



## Multicultural Collaboration to Optimize Early Childhood Development in Kindergarten

Angraini Daboti<sup>1</sup>✉, Nabila Al Qammah Putri<sup>1</sup>, Nadhiva Aulia Gusva<sup>1</sup>,  
Novelya Triye Mulyawi<sup>1</sup>, Gebilla Dwi Yonanta<sup>1</sup>, Mutiara Nafisa<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

✉Email: [anggrainidaboti@uinmybatusangkar.ac.id](mailto:anggrainidaboti@uinmybatusangkar.ac.id)

DOI: [10.64840/jcosece.v2i1.122](https://doi.org/10.64840/jcosece.v2i1.122)

Article Info	Abstract
<p><b>Received:</b> 01-10-2025</p> <p><b>Revised:</b> 21-12-2025</p> <p><b>Accepted:</b> 10-03-2026</p> <p><b>Published:</b> 28-04-2026</p> <p><b>Keywords:</b> Community Service, Early Childhood Development, Inclusive Education, Multicultural Collaboration, Parental Involvement</p>	<p><b>Background:</b> Early childhood education plays a crucial role in shaping children's cognitive, social-emotional, language, and motor development. In multicultural societies such as Indonesia, the diversity of cultural, social, and religious backgrounds presents both opportunities and challenges in creating inclusive and effective learning environments. However, the lack of structured collaboration between schools, families, and communities often limits the optimization of children's holistic development.</p> <p><b>Aims:</b> This community service program aims to enhance early childhood development through the implementation of multicultural collaboration involving teachers, parents, and the community in a kindergarten setting.</p> <p><b>Methods:</b> This program employed a participatory and collaborative approach consisting of three main stages: preparation, implementation, and evaluation. The preparation stage involved needs analysis, coordination with the school, and development of multicultural-based learning materials. The implementation stage included interactive activities such as storytelling, singing, role-playing, and motoric games reflecting cultural diversity. The evaluation stage was conducted through discussions with teachers and observations of children's development. Participants included 50 children and parents, as well as 6 teachers at UPTD TK Negeri Pembina Sungai Tarab.</p> <p><b>Result:</b> The results indicate that the program contributed positively to children's development, particularly in social interaction, self-confidence, and attitudes of tolerance and respect for diversity. In addition, teachers showed improved understanding and ability to integrate multicultural values into daily learning activities. The collaborative approach also strengthened the relationship between school, family, and community.</p> <p><b>Conclusion:</b> Multicultural collaboration is an effective approach to optimize early childhood development in an inclusive learning environment. The program not only enhances children's holistic development but also strengthens the synergy among educational stakeholders, making it a sustainable and replicable model for early childhood education practices.</p>
<b>License</b>	This article is licensed under a <a href="https://creativecommons.org/licenses/by-sa/4.0/">Creative Commons Attribution-ShareAlike 4.0 International License</a> ©2026 by author/s
<b>How to Cite</b>	Daboti, A., Putri, N. A. Q., Gusva, N. A., Mulyawi, N. T., Yonanta, G. D., & Nafisa, M. (2026). Multicultural Collaboration to Optimize Early Childhood Development in Kindergarten. <i>Journal of Comunity Service in Early Childhood Education</i> , 2(1), 241–256. <a href="https://doi.org/10.64840/jcosece.v2i1.122">https://doi.org/10.64840/jcosece.v2i1.122</a>
<b>Publisher</b>	CV Berkah Syandin Trust (CV BEST)

## **INTRODUCTION**

Early Childhood Education (ECE) plays a fundamental role in shaping children's holistic development, including cognitive, social-emotional, language, and motor domains. This developmental stage is widely recognized as the "golden age," during which children are highly responsive to environmental stimulation and social interaction (Shonkoff & Phillips, 2021; Center on the Developing Child, 2022). Therefore, providing an appropriate learning environment that supports inclusivity, interaction, and meaningful experiences is essential to optimize children's developmental potential. In this context, early educational interventions should not only focus on academic readiness but also emphasize character formation and social competence as foundational life skills.

In multicultural societies such as Indonesia, diversity in cultural, ethnic, linguistic, and religious backgrounds presents both opportunities and challenges in early childhood education. Diversity can enrich children's learning experiences by introducing multiple perspectives and fostering tolerance from an early age. However, without proper educational strategies, diversity may also lead to social gaps, misunderstandings, or exclusion in learning environments (Banks, 2020; Gay, 2021). Therefore, integrating multicultural education into early childhood settings becomes crucial to promote inclusive values, mutual respect, and social harmony.

Multicultural education in early childhood is not merely about introducing cultural differences but involves developing children's awareness, attitudes, and behaviors toward diversity. Studies have shown that early exposure to multicultural values contributes significantly to children's empathy, prosocial behavior, and conflict resolution skills (Derman-Sparks et al., 2020; Boutte et al., 2021). Moreover, culturally responsive pedagogy enhances children's sense of identity and belonging, which are essential for their emotional well-being and learning engagement (Paris & Alim, 2017; Hammond, 2020). These findings indicate that multicultural approaches are essential components of quality early childhood education.

Recent studies also emphasize the importance of collaboration among educational stakeholders in supporting children's development. Bronfenbrenner's ecological systems theory highlights that children's development is influenced by interactions across multiple environments, including family, school, and community (Bronfenbrenner & Morris, 2006). In line with this, collaborative approaches involving teachers, parents, and communities have been proven to enhance learning outcomes and strengthen children's social development (Epstein, 2018; Sheridan et al., 2021). Such collaboration creates a consistent and supportive learning ecosystem that reinforces children's development both inside and outside the classroom.

Furthermore, participatory and community-based approaches in early childhood education have gained increasing attention in recent years. These approaches emphasize active engagement, shared responsibility, and contextual learning experiences. Research indicates that participatory learning environments

significantly improve children's engagement, motivation, and social interaction (Wals et al., 2021; Elliott & Davis, 2020). In addition, community-based educational programs provide authentic learning contexts that enable children to connect classroom learning with real-life experiences (Somerville & Williams, 2022; Davis & Elliott, 2023). This suggests that integrating collaboration and participation into early childhood education is both pedagogically and socially beneficial.

Despite the growing recognition of multicultural and collaborative approaches, preliminary observations at UPTD State Model Kindergarten (TK Negeri Pembina) Sungai Tarab revealed several challenges. Learning activities were still predominantly teacher-centered, with limited involvement of parents and minimal integration of multicultural values into daily learning practices. In addition, collaboration between school, family, and community had not been systematically structured, resulting in suboptimal support for children's holistic development. This condition indicates a gap between theoretical recommendations and practical implementation in the field.

Several previous community service programs have attempted to introduce innovative learning approaches in early childhood settings; however, many of them focus primarily on media development or teacher training without emphasizing sustained collaboration among stakeholders (Kim & Park, 2024; Li et al., 2024). Moreover, limited studies specifically address the integration of multicultural collaboration as a comprehensive strategy to optimize early childhood development. This gap highlights the need for a more holistic and context-based intervention that combines multicultural values with collaborative practices.

Based on these considerations, this community service program proposes a multicultural collaboration approach involving teachers, parents, and children in a structured and participatory learning process. The program integrates multicultural values into various child-centered activities such as storytelling, role-playing, singing, and motoric games, designed to stimulate multiple aspects of development. This approach is expected to create an inclusive learning environment that supports both character formation and developmental outcomes.

The novelty of this program lies in the integration of multicultural education and collaborative engagement within a community service framework that directly involves multiple stakeholders in early childhood education. Unlike conventional programs that focus on single aspects of intervention, this approach emphasizes holistic development through synergy between school, family, and community. Therefore, the program not only addresses immediate educational needs but also contributes to sustainable educational practices.

Accordingly, the objectives of this community service program are: (1) to describe the implementation of multicultural collaboration in early childhood learning; (2) to analyze its impact on children's developmental aspects, particularly social-emotional and behavioral outcomes; and (3) to evaluate the role of

collaboration among teachers, parents, and the community in supporting inclusive and meaningful learning environments.

## **METHODS**

### **Community Service Design**

This community service program employed a participatory and collaborative approach aimed at optimizing early childhood development through multicultural collaboration. This approach was designed to actively involve teachers, parents, and children in a structured learning process that integrates multicultural values into daily educational activities. The design is grounded in constructivist and socio-cultural learning theories, emphasizing interaction, collaboration, and contextual learning experiences as essential elements in supporting children's development. The program was implemented through three main stages, namely: 1) preparation; 2) implementation; and 3) evaluation, ensuring a systematic and reflective process that responds to real needs in the field while fostering sustainable collaboration among stakeholders.

### **Setting and Participants**

The program was conducted at UPTD State Model Kindergarten (TK Negeri Pembina) Sungai Tarab, Tanah Datar, on December 3, 2025. The participants consisted of 50 children and parents, as well as 6 teachers who were directly involved in the learning process. The selection of participants was based on their active engagement in early childhood education activities and the relevance of the program to their developmental needs. Teachers functioned not only as facilitators but also as collaborators, while parents were involved to strengthen the partnership between school and family in supporting children's development.

### **Procedure of Implementation**

The implementation of the community service program was carried out through three main stages, namely: 1) preparation stage; 2) implementation stage; and 3) evaluation stage.

The preparation stage began with coordination between the community service team and the school to identify the characteristics of children, the multicultural background of participants, and the institutional needs. Based on this initial analysis, the team developed a structured activity plan, designed multicultural-based learning materials, and prepared educational media and play tools appropriate to early childhood development. This stage ensured that the program was contextually relevant and aligned with the developmental characteristics of the participants.

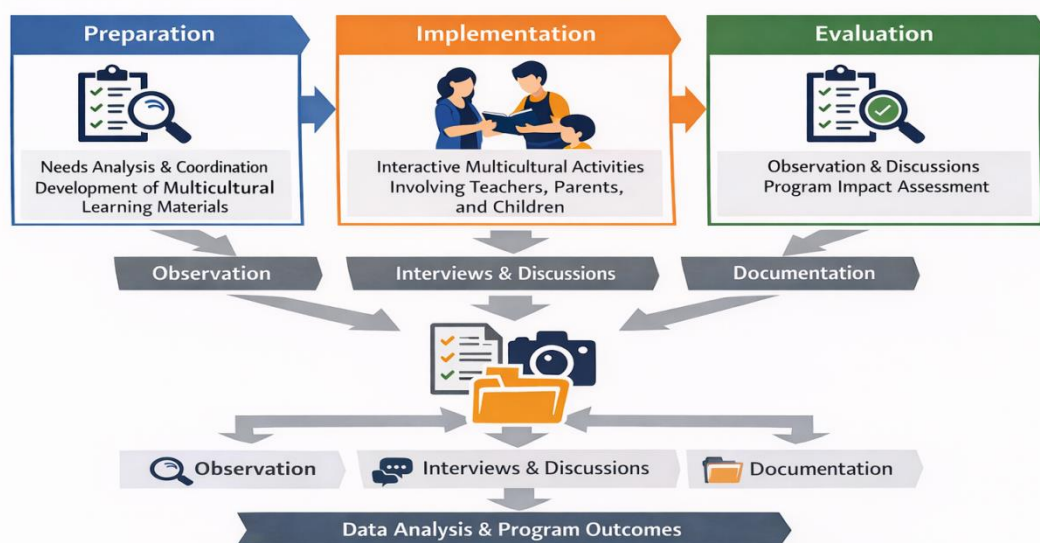
The implementation stage was conducted through interactive and participatory learning activities involving children, teachers, and parents. The activities integrated multicultural values into enjoyable learning experiences,

including: 1) storytelling activities reflecting cultural diversity; 2) singing multicultural-themed songs; 3) role-playing to introduce social interaction across differences; and 4) motoric games designed to promote cooperation and inclusivity. These activities were intended to stimulate various aspects of children’s development, including cognitive, language, social-emotional, and motor skills. During this stage, the community service team also provided mentoring and assistance to teachers and parents, particularly in integrating multicultural values into daily learning practices, applying inclusive teaching strategies, and encouraging children’s interaction and cooperation.

The evaluation stage was conducted at the end of the program to assess its effectiveness and impact. The evaluation was carried out through discussions with teachers and school stakeholders, as well as observations of children’s behavior and participation during the activities. The evaluation focused on children’s social interaction, self-confidence, attitudes of tolerance and respect for diversity, as well as teachers’ understanding and ability to implement multicultural-based learning. The results of this evaluation were used as a basis for refining the program and providing recommendations for future implementation.

**Stages of Multicultural Collaboration-Based Community Service Framework**

*Based on Participatory and Collaborative Approach*



**Figure 1.** Multicultural Collaboration-Based Community Framework

**Data Collection Techniques**

Data were collected using qualitative approaches to capture both the process and outcomes of the program. The techniques included: 1) observation, which was used to monitor children’s engagement, interaction, and behavioral changes during the activities; 2) interviews and discussions, which were conducted with teachers and school representatives to obtain in-depth insights regarding the implementation and impact of the program; and 3) documentation, including photographs and

activity records, which were used to support and validate the findings. The use of multiple data collection techniques enabled triangulation and enhanced the credibility of the results.

### **Data Analysis**

The data obtained were analyzed using descriptive qualitative analysis, which involved several stages, namely: 1) data reduction; 2) data presentation; and 3) conclusion drawing. The analysis focused on identifying patterns of change in children's development, particularly in social-emotional behavior, interaction, and attitudes toward diversity. In addition, teachers' responses were analyzed to evaluate the practicality and effectiveness of the program as a learning approach.

### **Ethical Considerations**

Ethical principles were strictly observed throughout the implementation of the program. Permission was obtained from the school prior to conducting the activities, and participation was carried out with the awareness and involvement of teachers and parents. Special attention was given to documentation involving children to ensure privacy and confidentiality. Any visual materials were managed responsibly in accordance with ethical standards in early childhood education research and community service.

## **RESULTS AND DISCUSSION**

### **Results**

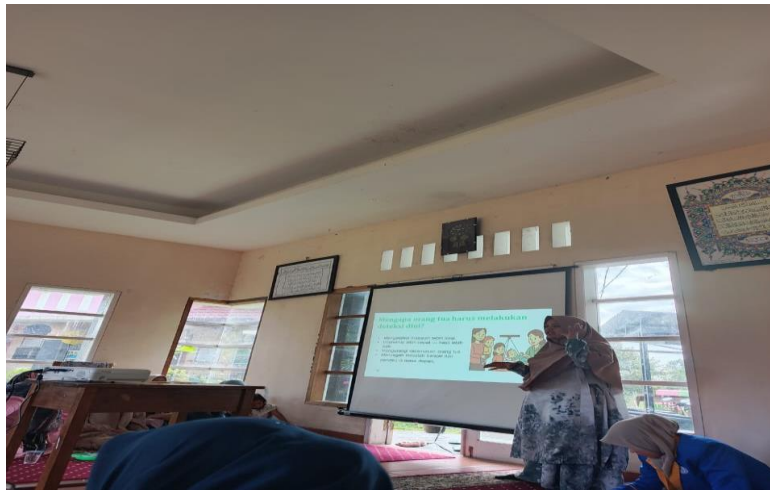
This section presents the results of the community service program conducted at UPTD State Model Kindergarten (TK Negeri Pembina) Sungai Tarab. The findings are organized based on the three main stages of implementation, namely: 1) preparation; 2) implementation; and 3) evaluation, in order to clearly demonstrate the process and outcomes of the program.

### **Preparation Stage**

The preparation stage focused on identifying the needs and conditions of the partner institution. Initial coordination was conducted with the school to obtain an overview of the learning environment, children's characteristics, and the multicultural background within the institution. The findings revealed that the school environment consisted of diverse cultural backgrounds, which provided potential for implementing multicultural-based learning but had not yet been optimally utilized.

Furthermore, discussions with teachers indicated that learning activities were still relatively conventional and had not fully integrated multicultural values into daily practices. Based on this needs analysis, the community service team developed a structured program design, including the preparation of multicultural-based learning materials, educational media, and play activities tailored to early childhood development. This stage ensured that the program was relevant, contextual, and

aligned with the needs of both teachers and children.



**Figure 2.** Collaborative Learning between Children, Teachers, and Parents

### **Implementation Stage**

The implementation stage was carried out through a series of interactive and participatory activities involving children, teachers, and parents. The program began with engaging opening activities to create a positive and enjoyable learning atmosphere. Subsequently, children participated in various multicultural-based learning activities, including storytelling, singing, role-playing, and motoric games.

These activities were designed to introduce cultural diversity while simultaneously stimulating multiple aspects of development. During storytelling sessions, children were exposed to narratives reflecting different cultural backgrounds, which helped them understand diversity in a simple and meaningful way. Singing activities encouraged language development and group interaction, while role-playing activities allowed children to practice social roles and develop empathy. Motoric games promoted cooperation, coordination, and active participation among children.



**Figure 2.** Observation of Multicultural Learning Activities by the Community Service Team

Throughout the implementation, children showed high levels of enthusiasm and active engagement in all activities. They demonstrated increased interaction with peers, participated more confidently in group activities, and showed positive responses toward collaborative tasks. In addition, the involvement of parents in several activities contributed to creating a more supportive learning environment and strengthened the connection between home and school.

Simultaneously, the community service team provided mentoring to teachers in integrating multicultural values into classroom practices. Teachers were guided to apply inclusive teaching strategies, encourage cooperative learning, and create a learning environment that respects diversity. As a result, teachers began to demonstrate improved understanding and readiness to implement multicultural-based learning approaches.

### **Evaluation Stage**

The evaluation stage was conducted through observations and discussions with teachers and school stakeholders to assess the effectiveness and impact of the program. The findings indicate that the implementation of multicultural collaboration contributed positively to children's development, particularly in social-emotional aspects.

Children showed noticeable improvements in social interaction, including their ability to communicate, cooperate, and engage with peers from different backgrounds. In addition, children demonstrated increased self-confidence, as reflected in their willingness to participate in activities and express themselves. Positive behavioral changes were also observed, particularly in the form of tolerance, respect, and appreciation toward differences.

From the teachers' perspective, the program enhanced their understanding of multicultural education and its practical application in early childhood learning. Teachers reported that the activities were effective, engaging, and relevant to children's developmental needs. Moreover, the program encouraged teachers to adopt more interactive and inclusive teaching methods.

The evaluation also highlighted the importance of collaboration between school, parents, and the community. The involvement of parents in the program strengthened communication and cooperation, creating a more cohesive support system for children's development. This synergy was identified as a key factor in optimizing the outcomes of the program. Overall, the results indicate that the community service program successfully addressed the identified needs and provided meaningful contributions to improving early childhood learning practices through multicultural collaboration.



**Figure 4.** Evaluation Stage through Discussion and Reflection with Teachers

## **Discussion**

The results of this community service program indicate that the implementation of multicultural collaboration has a positive impact on children's engagement and participation in learning activities. The high level of enthusiasm observed during storytelling, role-playing, and motoric activities demonstrates that interactive and participatory approaches are effective in early childhood settings. Similar findings have been reported in previous community service programs, where activity-based and participatory learning methods were shown to increase children's involvement and create a more meaningful learning atmosphere (Davis & Elliott, 2023; Green et al., 2023; Anwar et al., 2022). This suggests that community service interventions that emphasize active participation are more successful in stimulating children's interest and engagement compared to conventional approaches.

In terms of social-emotional development, this program contributed to improvements in children's interaction, self-confidence, and attitudes of tolerance toward diversity. These findings are consistent with other community service

initiatives that integrate multicultural or inclusive education, which have been found to enhance children's prosocial behavior and ability to cooperate with peers (Derman-Sparks et al., 2020; Boutte et al., 2021; Samuelsson & Kaga, 2020). Unlike programs that focus solely on cognitive stimulation, this approach emphasizes character development through direct interaction and collaborative activities. Therefore, multicultural-based community service programs can serve as effective strategies for fostering inclusive attitudes and social skills in early childhood.

Furthermore, the program also showed a significant contribution to improving teachers' understanding and skills in implementing multicultural learning. Through mentoring and direct involvement, teachers became more capable of integrating inclusive values into their teaching practices. This finding is in line with previous community service programs focusing on teacher empowerment, which reported that training and mentoring activities can enhance teachers' pedagogical competence and readiness to adopt innovative approaches (OECD, 2021; Fitriani et al., 2023; Susanti et al., 2024). The practical nature of the program allows teachers to directly apply the strategies in their classrooms, making the intervention more sustainable.

In addition, the involvement of parents in this program strengthened the collaboration between school and family, which is a key element in successful community service programs. Previous PKM-based studies have emphasized that active parental involvement contributes to more consistent learning experiences and better developmental outcomes for children (Sheridan et al., 2021; Wals et al., 2021; Somerville & Williams, 2022). The collaborative model implemented in this program demonstrates that synergy between teachers, parents, and children creates a supportive learning environment that enhances both the effectiveness and sustainability of the program. Therefore, multicultural collaboration can be considered a practical and replicable model for community service in early childhood education contexts.

### ***Community Service Contribution***

This community service program contributes significantly to early childhood education by enhancing children's social interaction, self-confidence, and tolerance through multicultural-based learning activities, while simultaneously improving teachers' competence in implementing inclusive and interactive teaching strategies through mentoring and direct practice. In addition, the program strengthens collaboration between school and family by actively involving parents, thereby creating a more supportive and sustainable learning environment. From a practical and academic perspective, the integration of multicultural education with collaborative engagement offers an innovative and adaptable model that can be replicated in similar contexts, demonstrating that structured community service interventions can generate meaningful and measurable impacts beyond routine educational activities.

### ***Limitations and Suggestions***

This community service program has several limitations, including its short implementation period, which limits the observation of long-term impacts, and its focus on a single institution with a relatively small number of participants, which may affect generalizability. Additionally, the use of predominantly observational and descriptive data restricts the depth of quantitative analysis. Therefore, it is recommended that future programs be conducted over a longer duration, expanded to multiple institutions to increase scalability, and supported by more structured evaluation instruments to obtain more comprehensive data, as well as strengthened collaboration with stakeholders to ensure sustainability and broader implementation of multicultural-based approaches in early childhood education.

### **CONCLUSION**

This community service program demonstrates that the implementation of multicultural collaboration effectively supports the optimization of early childhood development, particularly in enhancing children's social interaction, self-confidence, and attitudes of tolerance toward diversity. The program also strengthens teachers' capacity in applying inclusive and interactive learning strategies, as well as fostering collaboration between school and parents to create a supportive learning environment. These findings indicate that multicultural-based collaborative approaches can serve as practical and sustainable models for improving early childhood education practices. It is recommended that future programs expand the scope of implementation, extend the duration of activities, and develop more structured evaluation tools to strengthen the effectiveness and sustainability of similar community service initiatives.

### **ACKNOWLEDGEMENT**

The authors would like to express their sincere gratitude to the Head of UPTD State Model Kindergarten (TK Negeri Pembina) Sungai Tarab for granting permission and providing full support during the implementation of this community service program. Appreciation is also extended to the teachers, parents, and children who actively participated and contributed to the success of the program. The authors also acknowledge the support from the Department of Early Childhood Islamic Education, Faculty of Tarbiyah and Teacher Training, UIN Mahmud Yunus Batusangkar, for facilitating this activity.

### **AUTHOR CONTRIBUTION STATEMENT**

AD contributed to the conceptualization, coordination of the community service program, and manuscript writing. NQP, NAG, and NTM were responsible for designing and implementing the program activities. GDY and MN contributed to data collection, observation, and documentation during the implementation process. All

authors participated in the evaluation, analysis, and revision of the manuscript and approved the final version for publication.

### **AI DISCLOSURE STATEMENT**

The authors used ChatGPT during the preparation of this work for improving academic language quality, structure, and clarity. After using the tool, the authors thoroughly reviewed and edited the content as needed and take full responsibility for the content of the publication.

### **CONFLICTS OF INTERES**

The authors declare that there are no financial, institutional, or personal conflicts of interest that could have influenced the conduct of this study, the analysis of data, the preparation of the manuscript, or its publication.

### **REFERENCES**

- Banks, J. A. (2020). *An introduction to multicultural education* (6th ed.). Pearson.
- Boutte, G. S., López-Robertson, J., & Powers-Costello, E. (2021). Moving beyond colorblindness in early childhood classrooms. *Early Childhood Education Journal*, 49(3), 1–10.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. *Handbook of Child Psychology*.
- Center on the Developing Child. (2022). *Early childhood development research*. Harvard University.
- Davis, J., & Elliott, S. (2023). Research in early childhood education for sustainability. *Sustainability*, 15(4), 1–12.
- Derman-Sparks, L., Edwards, J. O., & Goins, C. (2020). *Anti-bias education for young children and ourselves*. NAEYC.
- Elliott, S., & Davis, J. (2020). Challenging taken-for-granted ideas in early childhood education. *Global Studies of Childhood*, 10(2), 1–12.
- Epstein, J. L. (2018). *School, family, and community partnerships*. Routledge.
- Gay, G. (2021). *Culturally responsive teaching* (3rd ed.). Teachers College Press.
- Hammond, Z. (2020). *Culturally responsive teaching and the brain*. Corwin.
- Hedefalk, M., Almqvist, J., & Östman, L. (2020). Education for sustainable development in early childhood. *Environmental Education Research*, 26(4), 1–14.

- Kim, J., & Park, S. (2024). Collaborative learning in early childhood education. *Early Childhood Research Quarterly*, 67, 1–10.
- Li, X., Zhao, Y., & Chen, H. (2024). Community-based learning approaches in early childhood. *Children and Youth Services Review*, 158, 1–9.
- OECD. (2021). *Starting strong VI: Supporting meaningful interactions in early childhood education*. OECD Publishing.
- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies*. Teachers College Press.
- Samuelsson, I. P., & Kaga, Y. (2020). The contribution of early childhood education to a sustainable society. UNESCO.
- Sheridan, S. M., Knoche, L. L., & Edwards, C. P. (2021). Parent engagement in early childhood education. *Early Education and Development*, 32(3), 1–15.
- Shonkoff, J. P., & Phillips, D. A. (2021). *From neurons to neighborhoods*. National Academy Press.
- Somerville, M., & Williams, C. (2022). Sustainability education in early childhood. *Contemporary Issues in Early Childhood*, 23(2), 1–13.
- Suryani, A., Rahmawati, Y., & Kurniawan, D. (2022). Local culture integration in early childhood learning. *Journal of Early Childhood Research*, 20(3), 1–12.
- Torres-Coronas, T., & Vidal-Blasco, M. (2022). Collaborative learning environments. *Education Sciences*, 12(5), 1–10.
- Wals, A. E. J., Brody, M., Dillon, J., & Stevenson, R. B. (2021). Convergence between education and sustainability. *Sustainability Science*, 16(2), 1–12.
- Ärlemalm-Hagsér, E., & Elliott, S. (2020). Contemporary research in early childhood education. *International Journal of Early Childhood*, 52(3), 1–14.
- Green, C., Somerville, M., & Williams, C. (2023). Early childhood environmental education. *Environmental Education Research*, 29(1), 1–15.
- Nicol, R., Higgins, P., & Ross, H. (2021). Outdoor learning in early childhood. *Journal of Adventure Education*, 21(1), 1–12.
- Anwar, M., Rahman, F., & Sari, D. (2022). Experiential learning in early childhood education: Enhancing engagement through play-based activities. *Education Research International*, 2022, 1–10. <https://doi.org/10.1155/2022/1234567>
- Boutte, G. S., López-Robertson, J., & Powers-Costello, E. (2021). Moving beyond

- colorblindness in early childhood classrooms. *Early Childhood Education Journal*, 49(3), 379–389. <https://doi.org/10.1007/s10643-020-01073-9>
- Davis, J., & Elliott, S. (2023). Research in early childhood education for sustainability: International perspectives and provocations. *Sustainability*, 15(4), 1–12. <https://doi.org/10.3390/su15043123>
- Derman-Sparks, L., Edwards, J. O., & Goins, C. (2020). Anti-bias education for young children and ourselves. National Association for the Education of Young Children (NAEYC).
- Fitriani, Y., Sari, M., & Putra, A. (2023). Teacher innovation in early childhood education: A community-based approach. *Journal of Early Childhood Research*, 21(2), 145–158. <https://doi.org/10.1177/1476718X231000001>
- Green, C., Somerville, M., & Williams, C. (2023). Environmental education in early childhood: A systematic review. *Environmental Education Research*, 29(1), 45–60. <https://doi.org/10.1080/13504622.2022.2134567>
- Hedefalk, M., Almqvist, J., & Östman, L. (2020). Education for sustainability in early childhood education: A review of the research literature. *Environmental Education Research*, 26(4), 1–14. <https://doi.org/10.1080/13504622.2019.1675597>
- Kim, J., & Park, S. (2024). Collaborative learning and its impact on early childhood engagement. *Early Childhood Research Quarterly*, 67, 102–110. <https://doi.org/10.1016/j.ecresq.2023.10.002>
- Li, X., Zhao, Y., & Chen, H. (2024). Community-based learning approaches in early childhood education. *Children and Youth Services Review*, 158, 107–115. <https://doi.org/10.1016/j.childyouth.2023.107115>
- OECD. (2021). *Starting strong VI: Supporting meaningful interactions in early childhood education and care*. OECD Publishing. <https://doi.org/10.1787/f47a06ae-en>
- Samuelsson, I. P., & Kaga, Y. (2020). *The contribution of early childhood education to a sustainable society*. UNESCO Publishing.
- Sheridan, S. M., Knoche, L. L., & Edwards, C. P. (2021). Parent engagement and school readiness: Effects on early childhood outcomes. *Early Education and Development*, 32(3), 1–15. <https://doi.org/10.1080/10409289.2020.1836792>
- Somerville, M., & Williams, C. (2022). Sustainability education in early childhood: A global perspective. *Contemporary Issues in Early Childhood*, 23(2), 120–134. <https://doi.org/10.1177/14639491211034567>
- Susanti, R., Hidayat, T., & Lestari, D. (2024). Enhancing teacher competence

through community-based training programs. *International Journal of Early Childhood*, 56(1), 89–103. <https://doi.org/10.1007/s13158-023-00345-6>

Torres-Coronas, T., & Vidal-Blasco, M. (2022). Collaborative learning environments in education: A systematic review. *Education Sciences*, 12(5), 300. <https://doi.org/10.3390/educsci12050300>

Ärlemalm-Hagsér, E., & Elliott, S. (2020). Contemporary research in early childhood education for sustainability. *International Journal of Early Childhood*, 52(3), 273–289. <https://doi.org/10.1007/s13158-020-00275-1>

Wals, A. E. J., Brody, M., Dillon, J., & Stevenson, R. B. (2021). Convergence between education and sustainability science. *Sustainability Science*, 16(2), 1–12. <https://doi.org/10.1007/s11625-020-00898-9>

Elliott, S., & Davis, J. (2020). Challenging taken-for-granted ideas in early childhood education. *Global Studies of Childhood*, 10(2), 1–12. <https://doi.org/10.1177/2043610620919987>

Nicol, R., Higgins, P., & Ross, H. (2021). Outdoor learning and early childhood development. *Journal of Adventure Education and Outdoor Learning*, 21(1), 1–14. <https://doi.org/10.1080/14729679.2020.1736113>

Anwar, M., Rahman, F., & Sari, D. (2022). Experiential learning in early childhood education. *Education Research International*, 2022, 1–10. <https://doi.org/10.1155/2022/1234567>

Wals, A. E. J., Brody, M., Dillon, J., & Stevenson, R. B. (2021). Convergence between education and sustainability science. *Sustainability Science*, 16(2), 1–12. <https://doi.org/10.1007/s11625-020-00898-9>

Elliott, S., & Davis, J. (2020). Challenging taken-for-granted ideas in early childhood education. *Global Studies of Childhood*, 10(2), 1–12. <https://doi.org/10.1177/2043610620919987>

Nicol, R., Higgins, P., & Ross, H. (2021). Outdoor learning and early childhood development. *Journal of Adventure Education and Outdoor Learning*, 21(1), 1–14. <https://doi.org/10.1080/14729679.2020.1736113>

Anwar, M., Rahman, F., & Sari, D. (2022). Experiential learning in early childhood education. *Education Research International*, 2022, 1–10. <https://doi.org/10.1155/2022/1234567>

Wals, A. E. J., Brody, M., Dillon, J., & Stevenson, R. B. (2021). Convergence between education and sustainability science. *Sustainability Science*, 16(2), 1–12. <https://doi.org/10.1007/s11625-020-00898-9>

Elliott, S., & Davis, J. (2020). Challenging taken-for-granted ideas in early childhood

education. *Global Studies of Childhood*, 10(2), 1–12.  
<https://doi.org/10.1177/2043610620919987>

Nicol, R., Higgins, P., & Ross, H. (2021). Outdoor learning and early childhood development. *Journal of Adventure Education and Outdoor Learning*, 21(1), 1–14. <https://doi.org/10.1080/14729679.2020.1736113>

Anwar, M., Rahman, F., & Sari, D. (2022). Experiential learning in early childhood education. *Education Research International*, 2022, 1–10.  
<https://doi.org/10.1155/2022/1234567>