

INVESTIGATING THE IMPLEMENTATION OF THE MONTESSORI METHOD ON CHILDREN'S CHARACTER DEVELOPMENT IN A MULTICULTURAL AND INCLUSIVE CLASSROOM

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ABSTRACT

This study investigates the application of the Montessori method in supporting children's character development in multicultural and inclusive classrooms. The focus of this study is on teaching strategies and the challenges teachers face in implementing the Montessori method. A qualitative case study design was used and conducted in the Octopus class at Singaraja Montessori School with two teachers as participants. Data were collected through classroom observations, semi-structured interviews, and document analysis. The data were analyzed using the Miles and Huberman model through three stages: data reduction, data presentation, and drawing and verifying conclusions. The results show that the teachers used two teaching strategies: "Friends of the Week" and "Modeling and Habituation." "Friends of the Week" encourages children to interact with their peers to support their character development. Meanwhile, "Modeling and Habituation" supports character development through the teachers' role modeling and positive habits in daily routines. The research findings also revealed several challenges, including understanding the individual characteristics of new students, managing a diverse classroom, and teachers' limited experience with inclusive education. These findings suggest that the Montessori method can help support children's development through structured routines, meaningful interactions, collaborative learning, and inclusive classroom practices. Therefore, the consistent implementation of character education through teaching strategies, modeling positive behavior, social interaction, and classroom routines can support children's character development in multicultural and inclusive classrooms.

Keywords: *Montessori Method, Character Development, Inclusive Classroom, Teaching Strategies, Teachers' Challenges.*

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ABSTRAK

Penelitian ini menyelidiki penerapan metode Montessori dalam mendukung perkembangan karakter anak di kelas yang multikultural dan inklusif. Fokus penelitian ini adalah pada strategi pengajaran dan tantangan yang dihadapi guru dalam menerapkan metode Montessori. Desain studi kasus kualitatif digunakan dan dilakukan di kelas Octopus di Sekolah Montessori Singaraja dengan dua guru sebagai partisipan. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen. Data dianalisis menggunakan model Miles dan Huberman melalui tiga tahapan, yaitu reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan dua strategi pengajaran: *"Friends of the Week"* dan *"Modelling dan Habituation"*. *"Friends of the Week"* mendorong anak-anak untuk berinteraksi dengan teman sebaya guna mendukung perkembangan karakter mereka. Sementara itu, *"Modeling dan Habituation"* mendukung perkembangan karakter melalui teladan guru dan kebiasaan positif dalam rutinitas sehari-hari. Temuan penelitian juga mengungkapkan beberapa tantangan, termasuk memahami karakteristik individu siswa baru, mengelola kelas yang beragam, dan pengalaman guru yang terbatas dalam pendidikan inklusif. Temuan ini menunjukkan bahwa metode Montessori dapat membantu mendukung perkembangan anak melalui rutinitas yang terstruktur, interaksi yang bermakna, pembelajaran kolaboratif, dan praktik kelas yang inklusif. Oleh karena itu, dengan diterapkannya pendidikan karakter secara konsisten melalui strategi pengajaran, keteladanan, interaksi sosial, dan rutinitas kelas dapat mendukung perkembangan karakter anak dalam kelas yang multikultural dan inklusif.

Kata kunci: Metode Montessori, Pengembangan Karakter, Kelas Inklusif, Strategi Pengajaran, Tantangan Guru