

IMPLEMENTATION OF EARLY CHILDHOOD LEARNING WITH THE MONTESSORY METHOD IN TK IT CENDIKIA PURWAKARTA

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Abstract: Montessori is a teacher's method in facilitating students to explore their abilities and environment. Children are given the freedom to recognize their respective potentials by practicing at will and promoting independence in learning. The purpose of this study was to determine the application of learning with the Montessori Method in TK IT Cendikia and to find out the things supporting and inhibiting the Montessori method. The research method uses descriptive qualitative data collection through interviews, observation and documentation. The results of the study indicate that the implementation of the Montessori method in TK IT Cendikia has been carried out properly starting from planning with the design of the Daily Program (RPPH), Weekly Program (RPPM), Semester Program (PROMES) and Annual Program (PROTA), implementation of learning using the Montessori method, and evaluation of learning. The implementation of the Montessori method in Cendikia IT Kindergarten shows a fairly good implementation which is marked by the development of cognitive, affective, and psychomotor aspects of children.

Keywords: Early Childhood, Education, Morals

Introduction

Learning is an activity in the educational process in schools that is oriented to help the growth and development of children to grow in a positive direction. So the way children learn at school must be directed in accordance with the learning objectives. Through the learning system in schools, children carry out learning activities with the aim that positive changes will occur in children towards maturity. In the implementation of the learning process, teachers should view students as whole, unique, and different human beings according to their nature. From this perspective, learning for early childhood should be oriented towards the goal of developing children's interests and talents from an early age. In exploring the potential of early childhood teachers really need a method that can help children learn happily, not feeling pressured and bored. The most relevant PAUD learning method to the needs of early childhood is the Montessori method. The Montessori method is a method that allows teachers to facilitate children's learning with great fun, because in the implementation of learning children are given the freedom to explore themselves according to their wishes and interests. The Montessori method is a child-centered approach (Scientific Observation) there are five aspects of the Maria Montessori method (in Mumtazah 2018) First Practical Life is daily life skills which include fine motor skills which

include caring for the environment, oneself and others, second Sensorial is a series of materials and methods used to develop all the senses that children have. Third, language is a communication system related to sound, the formation of words, sentences, and language signs used by a group of people. Fourth, Mathematics means a learning curriculum to help curriculum children understand mathematical concepts, from abstract to concrete. Fifth, Culture, is learning to invite children to understand the world such as geography, zoology, botany, family, and history.

The Montessori method has several advantages, firstly it gives children the freedom to choose activities that they will do and enjoy, secondly, it trains children to be independent and can develop cognitive, affective and psychomotor aspects, language, art. Both Montessori methods emphasize learning that prioritizes freedom, freedom or freedom here is freedom in choosing activities and freedom to play so that children grow and develop according to the child's tempo and speed. In addition, children will be more creative and independent. Based on research by Purnamasari (2022) that the Montessori method is proven to increase the multiple intelligences of early childhood. Meanwhile, other research reveals that the Montessori method can increase children's independence (Aprianti, 2021).

The Montessori method is not only oriented to the cognitive aspect, but must also be proficient in life skills and commendable behavior. The implementation of the Montessori method puts forward the mental aspects of children. The mental aspects in question are aspects of knowledge, experience, interests, motivation, skills possessed by each child. This difference in the development of mental aspects allows children to explore themselves in learning. Children need meaningful learning activities that are oriented towards the involvement of children during the learning process. Learning is not only sourced from the teacher but also comes from children who are actively involved in playing and learning activities. With this involvement, children will take part, feel useful and feel needed in learning activities. It is an opportunity to stimulate a child's cognitive, affective and psychomotor development. Through the Montessori method, children are trained with Montessori props designed to stimulate children's senses, cognitive and independence. This study aims to determine the learning process using the Montessori method approach in early childhood in TK IT Cendikia Purwakarta. The Montessori method is a method designed according to the needs and interests of children. In the Montessori method, children are freed in their activities, and learning is very child-centered.

Methods

This study uses descriptive qualitative methods with data collection techniques through interviews, observation, and documentation. The research site will be carried out at TK IT Cendikia Purwakarta Jl. Veterans of Block Orchid No. 47 Nagri Kaler Kec. Purwakarta, Purwakarta Regency. The reason this research uses a qualitative approach is because it is in accordance with the purpose of qualitative research, namely to explore and understand the problems of individuals or groups that are the subject of research, for example behavior, motivation or other actions holistically (Creswell, 2014; Moleong, 2017). In this study, the observed behavior is the implementation of the Montessori method. Respondents in this study were the head of the kindergarten, teachers and children. Primary data is data regarding the implementation of the Montessori method obtained from the Principal, Teachers, Students, TU, Parents. The secondary data of this study were sourced from books, report cards and teacher notes regarding the Montessori method. Data analysis techniques using field and post-field data values.

Discussion

Implementation of learning using the Montessori method at TK IT Cendikia Purwakarta, which starts with opening activities, core activities, breaks, and closing activities. This opening activity begins with reading a prayer, giving apperception, and introducing the theme. Furthermore, the core activities carried out are student-centered activities in the core activities, children are free to choose the work to be done according to their interests in the Montessori area, this is designed according to the needs and stage of child development. The core activity which was carried out for approximately ± 3 hours was carried out according to their respective interests, children chose their own activities with various props in five Montessori areas that stimulated

their senses, knowledge, and skills. Evaluation activities of teachers conduct assessments and give messages to students at the end of learning. The essence of the Montessori method according to Elytasari (2017) is the Absorbent Mind, The Sensitive Periods, Children Want to Learn, Stages of Development, and Encouraging Independence.

Based on the results of observations on 6 days the researchers examined the activities of the learning process using the Montessori method. The research activities on the first day until the 6th day used 6 different themes, namely, All about me which has a sub-theme of cooking class, identity activity, main painting, praying five sense, my self. The first step, the teacher directs the students to line up in front of the school and then count to find out how many students entered that day and then find out which of their friends did not attend. Then the students are invited to say goodbye to their parents or the Household Assistant (ART) who escorts them so that the students feel calm and not restless when they are not accompanied in class by their parents or Household Assistant (ART.) After that the students are asked to circle time (singing) and praying before studying. Next, the teacher prepares tools and materials that will be practiced by students in each lesson. On the first day, students will learn to use the Montessori method on the theme of a cooking class with sausage and meatball media. The students were asked to make grilled sausages and grilled meatballs. In the implementation of the practice of burning meatballs, it aims to develop the cognitive and emotional aspects of students. The teacher gives an example to the students on how to stick the meatballs and sausages into the sticks prepared by the teacher. The teacher gave an example of how to apply butter to meatballs and sausages, then burn them. After that, the students were invited to carry out the activities of sticking sausages and meatballs and applying butter which were done independently (the teacher only watched and accompanied). After the sausages and meatballs have been smeared, the students are invited to put them on the burner and then burn them with the help of the teacher. After that, the child presents and counts how many meatballs and sausages are burned and displays their work. The final activity is the teacher evaluates the students' work by giving positive messages to students about the students' work. Judging from the observations on the first day, the teacher stimulates children by using the stages of the Montessori method, namely the first aspect of life skills / practical life which is done by stimulating children to practice directly technical learning activities. Through this stage, children are trained to develop fine motor skills and practical things that are often done everyday.

The second sensorial dimension is a series of materials and methods that are used to develop all the senses that children have, which is done by the way the teacher provides stimulation in the form of directions, giving tools and materials to children with the aim of developing their sense of sight in using materials and tools, the sense of hearing in receiving instructions. from the teacher, the senses of touch and taste in the practical process of making grilled meatballs and sausages. Thus, all of the child's senses are used optimally in the learning process. Montessori sensory training has three target outcomes: first, improving children's sensory abilities by training their discriminatory powers; second, improve sensory functions in general; third, building children's readiness to carry out more complex activities (Maria Montessori, 2015, p. 85).

The third dimension, the learning process aims to develop children's speaking, listening, writing and reading skills. The expression is similar to the learning objectives in the field of language development which aims to make students able to express their thoughts through simple language appropriately, be able to communicate effectively and arouse interest in being able to speak Indonesian properly and correctly. Giving vowel apperception to children using songs as the beginning of Montessori learning which is then a real embodiment of the apperception and ends with experiments to apply the concept in real to children. Use the Montessori method. This was revealed by the teacher that when doing the learning practice, the child was stimulated to express his opinions and desires in creating what he was learning.

Fourth, Mathematics means a learning curriculum to help curriculum children understand mathematical concepts, from abstract to concrete. Learning that is carried out in a simple way with a number of nominal numbers from one to five that is introduced to children does not burden the child. Because the introduction is done through a sense of happiness and enthusiasm in each

child by singing together. Based on the results of interviews with teachers who practice Montessori in cooking classes, they stimulate children to recognize numbers in a concrete way, namely through the media and materials used, so that children can simulate counting activities using sausage and meatball media in the cooking class.

Fifth, Cultur, is learning to invite children to understand the world such as geography, zoology, botany, family, and history. Fourth, the area of science and culture. This area is an interesting place to mix, dominate, experiment and explore the world. In this area children have the opportunity to use all their senses as they investigate basic and natural scientific principles (Dianne Miller N, 2008, p. 105). The purpose of this area is to develop awareness and respect for others and the environment. Based on the results of interviews with the culture dimension teacher in the activity of using the Montessori method with sausage and meatball media on the theme of the Cooking class, it shows that children are trained to explore knowledge about cooking, mixing spices so that they will know various tastes.

In the implementation of the Montessori method, the purpose of education is to achieve a harmonious balance between biological and social development, that is, children achieve development according to the stage of growth and development while being ready to face their environment (Montessori: 2015, 2004). In line with this statement, the results of interviews with teachers at SD IT Cendikia revealed that the application of the Montessori Method at TK IT Cendikia Purwakarta was able to develop intellectual cognitive aspects such as remembering, analyzing basic levels and identifying each learning tool/material. Children are able to recognize various kinds of teaching materials and their functions. In addition, the use of the Montessori method in TK IT Cendikia develops children's affective aspects such as children's acceptance of teacher instructions, managing emotions during learning, communicating actively with teachers and their friends. In addition, psychomotor aspects are stimulated in the application of the Montessori method by training children's motor and kinesthetics during practice learning.

The supporting factors in learning using the Montessori method approach, including: a. Full support from the foundation The first supporting factor is that the school has always received full support from the foundation, such as providing additional materials, especially the Montessori method which is relatively new for teachers in schools, b. Special Montessori Teaching Aids or Facilities (Montessori Apparatus) School facilities and the completeness of teaching aids themselves are quite supportive, which is about 90% of school teaching aids. Although Montessori props or Montessori Apparatus are quite difficult to procure in the regions. c. Participation in the school environment The third supporting factor comes from the participation of teachers in schools, such as school principals, TU staff, and from teachers who are always compact and welcome when invited to collaborate, as well as teachers who are creative and patient in instilling the character of independence in children using the Montessori method approach. The inhibiting factors in learning using the Montessori method approach, including: a. Facilities, especially for special Montessori teaching aids. The first inhibiting factor is the facilities, especially Montessori teaching aids, facilities that must be available in schools, even though it has reached 90% not all Montessori teaching aids are available, even difficult to find in Indonesia. There are some teaching aids that cannot be reached, both in terms of funding and procurement. b. inadequate Human Resources. Every child has certain stages of development according to the development of his age. Environmental factors and treatment of adults (educators) should be adjusted to their developmental needs (Indah: 2014).

Conclusion and Recommendations

The learning process of the Montessori method approach in forming independent characters in children at Awliya preschool begins with opening activities, core activities and closing activities in accordance with Permendikbud No. 137 of 2014 concerning PAUD National Standards in CHAPTER V Article 15 (2).

The implementation of the Montessori method approach in shaping the character of children's independence is considered quite effective according to the results of the researchers' observations, in addition to shaping the development of cognitive aspects, this method also

stimulates children's life skills and affective abilities. The Montessori method approach teaches concepts to children, follows the needs and interests of children, and is centered on each child. Supporting factors, namely, an adequate environment, participation in the school's social environment and cooperating so as to increase the quality and quality of learning. The inhibiting factor in learning comes from facilities that cannot be reached in terms of funding or procurement. Then from Human Resources, especially Montessori Teachers, and the last one is mood swings in children who are difficult to predict.

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