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Impact of Practical Life on Montessory Method on the Concentration of Children in TK PKK Bhakti Tamanan

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ABSTRACT

The purpose of the study was to determine the adaptation of the 2013 PAUD curriculum during the pandemic at the Kindergarten in Ogan Ilir Regency, South Sumatra. The data collection technique is a questionnaire through Google from several 20 teachers as respondents. The data analysis technique used is Miles and Huberman with three stages to go through. The stages are data collection, data reduction, and conclusions. The data obtained were tested for credibility using triangulation techniques. The results showed that the 2013 PAUD curriculum in Ogan Ilir underwent a significant adaptation. The adaptation includes learning references, learning materials, as well as learning processes and assessments that are used while continuing to use the 2013 PAUD curriculum and Permendikbud 146 of 2014. During the COVID-19 pandemic, learning carried out in Ogan Ilir Regency Kindergarten follows a limited face-to-face learning policy. The purpose of this policy is to stop the spread of covid 19. During the pandemic, students are given learning assignments to do at home. Thus, the adaptation of the 2013 PAUD curriculum during the pandemic at the Kindergarten in Ogan Ilir Regency continues to run well but experiences innovation in the learning process.

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1. INTRODUCTION

Early childhood is a period of golden age, which currently is a period of greatest growth. Currently also, brain development is very rapid, 50% at the age of 4 years and 80% at the age of 8 years. Early childhood is a period that will affect the future. At this time too, it is important for a child to receive stimulation that can affect his development and growth. Early Childhood Education has a very important role to develop children's creativity and prepare them to enter the next level of education. In Law Number 20 of 2003 concerning the National Education System, article 1 point 14 states that: "Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education".

According to Mulyadiprana et al., (2014), concentration is very important in human life. This relates to human efforts to focus attention on an object so that they can understand and understand the object of concern. If humans cannot concentrate, their attention will easily shift from one object to another and thus less able to understand an object. Early childhood has a short concentration span which explains why many young children cannot follow the learning process smoothly. If a child who cannot concentrate is in the same room with other children who are studying, then he or she can be a source of disturbance to the smooth learning process.

It is true that young children generally have shorter attention spans compared to older children and adults. Their ability to concentrate and sustain attention for extended periods of time is still developing. However, it's important to note that each child is unique, and their attention spans can vary.

In a learning environment where a child with a shorter attention span is in the same room as other children who are studying, it is possible that the child may become easily distracted or restless, which can disrupt the learning process for both the child and others around them. The child's restlessness or need for attention may lead to interruptions or distractions that can make it challenging for everyone to focus.

The Montessori method is a method that educates children according to their nature as a child. This method focuses on the interests of individual children (child/student centered). They will carry out daily activities according to their choice and desire, while the teacher will act as a facilitator in all the activities they carry out. Children in a Montessori environment are free to explore and choose the materials to be used in their activities. In this prepared environment, the materials and activities of the Montessori curriculum are related to the 5 areas in Montessori. These areas are learning environments that have been prepared. The 5 Montessori areas are the practical life practice area, the sensory training area, the language area, the mathematics area, and the cultural arts area (Yulia, 2022).

Remember, it's important to approach each child's learning journey with patience, understanding, and flexibility. With appropriate strategies and support, children can gradually develop their attention spans and engage in the learning process more smoothly. Preschool education or PAUD is an educational institution aimed at children aged zero to six years. A study revealed that the fetal environment has a specific influence on the growth and development of a child's brain Preschool education or PAUD is an educational institution aimed at children aged zero to six years. A study revealed that the fetal environment has a specific influence on the growth and development of a child's brain (Farida, 2018).

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Using Relaxation Techniques to Increase Learning Concentration

There is a previous study that became a reference in this study, the research of Siti Qurratul Aini, Articles from the State University of Surabaya, Faculty of Education S1 PG PAUD in 2012 with the title "Using Relaxation Techniques to Increase Learning Concentration for Class B Children in Terate Pandian Sumenep Kindergarten in the Academic Year 2011-2012" explains that children who experience problems in concentration can also be caused by tension and anxiety in themselves, both in the form of muscle tension and thoughts that occur during the learning process in the classroom. The journal Mahyumi Rantina entitled Increasing Independence Through Practical Life Activities (Action Research in Kindergarten B Negeri Pembina Fifty Cities Regency, 2015).

Concentration can be used as a sign of children's interest in the learning carried out by the teacher so that children who are concentrating will more easily understand learning activities. In addition, concentration is also able to increase the enthusiasm and motivation of children to be more visible in the teaching and learning process, the level of achievement of the development of children aged 5-7 years, namely, 1). Focus. 2). Children pay attention for a maximum of 5 minutes. 3). The child chooses the desired activity. Children who concentrate will show interest in interesting game activities. This is done spontaneously and fun while playing (Syaputri dan Istiarini, 2019, pp. 25).

2. METHODS

Research on the Effect of Practical Life on the Montessori Method on the Concentration of Children aged 5-6 Years took place at the PKK Bhakti Tamanan Banguntapan Kindergarten, Bantul. The population in this study were all students of group B in PKK Bhakti Kindergarten, totaling 16 people. And the sample of this study was 16 students who were divided into 2 class groups, namely the experimental class (n = 8) and the control class (n = 8). In this study there is one independent variable (X) in the form of a method namely practical life and one dependent variable in the form (Y) namely the concentration of children. Including using quantitative research that aims to test hypotheses from the data that has been collected in accordance with previous theories and concepts.

The research procedure is the main steps carried out by the researcher. The research procedure includes the preparation and implementation stages (Aini, 2012, pp. 9). The plan in this research includes planning, implementation, observation, and reflection. The research procedure is a crucial aspect of any scientific study, encompassing a series of steps followed by the researcher. According to Aini (2012, pp. 9), the procedure consists of two main stages: preparation and implementation. The preparation stage involves various activities such as formulating research questions, reviewing relevant literature, and designing a research plan. This phase lays the foundation for a systematic and well-structured study.

The implementation stage is where the actual research takes place. It begins with planning, which includes outlining the research design, selecting appropriate methods, and determining the sample size. This step ensures that the study is conducted in a controlled and organized manner. Subsequently, the researcher proceeds to the data collection phase, where data is gathered through surveys, interviews, observations, or experiments. This stage requires careful attention to detail and adherence to the research protocol to ensure the reliability and validity of the findings.

Although digital technology pervades today's society, its use in Montessori classrooms varies widely. Digital tools that are available in most people's pockets could not have been anticipated by Maria Montessori and her contemporaries, but it has been argued that she

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embraced the technology of her day and may have seen the potential of today's devices (Park & Murray, 2023).

rograms at today's Montessori middle and high schools work to honor Montessori's original ideas; however, as Alicia Marie Williams noted in her 2021 dissertation, the number of people living in rural environments has decreased in the United States, and adolescent Montessori programs now strive to transition students into a world where technology holds a large role. Williams's project describes how adolescent programs address technology in the classroom (Williams, 2021).

Summers found that educators in this school must modify their practices in a way that acknowledges the school having what the interviewees described as a "culture of trauma" (p. 78) resulting from violence and poverty in the community. Summers examined how inequity and inequality manifest, along with their consequences. One example she identified is standardized testing and its direct existential and financial consequences to the school because children are expected to perform at the same level and pace according to their age rather than their developmental stage (Summers, 2022).

Defining the problem her study addresses, Summers explained that public Montessori schools (including magnet and charter schools) must navigate the friction between an education model that embraces liberty and social justice (Montessori education), while being constrained by a public education system that reinforces an inequitable social structure (Jackson, 2022).

3. RESULTS AND DISCUSSION

The Montessori method is the method adopted by Maria Montessori in the field of education for children which is based on the theory of child development. This method is an early childhood development method that was initiated by dr. Maria Montessori. Maria Montessori was a doctor, educator, and psychologist from Italy in the late 19th and early 20th centuries. Something more important was the Montessori idea which stated that education must continue according to the development of the child. the essence of the Montessori method is as follows:

(1.) The Absorbent Mind

Maria Montessori called it the absorbent mind. This unique ability occurs from birth to 6 years of age. There are two phases in the absorbent mind, namely the age from birth to 3 years, the child is in the subconscious mind and the age is 3 to 6 years.

(2.) The Concious Mind

After 3 to 6 years of age a child's ability to absorb becomes conscious and purposeful. Children become more active in exploring their environment consciously. The learning process during this period is active.

(3.) The Sensitive Period

The Montessori method focuses on sensitive periods that enter the absorbing brain. Montessori divides this period into 6 sensitive periods or sensitivity, including: sensitivity to order, sensitivity to the environment, sensitivity to small objects, sensitivity to movement, sensitivity to language, sensitivity to the five senses.

One of the important goals of the Montessori philosophy is for children to have the freedom they need for their own development. This practical life includes a series of activities designed to develop children's independence. Included in practical life are muscle exercises related to physiological development, such as motor coordination skills, walking, and

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breathing. By trying and repeating, children learn to survive with certain skills so that children manage to master them well (Yulia, 2022).

Practical life in the Montessori method includes three stages, namely: 1) The teacher presents or explains the exercise, 2) The teacher shows how to do the activity, 3) The children are free to do the activity. The purpose of the practical life learning model in children is to: 1) Realize or recognize the desired behavior in everyday life. 2) Tolerating a variety of behavior that reflects the diversity of values. 3) Accept the desired behavior and reject unwanted behavior, both by oneself and others. 4) Choose behavior that reflects the desired values, such as discipline, independence, courtesy, friendliness, respect, and respect for others. 5) Internalizing good values as part of the personality that guides daily behavior (Depdiknas, 2007, pp. 3).

Observation is another integral part of the research procedure. During this stage, the researcher carefully examines and records the collected data. This process entails analyzing the data using appropriate statistical or qualitative techniques, identifying patterns, and drawing meaningful conclusions. Observations contribute to the generation of empirical evidence and provide insights into the research questions or hypotheses. It is crucial to maintain accuracy, objectivity, and rigor while analyzing the data to ensure the credibility of the research outcomes.

While the benefits of practical life activities are: 1) Stimulating the strength of three fingers in preparation for writing. 2) Extend the child's concentration span. 3) Practice independence and a positive self-image. 4) Train eye and hand coordination. Practical life trains children to be able to focus on one activity and learn to follow the sequence from beginning to end, learn to coordinate movements for a specific purpose, and learn to manage each step in a particular task (Rule and Stewart, 2002).

Some of the usual practical life activities are: Scooping, Pouring, Pinching using a tweezer, Clamping paper clips, Folding tissue/handkerchiefs, Sweeping with a small broom, Opening and closing bottles of various sizes, Meronce, Cutting out patterns (starting with a straight line). Then to a slanted line, zigzag, to curved, Cutting fruit, Dressing frame (unclosing buttons, zipper, Velcro, ribbon, buckle, tying shoelaces), Installing locks and padlocks.

All activities start from left to right. From top to bottom. Do the demo activity in slow motion and in silence before the child starts the activity. When children are doing activities, we must minimize interruptions. The activities mentioned above can be realized in a lesson. The principles of concentration include: 1) Concentration in general is the individual's ability to control his thoughts and feelings. With this ability, individuals can focus most of their attention on something that is being lived.

Before conducting the research, the researcher conducted a Validity and Reliability test on the research instrument. Validity test is used to determine whether each item in the instrument is valid or not, it can be known by correlating the item score with the total score. In this case the researcher uses SPSS for Windows Version-21 to calculate the correlation. In deciding, the statement is declared valid if: rcount > rtable See in **(Table 1.)**

The following is a table of the results of the recapitulation of the validity test of the Practical Life instrument:

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Table 1. Recapitulation of the validity test

No. Item	Correlation Value (R Count)	Signifikan Level (5%)	Note
1	0,862	0,707	Valid
2	0,923	0,707	Valid
3	0,751	0,707	Valid
4	0,763	0,707	Valid
5	0,923	0,707	Valid
6	0,860	0,707	Valid
7	0,919	0,707	Valid
8	0,833	0,707	Valid
9	0,923	0,707	Valid
10	0,860	0,707	Valid

Based on the above presented by the researcher above regarding the validity test results on practical life items in the Montessori method, it shows that the statement items consist of 10 statements by considering the validity test results above the results that the value of each statement item is greater than r table with the degree of significance is 5% and n=8 is 0.707. So, it can be concluded that the statements used in this study are valid and appropriate to be used as research measuring tools.

Reliability tests must be carried out on statements that have met the validity test. In this study, the statement items were 10 statements, and the number of respondents was 8 children or n = 8. In the Case Prosecuting Summary table (attached table) it was stated that from n = 8 it was stated that it was 100% valid. and the results of Reliability Statistics on SPSS for windows version 21 of the 10 statements that have been tested resulted in a Cronbach's Alpha value of 0.932.

So according to the basis of decision making that the data is declared reliable if the value of Cronbach's alpha > 0.60 while the calculation result of Cronbach's Alpha is greater than 0.60 which is 0.932 then the data is declared reliable. From the results of the validity and reliability test, it can be concluded that the research instrument is declared feasible to use.

After the treatment in the experimental group was completed, a post test was carried out in the control group and the experimental group. These tests and non-tests are at the same level as the tests and non-tests used during the pre-test. The data was taken with a view to knowing the differences in learning outcomes between the two groups that use practical life and those who do not use practical life. See (Table 2.)

The following is a table that contains a comparison of pretest and posttest scores in the experimental group and the control group.

Table 2. Differences in the Mean Score of PreTest and PostTest Results

	Eksperimen Group (n=8)	**Control Group (n=8)**
Initial Score	68,4375	68,4375
Final Score	86,5675	70,9375
Difference	18,13	2,5
Percentage	11,69 %	1,79%

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From the table above, there is a difference in the average score that occurs in the experimental group based on the initial score and final score, which is 18.13 or 11.69%. and for the control group there is also a difference between the initial score and the final score of 2.5 or 1.79%. This study aims to determine the effect and effectiveness of practical life on the Montessori method on children's concentration. The analysis used is the T test with the help of SPSS for Windows Version 21 and correlation analysis using SPSS for Windows Version 21.

Paired Sample T-Test analysis on the test results after the experiment aims to determine whether there is a difference between before and after the action in theory and can be stated whether practical life is effective or not. The conclusion of the study is stated if tcount > ttable. The results of research on practical life items significant value (2-tailed) are 0.003 which means <0.05. The result of t count is 4.390. value of 4.390 > of 1.943. So, in this condition it is stated that there is a significant difference in the results in the experimental group which is higher than the control group, so that practical life is effective to be applied.

T test results on concentration items can be stated if the significant value (2-tailed) < 0.05 and the t count > t table. The results of the research on the concentration items showed that the significant value produced was 0.001 which means that the value was less than 0.05. while the t-count shows the result of 5.533 which means it is greater than the t-table of 1.943 for df = 6.

From the results of the T test, it was found that the practical life item th > ttable with a value of 4,390 > 1,943 and on the item concentration th > ttable with a value of 5,533 > 1,943 it shows that Ho is rejected, and Ha is accepted, which means that there is a significant influence on practical life on the Montessori method. on the concentration of children in group B TK PKK Bhakti Tamanan Banguntapan Bantul.

4. CONCLUSION

From the results of the research above, by applying practical life to Montessori in learning, the concentration of children is higher than learning that does not use practical life to the Montessori method. In a sense, practical life in Montessori is more effective and has a positive influence on children's concentration than without using anything. In addition, learning is also more fun and active for students.

The conclusion is that Practical Life has a positive effect on concentration. Learning using Practical Life in the Montessori method makes the concentration range of children in the experimental group longer. Children in the experimental group became more focused in carrying out learning so that learning objectives could be achieved well compared to children in the control group.

The effectiveness of Practical Life on children's concentration is proven by the increase in student learning outcomes in the experimental class which is greater than the control class. This is evidenced by an increase of 18.13. The value of th > ttable is 4.390 > 1.943 for practical life items and for concentration items of 5.533 > 1.943. Thus, Ho is rejected, and Ha is accepted. Applying practical life to Montessori in learning the children's concentration is higher than learning that does not use practical life to the Montessori method.

5. THE AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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