



IMPLEMENTATION OF MONTESORI CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF LEARNING IN ASKARA MONTESORI KINDERGARTEN

by

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ABSTRACT

This study aims to determine the implementation of Montessori curriculum management along with the supporting and inhibiting factors for the implementation of Montessori curriculum management in improving the quality of learning in Askara Montessori Kindergarten Kramatjati, East Jakarta. This study uses a descriptive qualitative approach by using data collection methods of observation, interviews and documentation. The data analysis technique stage includes data reduction, data presentation and data verification, while checking the reliability of the data is carried out by extending participation, observing accuracy, triangulation and consulting with supervisors. The results of his research indicate that the implementation of Montessori curriculum management in improving the quality of learning, namely planning includes making a training schedule for teachers, both bringing in experts and attending training outside of making head work plans / annual programs, making supervision guidelines. Then the implementation includes: supervising learning planning including RPPH, RPPM and RPPS, monitoring and evaluating by fostering teachers with motivation. Evaluation includes reporting the results of supervision starting from planning, implementing and evaluating learning, then reporting the results of child development to parents. While the driving factors for change management strategies in improving teacher performance include infrastructure and facilities that include quite complete Montessori tools.

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1. INTRODUCTION

Curriculum management is a cooperative, comprehensive and systematic curriculum management system in order to realize the curriculum objectives, namely good graduate competence along with the quality of educators who continuously improve their learning. The management is in the form of planning, organizing, implementing and controlling. (Rusman, 2013) Good curriculum management is able to realize the quality of learning for the better so that it has an impact on the quality of the resulting learning either in the form of attitudes, knowledge and skills. The quality of the resulting learning depends on the teacher's ability to explore his knowledge in the learning process. In this curriculum, educators are required to be skilled, active, creative, innovative and fun in the learning process. (S. Nasution, 2012)

Principals are required to develop teachers as educators by providing training, advice, and rewards in learning. Because the most important factor in learning is the teacher who becomes the role model of learning. Looking at the current practice of the 2013 curriculum system, teachers as educators still do not fully follow the concepts or regulations outlined by the educational curriculum, thus causing the lack of quality learning. Factors that cause this are because human resources (HR) have not been met, such as the low professionalism of teachers, the media and facilities needed and the culture of the institutional environment. Another problem is that the learning model is still classical which is applied by the teacher. (Muhammad Mansyur, 2016)

Based on the problems faced at Askara Montessori Kindergarten, it proves that the achievements of the applied curriculum are still not fully achieved due to many obstacles in terms of tools (media, educators and in terms of assessment), related to curriculum management, school principals are currently starting to develop a curriculum montesori but only this year, and not yet fully implemented in all classes. The obstacle in this development is that the guidance of teachers as educators is still not absorbed by all, only one person understands. However, even that still does not provide maximum effect on students. The next obstacle is that there are many learning tools or media that must be synchronized with the material to be taught, in addition to requiring a lot of tools, it also requires skills in practicing first by the educators themselves. Moreover, there are some teachers who are old so they are still slow in understanding Montessori learning. The difficulty is having to memorize the name of the tool and how to practice it and having to choose which material is suitable to be taught in addition to the lack of existing tools to try to practice it. The Montessori learning process needs support from parents to assist students. In this case, there are still many parents who do not know the benefits of Montessori learning besides some are not ready and do not agree because they are busy outside so there are some students without parental support. Whereas the age of Kindergarten children, the development of students is more dominant in the family environment, how a mother and father guide their children in daily life. Teachers in these institutions, only as educators and also playmates in developing the talents and potential of students. In the world of child development, each child has different characteristics besides the level of intelligence, potential and talents that stand out in it.

Some of the problems above can be overcome by developing a curriculum that is already running, namely the 2013 curriculum with the conditions according to the needs of students and the environment the institution is located in. One of the curriculum developments in accordance with the needs of students is the application of the Montessori curriculum. The Montessori curriculum is a student-oriented curriculum. Student-oriented curriculum, in a psychological perspective is a curriculum that develops the entire human person so that students can become fully human (humanistic). (Dina Julita, 2021) In Montessori's view, children can grow up to be fully human by satisfying their instincts and needs. Through that principle, one day the child will become a fulfilled and balanced adult. The Montessori curriculum is more focused on the concept of learning that prioritizes freedom in activities and play so that children's development is in line with the stages as they should be. Montessori revealed that children learn abstract concepts through the surrounding environment and media that are designed according to their developmental stages. So that the process of understanding the concept of numbers for children is not difficult, but the activity is very easy and fun to understand. (Aouldri Yolanda Putri, Sari Dewi, 2020)

The theory says that good curriculum management is able to improve the quality of the learning carried out so that the management process is able to change the quality for the better if it is supported by appropriate management implementation in the curriculum stages. (Junita, Dina and Rudi Susilana, 2018)

Based on the research context above, this study aims to explain the implementation of Montessori Curriculum Management in Improving the Quality of Learning in Askara Montessori Kindergarten Schools.

2. RESEARCH METHOD

This research method uses qualitative research in a qualitative descriptive view. This study aims to describe the symptoms / information in the field related to the problems that exist in the Montessori Askara Kindergarten as the research background. (Moleong, 2012) The focus of this research examines the implementation of Montessori curriculum management in improving the quality of learning in Askara Montessori Kindergarten. To answer the research problems that exist in the field, the researchers went directly to look for data through direct sources at the Montessori Askara Kindergarten. In this case, the Head of Kindergarten and the teacher council are the main sources to answer problems and observe the management of changes in the school.

The method in collecting data carried out by the researcher was conducting field observations to observe the management process in the Montessori Askara Kindergarten, then conducting interviews with several main sources, namely the principal and some of the teacher councils, then conducting documentation to support evidence in research in the field. (Nana Syaodih, 2013) The results of the study were analyzed by reducing the data (organizing, organizing, discarding and focusing on the focus of the problem), then presented according to the research focus to make it easier to draw conclusions. After the study is complete, conclusions can be found in answering the problem. while checking the validity of the data is carried out by extending participation, observing accuracy, triangulation and consulting with supervisors.

3. RESULTS AND ANALYSIS

Based on the results of the study, it was shown that implementing Montessori curriculum management, especially in improving the quality of learning, was through the management planning process, management implementation and management evaluation. In a management, joint management to improve the quality of learning



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is an important factor in influencing the realization of the expected goals. Implementation of Montessori curriculum management, namely Curriculum management planning

Askara Montessori Kindergarten in its planning first carried out an analysis as a material for consideration and also preparation in the curriculum. Principals, foundations and related parties together with the teacher council hold meetings to analyze the curriculum. The results of the analysis are used as material for improvement, improvement or solutions in overcoming existing problems or obstacles. The initial Montessori curriculum was prepared by the head of the Kindergarten as the person in charge of being used to answer the problems faced in the national curriculum. The purpose of preparing the Montessori curriculum is to help develop the potential of students in the physical and psychological development of children while also responding to challenges and problems in the national curriculum. The Montessori curriculum in Askara Montessori Kindergarten has a curriculum content consisting of 5 areas, namely practical life, sensorial, mathematics, language and culture. The essence in its preparation is the same as the national curriculum which distinguishes between the Montessori curriculum and the national curriculum is the curriculum content which consists of 5 areas plus supporting tools for the implementation of the Montessori curriculum.

In planning the management of the Montessori curriculum, the principal makes 3 plans related to the Montessori curriculum, namely training teachers of Montessori learning, making a work plan for the head of kindergarten, and making supervision guidelines.

Implementation of montesor curriculum management

The head of the Kindergarten after making the previous supervision guidelines checks on the planning administration which was prepared in advance by the teacher, which includes lesson schedules, daily lesson plans, weekly lesson plans and semester learning plans, worksheets for observing child development and teacher readiness in choosing media and tools. in learning. Administrative tools aim to assist teacher performance in improving the quality of learning when conducting the Montessori learning process. In addition to checking teacher administration tools, school principals also provide motivation and direction in using media or Montessori tools while supervising children playing.

The implementation of curriculum management carried out by the head of the kindergarten provides guidance to teachers in selecting and sorting out suitable media and tools to be used as Montessori learning media. Of the many Montessori tools that are used as learning media and practice materials for children to experience their learning directly, there are certainly some teachers who have difficulty implementing them in the classroom when learning. The principal protects the teacher to help prepare media and montesory tools that are in accordance with the material to be taught. The head of the kindergarten in the implementation of management also monitors teachers in the learning process both in the classroom and outside the classroom by visiting and participating in learning. Moreover, related to the methods that exist in Montessori applied by teachers in Montessori learning. These methods include demonstration methods, assignment methods and also other methods that support montesory learning. In the implementation of Montessori learning, the principal is directly involved in fostering, educating and also setting an example in a suitable Montessori learning process. In addition, in this monitoring, we feel cared for in the learning process.

Evaluation of Montessori curriculum management

The head of the kindergarten after carrying out the implementation of curriculum management he evaluates teachers with the results obtained through teacher supervision and monitoring. These results were analyzed to be used as a report for the head of the kindergarten to see the teacher's performance in Montessori learning. If the teacher's performance is good then the quality of learning produced by the teacher is also good, but if on the contrary if the teacher's performance is less then the quality of the learning needs to be improved again. the report on the results of supervision is used as a guide by the head of the kindergarten for teacher performance in improving the quality of learning. The report was submitted in a meeting forum with the foundation to provide support, motivation and direction in order to improve the quality of learning again. Regarding the low quality of learning, Kindergarten principals and foundations always provide training twice a year to support improving the quality of learning. In addition, if there are teachers who have achievements with their performance, they are given a reward for their efforts, the quality of learning is good and they are able to develop Montessori learning.

Factors supporting the implementation of Montessori curriculum management in improving the quality of learning includes 1) Infrastructure and facilities including montesori tools are quite complete. Facilities and infrastructure as well as complete montesori tools make kindergarten principals and teachers need to prepare in such a way as to carry out learning and share tasks with teachers according to their abilities. Complete facilities can be used by teachers in their learning so as to facilitate the process of teaching material to students. This process can be achieved according to the planned objectives. 2) Teacher professionalism in studying Montessori material Teacher

professionalism in studying Montessori material greatly determines the improvement of the quality of learning apart from teachers who are young at heart, most of the teachers are undergraduate graduates and are young at heart, other than that, they are still in the college process so they are still enthusiastic about applying Montessori learning. Professional teachers will continue to learn to change themselves for the better in the future. High willingness and self-confidence is one of the high professional teachers he has a high ethos in contributing to early childhood education. Teachers who have high professionalism will be able to discuss obstacles and obstacles to find solutions in improving the quality of learning. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums. Professional teachers will continue to learn to change themselves for the better in the future. High willingness and self-confidence is one of the high professional teachers he has a high ethos in contributing to early childhood education. Teachers who have high professionalism will be able to discuss obstacles and obstacles to find solutions in improving the quality of learning. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums. Professional teachers will continue to learn to change themselves for the better in the future. High willingness and self-confidence is one of the high professional teachers he has a high ethos in contributing to early childhood education. Teachers who have high professionalism will be able to discuss obstacles and obstacles to find solutions in improving the quality of learning. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums. High willingness and self-confidence is one of the high professional teachers he has a high ethos in contributing to early childhood education. Teachers who have high professionalism will be able to discuss obstacles and obstacles to find solutions in improving the quality of learning. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums. He is a fast learner and has a high enthusiasm for seeking as much experience as possible when he was young. One of his high professionalism is his enthusiasm in conducting training training which is carried out both at school and outside school in discussion forums.

Factors inhibiting the implementation of Montessori curriculum management in improving the quality of learning include teacher difficulties in the learning process. The implementation process applied by the teacher in the Montessori curriculum with a lot of Montessori tools makes the teacher overwhelmed in the learning process especially regarding material that must be adapted to the Montessori tool sometimes when in the process it is often forgotten because it is still stuck with the old curriculum. Montessori curriculum is more emphasized on the physical and psychological development of children in experiencing real experiences. The teacher's difficulty in dealing with this is often too late in his learning and even becomes an obstacle to smoothness in the learning process. The solution applied by the head of the kindergarten, he always goes directly to help foster teachers in implementing Montessori learning. Besides providing examples of Montessori learning, he also monitors the learning carried out by the teacher. that's where he can foster, motivate and also provide input on the obstacles faced by the teacher. The teachers in Askara Montessori Kindergarten still have difficulty understanding the Montessori activities which have a lot of material in addition to adapting to the various kinds of Montessori tools. From the observations of the researchers when observing the class, there were still teachers who were still learning to see notes while in the learning process. But it is advantageous when in the class it is held by two teachers to help guide children in the learning process. The teachers in Askara Montessori Kindergarten still have difficulty understanding the Montessori activities which have a lot of material in addition to adapting to the various kinds of Montessori tools. From the observations of the researchers when observing the class, there were still teachers who were still learning to see notes



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Administrative report demands in learning evaluation

Which spends quite a lot of administrative time being complicated with reports on the results of the learning process carried out in Montessori quite a lot, especially regarding daily reports for the assessment process. The assessment in Montessori does not use levels starting from A, B or C. Therefore, the development of the assessment uses an observation system through the children's development reports in the daily. Reports applied in Montessori include daily reports, weekly reports and semi-annual reports. The solution in this case, the principal provides examples of good and correct reports and provides input on the importance of children's development reports to assess the extent to which children's ability to master and understand Montessori material.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of Montessori curriculum management in improving the quality of learning, namely planning includes making a training schedule for teachers, both bringing in experts and attending training outside of making a work plan for the head of kindergarten/annual program, making supervision guidelines. Then the implementation includes: supervising learning planning including RPPH, RPPM and RPPS, monitoring and evaluation by fostering teachers with motivation. Evaluation includes reporting the results of supervision starting from planning, implementing and evaluating learning.

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