

Implementation of Montessori Concept in Educating Early Childhood (Case Study of the Role of Early Childhood Education Teachers)

By Kasmianti Kasmianti



Implementation of Montessori Concept in Educating Early Childhood (Case Study of the Role of Early Childhood Education Teachers)

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Abstract

As one of the leading figures of early childhood education, Montessori has provided a variety of concepts and thoughts in the development of early childhood education. The purpose of this study is to find out how to implement the concept of the role of teachers in montessori early childhood education in PAUD institutions. This research was conducted at PAUD Wadas Keli, 10 aranglesem, with the subject of the study being five class teachers. This research is qualitative descriptive research with this type of field research. In data collection researchers use interview, observation and documentation techniques. As for analyzing the data, researchers use three steps, namely ranging from data verification, presentation of data to drawing conclusions. The results of this study are the concept of the role of teachers respecting children, teachers respecting child development, teachers as observers, teachers preparing and maintaining the learning environment, teachers as interventions and teachers as catalysts applied by teachers through their role as educators, mentors, facilitators, organizers, evaluators and motivators for children.

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INTRODUCTION

Maria Montessori's concept and thoughts in the field of early childhood education have been widely adapted by various countries, including in Indonesia. Many early childhood education institutions that adapt curriculum, learning models, media to environmental concepts (Mas-yrofah, 2017). Montessori thoughts and concepts in the field of early childhood education bring many changes, this is in accordance with the educational objectives initiated by Montessori, namely education is a means as a means of providing assistance to the child's life, namely helping the process of mind development. (Afifah, 2020).

Teachers as mediators who interact directly with children Must be able to recreate a world that is more peaceful, loving, and as a place that has more peace (Wulandari, Saifuddin, and Muzakki, 2018; Ningsih, Wiyono, and Atroko, 2021). In this case, the role of the teacher is to respect the child, appreciate the development of each child, and protect the child's natural impulse or urge to form his own personality (Whitcomb, 2003).

Montessori realized that the role of the teacher must be made (Montessori, 1964). Schools and teachers must provide freedom in a prepared environment if they want to achieve educational goals. According to Montessori, children who are given freedom will develop according to the child's own natural impulses and tendencies. Therefore, the real task of a teacher is not to teach what the child does not know artificially but to be a careful observer in every child's development, provides responsive material to learning and guidance in the form of teaching, consistent structure and appropriate encouragement. (Johnson, 2011).

The concept of the role of teachers in Montessori early childhood education has differences, for example teachers as radical observers in Montessori times (until now) in terms of the general understanding of teachers as the main controlling force in the classroom (Montessori 1963). The primary role of the teacher beyond this important role as an assiduous observer (or colloquially called "child keeper") is to prepare and maintain the learning environment, deal with unruly children with diversion and attention to visible difficulties, and carry out lessons with didactic material to children who show interest. Teachers play an active role in establishing the initial relationship between the child and the material, and invites the child to research the material and provide short, simple, and precise les-

sons. In addition, teachers also observe, record, and therefore can know the needs and interests of children (Montessori 1967; Hidayatulloh, 2014).

In previous research, it was conducted by Kiki Oktavianti with the title Of Early Childhood Education Concept in the Perspective of Dr. Maria Montessori. The results of her research showed that while Montessori education emphasized the freedom of meaning to be free from demands, children were given the freedom to grow and develop according to their own pace and development. They are not forced to achieve something that is equated with others (OKTAVIANI, 2021) assist the growth and development of human nature owned by children, so that the soul of a child born in the state of nature is not polluted by worldly life that can make children as Jews, Christians or Magi. Or in other words that early childhood education in Islamic education aims to instill Islamic values to children from an early age, so that in further development the child becomes a Muslim man who is kaffah, who believe and piety to Allah SWT. In the journal paper will describe how the concept of Early Childhood education in Islamic perspectives both from curriculum, learning materials, methods and environment that affect the Early Childhood from the perspective of Islamic education. The result of the discussion that is proposed is the educational substance that must be given to the child covering the whole teachings of Islam that can be broadly grouped into three, namely aqidah, worship and morals and equipped with education to read Al-Qur'an. The material of Islamic education is the same as Islamic religious material, but about health and body hygiene, body movement (sports. Research conducted by Dinda Nur Afifah and Kuswanto with the title Dissecting The Thoughts of Maria Montessori In Early Childhood Education. The results of this study show that Montessori thinking in the world of children's education is very detailed and detailed, Montessori strongly considers the age and stage of child development, in addition to the extension of curriculum, learning methods and environmental arrangements become the basis in the implementation of children's education (Afifah, 2020).

Further research was conducted by Durotun Mumtazah and Lailatu Rohmah with the title of his research, the Implementation of Montessori Principles in AUD Learning. The results of his research showed that the implementation of Montessori principle-based learning through five areas of Montessori learning model, namely sensorial areas, mathematics areas, science and cultural areas, language areas and life skills areas

that run with a cross-age merging system in each group (Mumtazah and Romah, 2019). Another study was also conducted by Cindy Natalia and Christine Wonoseputro with the title of the study, Montessori-based kindergarten in Surabaya. The results of his research showed that kindergarten is made by considering all learning and growing needs of children. The school is designed by providing educational facilities that serve as a place to cultivate the potential of a child, educate and optimize the growth and development of a child both physically, cognitively, socially and emotionally (Natalia, 2017).

From previous research shows that montessori concepts and thoughts in the field of early childhood education have been widely adopted in early childhood education institutions in Indonesia. Departing from this, the focus of the problem formulation in this research is how the concept of the role of Montessori early childhood education teachers and their implementation in PAUD institutions. The purpose of this study is to find out the process of implementing the concept of the role of Montessori early childhood education teachers in PAUD.

METHOD

This research is a field study, using a qualitative descriptive approach (Moleong, 2016). This research was conducted at PAUD Wadas Kelir. In this study, researchers presented data obtained directly from PAUD teachers Wadas Kelir. In the collection of data researchers using in-person interview techniques, the interview used was a semi-structured interview conducted with five class teachers, observation activities, observations made are by directly observing the activities in the school, and documentation namely by looking at various activities on social media accounts and from the learning plan file, this is done with the aim that the researcher gets accurate information. In analyzing the data researchers using miles and huberman techniques, starting with data reduction, data presentation and data verification (Miles, 2005). This stage of research is carried out by collecting data in the field, from the various forces obtained then the researcher has data that is in accordance with this study, after that the researcher tries to interpret the hail obtained for analysis, after the analysis stage then the researcher re-verifies the truth by comparing between the theory and the results from the field to then be able to draw conclusions.

RESULTS AND DISCUSSIONS

The goal of early childhood education led by Montessori is nothing but to recreate a more peaceful, loving world, and as a place of purpose by focusing on the nature and development of the child. Montessori therefore also sparked a concept about the role of teachers as early childhood educators.

The Role of PAUD Montessori Teachers

In the Montessori approach, particularly in the field of early childhood education at least teachers have three important roles in educating early childhood. This role is carried out to help children achieve their developmental tasks. There are many teacher tasks in Montessori perspectives, namely:

1. Teacher as Caregiver

Parenting means caring for, caring for and educating children not only meeting the needs related to the physical but also the needs of love and affection (Anisah, 2011). Teachers as caregivers are tasked with providing a conducive environment to optimize the growth and development of children, not only that teachers as caregivers must also be able to respect every difference that is owned by children (Solicha, 2019). The concept of the role in its application in Lebaga Montessori is as follows:

Appreciate every child's development

Maria Montessori is well aware of the development and growth of different children, therefore Montessori also says that the education provided is a means to help the process of developing the child's mind. In montessori view, child development does not occur in just one continuous uphill stage or in a constant or linear way from birth to adulthood. Montessori viewed development as a series of births or periods of strengthening sensitivity, during which each sensitivity gave rise to new interests and skills. Therefore, in educating children, teachers must appreciate every stage of a child's development, without having to force or make it faster (Johnson, 2011).

Respect for the child

One of the most important tasks of teachers in his efforts to create a world that is more peaceful, loving, and as a place of purpose is to respect the child. Montessori thought that a child is a child, a child is not a miniature adult. The child has the right to decide what he wants to do, the task of a teacher is to respect the child's decision not to regulate it strictly or the child must

follow what the teacher is told. The concept of respect for children is also seen in Montessori education where children are given freedom in learning in accordance with the curiosity and development of children (Whitcomb 2003).

2. Teacher as Partner

The teacher as a partner is in carrying out his duties the teacher must be able to position himself as a partner or friend in the learning process, as a child partner the teacher must also be able to adjust the environmental conditions to the child's condition. As a partner teachers also play an important role when it comes to communicating with parents. Partners with children are carried out in learning activities, partners with parents are carried out as a form of parental contribution in carrying out all programs that have been discussed by teachers and school (Montessori, 1963).

Teachers as parent partners

Teachers as parent partners must be able to establish cooperation for the success of children's education. Teachers can make mintra for teachers in the child's learning process while at home. In addition, as a parent partner, teachers can also create programs for parents. So that the child's education process is not only done by teachers while at school, but also done by parents while the child is at home. So that the form of teacher and parent partnership is more complementary and mutually sustainable. When the child is in school becomes the responsibility of the teacher, when the child at home becomes the responsibility of parents. Educational success becomes a shared responsibility (Sutini, 2021).

Teacher as a child partner (preparing and maintaining the child's learning environment)

The primary role of the teacher beyond this important role as an assiduous observer (or colloquially called "child keeper") is to prepare and maintain the learning environment, deal with unruly children with diversion and attention to visible difficulties, and carry out lessons with didactic material to children who show interest. Teachers are also responsible for conducting large group meetings and making careful warnings about each child. They are generally expected to maintain close relationships with each child's family through regular communication, such as having meetings. (Montessori, 1967).

The concept and implementation of teachers prepare and maintain the early childhood learning environment in PAUD Wadas Kelir, na-

mely by the way teachers prepare what materials, media and methods will be used. It is usually prepared one day before learning by racing on rpph that has been prepared before. In addition, the preparations made by fguru also appear when learning has not been carried out, namely with teachers preparing book media as a medium of reading children and read aloud teachers before learning activities begin, media have been prepared to line up in class, classes and school environments have been organized and clean so that the concept of preparation carried out by teachers is to prepare all needs and learning environments that are safe and comfortable for children.

3. Teacher as a guide

The teacher as a guide is almost the same as the role of the teacher as a guide. Where the nature of the teacher as a guide is guiding children in the learning process, changing attitudes, and giving encouragement to children. So that as an observer, the teacher is tasked with guiding, giving encouragement, supervising and providing intervention. So that the final result of the role of the teacher as a penngawas is the occurrence of changes in the child in a better direction (Afiati and Sartika, 2020; Wilis, 2003).

Teacher as an observer

The role of teachers as observers differs radically in Montessori times (to date) in terms of the general understanding of teachers as the primary controlling force in the classroom. Misunderstood by some as passive or laissez-faire, the observation of a trained Montessori teacher is precisely the observation of science experts "(Montessori, 1948/1967b, hlm. 55). Teachers observe, take notes, and therefore can find out the needs and interests of children, prepare and maintain a learning environment. The teacher looks for a suitable pair between the child and the material through observation. The teacher diverts course in the event of inappropriate or abusive actions and maintains a position as an observer when the child engages in purposeful and focused activities.

Teachers as interventionists

Montessori-trained teachers should actually specialize in observing the delicate balance between intervention and non-intervention in a child's activities. Control of errors made in the material is intended to guide the child to successfully research the material. The teacher's role is to intervene and actively divert the child when they show rude, disrespectful, or disruptive attitudes,

but observe carefully and do not interfere with the child's spontaneous interests and their involvement whenever the child's attitude is in line with the purpose in the material used (Montessori, 1967).

Teacher as catalyst

The giving of each lesson is meant to "come to the life, but still let it develop freely". The main learning is seen in the child's actions, not in the pursuit of the teacher. "It is the child who uses things, the child who is active, and not the teacher." Teachers as catalysts must be able to bring about change in a better direction in children (Montessori, 1967).

Role of PAUD Teacher Wadas Kelir

1. The role of the teacher as an educator or teacher

The role of PAUD Wadas Kelir teachers as educators or teachers is to provide assistance to children to be able to receive and understand the material to be delivered. In addition, the concept of educators who are nailed is not to force children, in the sense that teachers do not force the child's ability to master things quickly. In other words, teachers appreciate the development and abilities of each child who is different.

2. The role of the teacher as a facilitator

The role of teachers as facilitators in PAUD Wadas Kelir is to provide services and facilities that support all children's activities in the learning process. In this case the teacher has a role in serving and encouraging the child's activities when learning. For example, the role of teachers as facilitators is to provide media that can support children's development and learning activities, such as APE, learning media and learning environments that support.

3. The role of the teacher as a guide

The role of teachers as mentors in PAUD Wadas Kelir is to provide guidance to learners and parents. The guidance done by the teacher on the child is directing not interspersing the child. Guidance conducted by PAUD teacher Wadas Kelir is done at all times, not only when children make mistakes. Guidance given to children in the form of tutoring and guidance on attitudes or behaviors.

4. The role of the teacher as an organizer

The role of PAUD teacher Wadas Kelir as an organizer is to manage, and teach children's learning activities, all organized in such a way, so as to achieve effectiveness and efficiency in learning in children. In addition, organizing is also carried out by teachers outside of learning

activities, where teachers usually have designed activities at home coordinated with parents for children. For example, the activity of reading books done by parents to children.

5. The role of teachers as motivators and evaluators

The role of PAUD teacher Wadas Kelir as a motivator is that the teacher gives a boost to children so that children are confident and always excited in doing activities while in school, while the role of teachers as evaluators is to assess learning outcomes and improve the weaknesses and shortcomings of activities that have been done. The process of motivation and evaluation is carried out by teachers in various activities and at all times, in the sense that there is no specific time for the provision of motivation and the implementation of evaluations. For example, when the child makes a mistake to his friend, the teacher will immediately give a reprimand as a form of evaluation to the child so as not to repeat it.

Implementation of the Concept of The Role of PAUD Montessori Teachers in PAUD Wadas Kelir

Implementation of the Concept of The Role of Teachers PAUD Montessori in PAUD Wadas Kelir implemented by teachers through their duties and roles. The implementation of the Concept of the Role of PAUD Montessori Teachers in PAUD Wadas Kelir is;

1. Respect for the child

The role of teachers in respecting children is reflected in the role of teachers as educators or teachers, where teachers do not force children, in the sense that teachers do not force the child's ability to master things quickly. In other words, teachers appreciate the development and abilities of each child who is different. In the concept of respecting children, PAUD teacher Wadas Kelir realizes the concept of each child has different characteristics and stages of development so that teachers will not compare, blame or sue the child. In this case the teacher respects what the child wants to do. The concept of respecting children is also carried out by teachers by treating children as adults, so here the teacher appreciates what the opinions and suggestions of the child, in addition the teacher is also obliged to serve the child in school. For example, teachers appreciate every opinion they convey, teachers also apply manners to children, this is based on because here we are also an example of what we teach only not only speech but also action. In addition, in appreciating children the teacher also uses the concept of alignment when speaking or advising children,

where the gueu will kneel and speak in line with the child.

2. Appreciate every child's development

The role of teachers in appreciating every child's development is reflected in the role of teachers as educators or teachers. The concept of teachers respecting children's development is done through how many steps, namely guu believe that the development of each child is different. After the teacher knows the delay in the child's development, the teacher will examine the problems faced by the child, for example when the child's development is faster or slower then the teacher will see the background of his parents when at home treat or accompany the child as to what. After knowing the problem of children the teacher will accompany children whose development is not in accordance with the stages of development. There the teacher will help pull out or push and extra guidance, and children who develop superior to the other teacher will also up again. For example, among the friends there is one child who does not understand the letters at all, there the teacher will pull out with the child so that he can be like his friends, for children who can read even though others cannot, then the teacher will accompany him to be able to start thinking logically. Another thing that teachers do in appreciating child development is that teachers do not compare one child with other children, teachers focus more on optimizing the achievement of child development.

3. Teacher as an observer

The role of the teacher as a child observer is reflected in the role of the teacher as an evaluator, which is to observe and evaluate what the child is doing. The concept of the teacher as an observer is carried out by the teacher by way of the teacher paying attention, recording, evaluating and giving action to the child's activities. Teachers as observers are teachers paying attention to the level of child learning development, teachers pay attention to the child's learning process, teachers pay attention to the child's attitude and mentality, teachers as observers of children's activities during school. The role of the teacher as an observer in various activities of the child if the child does things that are not desirable or expected then the teacher will be present as an intermediary or straightener. For example, in the learning process, when learning activities but children do not pay attention, the teacher will make a diversionary activity as a form of focusing attention on children. Teachers as registrars are teachers who play a role in recording every thing that is done either good or bad that the child

does. Notes that are usually used by teachers are anecdotal notes or records of children's learning development. From this note the teacher can find out the things that were previously done by the child. For example, the child who did not dare to tell stories in front of his friends later that day he came forward and told the teacher as an evaluator is giving directions to what is done by the child, as a teacher evaluator conducts an evaluation directly and indirectly. Direct evaluation is an evaluation conducted by the teacher at that time. For example, when a child makes a mistake against his friend, the teacher will direct him to apologize, and promise not to repeat it again. The teacher as an action giver is a teacher to be an example for children, for example when the child has to read a book in the morning, then usually the teacher usually sits down and reads the book, the teacher not only gives orders but the teacher becomes the executor.

4. Prepare and maintain the learning environment

The role of teachers as a pertortor and guardian of the child's learning environment is reflected in the role of teachers as facilitators and organizers, it is shown by the way teachers facilitate all children's needs, and organize all children's learning needs, from the environment to the learning media used. Maintaining the learning environment is carried out by teachers with the application of two-way communication, namely between children with teachers, and teachers with parents. Communication between children and teachers aims to maintain the environment of children, to know what is needed and desired by children related to learning needs. Maintaining the learning environment is also carried out by teachers during the implementation of learning activities where teachers make learning fun, safe, and conducive. When something happens outside the learning activity plan the teacher will improvise learning activities. For example, during the learning process one child fights with another child, the teacher will secure the child and make improvisations to condition the other child so that the defense remains conducive. While communication with parents is as a security of the child's learning environment while at home. Where teachers and parents work together to support children's learning activities while at home. Examples of teacher and parent cooperation are responsible parents who read storybooks to children at home, and teachers read books while at school, parents report the child's development while at home, and vice versa with teachers who report children to parents during school.

5. Teachers as interventionists

The role of the teacher as a child's intervention is reflected in the role of the teacher as a supervisor and evaluator. The thing done by PAUD teacher Wadas Kelir as an intervention is if the child commits misunderstandings or actions that harm other children. For example, when the child's learning process interferes with other children, the teacher will intervene with the child by separating or moving, giving advice is usually given directly or using the media of the story. PAUD teacher Wadas Kelir said that they as much as possible will minimize this form of intervention because teachers want to keep children's feelings. In addition, the form of intervention carried out by teachers is usually done not in the form of corporal punishment, and for reprimand is not directly. Intervention is usually shown by the teacher by giving advice to the child, or giving a story with the same case, so that the child's awareness will arise.

6. Teacher as catalyst

The role of the teacher as a catalyst is seen in the learning process, where the teacher's position is more likely as a facilitator and motivator of the child. The implementation of teachers as a catalyst in PAUD Wadas Kelir is by providing various activities that have a direct impact on the life of children both now and in the future. As a result, it is with various activities taught by teachers in children, such as life skills, social life learning and the cultivation of positive moral character. In addition, the role of the teacher as a catalyst is also shown by the teacher with the design of fiber activities that focus on children, where the model used is the student center so that children are more free and active during the learning process.

CONCLUSION

Implementation of the concept of the role of Montessori early childhood education teachers in PAUD Wadas Kelir can be implemented from various aspects and activities. The concept is implemented by teachers through their role as educators, scouts, facilitators, evaluators as well as motivators for children. Implementation is done by way of teachers respecting the child's opinions and considering children as adult children so that children are also thirsty to be appreciated and respected. In the stage of development, teachers highly appreciate the differences in child development so that teachers do not force children to develop faster, but teachers are more on providing more guidance. The teacher also

observes all aspects of each stage of the child's growth and development, observations are also made in various things such as learning and child attitudes. The learning environment is prepared and conceptualized according to the needs and activities of children. Although the teacher gives freedom to the child the teacher intervenes also whether the child to suppress things that are less important.

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