

The Effect of Montessori Method Implementation and Classical Learning Method on Strengthening Children's Character Education (PAUD) Using Flash Cards

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ABSTRACT

Keywords: Montessori, Classical, Character education.

Education is essential for the intelligence of the nation. The education of the nation's children is referred to as one of the factors that can lead to success or setbacks for the country's future. Education in Indonesia is still not perfect, and it is not perfect to say that it has achieved progress in character education; as evidence, this time, there are still many students who have lost their sense of nationality, honesty, courtesy, and sense of responsibility. So, for that, character education absolutely must be revitalized again. This quantitative study aims to determine the effect of the differences in implementing the Montessori and Classical learning methods on strengthening character education in early childhood using flash cards. The design used in this research is in the form of a comparative quantitative approach. Questionnaires were distributed to 12 teachers from each school, with six teachers as respondents. The data obtained from the questionnaire distribution is then analyzed using a Likert scale, and the results of student learning scores are analyzed using an independent t-test. The research results show that the teacher's perception of implementing the Montessori Method and the Classical Learning Method towards strengthening character education using flash cards has a very effective category with an achievement of 82% for learning the Montessori Method. While the effective category with an achievement of 73% for the Classical Learning Method. Based on the Independent t-test, the value of the difference in character education shows the effect of the difference, namely 0.20. The effect of this difference is statistically categorized as not accurate, or there is no difference in the effect of the implementation of the Montessori Method and the Classical Learning Method on strengthening early childhood character education. The Montessori and Classical Learning Method can benefit early childhood character education.



Introduction

Education is critical in developing everyone's intelligence and everyday life. According to cnnindonesia.com (Pratama et al., 2023), education is essential for society to advance a country. Education is a shared responsibility, starting from parents, teachers, students, and the government, because education is fundamental for the country's development process to make a country more advanced. Technological sophistication has experienced rapid developments (Mansir, 2020). The development of technology will have a good and bad impact on problems related to issues about education, especially on the character of children who are still vulnerable to evil influences, so that it can impact the development of a nation (Syamsuar & Reflianto, 2019).

To prevent harmful effects, education needs to improve character starting from early childhood so that later it will become someone with good character. Thus, the background of character education is the moral decline caused by today's globalization era (Hadisi, 2015). Character education is a psychosocial dimension of the individual that can form gradually over a long period. According to (Yufiarti et al., 2023), this character formation refers to the individual's innate and individual experience in the environment, both subjectively and objectively. Character education referred to by the government, which is the objective of national education, as stipulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (National, 1982) Article 31, which states that "National education aims to educate the life of the nation and develop Indonesian people who believe and are devoted to God Almighty and virtuous, have knowledge and skills, physical and spiritual health, a steady and independent personality, and a sense of community and national responsibility." Moreover, Article 1 Paragraph 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state" (Monica, 2023).

Education of the nation's children is said to be one of the success or setback factors for the country's future (Rantina, 2015). Education in Indonesia today still has not achieved progress in character education, as evidenced by the fact that at this time, there are still many students who have lost their sense of nationality, honesty, courtesy, and sense of responsibility. Character education absolutely must be revitalized (Fadhli, 2017). This is stated considering the moral decency in today's globalization era, which is very worrying (Yuliana, 2010). This problem will have a harmful impact if left unchecked and continued, one of which will occur next is the moral crisis in adolescents in Indonesia.

Character education is an essential and strategic step in rebuilding the nation's identity and rallying the formation of a new Indonesian society (Dhiya'ulhaq, 2023). An example of a case that has occurred in Indonesia is juvenile delinquency on March 24, 2020, which killed a teenager in Tanjung Priok due to a brawl, cnnindonesia.com. Juvenile delinquency is adolescent behavior that violates social rules in specific communities and a deviant attitude and behavior of children (kkbi.kemdikbud.go.id). A

child's deviant attitudes and behaviors are not formed suddenly; all behaviors and attitudes are formed from a long process in each child's life. Apart from parenting, there is also a relationship between how a teacher conducts class management and the child's life environment (Hidayat, 2021).

Research Objectives

Based on the formulation of the problem above, the objectives of this study are:

1. To determine the teacher's perception of implementing the Montessori and the Classical Learning Method using Flash Cards.
2. To determine the effect of different implementations of the Montessori Method and the Classical Learning Method for strengthening education.

Research Benefits

There are two uses of research, namely theoretical and practical. Theoretical usefulness (academic use) related to science by the field of study. At the same time, practical use is related to the application of study results that can be useful for the world of education, especially for education in early childhood, and can be a reference for practitioners in aspects of general public life and the religious and educational fields.

Research Methods

Location and Time of Research

The research was conducted at Paud Mitta School, Balikpapan City, East Kalimantan, and Paramita Buddhist Paud in Tanjung Selor Hilir, North Kalimantan. Both of these schools are Buddhist schools in Kalimantan. Both places were chosen as objects because, in learning, both apply the Buddhist ethical system by instilling character education that values the Buddha's teachings. The research will be carried out from the beginning of April to the end of May.

Research Design

The research approach is quantitative, with a comparative design or comparative study. The treatment tried consisted of two types, namely a) in East Kalimantan using the Montessori Method and b) in North Kalimantan using the Classical Learning Method, each of which used flash card media in teaching material.

Populasi

Due to the few students in the two schools, 14 students from Paud Mitta School and ten from Paud Buddhist Paramita. Educators or teachers in each school, there are six teachers, so the number of teachers is all used as respondents, and the number of children is the object of research on character education in children, so it can be said to be a sample of the population. Therefore, the method used is a census.

Data Sources

The data used in this study was sourced from primary and secondary data. Primary data are obtained from observations by researchers directly at the research location. In this case, the data obtained from teachers in both schools are calculated. Secondary (supporting) data is obtained from instruments other than primary data derived from documents, reports, books, theses, and journals related to the research.

Data Collection Techniques

Data collection techniques used include observation and documentation. The data coque will collect data on ongoing activities, such as how teachers teach and students learn or play. e each loatwo and teaching activities.

Uji t Independent

Two stages carried out are. honest criteria and 1%. $\frac{\bar{x}_1 - \bar{x}_2}{s(\bar{x}_1 - \bar{x}_2)}$ Wrong Standard

Two Average Value Difference $s(\bar{x}_1 - \bar{x}_2) = \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_1}}$

sub – 1: Writing – Writingng-Writing Populasi 1 Mitta School

\bar{x}_2 : raata-raatha populasi 2 *buddhis paramita*

s_1^2 : Population variance x_i

n_1 : The number of observations x_i

s_2^2 : Population variance x_j

n_2 : The number of observations x_j

$s_1^2: \frac{x_{j1}^2 + x_{j2}^2 + x_{j3}^2 + \dots x_{jn} - (\sum x_i)^2/n}{n_1}$

$s_2^2: \frac{x_{j1}^2 + x_{j2}^2 + x_{j3}^2 + \dots x_{jn} - (\sum x_j)^2/n}{n_2}$

Results and Discussion

The results of this study are answers to predetermined problem formulations, which can be used to strengthen a hypothesis or temporary answer. In the discussion, this chapter describes the data obtained from the research, based on research conducted at Paud Mitta School and Paud Buddhist Paramita, presented as questionnaire assessments and student grades (Khomaeny & Hamzah, 2019). Of the two schools that were the object of research taken, all the grades of students who followed the learning to the end and had completed the exams given for the field of character education. The total number who participated in the activity was 14 from Paud Mitta School and ten from Paud Buddhist Paramita, attached to the 3rd appendix.

Teachers' Perceptions of Assessment Questionnaires Implementation of Montessori Method and Classical Learning Method Using Flash Cards

Respondents' perceptions of implementing the Montessori Method and classical learning methods on strengthening character education in early childhood using flash cards were analyzed with Likert scales. These two tables listed in Table 4.1 and Table 4.2 prove that implementing the Montessori Method using flash cards produces a very effective category with a percentage achievement of 82% of expected (100%). These results are very effective (SE) because they are supported by partial analysis. The implementation of the Classical Learning Method that uses flashcards has an effective category (E) with a percentage of achievement of 73% of the expected 100%. These results are supported by partial analysis. Of the 15 questions for the Montessori method,

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14 are very effective, one is effective, and for the Classical Learning Method, nine are very effective, and six are effective. In this comparison, both methods have very effective categories for applying in each school.

Table 1
Montessori Method Assessment Questionnaire Score Results

Likert Score Analysis	Score Total	Effectiveness Rate	% in Capaia	Information
In Total	296	HERSELF	82%	Highly Effective
Partially Montessori Method				
1.	20	HERSELF	83%	Highly Effective
2.	21	HERSELF	87%	Highly Effective
3.	18	HERSELF	75%	Highly Effective
4.	20	HERSELF	83%	Highly Effective
5.	16	And	67	Effective
6.	19	HERSELF	79%	Highly Effective
7.	19	HERSELF	79%	Highly Effective
8.	19	HERSELF	87%	Highly Effective
9.	21	HERSELF	83%	Highly Effective
10.	19	HERSELF	79%	Highly Effective
11.	22	HERSELF	92%	Highly Effective
12.	20	HERSELF	83%	Highly Effective
13.	20	HERSELF	83%	Highly Effective
14.	22	HERSELF	92%	Highly Effective
15.	19	HERSELF	79%	Highly Effective

Table 2
Results of the Classical Learning Method Assessment Questionnaire Score

Likert Score Analysis	Score Total	Effectiveness Rate	% in Capaia	Information
In Total	263	And	73%	Effective
Partial Classical Learning Method				
1.	17	And	71%	Effective
2.	19	HERSELF	79%	Highly Effective

3.	19	HERSELF	79%	Highly Effective
4.	18	HERSELF	75%	Highly Effective
5.	17	And	71%	Effective
6.	15	And	62%	Effective
7.	18	HERSELF	75%	Highly Effective
8.	13	And	54%	Effective
9.	18	HERSELF	75%	Highly Effective
10.	17	And	71%	Effective
11.	18	HERSELF	75%	Highly Effective
12.	18	HERSELF	75%	Highly Effective
13.	14	And	58%	Effective
14.	19	HERSELF	79%	Highly Effective
15.	18	HERSELF	75%	Highly Effective

The Effect of Different Implementation of Montessori Method and Classical Learning Method on Strengthening Character Education

The effect of implementing the Montessori Method and classical learning methods on strengthening early childhood character education is analyzed by t_Independent (appendix), whose results are presented in Table 3.

Table 3

Difference in Results Average Value

Nilai	Average	Difference	t-count	t	t	Information
installment-	score	of		0,05	0,01	
installment	Classical					
Montessori	Learning					
metode	Method					
3,50	3,30	0,20	0,18	2,07	2,82	TN

Table 3 shows a difference in the average score of both learning for the Montessori and classical learning methods, which is 0.20. It can be known that the t-count is located in an unreal area with a score of 0.18. The value of character education shows that the Montessori and classical learning methods can equally increase the strength of character education.

After research and analysis of the data that has been collected, a discussion is carried out as follows:

Teachers' Perceptions of Assessment Questionnaires for the Implementation of Montessori Methods and Classical Learning Methods on Strengthening Children's Character Education Using Flash Cards

Based on the research that has been done, the effect of the implementation of the Montessori method and classical learning on strengthening character education in early childhood using flashcards shows that six respondents from Paud Mitta School and six respondents from Paud Buddhist Paramita resulted in a total score of 296 for the Montessori Method using flashcards and 263 for the Classical Learning Method. The score is located in the highly effective (SE) area, with 82% achievement of the expected 100% for the Montessori method, and practical (E), with 73% achievement of the expected 100% for the Classical learning method. These two total scores are supported by partial score results, with results of 73% for the Montessori Method and 72% for the Classical learning method from both expected 100%.

The reason for the influence of the Montessori and classical learning methods on strengthening character education using flash cards is that it is more exciting and makes students pay more attention. Students are also trained to be more attentive using flashcards, which does not make learning boring. This aligns with the opinion (Hamidah, 2020) that The application of pictorial media (flash cards) in early childhood can increase the value of religious character. This allows students to have grasping power, recognize roughly delicately, name objects, and recognize numbers and animals because learning uses flash cards. Thus, there is an increase in the ability to strengthen character education in early childhood.

The Effect of Different Implementation of Montessori Method and Classical Learning Method on Strengthening Character Education

Based on research on the effect of different implementations of Montessori methods and classical learning methods on strengthening character education, there are differences in average scores. The table shows a difference in the average score for the Montessori and classical learning methods, which is 0.20. It can be known that the t-count is located in an unreal area with a score of 0.18. The value of character education shows that the Montessori and classical learning methods can equally increase the strength of character education.

The reason for the absence of influence on strengthening character education using the Montessori and classical learning methods is that learning both pay attention to children's interests. The Montessori method is. The classical learning method of a teacher looks significantly dominating in learning and determines all learning activities that will be carried out. The amount of material to be taught, the order of the subject matter, the speed at which the teacher teaches, and others are in the hands of the teacher. Some classical learning methods usually demand high discipline from students, and teachers have full authority in the classroom to carry out learning activities.

Conclusion

Based on the results of the study can be concluded as follows:

1. Based on the Likert scale analysis, the responses of 6 respondents of Mitta School School resulted in a total score of 296, including in the very effective category with a percentage of achievement of 82% of expected (100%). Meanwhile, in the Likert scale analysis, the responses of 6 respondents of Paramita Buddhist school gave a total score of 263, including the effective category with a percentage of achievement of 73% of expected (100%). The partial calculation results of the 15 questions asked by each school were included in the practical category with a percentage of achievement of 73% for the Montessori Method and 72% for the Classical Learning Method than expected, respectively (100%).
2. The independent t-test showed a difference in character education: an average score of 3.50 for the Montessori Method and 3.30 for the Classical Learning Method, or a difference of 0.20. This difference is statistically categorized as not real, or there is no difference between implementing the Montessori Method and the Classical Learning Method toward strengthening early childhood character education.

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