

The Reflective Parent Effect: Rethinking Early Childhood Development Through Self Aware Parenting (A Systematic Literature Review)

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Abstract

This study was motivated by the crucial role of parents during early childhood, a developmental period in which many parenting practices remain non-reflective. The objective of this study was to analyze the concept of self-aware parenting and its influence on early childhood development. The methodology employed a Systematic Literature Review (SLR) using data sources from Google Scholar, Scopus, and ERIC, with inclusion and exclusion criteria based on PRISMA guidelines. The findings indicated that self-aware parenting significantly contributed to children's socio-emotional, cognitive, and behavioral development through emotional regulation, parenting sensitivity, and the quality of parent-child interactions. The discussion revealed that parental reflective capacity served as a protective factor that supported children's psychological development and reduced the risk of behavioral problems. The Reflective Parent Effect mechanism explained the relationship between parents' internal reflection, interaction quality, and multidimensional developmental outcomes. In conclusion, parental self-awareness represents a fundamental foundation for creating a healthy and supportive parenting environment, highlighting the importance of strengthening reflective capacity in early childhood education.

INTRODUCTION

Early childhood is a critical developmental period, often referred to as the golden age, during which cognitive, socio-emotional, and moral development occurs rapidly. During this phase, the stimulation provided to children forms a long-term foundation for their development and well-being. Therefore, the quality of interactions experienced by children, particularly within the family environment, is a key factor in optimizing their developmental outcomes. Neurocognitive studies have shown that emotional connections between parents and children play an important role in shaping children's psychological and physiological development from an early age (Christou & Bacopoulou, 2025). Furthermore, the development of empathy, as an essential component of children's social relationships, is strongly influenced by adaptive and emotionally responsive parenting environments (Sultan & Khan, 2025).

Within this context, parents serve as the primary agents in providing children with early developmental experiences. Active parental involvement in early childhood education not only influences academic development but also contributes to children's social and emotional growth. Research by Bipath and Bishop-Kapp (2025) confirmed that high-quality parental

involvement in early childhood education settings can enhance children's school readiness and overall well-being. However, parental involvement should not be measured solely by the frequency of participation but also by the quality of interactions established, including parents' ability to understand and respond to children's emotional and psychological needs.

Despite its importance, empirical realities indicate that many parenting practices remain reactive and insufficiently reflective. Parents often rely on inherited parenting patterns without critically evaluating their effectiveness. Previous parental experiences, including exposure to less-than-optimal parenting practices, may influence how parents interact with their children in the present (Samani & Psouni, 2024). Such conditions may hinder the development of healthy parent-child relationships and potentially negatively affect children's emotional development.

In response to these challenges, the concept of self-aware parenting, also referred to as reflective parenting, has gained increasing attention within child development research. This concept emphasizes the importance of parental self-awareness in recognizing emotions, thoughts, and personal experiences that influence parenting practices. Stuhmann et al. (2022), through a systematic review, demonstrated that parental reflective functioning is significantly associated with the quality of parenting behaviors during infancy and early childhood. Furthermore, parental reflective abilities are associated with parenting competence and the ability to accurately recognize children's emotional states (Levante et al., 2025). Even in specific contexts, such as parenting children with special needs, psychological flexibility and parental reflective functioning have been identified as important factors in improving coping effectiveness and parenting efficacy (Reich et al., 2025).

This study offered novelty by integrating fragmented findings from previous research into a coherent framework of the Reflective Parent Effect. Unlike previous reviews that primarily focused on specific dimensions of reflective parenting, this study comprehensively examined the relationships between parental self-awareness, interaction quality, and children's developmental outcomes across socio-emotional, cognitive, and behavioral domains. This framework provided both theoretical advancement and practical guidance for early childhood education practitioners.

Although previous studies have examined various aspects of reflective parenting, a gap remains in the availability of comprehensive syntheses that holistically connect parental self-awareness with early childhood development. Existing studies have often focused on specific variables, such as emotional regulation or parenting behaviors, without integrating the broader mechanisms underlying these relationships. Therefore, this study aimed to conduct a systematic literature review to analyze the concept of self-aware parenting and its influence on early childhood development. This research was expected to contribute theoretically to the development of the Reflective Parent Effect concept and provide practical implications for early childhood education.

METHOD

This study employed a Systematic Literature Review (SLR) approach to comprehensively examine the concept of self-aware parenting and its influence on early childhood development. The SLR approach was selected because it enabled the systematic identification, evaluation, and synthesis of previous research findings in a transparent and

structured manner. Through this method, the study provided not only a descriptive overview but also an analytical understanding of emerging patterns, relationships, and research gaps relevant to the topic.

The data sources were obtained from reputable scientific databases, namely Google Scholar, Scopus, and ERIC. The literature search was conducted using combinations of keywords, including “self-aware parenting,” “reflective parenting,” “parental reflective functioning,” “early childhood development,” and “parental awareness.” Boolean operators (AND, OR) were applied to refine and optimize the search results and identify articles relevant to the research focus.

The inclusion criteria consisted of: (1) articles published between 2022 and 2026; (2) articles published in reputable peer-reviewed scientific journals; (3) studies that directly examined self-aware parenting, reflective parenting, or related concepts within the context of early childhood development; and (4) articles available in full-text format. The exclusion criteria included: (1) non-systematic literature reviews; (2) non-scientific publications, such as opinion articles or essays; and (3) studies that did not focus on the role of parents in early childhood development.

To illustrate the systematic literature selection process based on PRISMA guidelines, Figure 1 presents the flow diagram of the article identification, screening, eligibility assessment, and inclusion process.

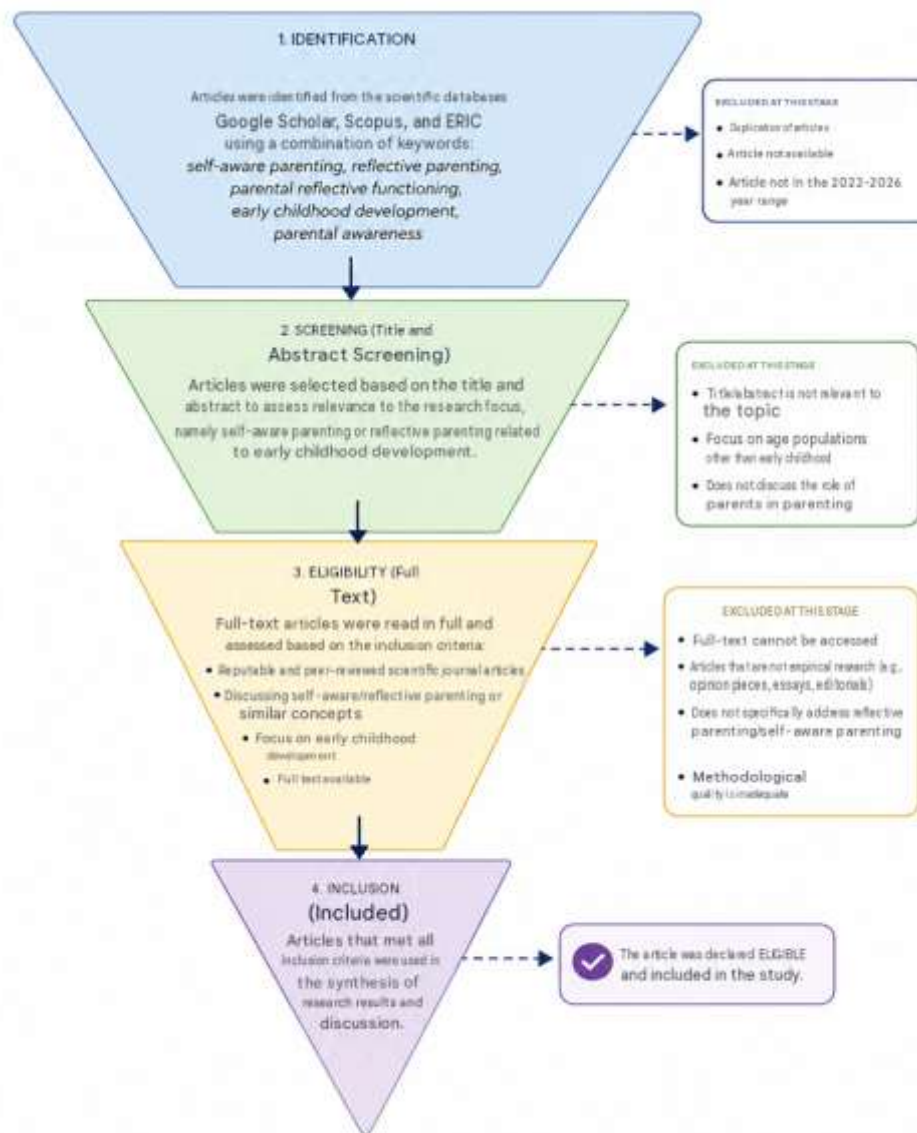


Figure 1. Inclusion and Inclusion Flowchart

The article selection process was conducted through several stages based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow, namely identification, screening, eligibility, and inclusion. During the identification stage, all relevant articles were collected and documented. The screening stage involved reviewing titles and abstracts to exclude irrelevant articles. The eligibility stage was conducted through full-text assessment to ensure that the articles met the inclusion criteria. Articles that passed all stages were analyzed in depth and synthesized in the results and discussion sections. This approach ensured that the findings were systematically derived and aligned with the research objectives.

RESULTS AND DISCUSSION

The initial identification stage in this study resulted in 401 recordings obtained from various national and international scientific databases relevant to the topic of self-aware parenting in the period 2022–2025. At the data screening stage, a total of 91 records were issued

consisting of 40 duplicate articles, 24 articles that did not meet the initial criteria, and 27 records that were inaccessible or experienced technical problems. Thus, there were 310 recordings that were then selected through the reading of titles and abstracts to assess their relevance to the research focus, namely the role of parental awareness in early childhood development. From this process, a total of 215 recordings were declared irrelevant, resulting in 95 articles being obtained for further analysis.

In the next stage, of the 95 articles that have passed the initial selection, as many as 29 articles cannot be accessed due to limited access (paywall), so only 66 articles can be analyzed in more depth. The results of the evaluation showed that 32 articles did not meet the inclusion criteria, consisting of 12 articles that did not specifically discuss parental reflective functioning, 15 articles that came from journals that were not indexed or did not go through the peer-review process, and 9 articles that had methodological limitations. The entire selection process was carried out systematically based on the PRISMA guidelines, until finally 30 articles were obtained that met the criteria and were suitable for analysis in this study.

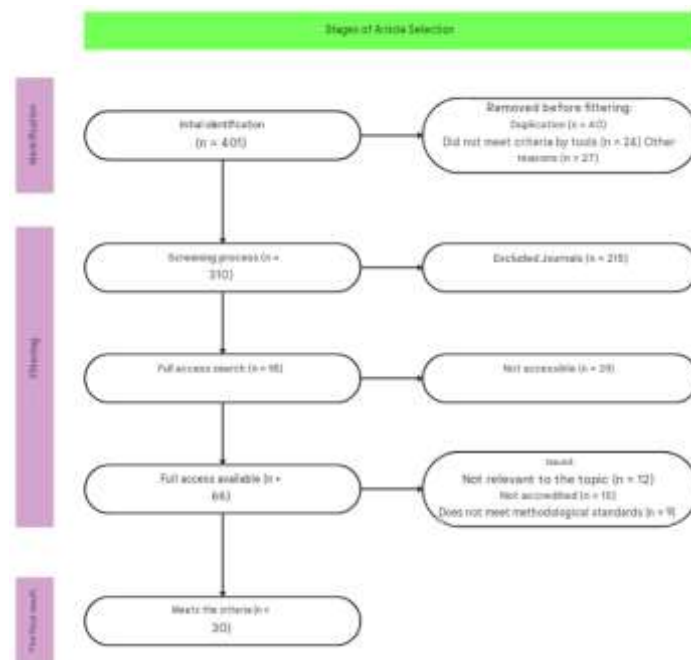


Figure 2. Stages of article selection

The selected articles are then synthesized in the form of a table to present key findings related to the role of self-aware parenting in early childhood development, including social-emotional, cognitive, and behavioral aspects. This presentation aims to provide a more structured picture of the relationship between parental awareness, the quality of parenting, and the outcome of child development. The summary also makes it easier to identify general patterns and trends in research findings that are the basis for the analysis and synthesis process in this study.

Table 1. Articles that passed the selection

Yes	Author & Year	Title	Method	Key Focus	Key Findings
1	Rutigliano et al. (2023)	Self-awareness of parenting style and parenting choices	Grounded theory	Parental self-awareness	Self-awareness influences parenting decisions

2	Ayık et al. (2025)	Parenting styles & social problem-solving	Quantitative (mediation)	Self-concept anak	Self-concept mediates the influence of parenting
3	Mertens et al. (2022)	Self-awareness & youth development	Longitudinal	Self-awareness remaja	Regulation of emotions & reflection increases self-awareness
4	Customs & Shame (2022)	Emotion regulation, self-awareness, cognitive flexibility	Quantitative correlational	Parental competence	Emotion regulation is related to self-awareness
5	Khadka et al. (2025)	Parenting styles & mental health adolescents	Quantitative	Psychological health	Parenting affects children's stress & self-esteem
6	Boned-Fustel et al. (2025)	Parenting style & emotional development	Empirical analysis	Early childhood emotions	Parenting has an effect on children's emotional regulation
7	Däschle et al. (2023)	Parenting behavior & child personality	Quantitative	Children's personality	Parental behavior shapes a child's personality
8	Novrianti et al. (2025)	Parenting & early language development	Quantitative	Language & social-emotional	Parenting & parental education influences children's language
9	Martinez-Pampliega et al. (2025)	Parenting intervention effectiveness	RCT (experiment)	Program parenting	Interventions improve the quality of parent-child relationships
10	He et al. (2024)	Mindful parenting & creativity	Mediation model	Children's creativity	Parent-child intimacy enhances creativity
11	Bennett et al. (2023)	Social & emotional determinants of parental reflective functioning	Multinational quantitative	Reflective functions of the elderly	Social-emotional factors affect reflective functioning
12	De Palma et al. (2023)	Parental mental health & reflective functioning	Quantitative correlational	Parental mental health	Reflective functioning is related to the social-emotional development of children
13	Dind & Petitpierre (2022)	Self-awareness observation lists for children with disabilities	Instrument development	Self-awareness of children with special needs	Observation instruments help identify children's self-awareness
14	Ding et al. (2024)	Parental rearing styles & ego identity	Mediation model	Adolescent self-identity	Parenting influences ego identity through psychological attitudes
15	Einarsdóttir et al. (2025)	Reflective dialogue & parental awareness	Reflective qualitative	Reflective dialogue of parents	Reflective dialogue raises parenting awareness

16	Fostini et al. (2025)	Reflective functioning & children's health	Quantitative	Parental emotional regulation	Reflective function is related to the child's psychological health
17	Halifah et al. (2024)	Expression board & self-awareness	Development of learning media	Early childhood self-awareness	Expressive media improves children's reflective abilities
18	Huynh et al. (2024)	Mindful parenting & parental reflective functioning	Scoping review	Parental reflective capacity	Reflective functioning is the core of mindful parenting
19	Joy et al. (2025)	Parental awareness in early education	Quantitative	Parental awareness in early education	Parental awareness supports children's development
20	Kungl et al. (2025)	Parental reflective functioning & attachment	Longitudinal quantitative	Attachment & behavioral sensitivity	Reflective functioning related to parent-child attachment
21	Lanjekar et al. (2022)	Parenting & cognitive development	Literature review	Parent-child relationship	Positive parent-child relationships support cognitive development
22	Madsen et al. (2023)	Reflective functioning & infant socioemotional development	Quantitative	Infant social-emotional development	Parental reflexive functions are related to infant development
23	Menashe-Grinberg & Atzaba-Poria (2023)	Reflective parenting therapy	Parenting intervention	Reflective parenting therapy	Interventions to improve parent-child relationships
24	Muthmainnah et al. (2024)	Single parents & children's self-awareness	Case study	The role of single parents	Single parent involvement shapes children's self-awareness
25	Romeo et al. (2026)	Reflective functioning as stress buffer	Quantitative	Children with autism spectrum disorder	Reflective functioning is a protective factor against stress
26	Shao et al. (2023)	Maternal reflective functioning & emotion regulation	Structural model analysis	Mother's meta-emotions & child's emotional regulation	The mother's reflective function affects the child's emotional regulation
27	Suarez & Yakupova (2026)	Parental burnout & behavioral problems	Longitudinal	Parental burnout	Burnout is related to children's behavioral problems
28	Altındağ Fabric & Sardohan Yildirim (2024)	Digital parenting awareness & self-efficacy	Quantitative	Digital parenting	Digital parenting awareness is related to the self-efficacy of parents
29	Bennett et al. (2023)	Social-emotional determinants of	Quantitative	Emotional factors of parents	Emotional states affect the quality of reflective parenting

		reflective functioning			
30	Cosgun Demirdag & Kucuk (2026)	Parental behaviour in digital age	Quantitative	Digital parenting stress	Technology literacy and stress affect parenting behavior

Based on the previous research table, it can be seen that studies on self-aware parenting, parental reflective functioning, and the influence of parenting on early childhood development have been studied through various methodological approaches, such as quantitative, longitudinal, grounded theory, mediation model, literature review, and experimental interventions. In general, all studies show a strong relationship between parental self-awareness, emotion regulation, reflective function, and quality of parenting interactions with children's social-emotional, cognitive, and behavioral development. Several studies emphasize that parental self-awareness influences parenting decisions, emotion regulation skills, and the quality of parent-child relationships, which then impacts the development of children's personality, creativity, language, and social abilities. In addition, other research shows that reflective functioning plays a protective factor against stress, burnout, and children's behavioral problems, including in the context of children with special needs and the digital parenting era. Interventions based on reflective parenting have also been shown to be effective in improving the quality of emotional relationships between parents and children. Overall, the findings show that parents' reflective capacity and self-awareness are important foundations in creating nurturing that is adaptive, supportive, and positively affects early childhood development holistically.

Relevant Study Characteristics

The studies analyzed in this study show diversity in methodological approaches, ranging from grounded theory, correlational studies, to systematic review and controlled experiments. Rutigliano et al. (2023) used a grounded theory approach to explore parents' self-awareness of parenting styles and their influence on parenting decisions. Meanwhile, Huynh et al. (2024) presented a scoping review related to the reflective capacity of parents in the context of mindful parenting. Other studies such as Martinez-Pampliega et al. (2025) used a randomized controlled study design to test the effectiveness of parenting interventions, showing considerable variation in the literature reviewed.

Based on geographical context, the studies analyzed came from a variety of countries, including Europe, Asia, the Americas, and cross-cultural regions. For example, Ayık et al. (2025) conducted research in Türkiye, Madsen et al. (2023) in Denmark, as well as Bennett et al. (2023) in multinational samples. On the other hand, research from Asia such as Novrianti et al. (2025) in Indonesia and Ding et al. (2024) in China show that the issue of parenting and parental awareness has global relevance. This diversity of contexts enriches the understanding of how self-aware parenting works in a variety of cultural and social settings.

In terms of research focus, most studies have focused on the relationship between parenting, parental self-awareness, and child development in various aspects, such as social-emotional, cognitive, and behavioral. Several studies have specifically examined parental reflective functioning and its impact on early childhood development (Fostini et al., 2025; Shao et al., 2023; Kungl et al., 2025). In addition, there are also studies that link parental awareness

to other psychological factors such as parenting stress, mental health, and self-efficacy (De Palma et al., 2023; Suarez & Yakupova, 2026; Dogan & Turp, 2022). In general, the characteristics of the study suggest that the existing literature has established a strong empirical basis for understanding the relationship between parental awareness and child development, although there are still variations in focus that have not been fully integrated.

Concept of Self-Aware Parenting

The concept of self-aware parenting refers to the ability of parents to consciously understand the mindsets, emotions, and parenting behaviors that they apply in interactions with children. This mindfulness is not only cognitive, but it also involves deep reflection on values, past experiences, and their influence on parenting decisions. Rutigliano et al. (2023) show that parents' level of self-awareness of the parenting styles they use directly influences the choice of daily parenting strategies. In other words, parents who have high self-awareness tend to be more adaptive in responding to children's needs than those who rely on unreflective parenting.

The first dimension of self-aware parenting is self-awareness, which is the ability of parents to recognize their own internal conditions, including emotions, beliefs, and reaction patterns to parenting situations. Research shows that self-awareness is closely related to the development of self-concept and individual reflective abilities in the long term (Mertens et al., 2022). In the context of parenting, this awareness helps parents understand how their attitudes and behaviors affect the child's development, including in the formation of identity and psychological well-being (Ding et al., 2024). In addition, a lack of self-awareness can also contribute to the emergence of less effective parenting styles and have an impact on children's psychological conditions, such as stress and anxiety (Khadka et al., 2025).

The second dimension is emotional regulation, which is an important component of reflective parenting practices. Parents who are able to manage their emotions well tend to show a more stable and constructive response in dealing with children's behavior. Dogan and Turp (2022) found that emotion regulation abilities have a significant relationship with parents' levels of self-awareness and cognitive flexibility. This shows that effective parenting depends not only on knowledge about the child, but also on the parent's ability to control his or her emotional response. In the digital age, the challenge of emotion regulation is also increasingly complex, where technological pressure and parenting stress can affect the quality of parent-child interaction (Cosgun Demirdag & Kucuk, 2026).

The third dimension is reflective functioning, which is the ability of parents to evaluate past experiences and relate them to current parenting practices. This reflection allows parents to not just repeat the parenting style they have received, but to make adjustments based on the needs of the child. Altındağ Kumaş and Sardohan Yildirim (2024) emphasize that awareness in parenting, including in the digital context, is closely related to parents' self-efficacy in making informed decisions. In addition, the ability to reflect also helps parents understand the dynamics of relationships with children more deeply, so that they can create a more supportive environment for children's development.

Overall, these three dimensions—self-awareness, emotion regulation, and experiential reflection—form the main foundation of self-aware parenting. The three interact with each other in influencing the quality of parent-child relationships and the results of child development. Ayık et al. (2025) show that parenting influenced by parental self-awareness can

have an impact on children's social problem-solving abilities through self-concept mediation. Furthermore, the quality of parent-child relationships has also been shown to contribute significantly to children's cognitive development (Lanjekar et al., 2022). Even in the context of children with special needs, a self-awareness-based approach allows the development of observational tools that are more sensitive to the child's condition (Dind & Petitpierre, 2022). Thus, self-aware parenting is not only a theoretical concept, but also a practical approach that has far-reaching implications for early childhood development.

The Influence of Self-Aware Parenting on Early Childhood Development

The influence of self-aware parenting on early childhood development is most evident in the social-emotional aspect. Parenting accompanied by self-awareness allows parents to respond to their children's emotional needs more sensitively and consistently. Boned-Fustel et al. (2025) show that parenting styles have a significant role in shaping children's emotional development from an early age, especially in terms of emotional regulation and attachment. These findings are reinforced by Zhang et al. (2026) who found that positive parenting contributes to children's prosocial behavior through the mediation of emotional intelligence. Thus, parental self-awareness not only has a direct impact, but also works through the child's more complex psychological mechanisms.

In addition, the quality of interaction between parents and children also shapes the character and personality of children. Däschle et al. (2023) revealed that parenting behavior is closely related to the personality formation of kindergarten-age children. In this context, self-aware parenting acts as a protective factor that helps children develop emotional stability and social adaptability. Conversely, a lack of awareness in parenting can lead to inconsistencies in parental behavior, which has an impact on the emergence of behavioral problems and difficulties in children's self-regulation.

In the cognitive aspect, the influence of self-aware parenting is also seen through stimulation provided in daily interactions. Novrianti et al. (2025) show that parental parenting and education level affect children's language development, which is an important part of cognitive development. This is in line with the findings of He et al. (2024) who emphasize that mindful parenting can increase children's creativity tendencies through a close relationship between parents and children as well as connections with the environment. This analysis shows that parental awareness not only impacts the emotional aspect, but also enriches the child's learning experience cognitively.

In terms of behavior, self-aware parenting contributes to shaping children's adaptive and maladaptive behavior. Suarez and Yakupova (2026) found that parental burnout has a longitudinal relationship with the emergence of behavioral problems in early childhood. This indicates that a lack of awareness and self-regulation in parents can have a negative impact on the development of children's behavior. In contrast, reflective parenting-based interventions have been shown to be effective in improving the quality of parent-child relationships as well as reducing the risk of problematic behaviors (Martinez-Pampliega et al., 2025).

Furthermore, the role of parental awareness is also related to the development of the child's own self-awareness. Muthmainnah et al. (2024) show that parental involvement, including in the context of single-parent families, plays an important role in shaping children's self-awareness. These findings are supported by Joy et al. (2025) who affirm that parental awareness in early education is a key factor in encouraging overall child development. In fact,

learning approaches that are integrated with self-awareness, such as the use of expressive media, have been proven to be able to improve children's reflective skills from an early age (Halifah et al., 2024). Overall, these findings show a consistent pattern that self-aware parenting plays a multidimensional role in influencing early childhood social-emotional, cognitive, and behavioral development.

Mekanisme Reflective Parent Effect

The mechanism of the Reflective Parent Effect can be understood as a cause-and-effect process that starts from the parent's ability to reflect, then affects the quality of interaction, and ultimately has an impact on the child's development. Parents' reflective capacity allows them to understand the child's mental state more accurately, so that the responses given become more sensitive and contextual. Huynh et al. (2024) explain that parental reflective functioning is the core of mindful parenting which plays a role in forming a more conscious and responsive interaction pattern. This shows that reflection is not just an internal process, but is the basis for building a quality interpersonal relationship between parents and children.

Further, this mechanism works through emotion regulation pathways and meta-emotion understanding. Shao et al. (2023) found that mothers' reflective abilities are related to meta-emotional philosophies that ultimately affect children's ability to regulate emotions. These findings are reinforced by Fostini et al. (2025) who show that good parental emotion regulation, as part of reflective function, is associated with children's health conditions and psychosomatic symptoms. In addition, parental social and emotional factors are also important determinants in shaping such reflective capacities (Bennett et al., 2023). Thus, the path of influence is not simply linear, but rather involves a complex interaction between the internal factors of the parents and the emotional dynamics in the family.

The Reflective Parent Effect mechanism also involves behavioral sensitivity and attachment in the parent-child relationship. Kungl et al. (2025) show that parental reflective functioning is related to the representation of parental attachment and behavioral sensitivity, both of which are the main foundations in supportive interactions. In the context of early development, parental reflective abilities have been shown to be associated with infant social-emotional development (Madsen et al., 2023). In fact, in stressful conditions or special situations such as parenting children with special needs, the reflective function of parents can act as a buffer that protects children from negative environmental impacts (Romeo et al., 2026). This suggests that parental reflection not only affects the quality of interactions, but also serves as a protective mechanism.

In addition, the reflection process can also be improved through interventions and structured reflective dialogue. Einarsdóttir et al. (2025) emphasize that reflective dialogue is able to increase parents' awareness of their parenting practices. Reflective-based interventions such as parenting therapy have also been shown to be effective in improving the quality of parent-child relationships and child development outcomes (Menashe-Grinberg & Atzabaporia, 2023). On the other hand, parental mental health conditions and the quality of coparenting also influence the effectiveness of this mechanism in early childhood social-emotional development (De Palma et al., 2023). Overall, the synthesis of findings shows that the Reflective Parent Effect is a multidimensional mechanism that connects parents' internal reflection with children's developmental outcomes through emotional, behavioral, and relational interactions that are integrated with each other.

Research Implications in Early Childhood Education

Findings on self-aware parenting and the mechanism of the Reflective Parent Effect have important implications in early childhood education practices, particularly in strengthening the role of parents as the main partners of early childhood education institutions. Parents need to be encouraged to develop self-awareness, emotion regulation, and reflection skills through structured parenting education programs. Reflective-based interventions have been shown to be effective in improving the quality of parent-child relationships and child development outcomes (Menashe-Grinberg & Atzaba-Poria, 2023). In addition, raising parental awareness through reflective dialogue can also improve parenting practices in a sustainable manner (Einarsdóttir et al., 2025). Thus, parenting programs in PAUD not only focus on parenting knowledge, but also on the development of parents' reflective capacity.

On the other hand, PAUD teachers have a strategic role as facilitators in integrating the self-aware parenting approach into educational practices. Teachers can build collaborative communication with parents, as well as provide feedback that helps parents understand the dynamics of interaction with children. This approach is important considering that parents' reflective capacity is closely related to the quality of emotional interaction and the social-emotional development of children (De Palma et al., 2023). In addition, strengthening parental reflective functions also contributes to increasing sensitivity and responsiveness to children's needs, even in stressful situations (Romeo et al., 2026). Therefore, synergy between PAUD institutions and families is the key to optimizing children's development through a more conscious and reflective parenting approach.

CONCLUSION

Based on the results of the Systematic Literature Review conducted, it was concluded that self-aware parenting is a parenting approach that plays a significant role in supporting holistic early childhood development. Parental self-awareness, including the ability to understand emotions, reflect on experiences, and regulate responses toward children, contributes to more positive and adaptive parent-child interactions. The Reflective Parent Effect concept demonstrates that parental internal reflection serves as a foundation for developing interaction patterns that directly influence children's socio-emotional, cognitive, and behavioral development.

Furthermore, the findings revealed a consistent pattern indicating that parental reflective capacity influences children's developmental outcomes not only directly but also through mediating mechanisms, such as emotion regulation, attachment, and the quality of parent-child relationships. These findings emphasize that effective parenting depends not only on the application of specific techniques or strategies but also on parents' level of self-awareness and psychological readiness in performing their roles. Therefore, strengthening self-aware parenting represents an important aspect of early childhood education.

Based on these findings, it is recommended that early childhood education (Pendidikan Anak Usia Dini; PAUD) institutions integrate parenting education programs that focus on developing parental self-awareness and reflective capacity. Teachers should also actively serve as facilitators in fostering reflective communication between parents and educational institutions. Future research is recommended to conduct empirical studies that directly examine the Reflective Parent Effect model across diverse cultural and social contexts to further validate

this concept. Through a more comprehensive approach, self-awareness-based parenting can become an effective strategy for optimizing early childhood development.

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