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Transforming learning quality in elementary schools through the reflective action model in values-based instructional management

Seprie [1]*, Sri Wahyudi [1], Marheni Rayung Puspaningrum [1]

[1] Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas Doktor Nugroho Magetan, Magetan, Indonesia, 63381

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Abstract

This study investigates the implementation of the Reflective Action model within values-based instructional management to improve learning quality and character development in elementary education. The research examined how reflective cycles can enhance instructional management, student participation, academic achievement, and students' character formation. A Reflective Action Research (RAR) design was employed through two iterative cycles consisting of planning, action, observation, and reflection stages. The study involved one fifth-grade classroom and one teacher, with data collected through observation sheets, student assessments, field notes, and teacher reflective journals. Data were analyzed using descriptive statistics and thematic analysis. The findings reveal consistent improvements across all variables from Cycle I to Cycle II. Instructional management became more structured and values-oriented, student participation increased significantly, and learning achievement improved, with mastery learning rising from 65% to 90%. In addition, character development indicators such as responsibility, discipline, cooperation, and respect also showed substantial improvement. The study concludes that reflective action integrated with values-based instructional management effectively enhances both academic and non-academic outcomes. The model contributes to educational practice by offering a systematic framework for continuous instructional improvement and holistic student development in elementary schools.

* Corresponding Author.
E-mail address: seprie47@gmail.com (Seprie)
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1. Introduction

Improving the quality of learning in elementary schools remains a central issue in educational development, as this level plays a foundational role in shaping students' cognitive, affective, and social competencies, where instructional quality strongly influences long-term outcomes (Kim & Kim, 2024). However, many schools still prioritize curriculum completion over continuous improvement, resulting in teacher-centered, less reflective learning environments (Surya et al., 2025), highlighting the need for systematic, reflective, and adaptive instructional management (Dewi, 2023). Although instructional management involves planning, implementation, and reflection, many teachers struggle to improve their practices systematically due to informal and unstructured reflection, despite the importance of continuous reflective learning (Korthagen, 2017) and structured guidance for instructional improvement (Larrivee, 2008), leading to unsustained innovations (Prisilia et al., 2025; Puspita et al., 2026; Ridiyawati, 2025; Nisa et al., 2023).

One promising approach is the reflective action model, which uses cyclical planning, action, observation, and reflection to improve teaching practices by transforming classroom experiences into professional learning (Wallbaum & Kelleher, 2016). Evidence shows that structured reflection improves student achievement, motivation, and reflective thinking (Chu et al., 2023), enhances teacher competence through collaborative practices such as lesson study (Damayanti et al., 2025), and strengthens continuous professional development and educational quality (Nurhasanah, 2026; Rindiyawati, 2025). At the same time, values-based learning is essential in elementary education to build moral values, social responsibility, and character by integrating ethical and civic values into learning, where reflective and interdisciplinary approaches further enhance students' awareness, collaboration, and character formation (Gopinath et al., 2025; Bassachs et al., 2020; Humam et al., 2026), making learning more meaningful when integrated into instructional management (Fatonah et al., 2025; Asrofah et al., 2025; Handoko et al., 2023).

Despite extensive studies on reflective practice and values-based education, most research has treated them as separate domains. Reflective practice and teacher development have been widely explored (Damayanti et al., 2025; Faisal et al., 2025; Korthagen, 2017; Larrivee, 2008; Wallbaum & Kelleher, 2016), while values education has been examined separately (Bassachs et al., 2020; Gopinath et al., 2025; Humam et al., 2026). Although studies show positive impacts of innovative learning on student outcomes (Chu et al., 2023; Deep et al., 2020; Demircioglu et al., 2023; Kim & Kim, 2024; Surya et al., 2025), limited research has integrated reflective action cycles with values-based instructional management in elementary schools. Accordingly, three gaps are identified: (1) reflective action and values-based learning are studied separately; (2) limited integration within instructional management; and (3) lack of comprehensive models linking reflective cycles with values-oriented practices. To date, no study has explicitly developed an integrated instructional management model that systematically combines reflective action cycles with values-based learning in elementary school contexts.

Therefore, this study aims to develop an instructional management approach that integrates reflective action cycles with values-based learning in elementary schools. The study examines how reflective action functions as a managerial mechanism to improve instructional quality while strengthening students' civic awareness, ethical behavior, and character development. The novelty lies in proposing a holistic framework that integrates planning, action, observation, and reflection with values-based learning within a single continuous improvement system. Unlike previous studies that separate reflective practice from values education, this research offers an integrated model linking instructional management, reflective cycles, and values-based learning,

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contributing both theoretically and practically to sustainable improvements in learning quality, civic awareness, and ethical behavior. Despite extensive studies on reflective practice and values-based education, most research has treated them as separate domains.

2. Literature review

2.1 Reflective action

Reflective action is a cyclical process of planning, action, observation, and reflection that enables educators to evaluate and improve instructional practices based on teaching experiences. Grounded in reflective practice theory, it supports continuous professional growth by linking classroom experience with pedagogical decision-making, especially when reinforced by structured self-evaluation (Korthagen, 2017; Farrell, 2022; Guo, 2022).

It is widely recognized for improving teaching quality through lesson study, which strengthens pedagogical understanding, reflective competence, and instructional decision-making (Erbilgin & Robinson, 2025; Hummes & Seckel, 2024; Norwich et al., 2025; Damayanti et al., 2025). Reflective action also enhances teacher competence and classroom management (Larrivee, 2008; Aldahmash et al., 2021; Odo, 2021), supports continuous professional development through collaboration (Rozimela et al., 2025; Phan Thi et al., 2024; Faisal et al., 2025), and improves student outcomes such as achievement, motivation, reflective thinking, and self-regulated learning (Chu et al., 2023; Clark et al., 2023), with meta-analytic evidence (Thinking Skills and Creativity, 2023) confirming its significant impact on academic achievement.

2.2 Instructional management

Instructional Management is the systematic process of planning, organizing, implementing, monitoring, and evaluating learning activities to achieve educational goals effectively, ensuring alignment among curriculum, teaching strategies, resources, classroom interaction, and assessment. Hallinger and Wang (2020) define it as a leadership and organizational process that directly shapes teaching and learning quality by building coherent instructional systems that support teacher effectiveness and student achievement.

Research shows that effective instructional management improves student achievement and classroom engagement (Tan et al., 2024; Karadağ & Sertel, 2025; Pietsch et al., 2024). In elementary education, it enables adaptation to students' developmental needs and learning characteristics, enhancing learning outcomes (Pietsch et al., 2024; Tan et al., 2024), while adaptive instructional management improves learning quality by responding flexibly to classroom challenges (Rokayah & Rahayu, 2024). It also serves as a framework for integrating innovative pedagogy, reflective practice, and value-based learning into classroom implementation.

2.3 Values-based learning

Values-Based Learning (VBL) integrates ethical, moral, civic, and social values—such as responsibility, honesty, cooperation, respect, empathy, and social responsibility—into teaching and learning rather than treating them separately. Lovat and Clement (2020) explain that VBL supports holistic student development by integrating cognitive, affective, and behavioral domains, enabling the internalization of values through authentic classroom experiences and interactions.

Research shows that VBL strengthens students' character, social behavior, and academic engagement. Reflective learning supports the development of environmental and social values

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(Siswanto et al., 2024; Guo, 2022; Farrell, 2022; Chu, 2023), while self-reflection-based learning enhances ethical awareness and moral behavior (Humam et al., 2026). Cooperative and interdisciplinary learning further promotes sustainability and social responsibility (Bassachs et al., 2020), confirming VBL as a key element of quality education.

2.4 Learning quality

Learning Quality refers to the effectiveness of instructional processes in developing students' cognitive, affective, and social competencies, reflected in active participation, meaningful learning, critical thinking, collaboration, and positive teacher–student interaction. It is not only measured by academic achievement but also by students' ability to apply knowledge, solve problems, and engage in lifelong learning, requiring instructional approaches that promote active engagement and higher-order thinking (Darling-Hammond et al., 2020).

Research shows that learning quality improves through student-centered and reflective approaches. Problem-based learning enhances communication, collaboration, and critical thinking (Deep et al., 2020), while augmented reality-based learning strengthens critical thinking and argumentation (Demircioglu et al., 2023). Reflective and problem-based learning improve reflective-critical thinking skills (Surya et al., 2025), and meta-analysis evidence shows that feedback and reflective evaluation significantly enhance teaching quality and student learning outcomes (Röhl et al., 2025).

2.5 Character development

Learning Quality refers to the effectiveness of instructional processes in developing students' cognitive, affective, and social competencies, reflected in active engagement, meaningful learning, critical thinking, collaboration, and positive teacher–student interaction. It goes beyond academic achievement to include the ability to apply knowledge, solve problems, and engage in lifelong learning, requiring student-centered approaches that foster higher-order thinking (Darling-Hammond et al., 2020).

Research shows that learning quality improves through reflective and student-centered approaches. Problem-based learning enhances communication, collaboration, and critical thinking (Deep et al., 2020), while augmented reality-based instruction strengthens critical thinking and argumentation (Demircioglu et al., 2023). Reflective learning improves reflective-critical thinking skills (Surya et al., 2025), and meta-analytic evidence confirms that feedback and reflective evaluation enhance both teaching quality and student learning outcomes (Röhl et al., 2025).

2.7 Theoretical and conceptual framework

Drawing on Constructivist Learning Theory, Reflective Practice Theory, and Values-Based Education, this study proposes Reflective Action as the driving mechanism for improving Instructional Management. Through cyclical reflection (planning, action, observation, reflection), teachers refine instructional practices and strengthen evidence-based decision-making, enhancing pedagogical competence and instructional effectiveness (Korthagen, 2017; Farrell, 2022; Wallbaum & Kelleher, 2016; Aldahmash et al., 2021; Rozimela et al., 2025).

Effective Instructional Management then enables Values-Based Learning by aligning goals, activities, interactions, and assessments with ethical and civic values (Hallinger, 2018; Robinson et al., 2021), thereby embedding values in daily classroom practice. This integration enhances Learning Quality through active engagement, critical thinking, collaboration, and meaningful learning (Hanh et al., 2023; Demircioglu et al., 2023; Surya et al., 2025), while also strengthening

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Character Development such as responsibility, honesty, cooperation, ethical awareness, and civic behavior (Gopinath et al., 2025; Humam et al., 2026). Thus, Reflective Action serves as the foundational mechanism linking Instructional Management, Learning Quality, and Character Development.

Based on this framework, the study assumes that improvements in learning quality and student character development result from a reflective process embedded in instructional management and implemented through values-based learning. Reflective Action functions as the primary mechanism for continuous improvement in instructional practices, while Instructional Management provides a structured system for organizing and implementing learning. Values-Based learning serves as a mediating factor that links the learning process to character development outcomes. Accordingly, Learning Quality is positioned as the primary outcome of the Reflective Action Model in Values-Based Instructional Management, while Character Development is a complementary outcome arising from meaningful, value-oriented learning experiences. This framework underpins the development of the Reflective Action in Values-Based Instructional Management model in this study. The corresponding visualization is presented in Figure 1.

Figure 1. Conceptual framework of the reflective action model in values-based instructional management

3. Method

This study employed a Reflective Action Research (RAR) design to develop and examine a model of Values-Based Instructional Management for improving learning quality and character development in elementary schools. The study was grounded in the theoretical integration of Reflective Action, Instructional Management, Values-Based Learning, Learning Quality, and Character Development as proposed in the conceptual framework. Reflective Action Research was selected because it enables continuous improvement of instructional practices through iterative cycles of planning, action, observation, and reflection while simultaneously generating a practical model applicable in authentic educational settings. The research was conducted in

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the second semester of the 2025/2026 academic year at MIT Nurul Amal, a public elementary school, involving one fifth-grade classroom consisting of 30 students aged 10–11 years (16 female and 14 male) and one experienced classroom teacher. The teacher acted as practitioner-researcher, while the researcher served as facilitator and observer in a collaborative arrangement based on initial findings of low student participation, limited integration of character values, and teacher-centered instruction.

The study was implemented through two reflective action cycles adapted from Kemmis and McTaggart, each lasting four weeks (a total of eight weeks), and consisting of planning, action, observation, and reflection. The first cycle focused on identifying instructional problems and baseline values-based practices, while the second cycle emphasized refinement based on reflective findings. In the planning stage, the teacher and researcher developed a Values-Based Instructional Management Plan covering instructional objectives, materials, strategies, activities, assessment, and character indicators (responsibility, cooperation, discipline, honesty, respect, civic awareness), guided by the conceptual framework. In the action stage, student-centered strategies were implemented, including collaborative learning, reflective dialogue, problem-based learning, group discussions, and contextual tasks with explicit integration of ethical and civic values.

Observation was conducted concurrently by the researcher and one observer using structured observation sheets based on five dimensions: Reflective Action, Instructional Management, Values-Based Learning, Learning Quality, and Character Development. Data were recorded focusing on teacher instructional decisions, student engagement, collaboration, reflective activities, and value demonstration. Reflection was conducted after each cycle through collaborative discussions that reviewed observation results, student learning outcomes, reflective journals, and field notes to identify strengths and areas for improvement for the next cycle.

Data were collected using structured observation sheets, student learning assessments, teacher reflective journals, and field notes. Indicators included Reflective Action, Instructional Management, Values-Based Learning, Learning Quality, and Character Development. Instrument validity was ensured through expert judgment and construct alignment, while reliability was tested through pilot observation, inter-observer reliability (≥0.80), and Cronbach's Alpha (≥0.70). Data were analyzed using a convergent mixed-methods approach with descriptive statistics for quantitative data and thematic analysis for qualitative data. Learning achievement was measured using the Minimum Mastery Criterion (KKM) of 75, with classical mastery defined as≥85% of students meeting the criterion. Trustworthiness was ensured through data triangulation, methodological triangulation, collaborative reflection, and detailed documentation of all research processes.

4. Results

The findings of this study were obtained through the implementation of a Reflective Action Research (RAR) design in a fifth-grade classroom. The study was carried out in two reflective cycles, each comprising planning, action, observation, and reflection. Data were collected using observation sheets, student learning assessments, field notes, and teacher reflective journals, and were analyzed through a combination of descriptive statistics and thematic analysis. This mixed analytical approach was used to ensure that both quantitative improvements and qualitative changes in instructional practices, values-based learning implementation, learning quality, and character development could be comprehensively examined.

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Overall, the results show a consistent and meaningful improvement from Cycle I to Cycle II across all measured dimensions. The reflective cycles enabled iterative refinement of instructional management practices, thereby improving student participation, learning achievement, and character development.

The improvements in instructional management are presented in Table 1. The data indicate that all indicators of instructional management improved after the second reflective cycle. Lesson planning and clarity of objectives increased from 75% to 90%, while student-centered strategies improved from 70% to 88%. The integration of values in learning activities showed the largest increase, from 68% to 87%, indicating stronger embedding of values in instructional design. Classroom interaction and engagement improved from 72% to 89%, and reflection and feedback practices increased from 70% to 88%. Overall, the average instructional management score increased from 71.0% to 88.4%, with an improvement of 17.4%.

Table 1. Instructional management performance across cycles

Indicator	Cycle I (%)	Cycle II (%)	Improvement
Lesson planning & clarity of objectives	75	90	+15
Student-centered strategies	70	88	+18
Integration of values in learning	68	87	+19
Classroom interaction & engagement	72	89	+17
Reflection & feedback practices	70	88	+18
Average	71.0	88.4	+17.4

Student participation during learning activities is presented in Table 2. The findings show an overall increase in student engagement across all indicators. Asking questions increased from 60% to 82%, representing the highest improvement (+22%), indicating that students became more confident in classroom interaction. Group discussion participation increased from 72% to 90%, while collaborative task completion improved from 75% to 92%. Expressing opinions respectfully increased from 68% to 88%, and responsibility in learning increased from 70% to 91%. Overall, the average student participation increased from 69.0% to 88.6%, with an improvement of 19.6%.

Table 2. Student participation across cycles

Indicator	Cycle I (%)	Cycle II (%)	Improvement
Asking questions	60	82	+22
Group discussion participation	72	90	+18
Collaborative task completion	75	92	+17
Expressing opinions respectfully	68	88	+20
Responsibility in learning	70	91	+21
Average	69.0	88.6	+19.6

Student learning achievement is presented in Table 3. The results show a significant improvement in cognitive outcomes. The average score increased from 72.4 to 86.7. The highest score increased from 90 to 96, while the lowest score improved from 55 to 70, indicating that lower-achieving students also benefited from the intervention. Mastery learning increased from 65% to 90%, showing a substantial improvement in overall academic achievement.

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Table 3. Student learning achievement

Indicator	Cycle I	Cycle II	Improvement
Average score	72.4	86.7	+14.3
Highest score	90	96	+6
Lowest score	55	70	+15
Mastery learning (%)	65%	90%	+25%

Character development outcomes are presented in Table 4. The findings show consistent improvement across all character indicators. Responsibility increased from 70% to 90%, cooperation from 74% to 92%, respect from 72% to 89%, and discipline from 68% to 88%. The overall average increased from 71.0% to 89.7%, indicating an improvement of 18.7%.

Table 4. Character development indicators

Values	Cycle I (%)	Cycle II (%)	Improvement
Responsibility	70	90	+20
Cooperation	74	92	+18
Respect	72	89	+17
Discipline	68	88	+20
Average	71.0	89.7	+18.7

Overall, the findings demonstrate that implementing the Reflective Action Research model within values-based instructional management resulted in consistent and significant improvements across instructional management, student participation, learning achievement, and character development. The iterative reflective cycles enabled continuous refinement of teaching strategies, which created more active, meaningful, and value-oriented learning experiences. As a result, both academic performance and character-related behaviors improved simultaneously, confirming the effectiveness of integrating reflective action with values-based instructional management in elementary education contexts.

5. Discussion

The findings of this study indicate that implementing the Reflective Action model within values-based instructional management resulted in consistent improvements across instructional management, student participation, learning achievement, and character development from Cycle I to Cycle II. Importantly, these improvements are not merely reflected in numerical increases but are grounded in specific instructional changes facilitated through the reflective action process.

A key mechanism underlying these improvements was the iterative reflective cycle, which enabled the teacher to continuously identify instructional weaknesses in Cycle I and systematically refine teaching strategies in Cycle II. Evidence from field notes and teacher reflective journals showed that cycle I was characterized by low student engagement in questioning activities, limited interaction during group work, and partial integration of values in learning processes. Classroom observations indicated that students tended to wait for teacher directions and rarely initiated questions or active discussion. These conditions reflected a predominantly teacher-centered learning process that required a stronger student-centered design. Through structured reflection sessions, the teacher identified these limitations and

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subsequently implemented more collaborative learning strategies in Cycle II, including structured group roles and guided reflective dialogue. These changes contributed to increased student engagement and improved learning outcomes.

The improvement in instructional management scores (from 71.0 to 88.4) can be attributed to more systematic lesson planning and more consistent integration of values into instructional activities. Instructional observations indicated that learning objectives in Cycle II were delivered more clearly and were better aligned with student-centered learning activities. Improvements were also visible in classroom organization and the clarity of learning steps. Among the components of reflective action, the reflection and feedback stage played the most significant role, enabling the teacher to revise instructional planning based on evidence from classroom implementation. This finding supports Korthagen (2021), who emphasizes that structured reflection strengthens teachers' professional judgment through systematic analysis of classroom practice.

Student participation also showed a significant increase, particularly in questioning behavior (+22%) and responsibility (+21%). Observational data indicated that students became more confident and more actively involved in learning activities during Cycle II. The classroom environment became more open, allowing students to express opinions and respond to peers more frequently. The introduction of structured group roles such as leader, recorder, and presenter also contributed to greater student accountability and collaboration. These findings align with Darling-Hammond et al. (2020), who state that student-centered learning environments enhance engagement and motivation, and with Postholm (2021), who highlights that reflective teaching promotes more interactive and dialogic classroom environments.

The improvement in learning achievement, reflected in the increase in mastery learning from 65% to 90%, was closely related to better alignment between instructional strategies and student learning needs. Reflective records showed that students in cycle I had difficulty understanding abstract concepts due to limited contextual support. After reflection, the teacher revised instructional strategies in Cycle II by incorporating contextual learning tasks and collaborative problem-solving activities. This adjustment led to improved comprehension, as reflected in increased average scores (72.4 to 86.7) and improved lowest scores (55 to 70). These findings are consistent with Farrell (2022), who explains that reflective teaching improves learning outcomes by continuously adapting instructional strategies to students' learning needs.

Character development also improved substantially, particularly in responsibility and discipline (both increased by 20%). Observational data showed that students demonstrated greater consistency in completing tasks, submitting assignments on time, and fulfilling group responsibilities during Cycle II. This improvement was supported by integrating values into daily learning activities and collaborative tasks. A key intervention was the introduction of student self-assessment of group behavior at the end of each lesson, which supported the internalization of values through reflective learning experiences. These findings align with Berkowitz and Bier (2021), who argue that character education is most effective when values are embedded within authentic learning practices rather than taught separately.

Another important finding is the role of collaborative reflection between the teacher and researcher in improving instructional quality. Post-cycle discussions helped identify that limited student engagement in cycle I was related to insufficiently interactive instructional design. This insight informed revisions in Cycle II, which emphasized stronger collaboration, clearer learning structures, and more explicit integration of values. This finding is consistent with Admiraal et al. (2021), who emphasize that collaborative reflection enhances professional learning through shared analysis and multiple perspectives.

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Among the components of reflective action, observation and reflection emerged as the most influential stages in driving improvement. Observation provided concrete evidence of classroom conditions and learning challenges, while reflection enabled systematic interpretation of this evidence to guide instructional improvement. The interaction between these two stages ensured that changes in teaching practice were grounded in empirical classroom data, thereby strengthening the validity of instructional decisions.

Overall, the findings demonstrate that the improvements observed in Cycle II resulted from systematic reflective processes, instructional redesign, and strengthened integration of values in classroom practice. The Reflective Action model functions not only as a cyclical procedure but also as a transformative mechanism that promotes continuous, evidence-based improvement in teaching practice and student learning outcomes.

6. Conclusion and implications

This study demonstrates that implementing the Reflective Action model within values-based instructional management effectively improves instructional management, student participation, learning achievement, and character development in elementary school settings. The findings from two reflective cycles show consistent improvement across all measured indicators, indicating that systematic reflection enables teachers to identify instructional weaknesses, refine teaching strategies, and strengthen the integration of values in learning activities. The results confirm that reflective cycles play a central role in transforming classroom practice from teacher-centered to more student-centered learning. Improvements in instructional management were reflected in better lesson planning, clearer learning objectives, and stronger integration of values. Increased student participation was evident through more active questioning, collaboration, and responsibility in learning activities. In addition, learning achievement improved significantly, as evidenced by higher average scores and greater mastery. Character development also improved, particularly in responsibility, discipline, cooperation, and respect, indicating successful internalization of values through classroom learning experiences. Overall, the study concludes that Reflective Action, when integrated with values-based instructional management, provides an effective framework for improving both academic and non-academic outcomes in elementary education.

The findings of this study have several important theoretical and practical implications. Theoretically, this study contributes to the development of instructional management theory by integrating Reflective Action, instructional management, values-based learning, learning quality, and character development into a unified framework. It underscores that reflective practice is not only a professional development tool but also a core mechanism for improving instructional quality and fostering character development in elementary education. In practice, the study provides a structured model that elementary school teachers can apply to improve classroom instruction. Teachers are encouraged to implement reflective cycles consisting of planning, action, observation, and reflection to improve their teaching practices continuously. The integration of values into daily learning activities also offers a practical strategy for strengthening character education without separating it from academic instruction. For school leaders, the findings highlight the importance of supporting reflective practice through collaborative professional development programs such as lesson study, peer reflection, and instructional coaching. Such support systems can strengthen teachers' capacity to implement continuous instructional improvement. For future research, it is recommended that the Reflective Action model be tested in broader educational contexts, involving multiple schools, different grade

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levels, and longer implementation periods. Further studies may also explore additional variables such as teacher self-efficacy, student motivation, and long-term character development outcomes. In conclusion, integrating reflective action and values-based instructional management offers a promising, sustainable approach to improving the quality of elementary education by simultaneously enhancing academic achievement and character formation.

7. Limitation

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in only one fifth-grade classroom, which limits the generalizability of the results to broader educational contexts. Second, the study was implemented over a relatively short period of two reflective cycles, which may not fully capture the long-term effects of the Reflective Action model on instructional improvement and character development. Third, potential observer bias may have occurred during classroom observations, as the researcher was also involved in the reflective process alongside the teacher. Although triangulation techniques were applied, subjective interpretation in qualitative data analysis cannot be eliminated. Fourth, the limited scope of participants restricts the ability to generalize findings to other grade levels, schools, or educational settings with different characteristics. Therefore, future research is recommended to involve larger samples, longer implementation periods, and more diverse educational contexts to strengthen external validity.

Declaration and Statement

CRediT Authorship Contribution Statement

Seprie: Conceptualization, Methodology, Investigation, Formal analysis, Data curation, Writing – original draft, Writing – review & editing. Sri Wahyudi: Supervision, Validation, Resources, Project administration, Writing – review & editing. Marheni Rayung Puspaningrum: Visualization, Data curation, Validation, Investigation, Writing – review & editing.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Funding Statement

No specific grant was received from any funding agency in the public, commercial, or not-for-profit sectors for this research.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. However, the data are not publicly available due to the inclusion of information involving human participants, in order to protect privacy and confidentiality.

Ethical Declaration

This study involved elementary school students as human participants and was conducted in accordance with ethical research principles aligned with the Declaration of Helsinki. Prior to data collection, ethical clearance and permission were obtained from the school principal, the institutional authority, and relevant educational stakeholders overseeing the research site. Formal ethical approval was secured in accordance with institutional research governance procedures. Written permission was obtained from the school, followed by informed consent from the classroom teacher involved in the study. Written consent forms were distributed to the parents or legal guardians of all participating students, and assent was obtained

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from the students in an age-appropriate manner. To protect participant identity, students were assigned coded identifiers, and no personal names or identifiable information were used in research records, reports, or publications. Confidentiality was maintained throughout the study, and collected data were securely stored and used exclusively for academic research purposes. Participants were informed of their right to withdraw at any time without penalty or academic consequences. This study involved elementary school students as human participants and was conducted in accordance with ethical research principles aligned with the Declaration of Helsinki. Prior to data collection, ethical clearance and permission were obtained from the school principal, the institutional authority, and relevant educational stakeholders overseeing the research site. In addition, formal ethical approval was secured in accordance with institutional research governance procedures. Informed consent was obtained at multiple levels to ensure full ethical compliance. Written permission was first obtained from the school, followed by informed consent from the classroom teachers involved in the study. Furthermore, written consent forms were distributed to the parents or legal guardians of all participating students, ensuring they fully understood the purpose, procedures, potential benefits, and the voluntary nature of the study. Assent was also obtained from the students in an age-appropriate manner to ensure their willingness to participate. To protect participant identity, all students were assigned coded identifiers, and no personal names or identifiable information were used in any research records, reports, or publications. Strict confidentiality was maintained throughout the study. All collected data were securely stored in password-protected digital files and, where applicable, locked physical storage, accessible only to the research team. The data were used exclusively for academic research purposes and were not shared with any unauthorized parties. Participants were fully informed of their right to withdraw from the study at any time without penalty or academic consequences. These ethical safeguards were implemented to ensure the protection, dignity, and rights of all participants, particularly given the involvement of minor students in an educational setting.

Informed Consent Statement

Informed consent was obtained from the classroom teacher and from the parents or legal guardians of all participating students. Student assent was also obtained in an age-appropriate manner.

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Declaration of Generative AI and AI-Assisted Technologies

Portions of this manuscript were edited and refined using ChatGPT (OpenAI) to improve language clarity, organization, and academic coherence. All AI-assisted outputs were carefully reviewed, revised, and validated by the authors, who take full responsibility for the final manuscript.

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