

Implementation of Montessori Method in Developing Freedom and Independence Values at TKS Islam YPAA Sumenep

Danang Prastyo

State University of Surabaya, Indonesia,
email: 24011916004@mhs.unesa.ac.id

Gunarti Dwi Lestari

State University of Surabaya, Indonesia
email: gunartilestari@unesa.ac.id

Heryanto Susilo

State University of Surabaya, Indonesia
email: heryantosusilo@unesa.ac.id

Ardhana Reswari

State Islamic Institute of Madura, Indonesia
email: ardhana.reswari@iainmadura.ac.id

Selfi Lailiyatul Iftitah

State Islamic Institute of Madura, Indonesia
email: siftitah@iainmadura.ac.id

Abstract

Keywords:

Montessori method;
early childhood education;
independence development,
freedom values;
Islamic kindergarten;

This study aims to explore the application of the Montessori method in implementing values of freedom and independence in early childhood at TKS Islam YPAA Pangarangan Sumenep. The Montessori method was chosen because it is considered capable of accommodating children's learning needs personally, by providing directed freedom and an environment that supports independent exploration. This research uses a qualitative approach with a case study method. data collection techniques are observation and interviews. The informants in this study consisted of the principal, classroom teachers, and students. The results indicate that the value of freedom is reflected in various activities such as collage, counting, and shape-building, which allow children to choose media and tools based on their interests. Children's independence is developed through practical activities such as wearing socks and washing vegetables. The teacher acts as a facilitator who supports exploration without reducing the children's freedom. The application of shaping techniques has also proven effective in developing independent skills. In conclusion, the Montessori method at TKS Islam YPAA Pangarangan Sumenep successfully

supports the development of freedom and independence in children, in line with the principles formulated by Maria Montessori, although there are several supporting and inhibiting factors in its implementation.

Abstrak

Kata Kunci: *Penelitian ini bertujuan untuk mengeksplorasi penerapan Metode Montessori; pendidikan anak usia dini; pengembangan kemandirian; nilai kebebasan; taman kanak-kanak islam;* *Metode Montessori dalam mengimplementasikan nilai-nilai kebebasan dan kemandirian pada anak usia dini di TKS Islam YPAA Pangarangan Sumenep. Metode Montessori dipilih karena dianggap mampu mengakomodasi kebutuhan belajar anak secara personal, dengan memberikan kebebasan terarah dan lingkungan yang mendukung eksplorasi mandiri. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus. Metode pengumpulan data menggunakan observasi dan wawancara sebagai teknik pengumpulan data. Informan dalam penelitian ini terdiri dari kepala sekolah, guru kelas, dan murid. Hasil penelitian menunjukkan bahwa nilai kebebasan tercermin dalam berbagai aktivitas seperti kolase, menghitung, dan membangun bentuk, yang memungkinkan anak untuk memilih media dan alat sesuai minat mereka. Kemandirian anak dikembangkan melalui kegiatan praktis seperti memakai kaos kaki dan mencuci sayur. Guru berperan sebagai fasilitator yang mendukung eksplorasi tanpa mengurangi kebebasan anak. Penerapan teknik shaping juga terbukti efektif dalam mengembangkan keterampilan mandiri. Kesimpulannya, metode Montessori di TKS Islam YPAA Pangarangan Sumenep berhasil mendukung pengembangan kebebasan dan kemandirian anak sesuai dengan prinsip-prinsip yang dirumuskan oleh Maria Montessori, meskipun terdapat beberapa faktor pendukung dan penghambat dalam implementasinya.*

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1. Introduction

Early childhood is a crucial phase in a child's life, where growth and development occur significantly. This phase is known as the golden age, which is an important moment in the child's education process (Montessori 2013a, 2013b). According to Indonesian Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 14, early childhood includes individuals from birth to six years of age (Indonesia 2003). Early childhood includes a golden period in which the child actively absorbs information from the surrounding environment. This process is the main foundation for physical growth; Cognitive; social; and emotional next. Through experience and interaction with the

world, early childhood develops skills; language skills; as well as the mindset that underlies their intelligence and future potential. Therefore, the right approach to attention and stimulation at this age can help optimize the child's overall development so as to form a solid foundation for their future success (Tisna dkk, 2023). Therefore, early childhood education has a very strategic role in preparing children to continue their education to the next level.

Early Childhood Education (PAUD) is a level of education designed before basic education with the aim of providing stimulation that can help children's physical growth and mental development (Sumitra 2014; Wiyani 2014). Early childhood education includes physical aspects such as motor coordination, intelligence aspects that include thinking, emotional, and spiritual abilities, as well as social-emotional aspects such as attitudes, behavior, character, and religious understanding (Hasan 2009; Wahyuningsih 2014). Currently, various educational approaches for early childhood have developed, one of which is the Montessori method.

Although the Montessori method has been proven to be effective in developing the value of independence and freedom in early childhood, there are still gaps in its application in various kindergartens, especially in Indonesia. One of the main gaps is the lack of teacher understanding and training on Montessori core principles, so the implementation of this method is often limited to the use of props without a deep philosophical approach (Lillard, 2019). In addition, limited facilities and high costs make it difficult for many kindergartens to adopt a learning environment that meets Montessori standards, which emphasize children's independence in exploration and decision-making (Isaacs, 2018). Cultural factors are also a challenge, as in some social contexts, parents and educators still tend to apply more authoritative parenting patterns, which can inhibit children's freedom to learn independently (Haines, Baker, & Kearney, 2020). Therefore, further research is needed to bridge this gap by adapting the Montessori method to be more flexible and contextual in its application in various educational settings.

This method was developed by Maria Montessori, originally designed for children with special needs, but later applied to children with normal development as well (Montessori 2008; Nudin 2016). This method emphasizes the importance of freedom, self-education, and purposeful nurturing to help children develop their motor skills, cognitive abilities, and socialization and cultural patterns (Yus 2012). The basis of Montessori education emphasizes on three things, namely self-education, sensitivity, and freedom (Masyrofah, 2017). Self education, According to Montessori children have or the power in them to develop on their own. Children have a natural desire to learn and learn sensitivity period. Sensitive time, Sensitive time is a very important time in a child's development. When the sensitive period is dating, children must be immediately facilitated with game tools that support the actualization of

emerging potential. Teachers have an obligation to observe the emergence of a sensitive period in children. Freedom, Freedom is important in Montessori learning. In learning, children have the freedom to think, create, and act. See infigure

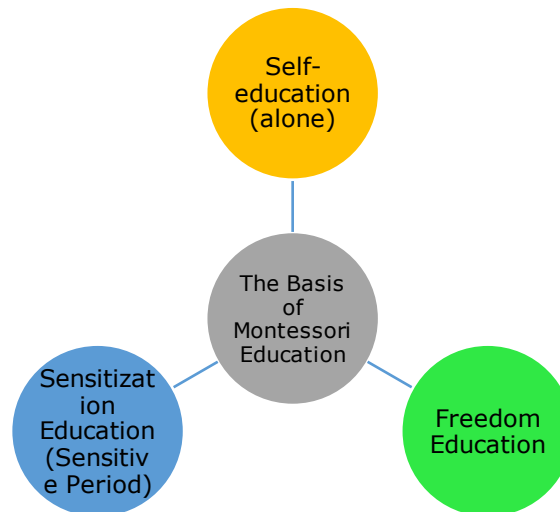


Figure 1. The Basis of Montessori Education
Souuce: (Masyrofah, 2017)

In addition to intellectual development, education in early childhood should also instill the values of freedom and independence. One important value that needs to be taught from an early age is independence (Fadila 2024). Independent children tend to have self-confidence, responsibility, and the ability not to depend on others (Latifah, 2018). However, it is still common to find children who struggle to perform simple tasks, such as throwing trash in its place or tidying up their toys, even though they are old enough. This is usually due to a lack of habituation to independence from an early age (Famili, 2016) Therefore, effective teaching methods are needed to build children's independent character.

Research on the Montessori method in Indonesia shows mixed results. Based on previous research, studies conducted by (Gustina, Khadijah, and Nasution 2019) found that children learning with the Montessori approach had better social skills compared to the conventional approach. Meanwhile, another study by (Julita and Susilana 2018) shows that the implementation of freedom values in Montessori-based PAUD is often hampered by the teacher's dominant role in the learning process. This research emphasizes the need for special training for teachers to understand and implement the Montessori method thoroughly.

Based on the results of preliminary observations at TKS Islam YPAA, this school pays great attention to the application of the Montessori method. This school not only emphasizes the development

of children's intellectual intelligence, but also the balance of physical, emotional, and social aspects. This approach aims to create individuals who have strong character, including independence and the value of freedom.

Provisional results of research relevant to this topic indicate that the Montessori approach has the potential to significantly support children's cognitive and emotional development. However, the implementation of the value of children's freedom and independence still faces resistance, both from teachers and parents who are worried that such freedom will reduce children's discipline. This finding indicates a gap between Montessori's ideal concept and its implementation in the field, requiring further assessment of adaptation and training strategies that can be applied.

This research focuses on analyzing the application of the Montessori method in building the values of freedom and independence in early childhood. The questions raised in this study include how the Montessori method can shape the values of freedom and independent character in early childhood, as well as what factors support or hinder its implementation. This research is expected to contribute as an alternative solution in facing the challenges of early childhood education, especially related to the development of freedom and independence as part of children's character building.

2. Methods

This research uses a qualitative approach with a case study method to explore the application of the Montessori method in building the values of freedom and independence in early childhood. This research was conducted at TKS Islam YPAA (Islamic Private Kindergarten of Al Wathoniyah Al Islamiyah Education Foundation) located in Pangarangan, Sumenep Regency, East Java. The selection of this location is based on the school paying great attention to the application of the Montessori method as a whole. The school focuses not only on developing children's intellectual intelligence but also on balancing physical, emotional, and social aspects. The approach aims to shape individuals with strong character, particularly in terms of independence and respect for the values of freedom. This research was conducted in November 2024.

Data were collected through observation, documentation, and in-depth interviews with resource persons, namely the head of YPAA Islamic TKS, class teachers, learners or students. Observations were made to analyze the implementation of the Montessori method in shaping children's values of freedom and independence as contained in a child's activities at school. The activities selected as interview, observation, and documentation materials are school activities that reflect the implementation of the Montessori method.

The data obtained were analyzed using thematic analysis techniques to identify patterns and themes relevant to the research objectives. The analysis steps included data collection, data reduction,

data presentation, and conclusion drawing, as well as verification to ensure data validity. Data from observations and interviews were then categorized based on the main themes. The results of this analysis were integrated to produce a comprehensive understanding of the implementation of the Montessori method in shaping children's values of freedom and independence at TKS Islam YPAA.

3. Result and Discussion

The discussion in this section will discuss further about the research process and existing data. Reports from interviews, problem descriptions, data selection, research informants, data presentation and conclusion drawing.

Montessori Method as a Learning Option at YPAA Islamic TKS

Based on the results of the interview with the principal of TKS Islam YPAA, Desember 2024, the Montessori method was chosen because it is considered capable of accommodating early childhood learning needs with a more personalized approach. The Montessori philosophy emphasizes child-centered learning by providing directional freedom, so that children can learn according to their interests, abilities, and rhythms. The class teacher added that this method is also designed to form an independent, creative, and responsible generation. The implementation of the Montessori method at TKS Islam YPAA is done through a structured yet flexible approach. Teachers utilize a learning environment designed according to Montessori principles, where every prop and learning media is designed to support children's exploration. Teachers also act as facilitators who provide direction where needed without reducing children's freedom. The following is a brief description of why TKS Islam YPAA chose the Montessori method in figure 2

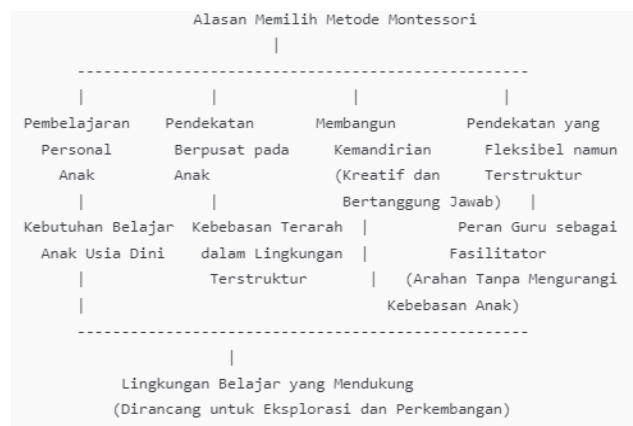


Figure 2. Reasons for choosing the Montessori Method

Based on the Based on the theoretical review, Montessori education focuses on three main elements: self-education, sensitive periods, and freedom(Masyrofah 2017; Yuliani 2021; Yus 2012). Self education, According to Montessori children have or the power in them to develop on their own. Children have a natural desire to learn and learn sensitivity period. Sensitive time, Sensitive time is a very important time in a child's development. When the sensitive period is

dating, children must be immediately facilitated with game tools that support the actualization of emerging potential. Teachers have an obligation to observe the emergence of a sensitive period in children. Freedom, Freedom is important in Montessori learning. In learning, children have the freedom to think, create, and act. These elements form the basis for designing the curriculum and teaching methods. The learning environment is structured but flexible to support children's independent exploration and learning. Montessori emphasizes the importance of providing specially designed facilities and tools to help children learn through hands-on experience, allowing them to develop abilities according to their unique potential (Harsono 2024; Safitri dan Dewi 2022). Freedom plays an important role in the Montessori method, as it is the basis of the view behind the development of this education. In learning, children are given the freedom to think, create, and do various activities. Children's senses serve as natural tools for learning, allowing them to understand and explore the world around them (Irawati et al. 2023; Irsad 2017).

In conclusion, the application of the Montessori method at TKS Islam YPAA demonstrates an approach that focuses on the personalized and independent learning needs of young children. This method emphasizes directed freedom, allowing children to learn according to their individual interests, abilities and rhythms. Teachers act as facilitators who support children's exploration, while the learning environment is designed to provide hands-on experiences that support children's independent development.

Implementation of Children's Freedom Value Using Montessori Method

Based on the results of observations at The Kindergarten, ...2024 The observation results show that teaching and learning activities at TKS Islam YPAA integrate the value of freedom in various aspects of learning. This value is reflected in the following activities:

Collage activity with various media: Children are given the freedom to choose materials and media according to their preferences, such as colored paper, dry leaves, patchwork, or even objects they find around the school. This freedom allows children to express their creativity without any particular restrictions from the teacher. Teachers only provide initial guidance, such as a theme or basic idea, and let children explore their creativity independently. See in figure 3.



Figure 3. YPAA Islamic TKS Collage Activity
Source: Author's Documentation

Adding and counting activities: Children use selected media such as beads, number blocks, cards or other concrete objects to learn math concepts. Teachers give children the freedom to choose the tools they like best. This method helps children feel more comfortable and interested in the lesson, while supporting each child's individual learning style. See in picture 4.



Figure 4. YPAA Islamic TKS Adding and Counting Activity
Source: Author's Documentation

Building shapes from blocks: Observations show that children are free to choose the type, size and number of blocks to create different shapes, such as houses, towers or vehicles. Teachers provide encouragement and praise to motivate children without placing specific restrictions on their designs. This activity not only hones creativity but also trains spatial abilities and fine motor skills. See in picture 5.



Figure 5. Building Activity from YPAA Islamic TKS Blocks
Source: Author's Documentation

Based on the theoretical study, the Montessori method emphasizes learning that prioritizes freedom, namely children's freedom to choose activities and play, so that children's development can proceed according to their age, rhythm, and speed (Adisti 2016; Wulandari, Saefuddin, and Muzakki 2018). The application of the Montessori method involves an environment consisting of five distinctive areas, namely:

Practical Life, Sensorial, Culture, Language, and Math. Each of these areas is designed to support the development of the whole child (Montessori, 2016).

In Montessori learning, several key concepts are applied, including: following the child, freedom with limitation, and respecting the child. Prepared environment, Briefing before activities, Use of math work, Meaningful activities, Progression from concrete to abstract, from simple to complex, Self-correction, Merging ages, Use of the word 'work' and collaboration rather than competition

In conclusion, the value of freedom in the Montessori method is clearly reflected in the various activities observed at TKS Islam YPAA. This freedom gives children the opportunity to choose activities, media, and tools that suit their preferences so that they can learn and develop according to their own rhythm and pace. In activities such as collage, adding, and shape building, children are given the freedom to express their creativity without strict restrictions from the teacher. The teacher acts as a facilitator who provides initial guidance but allows children to explore and learn independently. This is in accordance with Montessori principles, which prioritize freedom of direction, supporting the development of the whole child in an environment designed to facilitate meaningful learning and in accordance with the potential of each child (Paramita, 2018).

Implementation of Children's Independence Value Using Montessori Method

Children's independence is developed through various activities designed to practice daily living skills. Here are some of the activities observed:

Putting on socks by yourself: Children are taught the simple steps to put on socks independently. The teacher gives an initial example, then encourages the child to try on their own even if it takes longer. Children who succeed are praised, which directly boosts their confidence. See in picture 6.



Figure 6. TKS Islam YPAA Socks Wearing Activity
Source: Author's Documentation

Eating together: Eating together is an important moment to train children to scoop their own food, fetch drinking water, and clean up after themselves. Children are also taught to share food with their friends, which helps instill the value of social responsibility. See in picture 7.



Figure 7. Meal together with YPAA Islamic TKS
Source: Author's Documentation

Washing vegetables: As part of thematic learning, children are invited to wash vegetables that will be used in cooking activities. This activity not only practices life skills but also introduces the concepts of hygiene, cooperation and responsibility. The teacher creates a fun learning atmosphere so that children feel motivated and enthusiastic. See in picture 8.



Figure 8. YPAA Islamic TKS Vegetable Washing Activity
Source: Author's Documentation

Buttoning up clothes: as an activity of children's independence for daily activities and children's self-development. This activity not only trains children's motor skills, but children will get used to being independent every day to button up their own clothes and train children to be independent. See in picture 9.



Figure 9. Buttoning Activity of YPAA Islamic TKS Shirt
Source: Author's Documentation

Based on the theoretical study, shaping techniques are very effective in developing children's independence using the Montessori method. The shaping technique is a successful method for developing children's independence, such as in the ability to brush teeth in children with moderate impairment (Wati dan Hastuti 2018). The steps in using the shaping technique include determining the desired behavior, selecting the behavior to be shaped, developing the shaping steps, and ensuring that the child can perform the activity independently without the help of others (Arhan 2014). According to Montessori in (Damayanti 2020), through practical daily activities, children can be taught about the values of independence.

The Montessori method breaks down daily life activities into lesson plans, including life skills development in four areas: (1) basic movement exercises, (2) independent practice, (3) caring for the environment, and (4) social skills, manners, and politeness (Savitri 2019). Montessori in Masganti Sit (2017) that the way to discipline children is to give children the opportunity to do what they want. In Montessori's view, the child's natural goal is independence with variations of the phrase "I can do it myself". All learning materials and experiences offered to children are aimed at allowing them to determine what is useful and interesting to them, so freedom is essential (Roopnarine and Johnson, 2021).

In conclusion, the approach taken by TKS Islam YPAA is in line with Montessori's theory, which emphasizes that children's independence can be achieved through practical daily activities in a structured environment. Montessori outlines daily life activities into lesson plans that include basic movement exercises, independent practice, caring for the environment, and social skills and manners. In practice, giving children directional freedom to choose activities and

complete them themselves helps them develop self-confidence, responsibility, and life skills.

The shaping technique, which involves shaping behavior through structured stages, has also proven relevant to the Montessori approach. In daily activities, this technique helps the child gradually master independent skills, as seen in the child's ability to put on socks without assistance. In addition, Montessori theory suggests that independence is a natural goal for children, which is reflected in their drive to say, "I can do it myself".

Overall, the results of observations at TKS Islam YPAA prove that the application of the Montessori method successfully supports the development of children's independence in accordance with the principles formulated by Maria Montessori. The freedom provided in a structured learning environment helps children not only master life skills, but also form a confident and resilient character, in accordance with the goals of Montessori education.

Supporting and Hindering Factors of Montessori Implementation

Supporting factors are as follows: First, School Commitment: The principal and teachers consistently support the Montessori philosophy, which can be seen in the design of the learning environment, teaching methods, and interaction patterns with children. Second, adequate facilities: The school provides various teaching aids and learning media in accordance with Montessori principles, such as blocks, number cards, and practical tools for practicing life skills. Third, parental support: Most parents support this approach by providing opportunities for children to practice independence at home, such as dressing themselves or helping with simple homework.

Table 4. Supporting and Inhibiting Factors of Montessori Implementation

Supporting Factors	Inhibiting Factors
School support	Low understanding of some parents
Availability of teaching aids	Large number of students in one classroom
Parents' understanding of the Montessori method	Lack of teacher training in the application of the Montessori method

Based on the supporting factors described above, which include school support, availability of tools, and parents' understanding collectively determine the effectiveness of the implementation of the Montessori method. If these three factors are met, the implementation of the Montessori method can run optimally, so that children can develop cognitive, social, and emotional skills more independently. Conversely, if there are constraints in any of these aspects, the implementation of the Montessori method may experience obstacles, reducing its effectiveness in shaping children's independence and freedom of learning.

While these inhibiting factors can cause the implementation of the Montessori method in schools to be less effective. Parents' lack of understanding can create inconsistencies between the learning environment at home and at school. Too many students in a class hampers the individualized interaction that is at the core of the Montessori method. Meanwhile, a lack of training for teachers can lead

to errors in the application of this method, so that the benefits for children's development cannot be maximized. Therefore, it is important for schools to overcome these obstacles through socialization to parents, setting the ideal student-teacher ratio, and increasing training for educators so that the Montessori method can be applied optimally.

Results of Exploration of the Montessori Method in the Values of Freedom and Independence of Early Childhood at TKS Islam YPAA Sumenep

The learning approach is an effort taken by the teacher so that students achieve learning objectives well (Sagala, 2020). An approach is a way used by the teacher to deliver material or messages to students in order to achieve learning objectives. Approach as a method taken by the teacher in presenting material (Hamdayama, 2021). Meanwhile, according to (Sanjaya, 2023) approach is a point of departure or point of view towards a process. Thus, the approach can be interpreted as a method or strategy chosen by the teacher to support the delivery of material in the learning process.

Learning planning at TKS Islam YPAA is divided into classical for all students and individualized according to the needs of each child. Classical planning includes the Quarterly Activity Plan (RKK), Weekly Activity Plan (RKM), and Daily Activity Unit (SKH). The SKH is developed by the teacher in-charge, while the RKK and RKM are designed by the curriculum team. The teacher preparing the SKH acts as the main implementer, supported by other teachers as assistants. See figure 10.

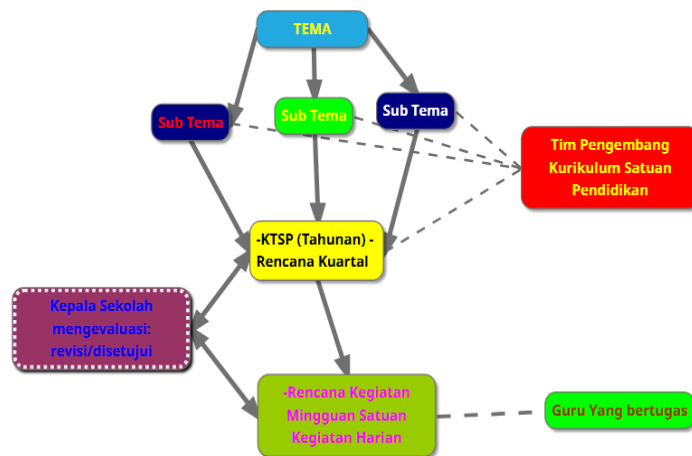


Figure 10. Flow of Classical Learning Planning

Individualized learning planning at TKS Islam YPAA consists of two types: general individualized planning, which is designed for every child, and specific individualized planning, which is intended for children with specific needs or cases. As an ECD institution that implements the Montessori Method, individualized learning is a mandatory element. In this method, the child is seen as the "master" of his/her activity, while the teacher acts as an observer and facilitator. This approach makes the child the center of learning, so the curriculum is individualized and tailored to the needs of each child. Therefore, individualized learning

planning is necessary to ensure optimal learning for each child. See figure 11.

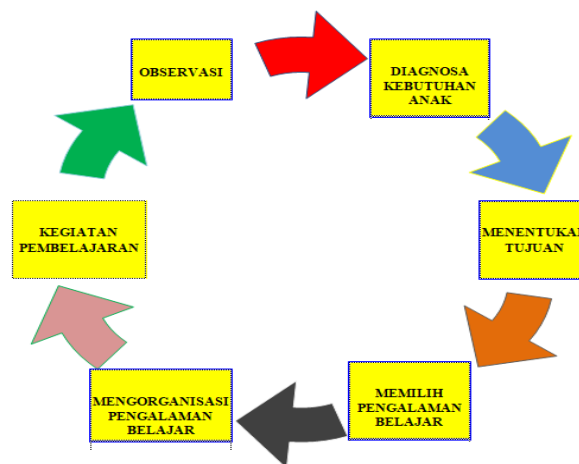


Figure 11. Flow of Individualized Learning Planning

The strategies carried out by schools, especially YPAA Islamic TKS, in implementing the Montessori method to shape the values of freedom and independence in early childhood include the following strategic approaches:

First, the Prepared Environment: The school creates a learning environment that is structured but flexible, according to the needs and interests of the child. Classrooms are equipped with learning tools and materials that support exploration and independent learning. In Montessori, the emphasis on the environment is defined as a "prepared environment," because the environment is deliberately designed to meet all the needs of the child (Iskandar et al,2022).

Second, Freedom with Limitation: Children are given the freedom to choose activities that suit their interests and abilities, such as in collage, adding, or shape-building activities. The teacher provides initial directions as a guide but allows the child to make decisions in the learning process. This freedom remains within the framework of limits set by the teacher to maintain order and learning objectives. One of the applications of the Montessori method is to give children freedom in their activities (Wahyuningsih, Abidin, and Setianingsih, 2022).

Third, the Teacher as Facilitator Approach: The teacher acts as a facilitator who supports the child's exploration without applying pressure. In activities such as washing vegetables or putting on their own socks, the teacher provides initial examples, provides motivation, and praises the child's success to build confidence. The teacher's role in the Montessori method as a facilitator of idea exposure (Ngewa dan Hasis, 2022).

Fourth, Meaningful and Relevant Activities: Each activity is designed to have practical value and relevance to daily life. For example, washing vegetables teaches hygiene and responsibility, while eating together helps children learn social and sharing skills. This activity is also designed to help children understand concepts from concrete to

abstract, as well as from simple to complex, as are the basic principles of Montessori (Paramita, 2018).

Fifth, Application of Shaping Techniques: Shaping techniques are applied to train children's independence in daily practical activities. Each task is broken down into small steps that are easy for the child to follow, with gradual support until the child is able to do it independently. An example of the application of this technique can be seen in the process of wearing socks on one's own, where the teacher provides initial guidance and gradually lets the child do it on his own. Montessori classes help children to become independent learners in many ways

Sixth, Giving Freedom with Responsibility: Freedom is given to children to choose activities, but they are taught to complete the tasks that have been chosen with full responsibility. This helps children understand the consequences of their choices and form a disciplined character. The principle of the Montessori method believes that the condition of free choice in learning is an intrinsic reward that children need (Lillard, 2017).



Figure 12. Montessori Learning Strategy at YPAA Islamic Kindergarten

The results of this study show that the application of the Montessori method in YPAA Islamic Kindergarten has a positive impact on the development of the values of freedom and independence in early childhood. The freedom given to children in choosing media and learning methods creates a fun and meaningful learning atmosphere. This encourages children to be more creative, confident, and feel valued.

4. Conclusion

This study shows that the application of the Montessori method in YPAA Sumenep Islamic Kindergarten has succeeded in developing the value of freedom and independence in early childhood. This research only involves a specific group of children and educators, limiting the diversity of perspectives on Montessori implementation. Through a flexible learning environment and freedom of direction, children can choose activities according to their interests and abilities, which support creativity, confidence, and life skills. The role of teachers as facilitators is very important in accompanying children during the exploration process, without limiting their freedom.

Shaping techniques help children master skills gradually, in accordance with Montessori principles. Despite some challenges, the Montessori method is effective in shaping the character of an independent, creative, and responsible child.

Based on the research results regarding the application of the Montessori method in developing the value of independence and freedom in kindergarten, there are several recommendations that can be made to improve the effectiveness of its implementation. First, it is necessary to increase training for teachers so that they better understand and are able to apply the Montessori method optimally. Teachers must be equipped with skills in guiding children indirectly, providing freedom of exploration, and creating a learning environment that is in accordance with Montessori principles.

In addition, it is important to strengthen the role of parents in supporting children's learning process. Socialization and education to parents about the Montessori method needs to be carried out on an ongoing basis, so that they can implement parenting that is in line with this approach at home. Thus, children will get a consistent environment in developing independence and freedom, both at school and at home.

Another factor that also needs to be considered is the provision of adequate facilities, especially Montessori learning aids designed to support children's independent exploration. Schools need to ensure that the classroom environment is in accordance with Montessori standards, including the preparation of materials and props that can encourage children to learn actively. In addition, the number of students in a class must also be controlled so that teachers can provide more personalized attention to each child. With an ideal student-teacher ratio, children can receive guidance that suits their developmental needs.

Finally, further research is needed to explore how the Montessori method can be adapted to various social and cultural contexts, as well as how this approach can be combined with the national curriculum without compromising its basic principles. With more in-depth research, it is hoped that the Montessori method can be applied more widely and provide maximum benefits for early childhood development.

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