

## APPENDICES

### Appendices 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,  
DAN TEKNOLOGI  
UNIVERSITAS PENDIDIKAN GANESHA  
**FAKULTAS BAHASA DAN SENI**  
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Nomor : 339 /UN48.7.1/ TA.00.03/2026 3 Februari 2026  
Hal : Permohonan Izin Penelitian

Yth.  
Kepala Singaraja Montessori School  
di Buleleng

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

|                |                                                                                                                                            |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Nama           | : Komang Dendi Krisna Murti                                                                                                                |
| NIM            | : 2212021172                                                                                                                               |
| Jurusan        | : Bahasa Asing                                                                                                                             |
| Program Studi  | : Pendidikan Bahasa Inggris                                                                                                                |
| Jenjang        | : S1                                                                                                                                       |
| Tahun Akademik | : 2025/2026                                                                                                                                |
| Judul          | : Investigating The Implementation Of The Montessori Method On Children's Character Development In A Multicultural And Inclusive Classroom |

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini terdapat ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia

## Appendices 2. Interview Guide

### Interview Guide

Type: Semi-structured Interview

| Interview Question                                                                                                                                                         | Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>1</b>                                                                                                                                                                   | <b>Teaching Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>- What teaching strategies do you typically use in a diverse classroom?</li> </ul>                                                  | <p><b>First Teacher:</b><br/>Uses individual lessons, small-group learning, and peer learning for differentiated instruction. These strategies are chosen based on the diverse needs of the class, as a monotonous teaching approach is not effective. Teachers must observe each child's abilities, personality, and needs before determining appropriate learning activities.</p> <p><b>Second Teacher:</b><br/>Employs a child-centered learning approach by allowing children the freedom to choose activities based on their talents and interests, while the teacher acts solely as a guide and facilitator.</p> |
| <ul style="list-style-type: none"> <li>- How do you ensure that Montessori principles are applied in the classroom to support children's character development?</li> </ul> | <p><b>First Teacher:</b><br/>Since we're committed to that, our top priority is anti-bullying. The most important thing is the principle of understanding everyone's diversity in Montessori.</p> <p><b>Second Teacher</b><br/>Creating a classroom environment that makes students feel safe and comfortable through a structured and well-organized classroom setting.</p>                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- Are there any specific strategies that are particularly effective in helping to develop students' character? Why?</li> </ul>      | <p><b>First Teacher:</b><br/>The most effective teaching strategy is 'Friends of the Week' because it encompasses all the character values we aim to develop, so we use this strategy at the start of the first semester. Since there are always new students at the beginning, we do this so they can get to know one another and avoid any outsiders feeling left out. For example, we pair students from other countries with</p>                                                                                                                                                                                   |

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|                                                                                  | <p>each other, or Indonesian students with other Indonesian students. So, we mix them all, including students with special needs, so they can learn to appreciate and respect each other's differences. For 'Friends of the Week,' they'll sit together in their assigned groups, work together, and so on. There's a rotation system, so every student will eventually get a turn to be in a group with different friends. In addition, Modeling and habituation are very useful because children learn by example and by repeating the positive behaviors they see every day."</p> <p><b>Second Teacher:</b><br/>Effective strategies include modeling and habituation. This is because children learn through observation. Therefore, when we demonstrate values such as patience, respect, and responsibility, children tend to imitate those behaviors.</p>                                                                                                                                                                                              |
| 2                                                                                | <p><b>Learning Adaptation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>- Do you adapt learning activities for students with different abilities?</p> | <p><b>First Teacher:</b><br/>Adapting learning is always tailored to the students' individual needs. In the classroom, teachers cannot assign the same tasks to all students; instead, they adjust the difficulty level, the type of task, and the expected learning outcomes for each student. Additionally, if there are more capable students, they can be given more complex tasks; conversely, if there are students who still need assistance, they will be given simpler tasks that are introduced gradually. This approach helps all students participate according to their individual abilities.</p> <p><b>Second Teacher:</b><br/>Adjustments are always made to the material, duration, level of difficulty, and delivery methods to suit each student's needs. For example, some children are given the task of writing complete sentences, while others match pictures with pictures. These adaptations are necessary so that children do not get left behind and can achieve learning objectives appropriate to their developmental stage.</p> |

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| <ul style="list-style-type: none"> <li>- During learning activities, how do you ensure that all students can keep up with the lesson despite differences in ability?</li> </ul>         | <p><b>First Teacher:</b><br/>By observing students throughout the activity, the lead teacher identifies which students still need assistance and which students are able to work independently.</p> <p><b>Second Teacher:</b><br/>Providing additional support to students who are struggling and to those who need it. Providing additional support to students who are struggling and to those who need it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>3</b></p>                                                                                                                                                                         | <p><b>Character Development</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- What character values are typically developed in students using the Montessori method, particularly at Singaraja Montessori School?</li> </ul> | <p><b>First Teacher:</b><br/>The character values instilled include honesty and truthfulness, kindness and compassion, respect for others, responsibility and accountability, teamwork and cooperation, perseverance and hard work, independence, self-control, and caring of person.</p> <p><b>Second Teacher:</b><br/>The character values instilled include honesty and truthfulness, kindness and compassion, and respect for others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>- Are the values of the Pancasila Student Profile also being implemented?</li> </ul>                                                             | <p><b>First Teacher:</b><br/>We strive to incorporate all the values of the Pancasila Student Profile into our lessons, but we make adjustments in their application due to the multicultural and inclusive nature of our classroom. When it comes to the dimensions of having faith in and reverence for God Almighty and possessing noble character, their application requires great sensitivity because some students come from different religious backgrounds or do not practice any religion at all. Nevertheless, children without a religious affiliation are still willing to participate in the learning activities by choosing what they prefer.</p> <p><b>Second Teacher:</b><br/>All dimensions are applied: cooperation is evident in students helping one another; independence is seen in students selecting and completing activities or choosing, using, and returning materials on their own; critical and creative thinking is evident when children can solve problems, both in terms of</p> |

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|                                                                    | learning and social interactions; and faith in and reverence for the One True God, along with noble character, are evident through group prayer, good manners, and empathy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| - How do you know when students are showing character development? | <p><b>First Teacher:</b><br/>Teachers track students' character development through direct observation, as emphasized in the Maria Montessori approach. Teachers consistently monitor changes in students' behavior over time, such as their ability to control emotions, follow rules, complete tasks, show care for others, respect differences, and take responsibility for classroom materials. Students' character development is not assessed based on a single isolated incident, but rather on the teacher's consistent direct observation of students' behavioral patterns in their daily routines.</p> <p><b>Second Teacher:</b><br/>Conducts daily observations of student behavior and records all aspects of the children's development through observation notes. These notes help the teacher identify even small changes in the students.</p> |
| <b>4</b>                                                           | <b>Teacher-Student Interaction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| - Is there individual guidance provided to students?               | <p><b>First Teacher:</b><br/>Individual guidance is provided primarily to students with special needs, such as extended time. This extended time is used to help students understand instructions and complete activities. This guidance addresses not only academic matters but also the child's emotional regulation, independence, and sense of responsibility.</p> <p><b>Second Teacher:</b><br/>Individual lessons are a component of the Montessori method. These lessons allow teachers to provide guidance tailored to each student's needs. Through these activities, teachers can observe students' abilities in detail, enabling them to offer appropriate support.</p>                                                                                                                                                                            |

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| <p>- If so, how do you provide individual guidance to students?</p>               | <p><b>First Teacher:</b><br/>By observing each student's needs and then determining the type of assistance that is appropriate and tailored to their needs.</p> <p><b>Second Teacher:</b><br/>By observing students' needs and then providing brief, more specific lessons tailored to their abilities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>- How do you assist students who are struggling academically and socially?</p> | <p><b>First Teacher:</b><br/>Make adjustments appropriate to the type of difficulty the student is facing. For academic challenges, the teacher can assign simpler tasks, re-demonstrate concepts with instructions that are easier to understand and relate to daily activities, and provide extra time. For social challenges, this is typically done by guiding students through brief conversations and modeling appropriate behavior.</p> <p><b>Second Teacher:</b><br/>Academically, assist students who are struggling by providing concrete examples and support. Socially, guide students on expressing feelings, asking for help politely, apologizing, waiting their turn, and other skills. This support is provided consistently so that students can learn to build social skills.</p> |
| <p>- Do cultural or language differences affect classroom interactions?</p>       | <p><b>First Teacher:</b><br/>Cultural and language differences significantly impact classroom interactions, especially for new students and those with limited language skills. In such cases, students may struggle to understand the teacher's instructions, express themselves, and interact with their peers. Therefore, teachers need to use simple language, visual demonstrations, gestures, and repeated instructions.</p> <p><b>Second Teacher:</b><br/>This has a significant impact, especially on students in the early grades. Students who have not yet mastered the language usually receive additional support to prevent misunderstandings during interactions.</p>                                                                                                                 |
| <p>5</p>                                                                          | <p><b>Classroom Management</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



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| <p>- How do you manage a diverse classroom, such as a multicultural and inclusive one?</p>                        | <p><b>First Teacher:</b><br/>Arranging seating using a mixed-seating system so that students can learn to interact and respect each other's differences. This strategy can help students develop mutual respect for one another. In addition, classroom dynamics are observed to ensure that all children feel accepted and have equal opportunities in the activities.</p> <p><b>Second Teacher:</b><br/>By developing classroom a culture of mutual respect and appreciation, and ensuring that all children always feel accepted.</p>                                                                                                                                     |
| <p>- What steps should be taken to ensure the classroom environment supports students' character development?</p> | <p><b>First Teacher:</b><br/>The steps taken involve first getting to know the students—taking into account their diversity, culture, language, special needs, abilities, and individual personalities. Then, a safe classroom environment is created, student interactions are managed, and children are encouraged to be responsible, independent, and respectful of one another.</p> <p><b>Second Teacher:</b><br/>Always establish consistent routines, provide an organized environment, and enforce classroom rules that reinforce the values that have been emphasized.</p>                                                                                           |
| <p>6</p>                                                                                                          | <p><b>Teaching Challenges</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>- What challenges do you face when implementing the Montessori method?</p>                                     | <p><b>First Teacher:</b><br/>The biggest challenge is when a new student joins the The biggest challenge arises when there is a new student whose personality needs to be understood. For example, you have to reassess their learning style and determine which teaching methods are best suited to their personality or learning style. This adaptation process requires individual observation before deciding on the right strategy. In addition, it requires patience and strong observational skills</p> <p><b>Second Teacher:</b><br/>One of the challenges is ensuring that every student receives individual attention, especially children with special needs.</p> |

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| <p>- What difficulties do you encounter when teaching in complex classroom, such as multicultural and inclusive ones?</p> | <p><b>First Teacher:</b><br/>The challenge in managing a complex classroom like this is that it's difficult to manage the class on my own, especially since I lack experience teaching in inclusive and diverse classroom. I have to go the extra mile to understand the diverse needs of all the students, including those with special needs, and manage the dynamics of diversity, such as cultural and linguistic differences. In addition, I must ensure that the attention given to students with special needs does not make the other students feel neglected. In addition, we lack the background to teach in inclusive classroom, so we have to go the extra mile to understand the needs of children with special needs, such as what approaches are appropriate, what their specific needs are, and how to help them adapt to the classroom environment. However, we continue to strive to fulfill our duties as teachers, even though it does require more time and effort.</p> <p><b>Second Teacher:</b><br/>The challenges lie in the differences in abilities, languages, and special needs, which require constant adaptation. Then there is the time constraint. Some students with special needs require more time because they need repetition and support to maintain their focus during learning activities. Moreover, it's actually a bit difficult because I don't have any specific background in inclusive education, but we're doing our best to make it work.</p> |
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### Appendices 3. Observation Sheet

#### Observation Sheet

**School Name** : Singaraja Montessori School

**Class** : Octopus

**Observer** : Komang Dendi Krisna Murti

**Date** :

#### Observation Sheet

| No | Aspect               | Indicator                                       | Yes | No | Field Notes                                                                                                                                                                                                                                                                                       |
|----|----------------------|-------------------------------------------------|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Classroom Management | All students are engaged in learning activities | ✓   |    | All students are actively engaged in learning activities. Children's engagement does not always take the same form. This is because children have different needs. This demonstrates that children's engagement in learning is flexible, tailored to each child's individual needs and readiness. |
|    |                      | A supportive classroom environment              | ✓   |    | The classroom environment is very supportive of all students.                                                                                                                                                                                                                                     |

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|  |  |                                                   |   |  | With the learning resources provided and various materials placed within easy reach, children can take, use, and return the materials on their own.                                                                                                                                                                                                            |
|  |  | Teachers manage student behavior                  | ✓ |  | Teachers manage student behavior by taking a personalized approach and communicating directly with students without embarrassing them in front of their peers. In addition, teachers promote an anti-bullying environment and always respect diversity.                                                                                                        |
|  |  | Providing learning opportunities for all students | ✓ |  | Teachers provide equal learning opportunities to all students without exception. Teachers also adapt instruction to suit each student's abilities and needs so that all students can keep up with the lessons. Learning opportunities are provided in the form of independent assignments tailored to each child's needs, individual guidance, and group work. |

|   |                               |                                                             |   |  |                                                                                                                                                                                                                                                                               |
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| 2 | Teachers-Students Interaction | Providing individual guidance                               | ✓ |  | Teachers always provide individual guidance, especially to students with special needs. Some students receive individual or one-on-one learning sessions lasting 15–30 minutes so they can focus better during class.                                                         |
|   |                               | Helping students who are struggling                         | ✓ |  | Teachers always help students who are struggling, both in class and outside of class.                                                                                                                                                                                         |
|   |                               | Teachers treat students according to their individual needs | ✓ |  | Teachers implement differentiated instruction, in which they adapt the material and assignments to each student's abilities and developmental level.                                                                                                                          |
| 3 | Language Use                  | The teacher uses two languages                              | ✓ |  | Teachers use two languages in their teaching interactions—Indonesian and Indonesian—because of the students' diverse cultural and linguistic backgrounds. This is also evident in the reading materials available in the reading corner, which are written in both languages. |
|   |                               | The teacher uses simple language                            | ✓ |  | Teachers use simple, easy-to-understand language                                                                                                                                                                                                                              |

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|  |  | that is easy for students to understand |  |  | that is appropriate for the students' level of understanding. Teachers also consistently use engaging examples and learning materials to help students grasp the material more easily. |
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#### Appendices 4. Document Analysis Sheet

##### Instrument of Document Analysis Sheet

**School Name** : Singaraja Montessori School

**Class** : Octopus

**Observer** : Komang Dendi Krisna Murti

**Date** :

| No | Aspect              | Indicator                                               | Yes | No | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|---------------------|---------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Teaching Strategies | The teaching approach is based on the Montessori method | ✓   |    | According to the document, the Montessori method is implemented as the primary approach in the learning process. Activities are designed around concrete activities, games, hands-on experiences, demonstrations, the use of flashcards, real objects, worksheets, group activities, and practical life activities.<br><br>Teachers serve as both facilitators and guides, and learning is focused on students' needs and individual |

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|   |                       |                                                           |   |  | development, including academic, social, and character development.                                                                                                                                                                                                                    |
|   |                       | Learning is student-centered                              | ✓ |  | The lesson is student-centered because students are given the opportunity to actively participate in learning activities such as matching letters, role-playing, counting real objects, finding classroom objects, drawing, puzzles, singing, tracing, and group activities.           |
| 2 | Character Development | Character values are integrated into the learning process | ✓ |  | Character values are always integrated into learning activities and student interactions. The inclusion of character values demonstrates that learning activities also focus on building students' character.                                                                          |
| 3 | Learning Adaptation   | Learning is adapted to individual needs                   | ✓ |  | Children's development is assessed on an individual basis and is not intended to label them, but rather to provide parents with an overview of each child's development. This demonstrates that each student's learning and assessment are tailored to their stage of development. The |



|   |                 |                                                                |   |  |                                                                                                                                                                                                                                                                       |
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|   |                 |                                                                |   |  | existence of various learning styles reflects an adaptation to the diverse learning needs of each student.                                                                                                                                                            |
| 4 | Differentiation | Assignments and activities are tailored to students' abilities | ✓ |  | Learning tasks and activities are always assigned according to students' developmental levels, abilities, and needs. Each student also has different learning goals and progress checklists.                                                                          |
| 5 | Assessment      | Assessments reflect each student's individual progress         | ✓ |  | Assessments are always based on each student's individual progress, as determined through observation and student progress checklists covering both character and academic development.                                                                               |
|   |                 | Assessments are ongoing                                        | ✓ |  | According to the document, children's development is monitored through direct observation by teachers based on various established criteria. This indicates that assessments are conducted on an ongoing basis to evaluate various aspects of children's development. |

## Appendices 5. Students' Character Development

| Character Values                                          | Baseline at the Beginning of the Semester                                                                                                                                                                                                                                                     | Development after 5 months                                                                                                                                                                                                                                                                                              |
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| Independence                                              | Some students need guidance from their teachers to begin an activity, choose an activity, or move on to the next activity. Students with special needs still require support in following classroom routines and are not yet able to function independently without the teacher's assistance. | Students began following their daily routines with minimal guidance from their teachers. Some students with special needs were able to follow brief instructions, stay seated longer during activities, and try to complete task charts tailored to their individual abilities.                                         |
| Responsibility, Accountability, Honesty, and Truthfulness | Some students still frequently forget to complete their assignments. They are not yet consistent in following classroom rules and still need to be reminded of their responsibilities during individual and group activities. Students with special needs still require repeated guidance to  | Students began to demonstrate responsibility by completing assigned tasks, following classroom rules, maintaining proper behavior during activities, and fulfilling their roles within the group. They also acknowledged mistakes they had made—such as failing to complete assignments—and explained the actual issues |

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|                                 | <p>ensure they do not disrupt their classmates' activities.</p>                                                                                                                                                                                                                                                                                                                           | <p>that had arisen, such as conflicts among students. Students with special needs are beginning to understand simple responsibilities, such as trying to complete assignments, trying to contribute to a small part of a group project, and trying not to disturb their classmates.</p>                                                                                                                                                                                         |
| <p>Teamwork and Cooperation</p> | <p>Collaboration remains limited, both with close friends and with peers who are different from them. Some students are not yet accustomed to collaborating with peers from different cultural backgrounds, who speak different languages, or who differ in age, ability, or needs. Students with special needs still find it difficult to actively participate in group discussions.</p> | <p>Students have shown an ability to collaborate with different classmates. They have begun sharing tasks, discussing ideas, giving other classmates the opportunity to participate, and completing group assignments together. Students with special needs have also begun to participate in group activities by taking on simple roles, such as listening, helping to write down information, fetching necessary materials, and following their classmates' instructions.</p> |

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| Respect for Others     | Some students prefer certain classmates, interrupt conversations, have difficulty waiting their turn, and do not yet understand the diverse needs and varying abilities of their classmates. Some students still need guidance on how to respect students with special needs in the classroom. | Students' interactions with their peers are no longer what they were at the beginning—when they were selective about who they befriended, listened to their friends when they spoke, used more polite language, and respected and accepted friends from diverse backgrounds and with different abilities. Students have also begun to understand their peers, such as those with special needs, who have different requirements and therefore need to be treated with patience and respect. |
| Empathy and Compassion | At first, caring behavior was not very evident. Students were not yet in the habit of spontaneously offering help when they saw a classmate in difficulty or sharing learning materials. Students with special needs tended to receive more help than they gave to their classmates.           | Students began to show spontaneous acts of kindness, such as lending school supplies to classmates when they needed them, helping classmates who dropped something, inviting classmates who seemed to be on their own to join in, and reminding classmates about individual and group                                                                                                                                                                                                       |

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|                               |                                                                                                                                                                                                                                                                                                                          | assignments. Students with special needs began to show simple acts of kindness, such as listening to their classmates and not disturbing them.                                                                                                                                     |
| Kindness and Caring of person | Students have not yet consistently demonstrated caring behavior toward their peers. Students are still more focused on their own needs and activities and rarely offer help to their peers. When other students lose their school supplies or need help, some students have not yet taken the initiative to assist them. | Students have begun to demonstrate more spontaneous acts of care and kindness in their daily classroom activities. For example, they offer to help; one such instance was when a student with special needs spontaneously lifted a table, and other students stepped in to assist. |
| Self-Control                  | Some students have difficulty managing their emotions when faced with challenging tasks, minor conflicts, or situations that do not go their way. Among some students with special needs, behaviors such as shouting, running around the classroom during class, disrupting classmates, spitting,                        | Students are beginning to manage their emotions and ask for help when they encounter difficulties, and they find it easier to refocus when reminded. Students with special needs are beginning to show a decrease in distracting behavior and are now easier to guide.             |

|                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                   | <p>sticking their tongue out at classmates, biting their own hands, and even banging their heads against the desk out of frustration may occur.</p>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Perseverance and Hard Work</p> | <p>Some students give up easily when faced with difficult tasks. Students with special needs require repeated instructions and have difficulty with reading, writing, and recognizing certain words.</p> | <p>Students began to demonstrate perseverance by trying again and again after making mistakes, asking classmates for help without immediately giving up, and completing tasks even if it took them longer. Students with special needs, who gradually began to stay engaged in learning activities through repeated instructions, started making efforts to read and write with support from teachers and classmates.</p> |



## Appendices 6. Documentations



*Placement of Students Receiving Individual Guidance*



*Student with Special Needs Play to Help Relieve Boredom*





*Students are Having Circle Time*



*Magic Word in the Octopus Class*



*Rules in Octopus Class*



*Students Make Karawista with their Teacher*

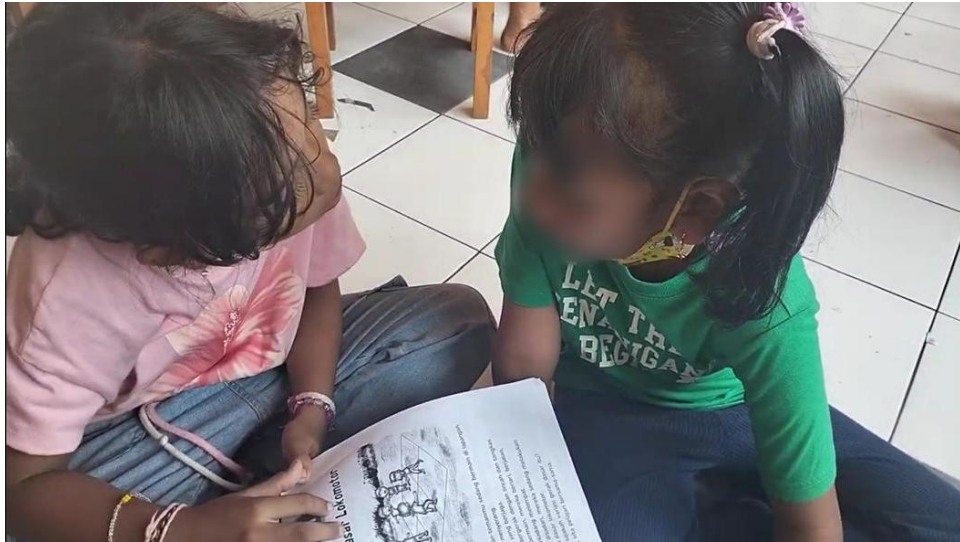




*Octopus Class Situation*



*A student with Special Needs being Assisted by a Friend*



*A student who Learns from a Classmate*



*Students Sit Together during the “Friends of the Week” Activity*





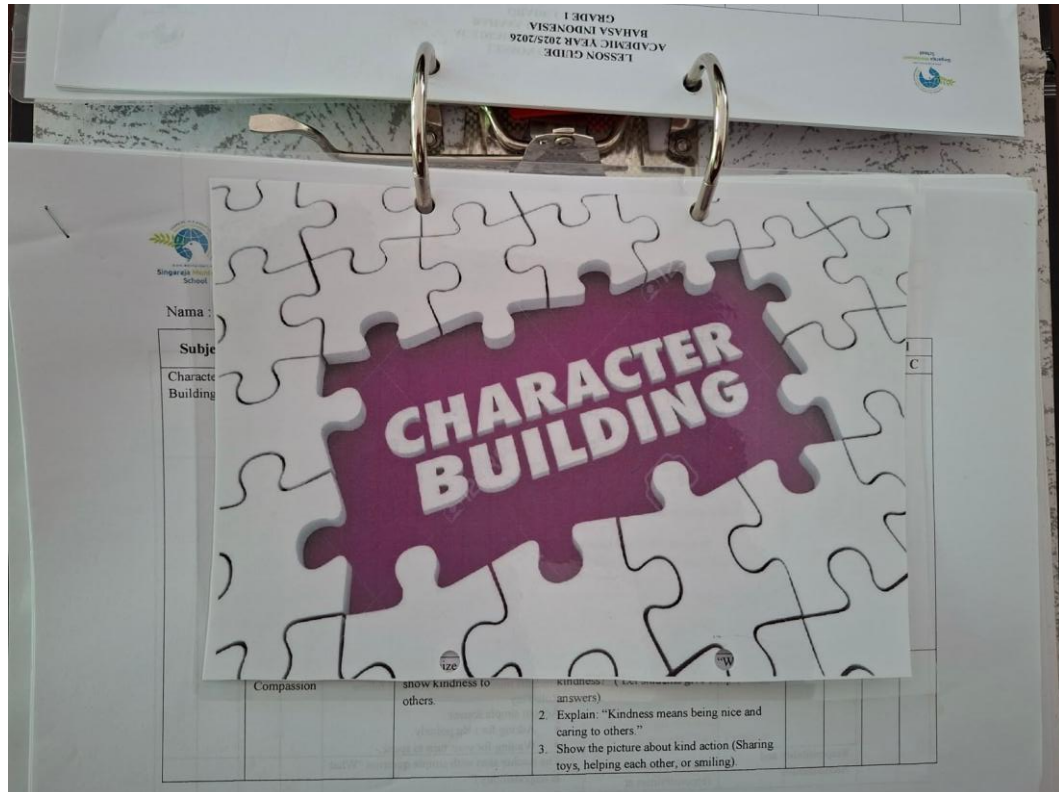
*Students Wash their Hands before Lunch*

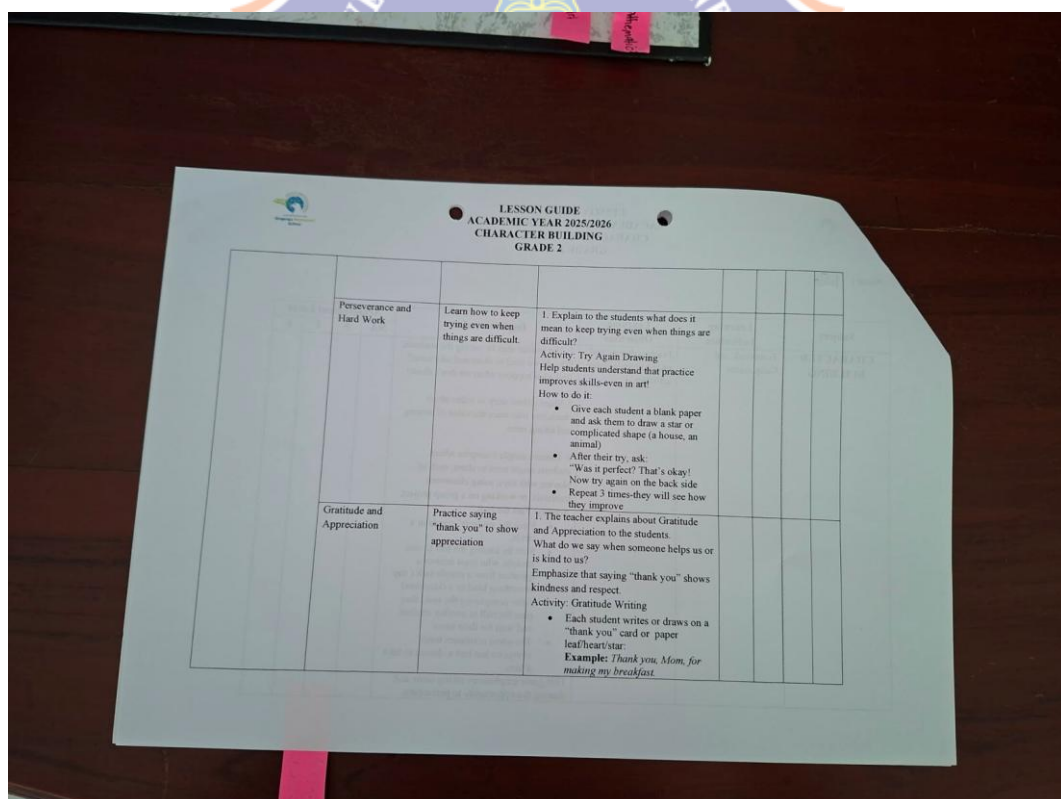
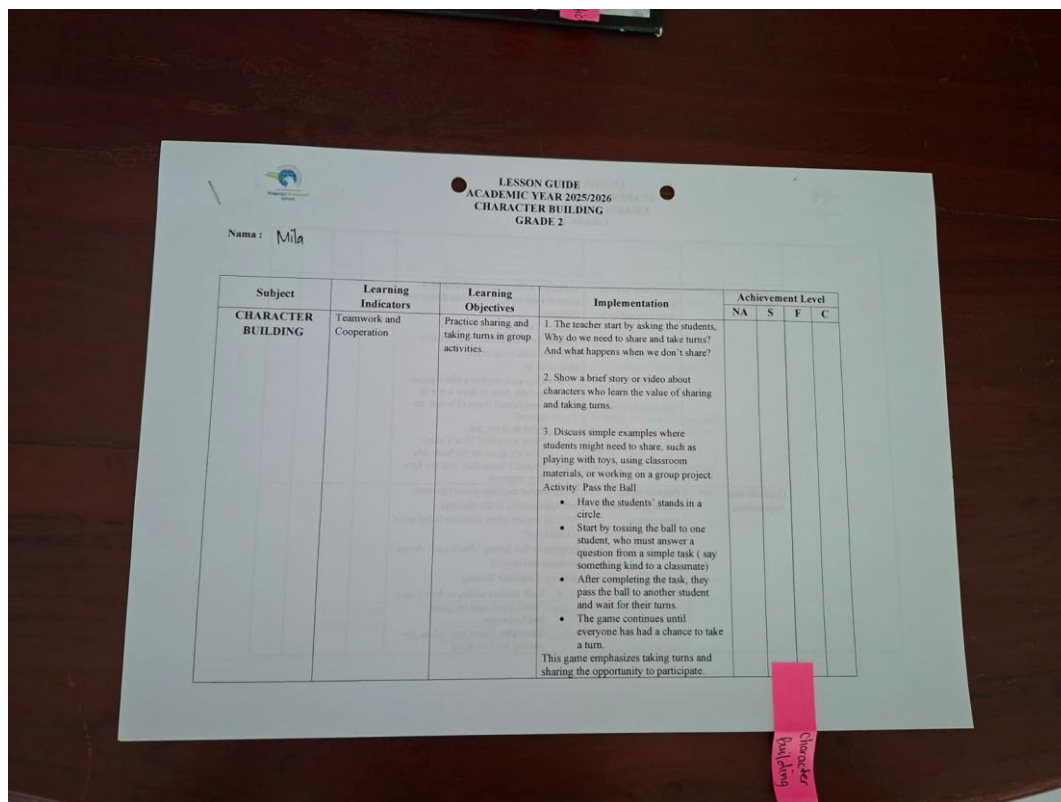


*Students Pick Up and Return Materials*

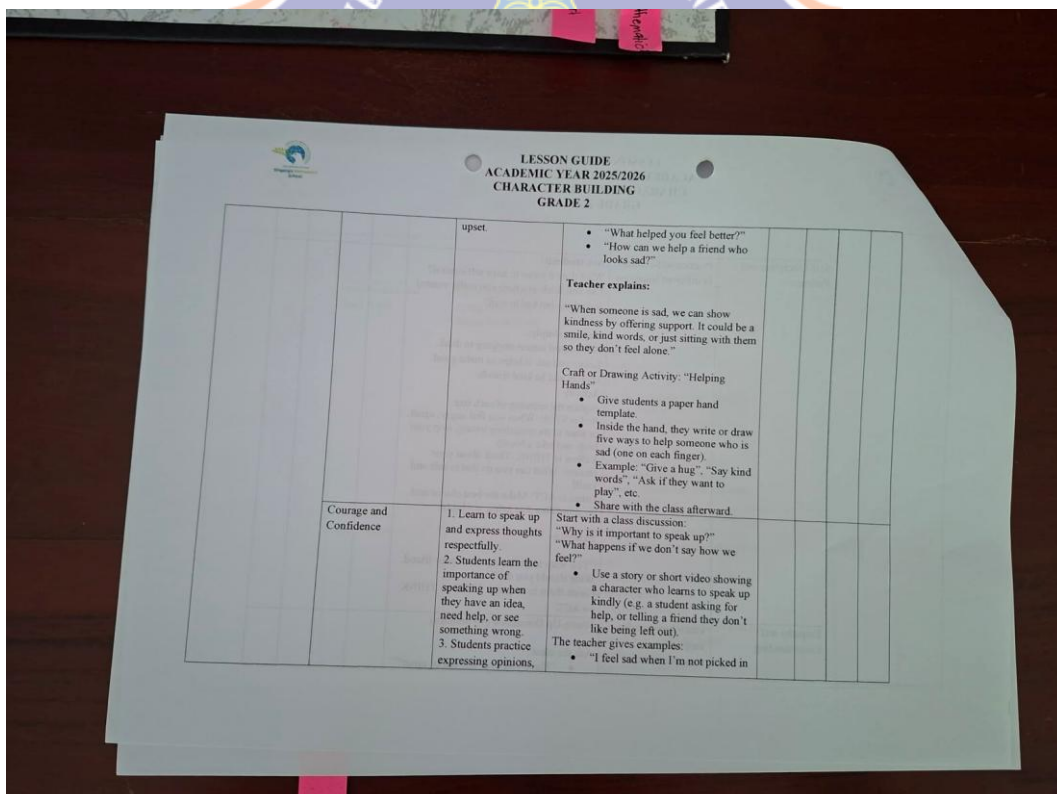
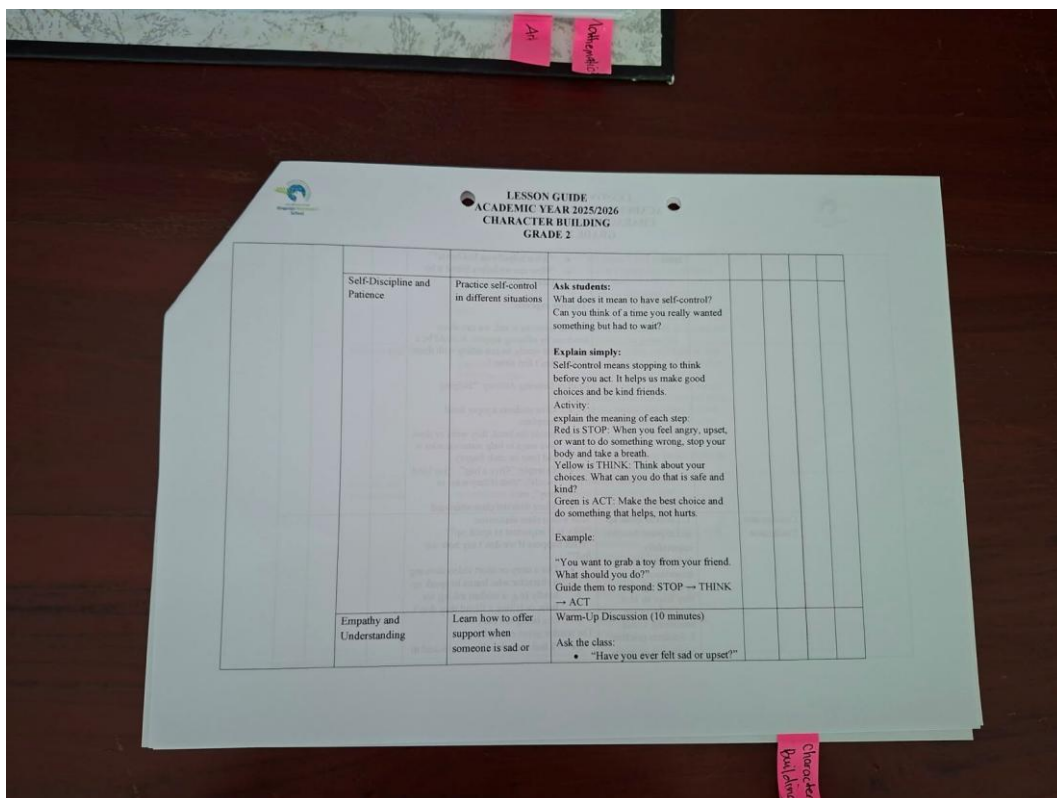
## Appendices 7. Lesson Guide and Report

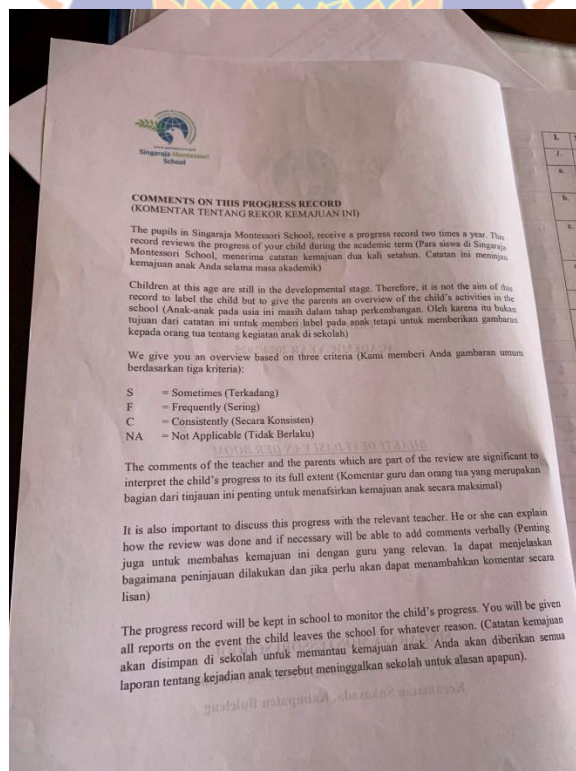
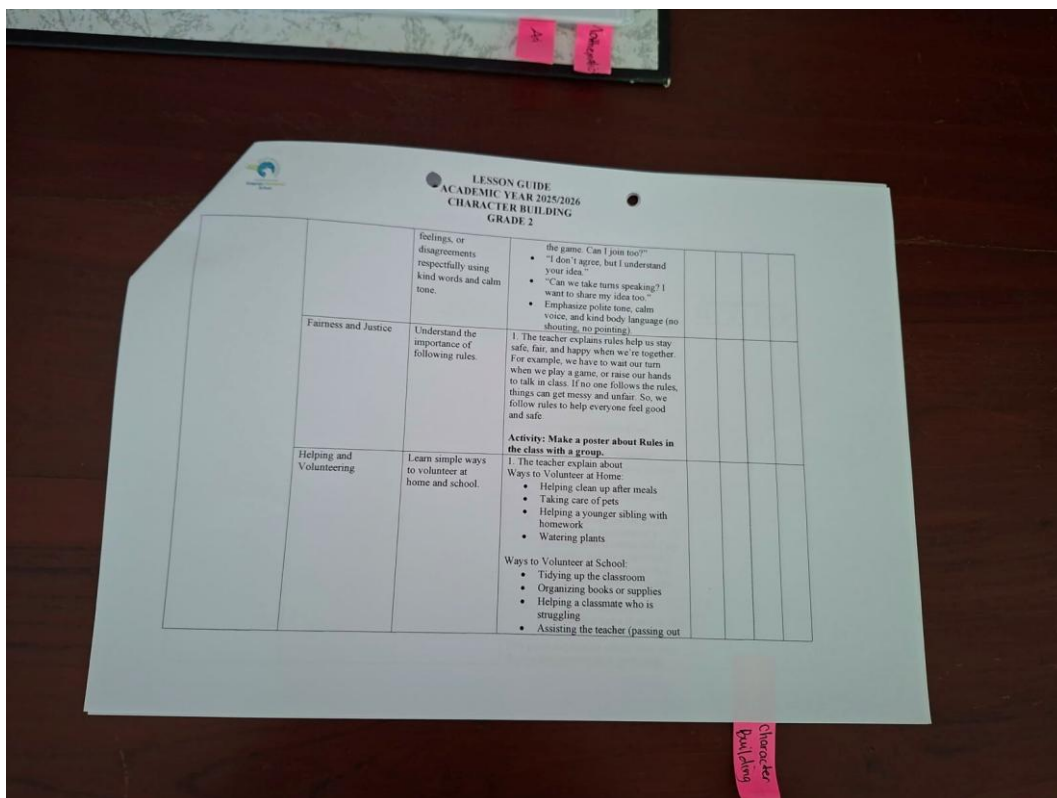
### Lesson Guide











|    |                                                                                                                                                                                         | 1 | 2 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| I. | Social-Emotional behavior (Perilaku Sosial Emosional)                                                                                                                                   |   |   |
| 1. | Commitment (Komitmen)                                                                                                                                                                   | C | C |
| a. | Demonstrates sound understanding of class ground rules (Mendemonstrasikan pemahaman yang baik tentang aturan dasar kelas)                                                               | C | C |
| b. | Eagerly seeks out new activities and experiences (Mempunyai keinginan untuk mencari kegiatan dan pengalaman baru)                                                                       | C | C |
| c. | Demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks (Menunjukkan rasa ingin tahu, motivasi diri, inisiatif dan kemauan untuk mengambil risiko) | C | C |
| d. | Works with his or her peers in a positive way (Bekerja dengan rekan-rekannya secara positif)                                                                                            | C | C |
| 2. | Independence (Kemandirian)                                                                                                                                                              |   |   |
| a. | Exhibits confidence in accomplishing tasks (Menunjukkan keyakinan dalam menyelesaikan tugas-tugas)                                                                                      | C | C |
| b. | Expresses ideas and needs confidently (Mengungkapkan ide dan kebutuhan dengan percaya diri)                                                                                             | C | C |
| c. | Shows independence in choosing activities (Menunjukkan kemandirian dalam memilih kegiatan)                                                                                              | C | C |
| d. | Shows self-confidence in a familiar environment (Menunjukkan rasa percaya diri di lingkungan yang akrab)                                                                                | C | C |
| e. | Can answer closed questions (Dapat menjawab pertanyaan singkat)                                                                                                                         | C | C |
| f. | Can answer open questions (Dapat menjawab pertanyaan yang membutuhkan penjelasan)                                                                                                       | C | C |
| 3. | Concentration (Konsentrasi)                                                                                                                                                             |   |   |
| a. | Displays attentiveness (Menunjukkan perhatian)                                                                                                                                          | C | C |
| b. | Maintains interest during group activities (Menunjukkan ketertarikan selama kegiatan kelompok)                                                                                          | C | C |
| c. | Continues eating meals at a good pace (Makan dengan kecepatan yang bagus)                                                                                                               | C | C |
| d. | Notifies tiny objects and details (Perhatikan benda-benda kecil dan detail)                                                                                                             | C | C |
| 4. | Caring and co-operation (Peduli dan kooperatif)                                                                                                                                         |   |   |



Cerita :  
Kalimat aktif : Ibu menggoreng ikan.

|    |                                                                                                                                                               |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| e. | Can mop the classroom (Dapat mengelap ruang kelas)                                                                                                            | C | C |
| f. | Uses a sponge appropriately (Menggunakan spons dengan tepat)                                                                                                  | C | C |
| g. | Washes the shelves and tables as and when required (Cuci rak dan meja sesuai kebutuhan)                                                                       | C | C |
| h. | Washes utensils and cutlery after use (Cuci peralatan dan alat makan setelah digunakan)                                                                       | C | C |
| i. | Washes the wiping cloths, napkins, cushion covers and floor mats as and when required (Cuci kain lap, serbet, sarung bantal, dan alas lantai jika diperlukan) | C | C |
| j. | Cares for the dishes in the classroom (Peduli piring di ruang kelas)                                                                                          | C | C |
| k. | Folds the laundry as and when required and keeps in the proper place (Lipat cucian sesuai kebutuhan dan bila diperlukan dan simpan di tempat yang tepat)      | C | C |
| l. | Waters the plants as and when required (Menyirami tanaman sesuai kebutuhan)                                                                                   | C | C |
| m. | Keeps materials back after use (Menyimpan bahan kembali setelah digunakan)                                                                                    | C | C |
| n. | Cleans windows as and when required (Membersihkan jendela jika diperlukan)                                                                                    | C | C |
| o. | Empties the garbage bin as and when required (Mengosongkan tempat sampah jika diperlukan)                                                                     | C | C |
| 2. | Gross Motor Skills ( Keterampilan motorik kasar )                                                                                                             |   |   |
| a. | Can throw a ball with direction (Bisa melempar bola dengan arah )                                                                                             | C | C |
| b. | Can roll a ball with direction ( Bisa menggulingkan bola dengan arah )                                                                                        | C | C |
| c. | Can kick a ball with direction ( Bisa menendang bola dengan arah )                                                                                            | C | C |
| d. | Is able to remain silent in a relaxed position (Mampu tetap diam dalam posisi santai)                                                                         | C | C |
| 3. | Care of Person – Basic skills (Peduli diri - Keterampilan dasar)                                                                                              |   |   |
| a. | Demonstrates a sense of order (Mendemonstrasikan rasa keteraturan)                                                                                            | C | C |
| b. | Does work carefully and neatly (Bekerja dengan hati-hati dan rapi)                                                                                            | C | C |
| c. | Uses the toilet appropriately with the proper steps (Gunakan toilet dengan                                                                                    | C | C |

|                       |                                                                                                                                                 |  |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                       | tepat dengan langkah-langkah yang tepat)                                                                                                        |  |
| d.                    | Covers mouth when coughing or sneezing (Menutupi mulut saat batuk atau bersin)                                                                  |  |
| e.                    | Wiping/Blowing nose with tissue (Meniup hidung dengan tisu)                                                                                     |  |
| f.                    | Follows new protocol – Uses mask and face shield at all times (Mengikuti protokol baru - Gunakan masker dan pelindung wajah setiap saat)        |  |
| g.                    | Keeps a safe distance between himself and others (Menjaga jarak aman antara dirinya dan orang lain)                                             |  |
| 4.                    | <i>Cooking</i>                                                                                                                                  |  |
| a.                    | Can wash vegetables well (Dapat mencuci sayuran yang baik)                                                                                      |  |
| b.                    | Can cut vegetables or fruits using a knife safely and well (Dapat memotong sayuran atau buah memakai pisau dengan aman dan baik)                |  |
| c.                    | Can put the stove on safely (Menyalakan kompor dengan aman dan baik)                                                                            |  |
| d.                    | Knows how to use a blender if needed (Dapat memakai blender bila perlu)                                                                         |  |
| <b>XII. Sensorial</b> |                                                                                                                                                 |  |
| 1.                    | <i>Olfactory (Yang berhubungan dengan indra penciuman)</i>                                                                                      |  |
| a.                    | Can use the sense of smell to match, sort and classify (Mampu menggunakan indra penciuman untuk mencocokkan, menyortir, dan mengklasifikasikan) |  |
| 2.                    | <i>Tessellation</i>                                                                                                                             |  |





|                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|--|
| XI. <b>Exercise of Practical Life</b>                                                                                                       |  |
| I. <b>Care of Environment -- Basic Skills</b>                                                                                               |  |
| a. Can fold clothes neatly (Mampu melipat baju dengan rapi)                                                                                 |  |
| b. Can dust shelves and objects (Dapat membersihkan rak dan benda)                                                                          |  |
| c. Can clean the tables and chairs and place the chairs on the table (Dapat membersihkan meja dan kursi dan menempatkan kursi di atas meja) |  |
| d. Can sweep the classroom (Dapat menyapu ruang kelas)                                                                                      |  |



|                                                                                                                                                    |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---|
| KALIMAT                                                                                                                                            |   |
| a. Cooperates with peers (Bekerja sama dengan teman sebaya)                                                                                        | C |
| b. Helps another in need (Membantu orang lain yang membutuhkan)                                                                                    | C |
| c. Plays and gets along well with others (Bermain dan bergaul dengan baik dengan orang lain)                                                       | C |
| d. Shows acceptance, warmth, friendliness towards others (Menunjukkan penerimaan, kehangatan, keramahan terhadap orang lain)                       | C |
| e. Demonstrates patience at waiting for one's turn (Menunjukkan kesabaran saat menunggu giliran)                                                   | C |
| f. Willingly shares toys, books and other things (Mau berbagi mainan, buku, dan hal-hal lain)                                                      | C |
| g. Frequently plays with Hongmei, Radhika (Sering bermain dengan Hongmei, Radhika)                                                                 | C |
| h. Plays without disrupting other children (Bermain tanpa mengganggu anak-anak lain)                                                               | C |
| 5. <b>Self-Control (Pengendalian Diri)</b>                                                                                                         |   |
| a. Is able to describe their feelings and their thoughts (Mampu menggambarkan perasaan dan pikiran mereka)                                         | C |
| b. Is able to find solutions when angry or upset (Mampu menemukan solusi saat marah atau kesal)                                                    | C |
| c. Is easily and quickly comforted when upset (Mudah dan cepat dihibur saat kesal)                                                                 | C |
| d. Goes to the Peace Corner as and when needed (Pergi ke Pojok Perdamaian saat dan ketika dibutuhkan)                                              | C |
| 6. <b>Resilience (Ketahanan)</b>                                                                                                                   |   |
| a. Responds in an assertive manner (Menanggapi sesuatu dengan tegas)                                                                               | C |
| b. Identifies assertive posture and tone of voice (Mengidentifikasi postur dan nada suara tegas)                                                   | C |
| c. Demonstrates assertive communication skills in response to scenarios (Menunjukkan keterampilan komunikasi yang tegas dalam menanggapi scenario) | C |
| 7. <b>Well-Being (Kesejahteraan)</b>                                                                                                               |   |
| a. Is generally cheerful (Ceria)                                                                                                                   | C |



Nama : \_\_\_\_\_

**KALIMAT AKTIF D**  
merubah kalimat aktif ke pasif

| IX. Moral Behaviour (Budi Pekerti)       |                                                                                                                                                              |   |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1.                                       | Honesty ( <i>Kejujuran</i> )                                                                                                                                 |   |
| a.                                       | Able to understand the concept of honesty well (Mampu memahami konsep kejujuran dengan baik).                                                                | C |
| b.                                       | ble to be honest in any situation faced (Mampu bersikap jujur dengan segala situasi yang sedang dihadapi).                                                   | C |
| 2.                                       | Responsibility ( <i>Tanggung Jawab</i> )                                                                                                                     |   |
| a.                                       | Mampu memahami konsep tanggung jawab dengan baik (Mampu memahami konsep tanggung jawab dengan baik).                                                         | C |
| b.                                       | Able to take responsibility for completing tasks effectively and on time (Mampu bertanggung jawab menyelesaikan tugas-tugasnya dengan baik dan tepat waktu). | C |
| 3.                                       | Cooperation ( <i>Kerjasama</i> )                                                                                                                             |   |
| a.                                       | Able to understand the concept of cooperation well (Mampu memahami konsep kerjasama dengan baik).                                                            | C |
| b.                                       | Able to cooperate with teachers and classmates in all school activities (Dapat bekerjasama dengan guru dan teman dalam semua kegiatan di sekolah).           | C |
| X. Creative Arts ( <i>Seni kreatif</i> ) |                                                                                                                                                              |   |
| 1.                                       | Basic Art Activities ( <i>Kegiatan Seni Dasar</i> )                                                                                                          |   |
|                                          | Can create a picture with stamps (Dapat membuat gambar dengan prangko)                                                                                       |   |
|                                          | Can create a picture using crayons or colour pencils (Dapat membuat gambar                                                                                   |   |

