Training (IHT) in schools. The research was carried out at Kindergarten Anak Ceria Bandung, a partner institution recognized for its strong application of deep learning-based pedagogy. This school was intentionally selected because it integrates IHT as a central mechanism for improving instructional quality and sustaining professional development. The participants consisted of seven classroom teachers and the school principal. Teachers were included because of their direct involvement in IHT both as facilitators and participants, while the principal was involved due to her central role in designing and coaching the IHT process. Data collection took place over a period of three months (July–September 2025), providing sufficient time to observe curriculum implementation, classroom practices, and pedagogical changes before, during, and after the training.

Data were gathered through in depth interviews, direct observations, and document analysis. Classroom observations were conducted to examine how teachers enacted deep learning principles in their daily instruction, including how they designed learning environments, facilitated children's inquiry, and conducted authentic assessment. Observations were also carried out during IHT sessions to understand the principal's coaching strategies, the ways teachers exercised leadership while facilitating sessions, and how collaborative learning took place during training. Additionally, broader school level observations were conducted to explore how deep learning was embedded within the curriculum and instructional planning. In depth interviews with teachers explored their experiences, reflections, and perceptions of IHT, particularly its influence on their leadership roles and classroom practice. Interviews with the principal focused on the design of IHT, the coaching process, and the effectiveness of the training in supporting deep learning implementation.

Document analysis further supported the triangulation of findings and included curriculum documents, lesson plans, IHT agendas, facilitator notes, teacher reflection journals, and classroom artifacts such as children's work samples and photo documentation. All collected data were

analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which involves continuous cycles of data condensation, data display, and conclusion drawing. Through iterative thematic coding, patterns related to leadership strategies, collaborative dynamics, and pedagogical transformation were identified and refined.

To ensure trustworthiness, the study employed several validation strategies. Triangulation across interviews, observations, and documents strengthened the credibility of interpretations. Member checking was conducted by confirming emerging findings with teachers and the principal, ensuring that interpretations accurately reflected participants' perspectives. An audit trail was maintained throughout the research process, documenting field notes, analytic decisions, and researcher reflections. Ethical protocols were strictly followed: permission for data collection was obtained from the principal, participants were informed about the purpose and procedures of the study, involvement was voluntary, and confidentiality and anonymity were maintained throughout the research process. Overall, this methodological approach ensured a rigorous and ethically grounded examination of how teacher leadership and internal training contribute to the development and sustainability of deep learning practices in early childhood education.

Results and Discussion

Teacher leadership is a force for change

The interview findings indicate that teacher leadership within internal training (IHT) serves as a central driver of pedagogical change in the school context. Teacher facilitators do more than simply prepare agendas; they thoughtfully curate relevant materials, moderate substantive discussions, and guide peers through simulations and micro coaching sessions designed to strengthen instructional practice. By integrating structured strategies such as Think-Pair-Share, walk-through reviews, and mini lesson studies, facilitators create opportunities for active participation and collaborative inquiry. These interactive methods allow teachers to jointly analyze challenges, test new techniques, and refine their understanding of deep learning approaches in a supportive environment.

Importantly, several contextual constraints, particularly limited training time and cultural reluctance to offer direct criticism are managed through adaptive facilitation. The use of the 2+1 feedback protocol, which invites two positive comments followed by one constructive suggestion, helps maintain psychological safety while still promoting honest reflection. Likewise, simple rubrics provide a clear and nonthreatening reference point that encourages teachers to discuss strengths and areas for improvement without personalizing critique.

These practices show how teacher facilitators demonstrate a form of leadership that is responsive, collaborative, and focused on finding solutions that fit early childhood settings. Their ability to guide learning processes, support and involve fellow teachers, and adjust strategies to match classroom realities such as children's developmental needs, time limitations, and available resources strengthens the quality and continuity of professional learning. By using simple tools like child friendly rubrics and reflective discussions, facilitators help create a supportive environment where teachers feel confident to try new approaches, refine their play-based strategies, and grow together as a professional community. These findings align with teacher argument that meaningful educational change originates from leadership within the community, rather than from formal authority alone. The facilitator teachers operate as catalysts who diffuse effective practices and model reflective professionalism. Interview data also show increasing individual initiatives from participating teachers, such as modifying play angles to be more contextual, adding provocations, and designing small problem based projects illustrating how teacher leadership stimulates creativity and professional autonomy among peers (from the data in research).

This form of collaborative, practice centered teacher leadership aligns with the view that meaningful educational improvement in early childhood settings occurs when teachers act as active agents of change within their own learning communities. In early childhood education contexts, leadership is expressed not through formal authority but through shared experiences, peer modeling, and supportive guidance during play based learning. When teacher leaders demonstrate developmentally appropriate strategies, facilitate reflective conversations, and encourage colleagues to try new approaches, they help create a nurturing professional

environment where innovation can grow. Through these teacher driven initiatives, improvements in teaching and learning develop naturally and become more sustainable in early childhood classrooms. Reflective and collaborative leadership strengthens school learning cultures (Klerk et al., 2022), leadership increases teacher innovativeness through autonomy and professional collaboration (Lin, 2022). From a transformational leadership lens, facilitator teachers demonstrate inspirational motivation and individualized consideration, supporting peers through constructive feedback and modeling innovative approaches (Sinaga et al., 2021). Through a distributed leadership perspective, IHT becomes a non hierarchical space where teachers collectively share leadership responsibilities. Overall, these results support Hargreaves & Shirley's (2020) idea of leading from the middle, where peer driven leadership builds collective capacity. This establishes teacher leadership not as a formal post but as a strategic mechanism for cultivating a reflective, collaborative learning community.

The data indicate that teacher leadership in the IHT setting is expressed primarily through instructional facilitation. Teacher facilitators do more than organize activities; they curate relevant materials, guide simulations, and support peers through micro coaching. These practices show that teacher leadership is exercised through direct engagement with teaching and learning processes, emphasizing professional support rather than administrative control. This form of leadership positions teachers as instructional guides who help shape pedagogical improvement from within the classroom context. Leaders (in this case teacher facilitators) can improve teacher professionalism through facilitating learning and learning communities, similar to how IHT provides space for reflection and mentoring (Mandasari & Herlinawati, 2025).

The use of strategies such as Think-Pair-Share, gallery walk, and mini lesson study demonstrates that teacher facilitators adopt a collaborative approach to leadership. These methods encourage active participation, shared inquiry, and collective reflection among teachers. Through these collaborative structures, teacher leadership becomes distributed as authority and responsibility are shared across participants. This enables teachers to learn from one another and contributes to a non hierarchical culture of professional dialogue. Facilitator of IHT become inspirations and role models, motivating other teachers, and encouraging pedagogical change through examples and reflection (Widyastuti et al., 2024).

The findings also show that teacher facilitators employ feedback-oriented leadership strategies, particularly through the use of the 2+1 feedback protocol and simple rubrics. These tools help reduce the discomfort associated with giving criticism and create a psychologically safe environment for professional learning. By structuring feedback in a positive and constructive manner, teacher leaders promote reflective thinking and help colleagues evaluate and refine their instructional practices (Nuraini et al., 2024).

The ability of teacher facilitators to navigate contextual constraints, such as limited instructional time and cultural norms that discourage direct criticism, demonstrates a form of adaptive leadership that is crucial for effective professional learning. Instead of imposing standardized or rigid facilitation practices, these facilitators intentionally modify their approaches to align with the social, relational, and organizational dynamics within the school environment. Such flexibility allows them to maintain collaborative engagement, reduce resistance among teachers, and create a learning atmosphere that feels culturally respectful and psychologically safe. By responding to real conditions rather than idealized expectations, facilitators help ensure that professional development activities are not only implemented but also sustained over time. This illustrates that teacher leadership is inherently sensitive to workplace realities, acknowledging that meaningful instructional improvement occurs when professional learning strategies are attuned to the lived experiences, shared values, and practical limitations of the teaching community (Rofi et al., 2024).

Finally, teacher leadership becomes particularly visible through the modeling and mentoring practices demonstrated during the training sessions. When facilitators actively showcase instructional strategies, such as how to conduct deep learning discussions, structure student-centered activities, or manage collaborative group work, they provide participants with clear, practical examples that move beyond theoretical explanation. These demonstrations allow teachers to observe not only what to do, but also how and why certain strategies are effective in real classroom contexts. In addition, facilitators guide their peers through hands on activities,

offering step-by-step support, clarifying misunderstandings, and encouraging reflective dialogue throughout the process. This mentoring role fosters a sense of professional trust and encourages teachers to experiment with new approaches without fear of judgment. Such practices reveal the transformative dimension of teacher leadership, as change often emerges through imitation and shared experience. When teachers see colleagues successfully applying innovative methods, they are more motivated and confident to adopt similar practices in their own classrooms. The combination of modeling, mentoring, and collaborative learning thus strengthens the professional identity of teachers, promotes continuous instructional improvement, and supports the sustainability of the learning community. Through these processes, teacher facilitators function not only as trainers but also as catalysts for collective pedagogical growth.

Deep Learning Training as a Space for Teacher Capacity Growth

Teachers teacher GP1 and teacher GP2 emphasize that the internal training offers practical, relevant, and classroom connected learning experiences. They note improvements in designing exploratory play areas, using lighter guiding questions, and applying play observation rubrics. teacher GP1 reports reducing worksheets and substituting them with small collaborative projects that encourage discussion, while teacher GP2 highlights the importance of photo documentation with children's captions as authentic evidence of learning.

The data suggest that deep learning oriented internal training (IHT) becomes a meaningful space for teacher capacity growth because it offers learning experiences that are practical, relevant, and directly connected to classroom realities. Teachers GP1 and GP2 emphasize that the training does not remain at the conceptual level but provides hands on modeling, concrete examples, and opportunities to immediately apply strategies in practice. Assertion that teacher capacity grows through sustained, practice-based professional development embedded in authentic teaching contexts. The principal further confirms that IHT is now embedded in the RKAS and implemented routinely, reinforcing the idea that institutionalized and continuous professional learning environments strengthen teacher competence (Faizuddin et al., 2022).

Growth is also visible in teachers' ability to design more meaningful exploratory play areas for young children. Both GP1 and GP2 explained that their skills in creating stimulating learning environments have improved. They are now able to set up play corners that invite children to explore, use lighter guiding questions to support thinking, and design activities that encourage autonomy, curiosity, and problem solving. This shift marks a movement away from highly directive teaching toward a more inquiry based approach. In early childhood education, this approach is closely connected to the idea of deep learning, which emphasizes that children develop deeper understanding when teachers create learning experiences that are challenging, contextual, hands on, and reflective.

The Find-Imagine-Do-Share framework used in the training strongly supports this shift. Through this process, teachers first find real challenges or needs in their classrooms, such as limited child engagement or lack of exploration during play. Next, they imagine possible solutions by reflecting on children's interests and developmental needs. They then do or test these ideas through hands on activities, setting up improved play invitations, changing materials, or adjusting guiding questions. Finally, they share their experiences and reflections with colleagues during discussions. This cycle not only strengthens teachers' confidence but also builds a culture of collaboration. By talking about successes and challenges, teachers learn from one another and continue refining their practices even after the training ends. As a result, exploratory play becomes richer, more intentional, and more responsive to children's natural curiosity (Grimberg & Cortazar, 2023).

Teacher capacity growth is also visible in the transformation of their lesson planning practices. GP1 explains that there has been a noticeable decrease in worksheet driven activities, which are often too structured for young children. These have been replaced with small, play based collaborative projects that encourage discussion, creativity, and peer interaction. This shift shows a movement away from surface learning, where children simply complete tasks toward deeper cognitive engagement. In early childhood settings, deep learning occurs when children have opportunities to reason, explore, solve problems, and communicate their ideas with others.

By designing lessons that include open ended materials, guided questions, and opportunities for cooperative play, teachers are now creating learning experiences that better support

children’s natural curiosity and social development. These changes also reflect a stronger understanding of developmentally appropriate practice, showing that teachers are increasingly able to plan activities that nurture both thinking skills and meaningful engagement in early childhood classrooms. Such practices echo findings from the Leadership for Learning Programme in Australia and China, which demonstrate that practice based, research informed training enhances teacher leadership and improves student learning outcomes (Nuraini et al., 2024).

The data additionally reveal enhanced skills in implementing authentic assessment. GP2 highlights improved use of photo documentation combined with children’s captions as evidence of learning, demonstrating a more sophisticated understanding of how assessment can capture learning processes rather than merely products. This aligns with contemporary early childhood assessment principles, which emphasize naturalistic, child centered documentation as part of the learning cycle. By developing stronger observational and interpretive skills, teachers become more responsive to children's developmental needs an essential component of deep learning oriented pedagogy (Grisham-brown et al., 2006).

Finally, the findings show that the deep learning training acts as an important reflective space where early childhood teachers can examine and reorient their pedagogical beliefs. Through concrete examples, open discussions, peer modeling, and collaborative dialogue, teachers are given structured opportunities to think about what works in their classrooms, identify gaps in their current practices, and consider new approaches that better support young children’s development. This reflective process is essential in early childhood education, where teaching requires sensitivity to children’s needs, play patterns, and learning rhythms.

The results also support the idea that meaningful educational change grows from within the teacher community itself. When teachers take the lead sharing strategies, guiding peers, and modeling classroom practices, they help build a shared commitment to improving learning experiences for young children. This aligns with the view that teacher leadership, rather than external authority alone, is a strong driver of lasting pedagogical improvement.

Furthermore, the collaborative atmosphere created during IHT reflects the principles of distributed leadership. Responsibility for learning is shared, ideas flow in multiple directions, and teachers support one another as equal partners. This collective approach strengthens professional confidence, enhances instructional capacity, and ensures that changes in practice become sustainable in early childhood learning environments (Lin, 2022). As a result, internal training not only strengthens individual teacher competence but also reinforces a collective professional learning culture that sustains deep learning implementation.

Table 1. Summary of Teacher Facilitator Roles, Leadership Strategies, and Outcomes

Facilitator Roles	Leadership Strategies	Outcomes on Deep Learning Implementation
Motivator	Encouraging peer reflection, providing positive feedback	Teachers develop intrinsic motivation to innovate
Collaborator	Co-designing lesson plans and sharing classroom practice	Enhanced teamwork and collective reflection
Model Teacher	Demonstrating deep learning activities during IHT	Peers replicate creative and meaningful teaching methods
Evaluator	Using 2+1 feedback protocol and rubrics	Improved self-assessment and awareness of learning quality

This table summarizes the emerging pattern that teacher leadership during internal training operates through interconnected roles and strategies, resulting in deeper pedagogical transformation. As motivators, facilitator teachers cultivate intrinsic motivation among their peers by encouraging reflection and offering positive feedback, which nurtures a professional climate where teachers feel empowered to innovate. In their role as collaborators, facilitators engage colleagues in co-designing lesson plans and sharing classroom practices, strengthening teamwork and fostering a collective reflective culture that is essential for developing deep

learning pedagogies. Acting as model teachers, facilitators demonstrate concrete examples of deep learning activities during IHT, enabling peers to observe, adopt, and adapt innovative instructional practices that support inquiry, exploration, and meaningful learning experiences for children. Finally, as evaluators, facilitators employ strategies such as the 2+1 feedback protocol and the use of simple rubrics to enhance teachers' self-assessment skills and deepen their awareness of learning quality. Taken together, these interconnected leadership practices show that internal training becomes a powerful space for teacher capacity growth, reinforcing reflective collaboration, instructional improvement, and the sustained implementation of deep learning in classroom settings.

Changes in Classroom Climate and Child Engagement in Relation to Deep Learning

Shifts in classroom climate and child engagement are strong indicators that deep learning principles are being meaningfully applied in early childhood settings. When teachers begin to move away from highly structured, worksheet driven routines and instead adopt more open-ended, inquiry rich experiences, the atmosphere in the classroom changes in visible and positive ways. Children become more curious, more communicative, and more confident in exploring their environment (Andriyani, 2024).

One of the key changes is the creation of learning spaces that invite exploration. Instead of rigid seating arrangements and teacher-led tasks, classrooms start to feature learning centers, loose parts materials, and thematic play corners that encourage children to make choices and follow their interests. This aligns with deep learning, which emphasizes active meaning-making. As children manipulate objects, ask questions, and engage in pretend play, they begin constructing their own understanding rather than simply receiving information.

Deep learning also influences teacher and child interaction. Teachers shift from giving direct instructions to using open-ended prompts such as "What do you think will happen?" or "How can we solve this together?" These guiding questions not only support children's reasoning but also create a warmer, more collaborative climate. Children feel that their ideas matter, and this sense of psychological safety increases participation and persistence.

In classrooms where deep learning is applied consistently, child engagement becomes more sustained. Children stay longer at activity centers, revisit projects across several days, and show greater ownership of their work. Group tasks also become richer: instead of competing, children negotiate roles, share materials, and work together to build structures, complete investigations, or solve small problems. This social dimension reflects how deep learning supports both cognitive growth and social-emotional competence (Ellerani & Gentile, 2013).

Furthermore, children demonstrate higher levels of expressive language, creativity, and self regulation. They ask more questions, explain their thinking, and reflect on their actions, behaviors that rarely occur in rote or teacher directed classrooms. As a result, the classroom climate becomes more joyful, respectful, and intellectually stimulating (Rahman, 2025).

Overall, the implementation of deep learning reshapes both the environment and the children's engagement. The classroom becomes a community of thinkers and explorers, where young children actively build understanding through play, collaboration, and meaningful interaction.

Conclusion

This study demonstrates that teacher-led internal training is a powerful mechanism for strengthening the implementation of deep learning in early childhood settings. The findings show that when teachers are given structured opportunities to learn together, through peer modeling, collaborative discussion, hands-on practice, and reflective dialogue, they are better able to understand and apply developmentally appropriate strategies that support young children's inquiry, problem solving, and communication skills. Internal training functions not only as a place to learn new techniques, but also as a reflective space where teachers can reassess their beliefs about teaching and adjust their classroom practices to better align with deep learning principles.

Teacher facilitators play a central role in this process. Their leadership is expressed through guiding discussions, demonstrating classroom strategies, designing practical learning activities, and adapting the training to fit contextual realities such as limited time, diverse teacher readiness,

and cultural norms. By using supportive tools, such as the 2+1 feedback protocol, simple rubrics, and structured frameworks like Find–Imagine–Do–Share—teacher facilitators create a safe and collaborative environment where teachers feel confident to try new approaches and refine their practice.

Despite challenges, the study highlights that meaningful improvement in early childhood education grows from within the teacher community. As teachers share ideas, help each other solve problems, and take active roles in leading professional learning, they build collective capacity and stronger professional commitment. Overall, teacher-led internal training enhances collaboration, nurtures innovation, and leads to more consistent, intentional, and reflective deep learning experiences for young children in kindergarten classrooms.

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