

## CHILDHOOD BEHAVIORAL PATTERNS AND PROFESSIONAL CHARACTER FORMATION OF HIGH-ACHIEVING RA TEACHERS

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**Abstract:** *This study analyzes the childhood behavior patterns of high-achieving Raudhatul Athfal (RA) teachers in Yogyakarta and their impact on their professional exemplary behavior. This qualitative research, using an interpretive psychology approach, involved five RA teachers who won a provincial competition in Yogyakarta. Data were collected through moderate participant observation, in-depth interviews, and documentation, then analyzed using an interactive model with triangulation of sources, techniques, and time. Most of the subjects did not have formal kindergarten education, but demonstrated superior learning and creativity. Four dominant patterns emerged: early independence, physical-mental resilience, spiritual discipline, and natural leadership. Diverse parenting styles (permissive, participatory, religious authoritarian, democratic) with consistent values resulted in high resilience and adaptability. Natural play experiences—playing in the rain, helping in the rice fields, extensive socialization—became the foundation of professional excellence. These childhood experiences directly influenced innovative teaching methods, a strong work ethic, and the ability to build meaningful relationships with students and colleagues. Golden age experiences consistently shaped the exemplary character and professional competence of RA teachers. The findings suggest the need for a holistic teacher development approach that considers developmental history alongside formal academic qualifications, which has the potential to revolutionize early childhood teacher education programs.*

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**Keywords:** *Teacher behavior, Exemplary, Raudhatul Athfal, Childhood experiences*

## A. Introduction

Yogyakarta, also known as the Special City, has unique socio-cultural characteristics that distinguish it from other regions in Indonesia. This uniqueness lies not only in its administrative status as a Special Region still ruled by a Sultan, but also in its socio-cultural structure, which remains deeply ingrained in traditional Javanese values. These socio-cultural characteristics of Yogyakarta provide a crucial context for understanding the dynamics of education, particularly the presence of accomplished teachers at the Raudhatul Athfal (RA) school.

Yogyakarta society exhibits a harmonious blend of traditional Javanese values and Islamic teachings that have been rooted for centuries. The Yogyakarta people's philosophy of life, known as "hamemayu hayuning bawana" (maintaining the safety and beauty of the world) and "memayu hayuning salira, sasamaning titah, sasamaning bawana" (protecting the safety of oneself, fellow creatures, and the universe), provides a strong foundation of values in daily life, including in education.

As a city of students and culture, Yogyakarta has a rich intellectual tradition. The people of Yogyakarta highly value education and hold teachers in a position of honor. The persistently held concept of "guru, ratu, wong tua karo" (teacher, leader, and parent) demonstrates the crucial role of teachers in the social fabric of Yogyakarta. Teachers are viewed not only as instructors but also as figures to be respected and emulated, with a moral responsibility to shape the character of the younger generation.

In the context of early childhood education, particularly Raudhatul Athfal (Islamic boarding schools), Yogyakarta's socio-cultural characteristics contribute to its unique character. RAs in Yogyakarta function not only as formal educational institutions but also as spaces for transmitting Islamic values fused with local Javanese wisdom. RA teachers in Yogyakarta face a unique challenge: they must be able to integrate the universal values of early childhood education with Islamic values and local Javanese cultural wisdom.

The existence of outstanding RA teachers in Yogyakarta cannot be separated from this socio-cultural context. Their achievements are measured not only by academic or professional aspects, but also by their ability to maintain a balance between educational modernity and the preservation of local cultural values.

Outstanding RA teachers in Yogyakarta are those who are capable of acting as agents of change in improving the quality of early childhood education, while simultaneously preserving the noble values of culture and religion.

The social structure of Yogyakarta society, which still recognizes stratification based on descent (palace relatives, priyayi, and wong cilik), also influences the dynamics of RA education. However, over time, RA institutions in Yogyakarta have become spaces for democratizing education, providing opportunities for all levels of society to access quality education from an early age.

Understanding these socio-cultural characteristics of Yogyakarta is crucial to appreciating the role and achievements of RA teachers in this region. Their achievements do not arise in a vacuum, but rather are the result of a complex interaction between personal dedication, systemic support, and a conducive socio-cultural context. In this article, we will explore in more depth how outstanding RA teachers in Yogyakarta contribute to advancing early childhood education while maintaining their cultural identity and distinctive Islamic values.

The role of Raudhatul Athfal (RA) teachers is crucial in realising the educational vision of shaping an intelligent and competitive generation in Indonesia. The teaching profession is elevated to a noble and essential vocation for achieving quality education as a national goal. This demands that teachers possess pedagogical, personal, social, and professional/academic competencies (Government of the Republic of Indonesia, Number 74 of 2008 concerning Teachers, Article 3, paragraph 12). RA teachers, as early childhood educators, have a specific responsibility in laying the foundation for character and intelligence in children during their golden age, a critical period of development for children aged 0-6 years (Hasibuan, 2024).

Childhood, also known as the golden age, is a sensitive period during which 80% of a child's intellectual capacity develops rapidly (Morrison, 2018). During this time, the purpose of this study is formulated as the question: "How do childhood experiences shape the professional behavior of high-achieving RA teachers in Yogyakarta?" Appropriate stimulation from teachers is crucial for the optimal development of the child. Research indicates that the quality of teacher-child interaction during the

golden age significantly impacts cognitive, social-emotional, and moral development (Banko-Bal & Guler-Yildiz, 2021). Teachers who exhibit exemplary behaviour can serve as effective role models in fostering positive character traits in early childhood (Burns et al., 2024).

The behaviour of high-achieving RA teachers does not develop instantaneously; rather, it is shaped through a long process influenced by various factors. Self-management is the process through which individuals control their own behaviour, encompassing strategy selection, procedure implementation and evaluation, behaviour target setting, and action monitoring (Komalasari et al., 2016; Salminen et al., 2021). Theodore M. Newcomb defines personality as an organisation of attitudes that forms the basis of behaviour, detailing how individuals act, think, feel, and respond to different situations (Kell, 2019; Roqib & Nurfuadi, 2009). A teacher's personality is shaped by biological, psychological, and sociological factors that influence behaviour, including habits, attitudes, and characteristics developed through social interactions (Burns et al., 2024).

High-achieving RA teachers exhibit behavioural characteristics that differ from those of the average teacher (Whitaker et al., 2015). They not only provide guidance when a child makes mistakes but also continuously monitor changes in the child's behaviour over time to ensure that the child's actions are directed towards improvement. Even when fatigued, high-achieving teachers prioritise the learning needs of their students (Noor, 2020). They actively seek ways to stimulate and direct the potential of all children, including those with lower academic abilities (Banko-Bal & Guler-Yildiz, 2021).

Relevant previous research on this topic includes Misdar's dissertation study (Misdar, 2014b), which found that exemplary teacher behaviour does not occur spontaneously but is a psychological phenomenon requiring improvements in teachers' attitudes, knowledge, and skills. These improvements can take both academic and non-academic forms across four aspects: teacher competence, teacher behaviour, school environment, and community oversight.

Research by Uzlah & Suryana (2022) revealed that the professional competence of early childhood education teachers in

implementing the 2013 curriculum still requires strengthening, particularly in understanding child development characteristics. Meanwhile, Noviana et al. (2019) found that the level of early childhood education teachers' knowledge about the 2013 curriculum falls into the good category (87.71%), but there remains a gap in practical application aspects.

An international study by Salminen et al. (2021) showed that self-efficacy and professional support for early childhood education teachers predict their work engagement. This aligns with findings from Burns et al. (2024), who explored the role of educators' personality in structural quality and processes within early childhood education settings. Kell's comprehensive review found that teachers' personality traits predict their performance, particularly in terms of teaching effectiveness (Kell, 2019).

Banko-Bal & Guler-Yildiz (2021), in their investigation of 205 early childhood education teachers, found that although teachers' attitudes towards children's rights are positive, their behaviours and views do not always align with the implementation of those rights in learning practices. This finding indicates a gap between belief and actual behaviour in the context of early childhood education.

Despite previous research on the characteristics of exemplary teachers, such as that conducted by and studies on early childhood education teacher competence Sihotang et al. (2019), there remain gaps in the research that need to be addressed. Firstly, there has yet to be a study specifically exploring the relationship between RA teachers' golden age experiences and their current achievements. Secondly, previous research has largely focused on teachers' professional competencies (Noviana et al., 2019), but has not sufficiently explored the personal childhood experiences that shape teacher behaviour.

Thirdly, although international research has examined the relationship between teachers' personalities and the quality of learning (Burns et al., 2024; Kell, 2019), the local context of Yogyakarta, with its unique socio-cultural characteristics, has not been explored concerning the formation of high-achieving RA teacher behaviour. Fourthly, the aspects of well-being and work engagement for teachers, identified as important by Whitaker et al. (2015) and Salminen et al. (2021), have not been linked to their

golden age experiences as factors shaping professional character.

This research aims to uncover and analyse the behavioural patterns of high-achieving RA teachers during their golden age, specifically focusing on five RA teachers who achieved recognition at the DIY level in 2017. Specifically, this study will: (1) identify the golden age experiences that shape the character of high-achieving RA teachers, (2) analyse the dominant behavioural patterns that emerge from these experiences, and (3) formulate implications of the findings for the professional development of RA teachers.

## **B. Method**

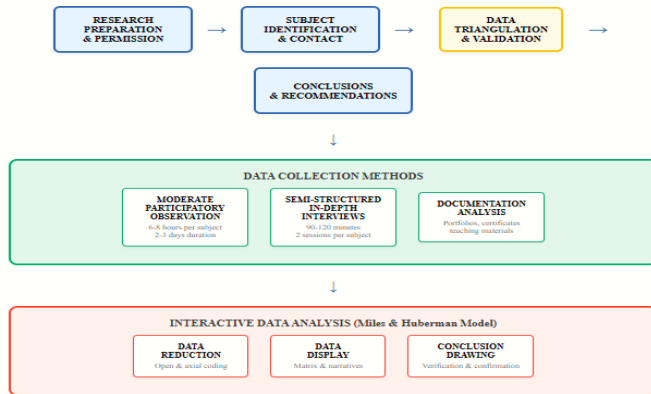
This study employs a qualitative design with an interpretative psychological approach to comprehend the behavioural patterns of individual high-achieving kindergarten teachers (RA). The qualitative method has been selected for several reasons: (1) it is naturalistic in nature, allowing the researcher to explore childhood experiences (the golden age) within a natural context; (2) it utilises human instruments that are sensitive to the nuances of behaviour and meaning; (3) it facilitates an in-depth analysis of personal experiences that shape the exemplary character of teachers (Creswell & Creswell, 2018; Moleong, 2017). The interpretative psychological approach has been chosen to delve into the subjective meanings of childhood experiences and how these experiences influence the professional behaviour of teachers today (Smith et al., 2009).

The population comprises all RA teachers in the Special Region of Yogyakarta, totalling 1,023 teachers distributed across 221 RA institutions. Five high-achieving RA teachers were selected through purposive sampling based on the Decree of the Head of the Regional Office of the Ministry of Religious Affairs of DIY concerning the winners of the Regional Competition for Outstanding Teachers and Educational Personnel of Madrasah/RA. The selection criteria included: (1) having achieved provincial-level recognition; (2) representing each district/city in DIY; (3) willingness to participate in the research; (4) possessing a minimum of five years of teaching experience. The research was conducted in five RA institutions in DIY: (1) RA Masyithoh Kantongan B, Merdikorejo, Tempel, Sleman; (2) RA Masyithoh Janten, Temon, Kulon Progo; (3) RA Ar Raihan,

Bantul; (4) RA Baitur Rahmah, Condongcatur, Depok, Sleman; (5) RA Masyithoh Kwarasan, Nglipar, Gunungkidul. The duration of the research spanned from June to October 2017 (five months), with the following breakdown: preparation and permission (two weeks), data collection (twelve weeks), data analysis (six weeks), and report writing (six weeks). The following table presents the data on the research subjects.

**Table 1.** Research Subject Profile

No	Name	Education	Teaching Experience	Origin of RA	District/ City	Ranking
1	First Teacher	Bachelor's Degree in Early Childhood Education	12 years	RA Masyithoh Kantongan B Merdikorejo Tempel	Sleman	First Place
2	Second Teacher	Bachelor's Degree in Islamic Education	10 years	RA Masyithoh Janten Temon	Kulon Progo	Second Place
3	Third Teacher	Bachelor's Degree in Da'wah	10 years	RA Ar Raihan Bantul	Bantul	Third Place
4	Fourth Teacher	Bachelor's Degree in Science	9 years	RA Baitur Rahmah	Sleman	Honorable Mention I
5	Fifth Teacher	Bachelor's Degree in Early Childhood Education	11 years	RA Masyithoh Kwarasan Nglipar	Gunung kidul	Honorable Mention II



**Figure 1.** Research Methodology Flowchart: Childhood Behavioral Patterns and Professional Character Formation of High-Achieving RA Teachers

Data collection was conducted through the triangulation of three primary techniques to ensure the validity and reliability of the research findings. Moderate participatory observation was carried out using a structured guideline comprising 25 indicators of exemplary behaviour based on Bandura's theory, which had been validated by three early childhood education experts. Observations were conducted for 6-8 hours per subject over a span of 2-3 days, focusing on teacher-student interactions, communication patterns, classroom management, and professional behaviour. Semi-structured in-depth interviews utilised a guideline of 15 open-ended questions developed based on the concept of the golden age and character formation theory.

The instruments were piloted on two non-research subjects who were teachers to ensure relevance and clarity. Each interview lasted between 90 and 120 minutes across two separate sessions, exploring childhood experiences, parenting styles, motivations for becoming teachers, and personal educational philosophies. Documentation was carried out using a systematic inventory sheet to collect portfolios of achievements, training certificates, teachers' written works, photographic documentation of learning activities, and video recordings of lessons, with the subjects' consent. The researcher acted as a participatory observer with moderate involvement, possessing a Master's degree in Early Childhood Education and five years of qualitative research

experience to ensure credibility as a research instrument.

Data analysis techniques employed the interactive model by Miles & Huberman, as adapted by Sugiyono (2018), which comprises three systematic stages. Data reduction was performed through selection, focus, and abstraction of raw data into meaningful information using open and axial coding techniques to identify patterns of behaviour during the golden age. Data presentation was organised in the form of comparison matrices between subjects, flow charts of childhood experiences, and descriptive narratives that elucidated the main findings of the research. Conclusions were drawn through the verification of findings with confirmation from research subjects and data triangulation to ensure the accuracy of interpretations (Creswell & Creswell, 2018). The analysis process was supported by NVivo 12 software for systematic coding and categorisation of qualitative data, as well as Microsoft Excel for tabulating demographic data and characteristics of the research subjects.

The validity of the data was ensured through four triangulation strategies that mutually reinforced the credibility of the research findings. Source triangulation was conducted through member checking involving research subjects, heads of early childhood education institutions, and peers to confirm the results of interviews and observations, thus verifying the accuracy of the data interpretations obtained. Technique triangulation was implemented through comparison and cross-checking of data consistency from observations, interviews, and documentation to ensure the reliability of findings derived from various data collection methods. Time triangulation was executed by collecting data at different times (morning, afternoon, evening) and in diverse learning situations to reduce situational bias and obtain a comprehensive picture of teacher behaviour. Peer debriefing was conducted through in-depth discussions with two independent researchers possessing expertise in the field of early childhood education to review interpretations and analyses, enhancing objectivity and minimising researcher bias in the data analysis process. This research adhered to ethical principles by obtaining written informed consent from all subjects following an explanation of the research objectives and procedures. Confidentiality was maintained through the use of initials

and identification codes to protect the privacy of subjects. The principle of voluntary participation was respected by granting subjects the right to withdraw without penalty. Beneficence was implemented by returning the research results to the subjects and the early childhood education institutions for professional development.

### C. Result and Discussion

This study examines five high-achieving RA teachers in the Special Region of Yogyakarta who have received provincial-level recognition based on the Decree of the Head of the Regional Office of the Ministry of Religious Affairs of DIY. These five teachers represent each district/city in DIY and possess diverse educational backgrounds, although all have attained a bachelor's degree. Their identities as educators are shaped not only by formal education but are significantly influenced by unique and varied experiences during their golden age.

An intriguing finding from this research indicates that the majority of these high-achieving teachers did not receive formal early childhood education, such as kindergarten. Instead, their childhoods were filled with natural play experiences, extensive social interactions, and parenting styles that fostered strong character development. These experiences subsequently became the foundation for their excellence in the profession of early childhood education.

**Table 2.** Summary of Findings on the Behaviour Patterns of High-Achieving RA Teachers

Teacher Name	Dominant Childhood Behaviour	Parenting Style	Manifestation in Profession
Sri Ngadiyahati (1st Place)	Playing in the rain, playing football with boys, making houses from salak leaves	Permissive with boundaries, no TV	High creativity, adaptability, experiential learning

Estri Ritah Indriwati (2nd Place)	Helping father in the rice field, catching crabs at night, routinely washing dishes and sweeping the yard	Participative in work, light discipline	Innovative learning media, problem-solving, strong work ethic
Rufiyati Ambar Ningrum (3rd Place)	Regularly studying from Maghrib to Isya, playing with younger siblings, extensive socialisation in the village	Authoritarian religious, no TV, very disciplined	Consistency in character building, spiritual leadership
Anton Ariyadi (1st Hope)	Enthusiastic, cheerful, likes to share, easy to make friends, somewhat lazy with disliked tasks   Democratic, communicative	Democratic, communicative	Excellent interpersonal relationships, natural motivator
Rina Wahyuni (2nd Hope)	Stubborn, brave, likes to sit sideways on a motorcycle	Firm with tolerance	Courage to innovate, high determination

Sri Ngadiyati, as the first-place winner, exhibits a highly active childhood behaviour that is not constrained by gender stereotypes. As the seventh child of eight siblings, she was accustomed to playing in the rain despite her mother's frequent prohibitions, playing football with her older sister and even with boys in the village. The habit of making toy houses from salak leaves and cooking with clay utensils demonstrates a high level of natural creativity. This experience has shaped her ability to create creative and experiential learning, unbound by conventional methods.

In contrast to Sri Ngadiyati, Estri Ritah Indriwati, who secured second place, displays a behaviour pattern more closely related to work ethic and problem-solving. Her father, a veteran and farmer, often took her to the rice fields, even asking her to ride on the

plough. The experience of catching crabs at night using a large flashlight for duck feed demonstrates bravery and perseverance. By primary school age, she had already taken on the routine responsibility of washing dishes and sweeping the yard. This participative parenting style has shaped her ability to develop innovative learning media and address learning problems with a creative approach.

Meanwhile, Rufiyati Ambar Ningrum exhibits a different pattern from her two peers. Her childhood was highly structured with a strict spiritual routine, studying from Maghrib to Isya every day in a home intentionally devoid of television. As the eldest of four siblings with relatively close age gaps, she often played while guiding her younger siblings in learning to read the Quran. This authoritarian religious parenting style has instilled high consistency and discipline, which later manifests in her ability to build student character with a strong spiritual approach.

Anton Ariyadi, as the only male teacher in this study, displays prominent social characteristics from a young age. He is described as enthusiastic, cheerful, generous, easy to befriend, and active in playing with anyone. However, he also shows a weakness in being lazy towards tasks he dislikes, despite understanding the material or instructions given. His family's democratic and communicative parenting style has cultivated excellent interpersonal skills, making him a natural motivator for his peers and students.

Lastly, Rina Wahyuni demonstrates a behaviour pattern that reflects courage and high determination. Her habit of sitting sideways on a motorcycle, despite repeated admonitions from her mother, illustrates a stubborn nature but also a willingness to take risks. A parenting style that is firm yet tolerant has shaped her character to be bold in innovating in learning, unafraid to try new methods even in the face of resistance.

The findings of this research confirm Ericsson's, (2018) psychosocial development theory, which emphasises the importance of childhood experiences in shaping adult personality. The five high-achieving teachers demonstrate that positive experiences during the golden age (0-6 years) serve as a strong foundation for developing exemplary character in the teaching profession. This aligns with Misdar's, (2014) research and recent studies by (Li et al., 2024), which find that the well-being of

early childhood teachers is significantly influenced by formative childhood experiences. (Rohmadi et al., 2020) also assert that the golden age period is a critical phase that affects teachers' professional abilities and identities.

The finding that three out of five subjects (Sri Ngadiyati, Rufiyati, and Estri Ritah) did not receive formal kindergarten education actually indicates a high level of learning creativity. This supports Vygotsky's, (1978) constructivist learning theory, which posits that natural learning through social interaction and free exploration can develop intrinsic creativity more robustly than structured formal education. Montessori, (1967) also emphasises that environments that provide freedom for exploration will foster children's independence and initiative.

In contrast to the findings of Hendrick & Weissman, (2010), which stress the importance of formal early childhood education, this research shows that rich informal experiences can serve as an effective alternative. Recent studies by McCoy et al., (2024) in the *Journal of Political Economy* also indicate that the quality of interactions and learning experiences is more important than the formality of educational structures. (Tamblyn et al., 2024) further reinforce this finding by demonstrating that responsive and adaptive learning environments, often formed from informal experiences, are more effective in supporting child development. Sri Ngadiyati states: "Because I never attended kindergarten, I learned to understand children from my own play experiences. This helps me create enjoyable and natural learning."

The analysis of parenting styles reveals interesting variations: permissive with boundaries (Sri Ngadiyati), participative (Estri Ritah), authoritarian religious (Rufiyati), democratic (Anton), and firm with tolerance (Rina). This variation supports Baumrind's, (1991) theory of parenting styles but with the modification that each style can yield positive outcomes if implemented consistently and tailored to the child's characteristics.

These findings differ from Santrock's, (2017) research, which tends to favour democratic parenting styles. This study demonstrates that even authoritarian parenting, if applied in the context of appropriate spiritual and academic development, can produce strong and consistent character. Whitebook et al., (2018) in their comprehensive study on the early childhood

workforce also find that the consistency of values and parenting approaches is more important than the specific type of parenting style in shaping teacher quality. Rufiyati, who was raised under an authoritarian religious style, exhibits the best ability in student character formation.

Active play experiences such as playing in the rain (Sri Ngadiyati), helping in the rice fields (Estri Ritah), and other physical activities contribute to the development of resilience and adaptability necessary in the teaching profession. This aligns with the research of Pellegrini & Smith, (1998) and is reinforced by studies by (Rohmadi et al., 2020), which highlight the importance of active exploration during the golden age in developing adaptation and problem-solving skills. Research by (McCoy et al., (2024) in the *Journal of Political Economy* also finds that teachers with active play experiences and informal learning in childhood demonstrate more adaptive pedagogical skills.

These findings also support Bandura's, (1977) Social Learning Theory, which posits that learning through observation and imitation of direct experiences is more effective in shaping long-term behaviour. All five high-achieving teachers have undergone direct learning about hard work, problem-solving, and social interaction through their childhood experiences.

The findings of this research imply the need to reformulate the selection criteria for RA teachers that not only focus on formal academic competencies but also consider the candidates' childhood experience backgrounds. Early independence, physical-mental resilience, and extensive social interactions can serve as predictors of teacher exemplarity quality.

Professional development programs for RA teachers need to integrate reflections on childhood experiences as part of self-awareness and personal educational philosophy development. This aligns with Palmer's, (1998) recommendation about the importance of "inner work" in the teaching profession. Li et al., (2024) in their systematic review also emphasise the importance of holistic professional development that considers teachers' well-being and personal backgrounds, focusing on integrating formative experiences into training programs.

The curriculum for early childhood education teacher training should be enriched with an understanding of the influence of the

golden age on the formation of educators' character. Developmental psychology courses should emphasise not only the development of students but also the reflection of the personal experiences of future teachers. Rohmadi et al., (2020) found that understanding the golden age is crucial in identifying and developing children's learning abilities, implicitly indicating the need for teachers to comprehend this developmental phase not only theoretically but also through reflections on their personal experiences.

This study has limitations in terms of: (1) a sample limited to high-achieving teachers, which cannot be generalised; (2) reliance on retrospective memory that may be biased; (3) the absence of a control group of non-high-achieving teachers. Future research is recommended to conduct comparative studies with regular teachers, longitudinal studies on prospective teachers, and the development of standard instruments to measure the influence of the golden age on teachers' professional competencies.

#### **D. Conclusion**

The conclusion is that: First, a deep understanding of the socio-cultural characteristics of Yogyakarta as a context that cannot be separated from the existence of outstanding RA teachers, cannot be fully understood without first understanding the socio-cultural order that surrounds it, such as the fusion of traditional Javanese values with Islam, the philosophy of life "hamemayu hayuning bawana", and Yogyakarta's status as a city of culture and students. This context is important because it shapes the way society views education and the role of teachers. Second, it explains the challenges and special roles of RA teachers in Yogyakarta in integrating three important elements: the universal values of early childhood education, Islamic teachings, and local Javanese cultural wisdom. The discussion emphasizes that outstanding RA teachers in Yogyakarta are not only academically competent educators, but also agents who are able to bridge the modernity of education with the preservation of noble cultural and religious values. This shows the complexity and uniqueness of the role of RA teachers in the Yogyakarta context. Third, it builds an argument that the achievements of RA teachers in Yogyakarta need to be appreciated by considering the socio-cultural context that underlies them. The discussion emphasized that their achievements are not

merely individual accomplishments in a vacuum, but rather the result of a complex interaction between personal dedication, systemic support, and conducive socio-cultural conditions. Thus, the appreciation given will be more holistic and meaningful, recognizing the complexity of their journeys and contributions to advancing early childhood education.

The childhood experiences of high-achieving RA teachers in Yogyakarta demonstrate a consistent pattern in the development of exemplary professional character. Independence, adaptability, work ethic, and resilience developed from an early age through natural play experiences, extensive social interactions, and diverse yet consistent parenting styles form the foundation for excellence in the teaching profession. These findings suggest the need for a holistic approach to RA teacher development that considers historical developmental aspects, not just formal academic competencies. Integrating an understanding of childhood influences into the teacher education system can contribute to improving the overall quality of early childhood education.

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