ANALYZING READING ACTIVITIES OF MONTESSORI-BASED INSTRUCTION METHOD FOR PRIMARY STUDENTS IN SINGARAJA MONTESSORI SCHOOL

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ABSTRACT

Reading is a basic skill that students, especially early-age learners must have because reading is involved in various learning activities at school. This study aims to analyze what reading activities use the Montessori method at Singaraja Montessori School and how the teacher carries out these activities. A qualitative descriptive method was used, and data collection was carried out through documentation, class observations, and interviews. Data were analyzed using the Thematic analysis model by Braun and Clarke (2006), which involves six steps: familiarizing data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report. The findings show five reading activities using the Montessori method, including phonic knowledge, syllable knowledge, picture cards, reading comprehension, and reading in the corner. Activities are carried out in three stages: pre-activity, whilst-activity, and post-activity. In implementation, personalized and self-directed learning are used as strategies to adapt to students' needs. This study concludes that reading activities implemented using Montessori-based instruction are designed to gradually support children's reading development in accordance with the principles of Montessori education, which emphasize independent learning and exploration.

Key words: *Reading, Montessori method, early learners*

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ABSTRAK

Membaca adalah keterampilan mendasar harus dimiliki oleh siswa, khususnya pembelajar usia dini, karena membaca terlibat dalam berbagai aktivitas pembelajaran disekolah. Penelitian ini bertujuan untuk menganalisis kegiatan membaca apa saja yang menggunakan metode Montessori di Sekolah Montessori Singaraja dan bagaimana guru melaksanakan kegiatan tersebut. Metode yang digunakan adalah deskriptif kualitatif, dan pengumpulan data dilakukan melalui dokumentasi, observasi kelas, dan wawancara. Data dianalisis menggunakan model analisis Tematik oleh Braun dan Clarke (2006), yang melibatkan enam langkah: mengenal data, menghasilkan kode awal, mencari tema, mengkaji tema, mendefinisikan tema, dan membuat laporan. Temuannya menunjukkan 5 kegiatan membaca dengan metode Montessori, kegiatan tersebut meliputi *phonic knowledge, syllable knowledge, picture cards, reading comprehension*, dan *reading* in the corner. Kegiatan dilaksanakan dalam tiga tahapan yaitu pra kegiatan, saat kegiatan, dan pasca kegiatan. Dalam implementasinya, *personalized* dan *self-directed learning* digunakan sebagai strategi untuk menyesuaikan dengan kebutuhan siswa. Studi ini menyimpulkan kegiatan membaca dilaksanakan dengan menggunakan pembelajaran berbasis Montessori, setiap kegiatan dirancang untuk mendukung perkembangan membaca anak secara bertahap, sesuai dengan prinsip pendidikan Montessori yang menekankan pada pembelajaran mandiri dan eksplorasi.

Kata kunci : *Membaca, Metode Montessori, pembelajar usia dini*