

The Fundamental of Group Behavior and Teamwork Through the Perspective of PAUD Tunas Harapan Accreditation Assessment

^{1*}Roni Siswanto, ²Luhur Wicaksono, ³Marinu Waruwu

¹²³Educational Administration Department, Tanjungpura University

^{1*}rony.siswanto82@gmail.com, ²luhur.wicaksono@fkip.untan.ac.id,

³marinu.waruwu@uksw.edu

ABSTRACT

Background:

PAUD Tunas Harapan, an early childhood education center, faces challenges in improving educational quality through the accreditation process, which relies heavily on group dynamics and teamwork among educators and staff. Ineffective team coordination often hinders the institution from meeting required standards.

Purpose:

This study aims to examine the impact of group behavior and teamwork on accreditation quality at PAUD Tunas Harapan and to identify factors and strategies that support the team's success in achieving accreditation standards.

Design/method/approach:

A qualitative case study approach was employed, involving in-depth interviews and observations with the school principal, teachers, and accreditation assessors. Data were analyzed thematically to identify patterns in group behavior and team dynamics.

Results:

The findings reveal that structured communication, collaborative leadership, regular evaluations, and a shared vision are key factors in improving accreditation quality. Effective coordination and collaboration were shown to help overcome challenges and enhance team productivity.

Contribution/value:

This study contributes insights into the application of group dynamics and teamwork theories in early childhood education settings. The recommendations provided may assist PAUD and similar institutions in improving accreditation quality through more adaptive and collaborative team strategies.

Article History

Received: 13 Oct 2024

Accepted: 26 Nov 2024

Published: 16 Dec 2024

Keywords:

*Accreditation
Assesment,
Group Behaviour,
PAUD,
Teamwork,*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in child development, covering physical, cognitive, social, and emotional aspects. Therefore, ECE accreditation serves as a key measure to ensure that early childhood education institutions meet the necessary quality standards to provide high-quality education and support children's optimal growth and development. In this context, the accreditation assessment of PAUD Tunas Harapan, established in 2022 with Decree No. 503/003/OP/DPMPPTSP/2022, a private institution located in Dusun Berancet, Kapuas District, Sanggau Regency, presents various challenges and opportunities that can provide a clearer picture of group behavior and teamwork. Especially as PAUD Tunas Harapan is undergoing its first accreditation process, efforts to improve educational quality are paramount.

Accreditation is an important indicator for assessing the quality of ECE institutions. However, many institutions still face a gap between the ideal standards set in accreditation assessments and the actual conditions in the field. One factor contributing to this is the suboptimal group behavior and teamwork within ECE institutions, which should ideally serve as a core strength in enhancing the quality of educational services. In many cases, educators and staff at ECE institutions often work in a less coordinated environment, failing to maximize the potential for collaboration among team members. This impacts the effectiveness in achieving the institution's goals, particularly in terms of teaching and learning quality, which ultimately affects child development.

The Head of PAUD Tunas Harapan, Mrs. Basilia Yulianti, S.Pd., stated that although efforts have been made to improve coordination among staff and educators, there are still gaps in communication and clear division of responsibilities. Good communication among all parties at PAUD is essential to successfully enhance educational quality. However, our biggest challenge is unifying the vision and mission in every action taken.

Mr. Roni Siswanto, S.Pd., as the author, pointed out that while the accreditation standards are clear, the biggest challenge for ECE institutions in remote areas is creating a solid teamwork atmosphere among educators. Poorly structured teamwork will affect the quality of learning provided to the children. We frequently encounter challenges in collaborating effectively among educators with diverse backgrounds and experiences.

Dr. Zulkifli, S.Ag., M.A, a senior assessor in ECE accreditation evaluations, added that unhealthy group dynamics often hinder the achievement of the set standards. Unproductive group behavior can stymie team synergy and impact the quality of educational services provided. Therefore, it is essential to build effective and collaborative teamwork to ensure that every element within the educational institution can contribute optimally.

Ineffective group behavior and teamwork frequently emerge in the daily practices at PAUD Tunas Harapan. For example, there are times when team members fail to communicate well about the schedule or learning activities to be carried out. For instance, when one educator's schedule conflicts with another's, there is insufficient coordination to ensure that learning activities proceed smoothly. Consequently, some learning activities are hindered, and children miss out on optimal learning experiences.

A further example of ineffective teamwork is when educators and staff fail to share information about children's development or learning evaluations. Some educators tend to be reluctant to share their observations with colleagues, creating information gaps that hamper collective efforts to enhance learning quality. In fact, clear and open information sharing is vital to achieving common goals in early childhood education.

When teamwork functions well, team members support one another and communicate effectively. For example, during accreditation evaluation preparation, educators with more experience in accreditation assessments help guide less experienced colleagues, allowing the entire team to operate in a more coordinated and efficient manner. When a team member encounters difficulties in performing tasks, others offer support and share experiences to help overcome those challenges. Such teamwork synergy fosters a positive work atmosphere and motivates the whole team to give their best in teaching and service.

Conflicts in group behavior also often hinder the achievement of broader goals. At PAUD Tunas Harapan, differences in pedagogical approaches among educators sometimes lead to disagreements. Some educators prefer creative, project-based learning methods, while others favor more structured, traditional approaches. This conflict not only slows down decision-making but also creates tension that reduces overall team productivity. Conversely, when the team can unite these differences and work together, they can produce an integrated approach that better meets children's needs.

Group behavior and teamwork also have a significant impact on accreditation results. For example, if educators fail to coordinate well when preparing accreditation documents, the submitted documents may be incomplete or insufficient to convince assessors. This would naturally lead to lower scores in the accreditation process. Conversely, with strong teamwork and good communication, the PAUD Tunas Harapan team can prepare more complete documents that meet accreditation standards, ultimately improving the assessment outcomes.

This study aims to delve deeper into how group behavior and teamwork impact the quality of accreditation at PAUD Tunas Harapan, particularly regarding the challenges faced by educators and staff in collaborating to achieve shared goals. At a local level, such as at PAUD Tunas Harapan, although there are clear guidelines on how teamwork processes should be conducted, many challenges remain, including communication barriers, task division issues, and a lack of motivation and support for team members. This points to the need to examine how effective group behavior and teamwork can be implemented in the ECE environment to enhance performance and educational quality.

Relevant theories in this context are group behavior theory and teamwork theory, which help understand the dynamics of interpersonal relationships within groups and how individuals work together to achieve greater goals. Group behavior theory suggests that effective groups have members who support each other, communicate well, and share a common goal awareness. Meanwhile, teamwork theory posits that effective cooperation among team members generates synergy that can enhance performance and the quality of outcomes achieved. This study emphasizes understanding how these theories can be applied within the ECE context to yield better results in accreditation assessments.

Recent research on the influence of group behavior and teamwork on education quality, especially in ECE settings, shows that many ECE institutions successfully improve their accreditation quality by enhancing teamwork and increasing group communication. This indicates a close relationship between group dynamics and performance within educational institutions, including ECE. Smith et al. (2021) demonstrated that developing solid teamwork among educators in ECE can enhance the quality of interactions with children and directly impact the quality of education provided. Murniati (2022) also asserted that weaknesses in group behavior, such as a lack of cooperation and communication, can impede accreditation goal attainment in ECE institutions.

The goal of this study is to analyze group behavior and team dynamics at PAUD Tunas Harapan and identify factors that influence the quality of accreditation received by the

institution. The research also aims to provide recommendations on strategies for developing more effective group behavior and teamwork to enhance the quality of educational services in ECE and achieve optimal accreditation standards. By understanding existing issues and identifying ways to improve teamwork, it is hoped that PAUD Tunas Harapan can achieve better accreditation and continue to provide high-quality education to young children.

LITERATURE REVIEW

1. Group Behavior Theory

Group behavior explains how individuals act within a group or team and how interactions among group members influence the outcomes achieved.

a. Group Development Theory by Bruce Tuckman (Tuckman, 1965)

Bruce Tuckman, as referenced in Bonebright (2010), identified four stages of group development in his widely recognized Tuckman model: Forming, Storming, Norming, and Performing, later adding the Adjourning stage. This model is widely used to understand how groups progress from initial formation to optimal productivity. Bonebright reviews the application of this model in educational and organizational settings, stating that understanding these stages helps groups face conflict and facilitates group cohesion and productivity.

b. Group Behavior Theory by Shaw (1981)

Shaw, as cited by Costa et al. (2014), suggests that group behavior is shaped by interaction patterns among individuals, which create norms and structure within the group. This concept is relevant for managing group behavior in complex environments like early childhood education. Costa, Passos, & Bakker also emphasize the importance of engagement and interaction in teams to support the formation of positive norms and improve group performance.

2. Teamwork Theory

Teamwork is a collaborative process in which individuals work together to achieve goals that cannot be accomplished alone.

a. Belbin's Team Role Theory (1981)

Meredith Belbin, as discussed by Aritzeta et al. (2007), developed a teamwork theory that highlights the importance of diverse roles within a team for successful collaboration, such as the Coordinator, Shaper, and Teamworker roles. Aritzeta, Swales, & Senior emphasize that these roles are essential for balancing team members' strengths and weaknesses, allowing members to contribute maximally to the team.

b. Hackman's Teamwork Theory (2002)

Hackman, as referenced by Costa et al. (2014), argues that team success depends on clear goals, appropriate skills, supportive diversity, and a well-defined structure. In his study, Hackman highlights the importance of structural support and a positive team climate to achieve optimal performance. Costa, Passos, and Bakker also note that teams with higher emotional involvement and motivation show greater productivity and job satisfaction, aligning with Hackman's concepts.

3. Collaboration Theory (Sawyer, 2017)

Sawyer (2017) suggests that effective collaboration within a group can lead to more creative and innovative results. Sawyer emphasizes that collaboration requires mutual trust and

respect for individual contributions, enabling a more dynamic teamwork process and yielding better solutions.

4. Group Behavior and Teamwork Factors

a. Effective Communication

Serrano et al. (2019) state that clear and open communication among team members is essential to improving accreditation quality, ensuring information is understood by all parties, and fostering positive relationships in teaching and administration.

b. Collaborative Leadership

Antonova et al. (2018) and Vijayadevar et al. (2019) argue that collaborative leadership enables shared responsibilities and greater participation from the entire team, creating a supportive work environment to achieve accreditation goals.

c. Regular Evaluation and Feedback

Motley and Dolansky (2015) assert that regular evaluation and feedback improve educational practices and ensure that team members stay on track for development, supporting the accreditation quality of ECE institutions.

d. Team Cohesion and Cooperation

Olson & Olson (1999) state that team cohesion strengthens collective work effectiveness, supports teaching quality, and contributes to better accreditation outcomes.

e. Commitment to Vision

Grey (1999) argues that commitment to a shared vision encourages the team to work towards the high standards required for accreditation, fostering a collective awareness of the institution's goals.

5. Group Behavior and Teamwork Strategies

a. Strengthening Structured Communication

Blewitt et al. (2018) highlight that structured communication helps team members understand their roles and responsibilities, enabling more effective collaboration. High-quality interaction between teachers and children also plays a crucial role in the overall quality of early childhood education institutions.

b. Competency Development and Regular Training

Bloom and Sheerer (1992) emphasize that leadership training and regular competency enhancement improve teaching quality and build a positive work climate in ECE institutions. Enhancing teachers' competencies also contributes to better learning outcomes for children.

c. Direct Feedback and Progressive Evaluation

Han (2014) notes that providing direct feedback and continuous evaluation strengthens teachers' commitment to achieving high standards in the learning and caregiving processes. Regular feedback ensures ongoing development in teaching competencies.

d. Implementing a Flexible Teamwork System

Page and Eadie (2019) recommend a flexible work system that allows team members to adapt to changes, supporting effective collaboration and improving children's learning outcomes. This is crucial for addressing challenges in collaborative learning and early childhood education program development.

e. Enhancing Motivation Through Internal Rewards

Schunk (1983) notes that performance-based rewards can increase teachers' motivation and strengthen their commitment to their work. Internal rewards based on achievements enhance teachers' self-efficacy and engagement in meeting quality standards.

METHOD

The research method applied is qualitative research with a case study approach and literature analysis. The case study will be conducted at Tunas Harapan Kindergarten, located in Dusun Berancet, Kapuas District, Sanggau Regency, with Establishment Decree No. 503/003/OP/DPMPTSP/2022. Data collection will be carried out through in-depth interviews with the kindergarten principal, teachers, BAN PDM assessors from West Kalimantan Province, as well as direct observation of the implementation of the foundations of group behavior and teamwork.

Table 1 Research Participants

No.	Participant	M/F	Age	Data		
				Interview	Observation	Dokument
1	Headmaster TK	F	44	√	√	√
2	Asesor BAN PDM	M	48	√	√	√
3	Teacher TK	F	42	√	√	√
4	Teacher TK	F	39	√		

The study and literature analysis will be conducted by reviewing various sources related to the foundations of group behavior and teamwork. The author will apply thematic analysis techniques as outlined by Castleberry, A., & Nolen, A. (2018), examining patterns and themes that emerge from interview and observation data.

RESULTS

Results 1: Analysis of Group Behavior and Teamwork Dynamics Model at PAUD Tunas Harapan

1. Group Behavior

The following are the observation and interview results based on the stages of Forming, Storming, Norming, Performing, and Adjourning.

a. Forming

In this initial stage, interviews with Mrs. Basilia, S.Pd., and Mrs. Elisabeth, S.Pd., revealed that team members were getting to know each other and establishing basic communication. Initial task assignments were made, facilitated by coordination from the Principal. At this stage, there was not yet much in-depth interaction, but team members demonstrated mutual respect for each other's roles. As the principal, Mrs. Basilia delegated tasks for accreditation preparation, including the following components: Component 1: Educator Performance in Managing Learner-Centered Learning Processes; Component 2: Principal Leadership in Managing the Educational Unit; Component 3: Learning Environment Climate.



Figure 1: Task Allocation for Accreditation at TK Tunas Harapan

b. Storming

In this stage, differences in opinions and attitude adjustments among team members were observed, especially when faced with operational challenges in the field. Mrs. Elisabeth, S.Pd., a teacher, explained that differences in ideas frequently arose regarding teaching approaches. However, coordination from the Principal and facilitated discussions from the team helped manage conflicts. Dr. Zulkifli, S.Ag., M.A., as an assessor, noted that such differences are considered normal in professional development, particularly during the accreditation process, which demands extra time and effort.

c. Norming

Based on observations and interviews, the norming stage was marked by improved cooperation and consistency in role allocation. Team members began to find a rhythm of collaboration and to understand each other's strengths and weaknesses, which is essential for creating solid teamwork. Mrs. Basilia, S.Pd., emphasized the importance of open communication, so that every team member felt comfortable expressing their opinions. At this stage, the "Teamworker" role from the theory emerged effectively, with team members working to create harmony in relation to the question-and-answer sessions conducted by the assessor, which involved visually verifying documents, videos, and explanations of the questions posed.



Figure 2: Assessor's Interview Process with Teacher

d. Performing

In the performing stage, the team began to demonstrate high productivity. They became more autonomous in carrying out their respective tasks without requiring constant supervision. Team collaboration became more efficient, especially in learning activities and PAUD program

development. Trust among team members enabled a more dynamic work process. Dr. Zulkifli, S.Ag., M.A., also commended the quality of this teamwork in the accreditation assessment process.



Figure 3: Assessor's Interview Process with Teacher

e. Performing

In the performing stage, the team began to demonstrate high productivity. They became more autonomous in carrying out their respective tasks without requiring constant supervision. Team collaboration became more efficient, especially in learning activities and PAUD program development. Trust among team members enabled a more dynamic work process. Dr. Zulkifli, S.Ag., M.A., also commended the quality of this teamwork in the accreditation assessment process..



Figure 4: Evaluation by Assessor on Learner-Centered Learning

2. Teamwork

The teamwork model designates the Coordinator role to the Principal, Mrs. Basilia, S.Pd., who guides the team's objectives. The Shaper role is embodied by the teacher, Mrs. Elisabeth, S.Pd., who focuses on achieving learning goals, while the Teamworker role is represented by other members who create harmony and assist team collaboration in preparing document files and participating in interviews conducted by the assessor.

Table 2 Summary of Team Stages and Roles at PAUD Tunas Harapan

Group Behavior Model (Tuckman)	Description	Team Role Theory (Belbin)	Interview/Observation Results
Forming	Member and task introduction	Coordinator	Initial task allocation facilitated by the Principal.
Storming	Conflict and idea differences	Shaper	Differences in teaching ideas, managed through discussions.
Norming	Order and cooperation	Teamworker	Team harmony begins to form, open communication is established.
Performing	High productivity	Coordinator, Shaper	Efficient collaboration, independence, and mutual trust.
Adjourning	Reflection and evaluation	All roles	Regular team evaluation to improve performance.

Table 3 Factors of Group Behavior and Teamwork in Accreditation Quality at PAUD Tunas Harapan

No	Behavior Factor	Source
1	Effective Communication	Mrs. Basilia, S.Pd.: Maintains open communication to ensure all members understand their roles and responsibilities.
2	Collaborative Leadership	Mrs. Elisabeth, S.Pd.: The principal fosters a cooperative environment and values every team member's input.
3	Regular Evaluation and Feedback	Dr. Zulkifli, S.Ag., M.A.: Evaluations and feedback from assessors clarify areas needing improvement according to accreditation standards.
4	Cooperation and Team Cohesion	All sources: Unity among teachers and staff is essential for successful accreditation.
5	Commitment to Vision	Mrs. Basilia, S.Pd.: Alignment with the vision and mission increases team members' sense of responsibility to achieve high accreditation.

Results 3: Strategies for More Effective Group and Teamwork Behavior in Accreditation at PAUD Tunas Harapan

- **Strengthening Structured Communication:** Mrs. Basilia, S.Pd., emphasized the importance of structured communication within the team, particularly to minimize miscommunication and ensure that each member understands their roles and responsibilities. Good communication enables team members to share important information related to accreditation standards.
- **Competency Development and Regular Training:** Mrs. Elisabeth, S.Pd., noted that PAUD Tunas Harapan has implemented regular training sessions to help the team stay updated with the knowledge and skills required for accreditation. This training covers curriculum enhancement, classroom management, and administration related to accreditation standards.

- Direct Feedback and Progressive Evaluation: Dr. Zulkifli, S.Ag., M.A., suggested integrating a progressive evaluation system with direct feedback at each stage of the accreditation preparation. This step-by-step evaluation allows the team to adjust their strategies based on external input, facilitating continuous improvement.
- Implementing a Flexible Collaboration System: All sources agreed that flexibility in task allocation is key to improving team effectiveness. A flexible collaboration system allows team members to adapt to dynamic needs, enabling each team member to contribute their best efforts in the accreditation process.
- Enhancing Motivation Through Internal Rewards: Mrs. Basilia, S.Pd., also highlighted the importance of recognizing team members who show high dedication. Internal rewards increase motivation and foster team spirit to achieve higher accreditation standards.



Figure 5: BAN PDM Assessor's Socialization on Building Teamwork Communication

DISCUSSION

1. Analysis of Group Behavior Dynamics and Teamwork Model

The dynamics of group behavior and teamwork at PAUD Tunas Harapan, based on Tuckman's (1965) theory of group development stages, reflect the phases of forming, storming, norming, performing, and adjourning. During the forming stage, the team was initiated with initial task allocation by the principal, establishing the foundation for communication. In the storming phase, differences in ideas surfaced, particularly regarding teaching methods; however, the principal's coordination successfully eased these conflicts. In the norming phase, team collaboration improved with consistent role allocation, leading to a harmonious environment among team members. By the performing stage, the team operated autonomously and efficiently, achieving high productivity without intensive supervision. The final stage, adjourning, involved reflection and performance evaluation.

In this context, interviews and field observations revealed that, while the team successfully navigated all phases, significant challenges persisted, particularly in communication and differences in approach among team members. This indicates that while Tuckman's theory is relevant for explaining group dynamics at PAUD Tunas Harapan, flexibility in its application is necessary given the local context and the diverse backgrounds of the team members. Strategies to strengthen communication at each stage could accelerate phase transitions and reduce conflicts arising during the storming phase.

2. Factors of Group Behavior and Teamwork in Accreditation Quality

Group Behavior Factors Supporting ECE Accreditation. Several key factors were identified in this research, including effective communication, collaborative leadership, regular evaluation, teamwork, and commitment to a shared vision. According to leadership and communication theories, as explained by Antonova et al. (2018) and Serrano et al. (2019), team success in the accreditation process depends on clear and collaborative communication among team members. Interviews with the principal highlighted that the team's main challenge was maintaining open communication flow to ensure that each member understands their roles and responsibilities. This aligns with theories emphasizing the importance of collaborative leadership to enhance synergy and support among team members.

Moreover, commitment to a shared vision motivates team members to work toward higher goals in achieving accreditation. Field observations showed that the PAUD Tunas Harapan team sometimes struggled to integrate this shared vision into daily practices, especially when conflicts arose regarding different approaches. Supportive leadership involvement, coupled with open communication, helps the team achieve a stronger commitment to the desired accreditation goals.

3. Strategies for More Effective Group and Teamwork Behavior

Strategies for Enhancing Teamwork Effectiveness at PAUD Tunas Harapan. To achieve better accreditation results, several strategies have been identified, including the importance of structured communication, competency development through regular training, direct feedback, flexible collaboration systems, and internal motivation. Structured communication is a key element, as it allows team members to understand each other's roles and responsibilities and reduces miscommunication that could slow down the accreditation process. According to Blewitt et al. (2018), organized communication can encourage better interaction among team members.

Observations indicate that regular training for competency development helps improve team members' knowledge and skills, aligning them with accreditation demands. Direct feedback from BAN assessors provides the team with opportunities to address their weaknesses promptly. This reinforces theories emphasizing the importance of progressive evaluation to enhance team performance.

Overall, implementing adaptive group and teamwork strategies is essential in the context of early childhood education, where successful accreditation requires solid and sustainable collaboration among team members. A combination of strong communication, structured training, and direct feedback is an effective approach to optimize teamwork results and support the desired accreditation quality.

CONCLUSION

This study provides insights into how group dynamics and teamwork behavior impact accreditation quality at PAUD Tunas Harapan. Through qualitative analysis, the research highlights key factors such as effective communication, collaborative leadership, regular evaluations, and commitment to a shared vision as critical for achieving successful accreditation outcomes. The findings align with established theories on group behavior and teamwork, supporting the notion that cohesive, well-coordinated teams contribute significantly to organizational goals, particularly in educational settings.

The study demonstrates that structured communication and collaborative practices enable team members to align better with institutional goals, such as accreditation standards. The results also suggest that continuous skill development and immediate feedback contribute to a

more adaptive and resilient team. Furthermore, the leadership's role in fostering a supportive, vision-oriented environment reinforces the team's motivation and coherence, which is crucial in overcoming challenges posed by diverse professional backgrounds and resource limitations typical in rural educational institutions.

This research is limited by its case study approach, focusing solely on PAUD Tunas Harapan. As a result, the findings may not be universally applicable to other early childhood education centers or different regional settings. Additionally, reliance on interviews and observations may introduce subjectivity, particularly regarding team dynamics that may vary in response to external pressures, such as the accreditation process.

The study advances the understanding of teamwork in educational institutions by demonstrating how classic theories of group dynamics (e.g., Tuckman's stages of group development) apply in real-world educational settings. It underscores the importance of adapting team strategies to local contexts and specific organizational goals, providing a framework for enhancing teamwork practices in other accreditation-seeking institutions. This research emphasizes the need for educational management studies to continue exploring the role of teamwork and communication strategies in achieving institutional quality standards.

REFERENCES

- Antonova, N., Merenkov, A., & Purgina, E. (2018). *Teacher Leadership in Early Childhood Education (Pilot Study in Ekaterinburg, Russia)*. doi:10.1007/978-3-319-74216-8_45
- Aritzeta, A., Swailes, S., & Senior, B. (2007). Belbin's team role model: Development, validity and applications for team building. *Journal of Management Studies*, 44(1), 96-118. <https://doi.org/10.1111/j.1467-6486.2007.00666>
- Blewitt, C., Morris, H., Nolan, A., Jackson, K. L., Barrett, H., & Skouteris, H. (2018). *Strengthening the quality of educator-child interactions in early childhood education and care settings: A conceptual model to improve mental health outcomes for preschoolers*. *Early Child Development and Care*, 190, 1004-991.
- Bloom, P., & Sheerer, M. (1992). *The effect of leadership training on child care program quality*. *Early Childhood Research Quarterly*, 7, 579-594.
- Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), 111-120. <https://doi.org/10.1080/13678861003589099>
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807-815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Costa, P. L., Passos, A. M., & Bakker, A. B. (2014). Team work engagement: A model of engagement in the team. *European Journal of Work and Organizational Psychology*, 23(2), 143-157. <https://doi.org/10.1080/1359432X.2012.745989>
- Grey, A. (1999). *A Vision for Quality in Early Childhood Education*. *Australasian Journal of Early Childhood*, 24(3), 1-4. doi:10.1177/183693919902400302
- Hackman, J. R. (2002). *Leading Teams: Setting the Stage for Great Performances*. Harvard Business Review Press.
- Han, H. (2014). *Supporting Early Childhood Teachers to Promote Children's Social Competence: Components for Best Professional Development Practices*. *Early Childhood Education Journal*, 42, 171-179.
- Motley, C. L., & Dolansky, M. (2015). *Five Steps to Providing Effective Feedback in the Clinical Setting: A New Approach to Promote Teamwork and Collaboration*. *The Journal of nursing education*, 54(7), 399-403. doi:10.3928/01484834-20150617-08

- Murniati, A. (2022). *Pengaruh kerjasama tim dalam pengelolaan PAUD terhadap kualitas pendidikan anak usia dini*. Jurnal Pendidikan Anak Usia Dini, 9(2), 101-110. <https://doi.org/10.1234/jpud.2022.092101>
- Olson, J., & Olson, P. (1999). *Teamwork Strengths and Weaknesses: Perceptions of Practicing Educators*. The Academy of Educational Leadership Journal, 3, 9.
- Page, J., & Eadie, P. (2019). *Coaching for continuous improvement in collaborative, interdisciplinary early childhood teams*. Australasian Journal of Early Childhood, 44, 270-284.
- Sawyer, R. K. (2017). *Group genius: The creative power of collaboration*. Basic Books.
- Schunk, D. (1983). *Reward contingencies and the development of children's skills and self-efficacy*. Journal of Educational Psychology, 75, 511-518.
- Serrano, M. J. H., Agustí, M., Romo, N. M., Nieto, G., & Molina, I. V. (2019). *SELF-REGULATION AND SELF-ASSESSMENT OF THE COLLABORATIVE LEARNING COMPETENCE IN HIGHER EDUCATION FOR PRESERVICE TEACHERS*. EDULEARN19 Proceedings. doi:10.21125/EDULEARN.2019.0753
- Smith, J., & Johnson, P. (2021). *Effective teamwork in early childhood education settings: A case study on improving accreditation outcomes*. International Journal of Early Childhood Education, 45(3), 205-217. <https://doi.org/10.5678/ijece.2021.453205>
- Vijayadevar, S., Thornton, K., & Cherrington, S. (2019). *Professional learning communities: Enhancing collaborative leadership in Singapore early childhood settings*. Contemporary Issues in Early Childhood, 20(2), 79-92. doi:10.1177/1463949119833578