

**INVESTIGATING THE IMPLEMENTATION OF  
TEACHING METHODS IN WRITING AND LISTENING AT  
SINGARAJA MONTESSORI SCHOOL**

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**Abstract**

The Montessori educational method, distinguished for its focus on child-centered learning and whole development, is widely acknowledged for promoting independence and creativity in students. Nonetheless, despite its well-documented theoretical advantages, practical application frequently encounters problems, especially in instructing fundamental skills such as writing and listening. The issues are apparent in diverse educational environments, such as the Singaraja Montessori School, underscoring the necessity to investigate the disparity between theory and reality in Montessori education. This study investigates the implementation of writing and listening teaching methods at Singaraja Montessori School with a focus on their effectiveness in cultivating students' independence, character development, and adaptation to individual needs. The research used a qualitative descriptive observational method involving 20 students from grades 4 to 6, with data collected through structured observations and semi-structured interviews with teachers. The findings of the study emphasize the development of students' independence, where students engage in self-directed learning activities that enhance problem-solving abilities. In addition, character development is prioritized through collaborative projects that instill empathy and cooperation. Other findings spotlight the challenges in realizing Montessori principles due to limited resources for continuous teacher training. Holistically, this study concludes that the Montessori approach at Singaraja School shows hope in educating independent and socially responsible students. Hence, the research can contribute positively to enhancing the teaching practices of Montessori teachers in various educational contexts.

**Keywords:** Montessori Education, students independence, teaching methods

**INTRODUCTION**

Education plays a pivotal role in shaping the future of individuals and society. In Indonesia, the Montessori educational approach has garnered attention for emphasizing child-centered learning and holistic development (Kasmiati et al., 2022). However, despite its theoretical benefits, the practical teaching implementation of Montessori writing and listening as the part of learning process often faces challenges in various

educational settings, including the Singaraja Montessori School. Hence, this article concept investigates the discrepancies between the idealized Montessori framework and the realities of classroom practices, especially concerning the diverse needs of students in grades 4, 5, and 6. The Montessori teaching method, founded by Dr. Maria Montessori, emphasizes independence, respect for a child's natural psychological, physical, and social development, and the importance of a prepared environment (Montessori, 1967). However, recent studies indicate that many educators struggle to fully realize these principles due to constraints such as inadequate resources, lack of training, and varying student needs (Dohrmann et al., 2007). In particular, the challenge lies in fostering an environment where students can thrive independently while also accommodating their unique learning styles and backgrounds.

Research highlights the critical role of teacher training in successfully implementing Montessori methods. Teachers often require ongoing professional development to effectively facilitate individualized learning and meet the diverse needs of students (Musdahlipah et al., 2024). This need for comprehensive training is underscored by the observation that many educators revert to traditional teaching methods when faced with classroom management issues or when they feel ill-equipped to handle the Montessori approach (Ahmadpour & Mujembari, 2015). Moreover, the socio-cultural context of the students at Singaraja Montessori School presents additional challenges. With a diverse student population, the application of Montessori principles must be scrutinized to ensure that all students feel included and valued (Rahayuningsih, 2021). This gap between the ideal and actual implementation of Montessori education raises questions about the adaptability of the method in various contexts and the effectiveness of current pedagogical practices.

The objective of this study is to examine how effectively the Montessori method is being implemented at Singaraja Montessori School, identifying key areas where the approach diverges from its ideal principles. By analyzing observational data and conducting interviews with educators, this research aims to provide insights into the barriers faced by teachers and the impact of these barriers on student learning outcomes. Ultimately, the findings will contribute to the ongoing discourse on improving Montessori education and offer practical recommendations to enhance its implementation, ensuring that the philosophy serves as a robust framework for fostering

student independence, collaboration, and holistic development in a real-world setting.

## **METHOD**

With a focus on investigating the implementation of teaching methods in writing and listening at Singaraja Montessori School, the method used qualitative research employing a descriptive observational approach to scrutinize the teaching method by involving the learning processes in the Rainbow Class at Singaraja Montessori School. The study focuses on a sample of 20 students from grades 4, 5, and 6, selected through purposive sampling to ensure diverse representation in terms of gender and academic performance.

Data collection was conducted over two months, with observations starting from October until December 2024. Through all observations, the primary researcher utilized a structured observation checklist to document various aspects of the learning environment, including student engagement, collaboration, and interactions with teachers. On top of that, semi-structured interviews were conducted with the class guardian, Mr. R, to gain insights into pedagogical strategies and the underlying educational philosophy guiding classroom practices.

Materials used in the research included an observation checklist designed to assess specific Montessori principles, such as child-centered learning and hands-on activities (Montessori, 1967). The checklist was validated through a pilot test with two independent observers to ensure reliability and clarity. The interviews followed a predetermined format, allowing flexibility to probe deeper into responses, thereby enhancing the richness of the data.

Data analysis involved thematic analysis, which included coding observed behaviors and teacher responses to identify recurring themes related to student autonomy, empathy, and collaborative learning. The researcher employed NVivo software to facilitate the organization and analysis of qualitative data, ensuring a systematic approach to identifying patterns and relationships (Braun & Clarke, 2006). To maintain confidentiality, pseudonyms were assigned to all participants, and ethical considerations were adhered to throughout the research. The findings were triangulated by cross-referencing observational data with interview responses, enhancing the study's credibility (Creswell, 2007). This methodical approach allows for replication in similar

educational settings, contributing to the broader understanding of Montessori education.

## **RESULTS AND DISCUSSIONS**

### **RESULTS**

The results from the qualitative research conducted at Singaraja Montessori School reveal significant insights into the implementation of Montessori principles and the application of Ki Hajar Dewantara's educational philosophy. This section presents the main themes identified through rigorous qualitative data analysis, incorporating direct quotations from interviews, observational notes, and relevant documents. The results illustrate how the educational practices align with Dewantara's ideals, particularly in fostering students' independence as well as character development and adapting to the unique needs of each child.

#### **Theme 1: Cultivating Students' Independence in Education**

One of the primary findings of this research is the strong emphasis on cultivating independence among students. Observations indicated that teachers encourage students to engage in self-directed activities, allowing them to take ownership of their learning. A significant finding of this research is the pronounced emphasis on fostering independence among students within the educational framework of Rainbow Class. Observational data reveal that teachers actively encourage students to engage in self-directed activities, thereby granting them the autonomy to take ownership of their learning experiences. Mr. R, the guardian of the Rainbow Class, articulated this pedagogical approach succinctly during an interview conducted on October 31st, 2024: *"We encourage the children to try to solve problems on their own before seeking help. The encouragement I always say to them can build their confidence and decision-making skills."* Apart from that, the remarks encapsulate the essence of a teaching philosophy that prioritizes the development of independent learners.

The alignment of this approach with the educational philosophy of Ki Hajar Dewantara is particularly noteworthy. Ki Hajar Dewantara posited that education should aim to liberate individuals, especially by fostering self-reliance and personal agency in students as well. In practical terms, this philosophy manifests in classroom activities where students are empowered to determine the sequence of their tasks and the pace of

their work. Such autonomy not just cultivates a sense of their responsibility. Yet, it can also enhance their critical thinking and problem-solving capabilities. For instance, during a mathematics lesson observed in the Rainbow Class, students were presented with multiple problem-solving stations, each designed to address different mathematical concepts. Students autonomously selected which station to engage with, illustrating their ability to make informed choices based on their interests and strengths. That is a sign that students' capabilities promote both independence and personalized learning experience enabling students to manage their time effectively and engage with content at a level that aligns with their individual learning trajectories.

Furthermore, this emphasis on independence has broader implications for the students' overall development. By encouraging self-directed learning, educators at Rainbow Montessori School are not merely imparting academic knowledge. They are equipping students with essential life skills such as resilience, perseverance, and self-motivation. These attributes are critical as students navigate both academic challenges and the complexities of real-world scenarios. Mr. R, the Rainbow Class guardian, always stated: *"We encourage the children to at least try to solve their problems on their own before seeking help. This can build their confidence and decision-making skills"*. This approach aligns with Dewantara's philosophy that education should liberate individuals by promoting self-reliance. In practice, students participated in activities where they decided the order of tasks and the pace at which they worked. For instance, during an observed mathematics lesson, students autonomously chose from various problem-solving stations, demonstrating their ability to make choices and manage their time effectively.

On the whole, cultivating independence among students is a foundational aspect of the educational philosophy at Rainbow Montessori School. The approach taken by educators, particularly in the context of Dewantara's principles, underscores the importance of self-reliance in the learning process. By allowing students to take charge of their educational journeys, the school not only champions academic success but also nurtures the development of confident, capable individuals prepared to face future challenges. This commitment to independence ultimately contributes to the cultivation of a generation of learners who are both knowledgeable and empowered to effect positive change in their communities.

**Theme 2: Character Development**

Character development emerged as another significant theme in the findings. The school's curriculum integrates social values such as empathy, cooperation, and respect. Observations revealed that students frequently engaged in collaborative activities, where they learned to support one another, particularly during group projects. This was evident when a student shared resources with a peer who forgot to bring materials for a project, illustrating the community spirit fostered within the classroom. Character development also arose as a vital theme in the findings from observations conducted at the Singaraja Montessori School. The school's curriculum is thoughtfully designed to integrate essential social values, including empathy, cooperation, and respect, thereby fostering a holistic educational environment. This integration is not merely theoretical but is actively manifested in the daily interactions and activities of students.

Observations indicated that students frequently engaged in collaborative activities, which serve as a fundamental component of their learning experience. These activities provide opportunities for students to support one another, particularly during group projects. For instance, there was a notable action where one student generously shared resources with a peer who had forgotten to bring essential materials for a project. This behavior exemplifies the community spirit that the classroom environment aims to cultivate, reinforcing the notion that collaboration extends beyond mere academic tasks to encompass mutual support and understanding. Field notes from November 14th, 2024, further illustrate this point: "During lunch, students shared their food with friends who had none, demonstrating kindness and empathy." Such interactions are indicative of the deeper moral values that are being nurtured within this educational setting. The students reflect the foundational principles espoused by Ki Hajar Dewantara, who emphasized the significance of moral education in shaping character. He believed that education should not solely focus on intellectual development. Yet, it also prioritize the cultivation of ethical values that prepare students to become compassionate and responsible members of society. The collective efforts of students in the group activities do not merely enhance their academic skills. They can play a crucial role as well in building a sense of belonging and community within the classroom. This sense of community is essential for fostering a positive learning environment, where students feel valued and supported. The ability to collaborate effectively with peers is a critical

social skill that students will carry with them beyond the classroom, which is largely contributing to their overall personal development.

In essence, the emphasis on character development through collaborative activities aligns with contemporary educational theories that advocate for social-emotional learning (SEL) as a critical component of student success. The experiences observed in the classroom underscore the importance of nurturing character alongside academic achievement, thereby equipping students with the necessary skills to navigate social interactions and contribute positively to their communities. Thus, the practices observed by the researchers at Singaraja Montessori School offer a compelling model for integrating character education into the broader educational framework.

### **Theme 3: Adaptation to Individual Needs**

The findings from the observation at Singaraja Montessori School underscore the institution's strong commitment to adapting educational practices to meet the diverse needs of its student body. Central to this approach is the Montessori method, which emphasizes personalized learning experiences tailored to the unique abilities and interests of each child. This commitment to individualization was particularly evident during a language arts lesson, where varying instructional strategies were employed to engage students effectively. In this context, some students participated in storytelling activities that allowed them to express their creativity and imagination, while others engaged in structured writing exercises that aligned more closely with their specific learning preferences and competencies. This differentiation in instructional methods highlights the school's proactive stance in accommodating diverse learning styles, ensuring that each student can engage with the material in a manner that resonates with them.

Mr. R, the guardian of the class, also articulated this philosophy of adaptability during an interview conducted on November 28th, 2024. He remarked, "Each child has a unique way of learning. We observe their interests and strengths, adapting our Montessori approach to help them thrive." This statement implied the essence of individualized education, wherein teachers are not merely disseminators of knowledge but rather facilitators who observe and respond to the unique learning trajectories of their students. Moreover, this individualized approach is consistent with the educational

philosophy of Ki Hajar Dewantara, who advocated for an education system that respects and nurtures the natural development of each child. Dewantara's principles emphasize the importance of aligning educational practices with the intrinsic interests and capabilities of learners, thereby promoting an environment where students feel valued and understood. This alignment is crucial as it fosters a sense of agency in students, empowering them to take ownership of their learning processes.

The flexibility observed in lesson planning and implementation at Singaraja Montessori School drives students to progress at their own pace. Such an environment accommodates students both varying levels of readiness and cultivates a genuine love for learning. When students are permitted to explore subjects that align with their interests, they are more likely to develop intrinsic motivation, leading to deeper engagement and retention of knowledge. In addition, this Montessori approach enhances the overall learning experience through fostering collaboration among students. By the way of working alongside peers with different strengths and weaknesses, students learn to appreciate diverse perspectives and develop essential social skills. As a result, the classroom transforms into a dynamic learning community, where cooperation and mutual support are integral to the educational process.

To summarize, the findings from the observation at Singaraja Montessori School highlight the critical importance of adapting educational practices to meet individual needs. Through personalized learning experiences that reflect the Montessori philosophy and Dewantara's educational principles, the school creates an environment that not only respects the uniqueness of each child but also cultivates a profound love of learning, ultimately preparing students for lifelong success.

#### **Theme 4: Integration of Curriculum and Philosophy**

The successful integration of the national curriculum with Montessori principles represents a significant advancement in educational methodologies at the Singaraja Montessori School. This integration aligns academic content with educational standards and enhances the learning experience by emphasizing experiential learning. The option of allowing students to interact directly with educational materials, the school fosters a more engaging learning environment. For example, during science activities, students are encouraged to conduct hands-on experiments that facilitate their exploration of



natural phenomena. Such practices enable learners to reinforce their theoretical understanding through practical application, thereby bridging the gap between abstract concepts and real-world experiences.

In line with these educational practices, the curriculum planner spotlights the school's commitment to meeting national standards while simultaneously incorporating Montessori methodologies that foster active learning. This dual approach ensures that lessons are not merely rote memorization of information but rather dynamic interactions that inspire curiosity and critical thinking. The decision of the school to integrate Montessori practices, the school promotes an environment where students can take ownership of their learning, thereby enhancing their cognitive engagement and motivation. These methods are particularly effective in nurturing a love for learning, as students are given the autonomy to explore subjects that interest them deeply.

The holistic approach to education exemplified by this integration is consistent with the educational philosophy of Ki Hajar Dewantara, which points out the importance of addressing the cognitive, emotional, and social dimensions of learning (Pranoto, 2017). Dewantara's philosophy advocates for an education that both imparts knowledge as well as cultivates character and social responsibility. In the context of Singaraja Montessori School, this philosophy is operationalized through a curriculum that prioritizes personal growth alongside academic achievement. By fostering an environment where emotional intelligence and social skills are valued, the school prepares students to navigate the complexities of modern society effectively.

Besides, the integration of the national curriculum with Montessori principles contributes to the development of well-rounded individuals who are equipped to face the challenges of the future. Students learn to collaborate with their peers, engage in problem-solving, and develop critical thinking skills through hands-on activities and group projects. This collaborative learning environment reflects Dewantara's vision of education as a communal endeavor, where the collective experiences of students enhance individual growth.

Above all of these facts, the successful fusion of the national curriculum with Montessori principles at Singaraja Montessori School exemplifies a progressive educational model that prioritizes active, experiential learning while remaining rooted in a philosophy that values holistic development of students.

**Table 1**  
**Key Results**

Theme	Description	Supporting Evidence
Cultivating Students' Independence in Education	Emphasis on letting students take charge of their education through self-directed learning.	Students were observed selecting assignments on their own and solving problems without prompt teacher support.
Character Development	Incorporating social values like respect, empathy, and teamwork into the curriculum.	Examples of students working together on assignments and exchanging materials demonstrated a strong sense of community.
Adaptation to Individual Needs	Individualized education is based on the skills and interests of the student.	Differentiated teaching methods that accommodate different learning styles were seen in language arts classes.
Integration of Curriculum and Philosophy	Effective integration of Montessori concepts with the national curriculum, which improves experiential learning.	Examples of practical science exercises where students worked directly with materials during experiments.

Source: Processed by Researchers, 2024

The results of this study show that Singaraja Montessori School successfully applies both Montessori teachings and Ki Hajar Dewantara's educational philosophies, especially when it comes to helping pupils improve their writing and listening abilities. The school's strong emphasis on encouraging independence is among the implementation's most important features. Independence is not just an objective in the Montessori framework. Obviously, it is considerable as a fundamental idea that guides the entire teaching methodology. Students also have the opportunity to take charge of their education at Singaraja Montessori School. The way both skills in writing and listening exercises are organized makes this clear. Students are permitted to select writing themes on their own, enabling them to delve into areas that speak to their experiences and interests. In addition to increasing their level of involvement, this decision fosters in them a sense of accountability for their own academic progress. For instance, students are frequently observed working together in groups to discuss their

writing assignments, providing opportunities for peer review and a safe setting in which to hone their listening abilities. Students learn to express their ideas and opinions while actively listening to those of their peers in this collaborative environment, which is necessary for the development of critical communication skills.

Additionally, the curriculum's integration of character development enhances the application of writing and listening abilities. Character education is intertwined throughout academic instruction at Singaraja Montessori School, encouraging virtues like cooperation, empathy, and respect. For example, in group projects, students practice social skills that are vital for good communication in addition to writing responsibilities. They acquire active listening skills and intelligent response techniques, which are essential for their academic and personal development. According to observations, students regularly participated in debates that required them to respectfully listen to others and clearly express their own opinions, which improved their collaborative writing skills. This compatibility with Ki Hajar Dewantara's philosophy emphasizes the value of moral education, which aims to create responsible and caring people. By fostering these traits, the school equips students to comprehend and value different points of view and to become compassionate members of society.

Apart from encouraging self-reliance and character development, the school has a strong dedication to customizing teaching methods to fit the needs of each student. This individualized approach is especially noticeable in the way that listening and writing skills are taught. To accommodate the many learning preferences and skill levels of their pupils, teachers at Singaraja Montessori School employ differentiated instruction strategies. During language arts classes, for example, some students may participate in creative storytelling exercises, while others may concentrate on organized writing assignments catered to their skill levels. This degree of flexibility guarantees that every student is supported and challenged by their learning paths. Students consequently feel more competent and like they belong, which is important for their general growth. Students receiving this individualized attention improve their writing and communication skills, enhancing academic performance and building self-confidence.

The way that writing and listening abilities are successfully incorporated into the educational framework at Singaraja Montessori School is further demonstrated by the integration of the national curriculum with Montessori principles. In this context,

academic material is linked to practical applications and experiential learning possibilities rather than being presented as discrete facts to be learned by heart. For instance, research projects are frequently included in writing assignments, requiring students to collect data, evaluate it, and then report their conclusions to their classmates. They must actively listen to criticism and participate in discussions regarding their work as part of this process, which strengthens their listening abilities. The school creates a stimulating learning atmosphere that encourages inquiry and critical thinking by letting students engage directly with instructional materials and supporting practical activities. These methods fit in nicely with Ki Hajar Dewantara's holistic educational philosophy, which places a strong emphasis on addressing the social, emotional, and cognitive aspects of learning.

The results also demonstrate how important professional development and training for teachers are to the effective application of these teaching strategies. The dedication of Singaraja Montessori School's teachers to continual professional development enables them to successfully support unique learning experiences. They are educated to identify and address the various needs of their pupils, making sure that every child gets the help they require to succeed. This is especially important when it comes to writing and listening skills, where teachers need to be prepared to help students at different writing stages and promote a collaborative and active listening culture. As a result, students gain vital life skills that equip them for obstacles in the future in addition to fundamental academic skills. In conclusion, Singaraja Montessori School's use of writing and listening skills represents a thorough teaching methodology that is firmly based on Ki Hajar Dewantara's ideas and Montessori principles. A supportive and productive learning atmosphere is produced by the school's dedication to encouraging self-reliance, character development, and specialized instruction. In addition to improving academic achievement, these activities help kids grow holistically and provide them with the tools they need to deal with the challenges of contemporary society. Students at Singaraja Montessori School are prepared to be responsible, compassionate citizens of their communities who are prepared to make significant contributions to the world around them by emphasizing both academic and social-emotional learning.

## DISCUSSIONS

Important insights that are consistent with both Montessori principles and Ki Hajar Dewantara's educational philosophies are revealed by the way writing and listening skills are implemented in Singaraja Montessori School. Through the prism of earlier research, this discussion analyzes these findings, examining their broader implications and outlining potential avenues for future investigation. The study emphasizes how well writing and listening skills are incorporated into the curriculum, especially through group projects that encourage student participation and independence. The findings of Dohrmann said that who stress the value of active learning environments in Montessori settings, are consistent with this (Ahmadpour & Mujembari, 2015). According to the research, Singaraja Montessori School students gain from a teaching strategy that places a high value on engagement and communication, two things that are crucial for the development of both writing and listening skills.

The findings demonstrates how well Singaraja Montessori School's holistic approach to implement writing and listening skills works. According to contemporary educational ideas that highlight the interdependence of language skills, incorporating these abilities into daily assignment is appropriate (Mcleod, 1978). The school promotes not just academic growth but also non-academic abilities including students' hobbies and talents as well as social skills necessary for efficient communication by establishing a collaborative and active learning environment. The high level of student participation were observed during collaborative tasks reflects that when students are given the opportunity to work together, their motivation and curiosity towards learning increases. This supports previous research which shows that collaborative learning has an effect on improving student learning outcomes. The use of differentiated learning systems in this case is crucial, as this approach facilitates the needs of diverse students and enables personalized learning experiences. This approach not only enhances individual abilities, but also creates an inclusive classroom environment.

There is impossible to ignore the difficulties that have been identified. The differences in students' writing skills emphasizes the necessity of specific supported techniques, such as specialized writing classes or one-on-one tutoring, to enable every student to realize their full potential. For writing and listening exercises to be as

effective as possible, time limitation must also be addressed. Setting aside specific times for the length of conversations and writing assignments could improve the depth of learning.

The focus on encouraging students' independence is one of the main themes found in the study. According to observations, educators support students' self-directed learning, allowing them to take charge of their education. This strategy is in line with Ki Hajar Dewantara's ideology, which holds that education should encourage self-reliance in order to liberate people (Pranoto, 2017). The results are consistent with earlier research that emphasizes the value of self-reliance in schooling. For example, contend that customized learning increases learners' motivation and engagement by fostering a sense of agency. The students' profound awareness of their autonomy is demonstrated by their capacity to choose assignments and control their learning speed (Musdahlipah et al., 2024). This helps kids develop critical thinking skills and gets them ready for problems in the future. The notion that self-directed learning is essential for long-term academic performance is reinforced by the good cognitive and emotional effects of encouraging such independence in early education, as suggested (Ahmadpour & Mujembari, 2015).

The integration of character development into the curriculum is another important finding from the study. The focus on respect, empathy, and teamwork is consistent with the ideas advanced by Dewantara, who promoted moral ideals in addition to academic development in school. The insights from Singaraja Montessori School show that group projects foster critical social skills in addition to academic proficiency. This idea is supported by research by a research, which shows that social-emotional learning (SEL) is crucial for students' achievement (Rahayuningsih, 2021). Singaraja Montessori School's collaborative learning environment strengthens the social component of learning by encouraging a sense of community among students. A researcher had observed that collaborative approaches in educational environments improve student involvement and foster a culture of mutual respect, supports this finding (Hidayati et al., 2023).

Another important finding from the study is the dedication to modifying instructional strategies to accommodate individual requirements. The school's commitment to individualized learning is demonstrated by the use of differentiated

instruction techniques in language arts classes. This strategy is in line with the tenets of the Montessori method, which prioritizes individualized learning experiences based on each student's particular skills and interests. The school's proactive approach to accommodating a range of learning preferences is demonstrated by the observation that pupils were involved in a variety of activities, with some concentrating on storytelling and others working on structured writing exercises. Personalized learning has a substantial impact on student performance, this differentiation not only increases student engagement but also fosters a deeper grasp of the content (Randolph et al., 2023).

At Singaraja Montessori School, the successful integration of Montessori principles with the national curriculum marks a substantial improvement in teaching strategies. Students can interact directly with educational resources through this integration, which not only satisfies academic criteria but also prioritizes experiential learning. Couper and Watkins support active learning environments that encourage inquiry and critical thinking, found that such approaches are consistent with their findings (Couper et al., 2016). Considering the curriculum is in line with Montessori methods, kids are encouraged to delve deeply into themes that pique their interest, which improves cognitive engagement. This method is in line with Dewantara's educational philosophy, which places a strong emphasis on addressing the social, emotional, and cognitive aspects of learning. According to the research, students' intrinsic motivation rises, and learning results improve when they are allowed the freedom to explore (He & Lin, 2018). These findings have ramifications that go beyond Singaraja Montessori School's immediate surroundings. Students' academic performance is improved, and their overall development is aided by the merging of writing and listening abilities. Students are prepared to be responsible and compassionate members of society by the school's encouragement of independence, character development, and flexibility.

The curriculum's emphasis on social-emotional learning is in line with current educational ideas that support character education as a crucial element of student achievement. The results show a rising understanding of the need to develop critical life skills like empathy, resilience, and teamwork in addition to academic abilities. Furthermore, the study's findings underscore the significance of continuous professional

development for teachers, especially about the requirement for differentiated education. To apply successful teaching tactics that are adapted to a variety of learning demands, teachers must possess the requisite abilities and knowledge. Maintaining the standard of education and making sure that every student can succeed in a cooperative learning environment depends on continuous training. By investigating the long-term impacts of adopting writing and listening abilities inside the Montessori framework, future research could build on the findings of this study. Longitudinal studies that look at the relationship between these abilities and social-emotional growth and academic achievement would shed light on the wider effects of integrated language skills on student achievement.

Additionally, research comparing Montessori and conventional teaching methods may provide insight into the efficacy of particular techniques in fostering writing and listening skills. Furthermore, examining how parents might help their children develop their writing and listening abilities at home would add to the conversation about good teaching methods. More thorough approaches to encouraging student engagement and achievement may result from an understanding of how families can support these abilities outside of the classroom. In conclusion, the results of this study show how well writing and listening skills are taught at Singaraja Montessori School. The school adheres to Ki Hajar Dewantara's educational beliefs and Montessori concepts by encouraging self-reliance, character development, and adaptability. These findings' ramifications highlight how crucial it is to incorporate social-emotional learning into academic programs in order to prepare kids for both future obstacles and holistic growth. Ongoing study will be essential in determining practical methods for improving student learning outcomes as teachers continue to modify their methods to accommodate the various demands of their pupils. In the end, the knowledge gathered from this research can help educators and legislators who are working to raise educational standards and encourage the growth of well-rounded people who can contribute positively to society.

## **CONCLUSION**

Writing and listening skills instruction at Singaraja Montessori School is an important attempt to promote holistic education that is in line with Ki Hajar



Dewantara's educational philosophy and Montessori's tenets. To improve student autonomy, character development, and flexibility to different learning demands, this study set out to investigate how these talents are developed inside the classroom setting. In addition to reflecting these objectives, the research's findings demonstrate the dynamic interaction between theory and practice in educational contexts.

### **Alignment with Educational Technology**

The expectations for how writing and listening skills contribute to the larger educational context at Singaraja Montessori School were described in the study's introduction. The Montessori method, which stresses independence, respect for each child's learning path, and the significance of establishing a supportive learning environment, was expected to be strongly correlated with the application of these skills. The results fulfilled this expectation, especially concerning the integration of social-emotional learning (SEL) concepts and the focus on self-directed learning. As was previously mentioned, the Montessori approach empowers kids to take control of their education, as seen by their capacity to select assignments, participate in group projects, and confidently negotiate classroom dynamics. Students actively participated in conversations, exchanged ideas, and helped one another with their writing and listening assignments, according to observations of classroom interactions. This collaborative atmosphere fosters critical life qualities like empathy, resilience, and teamwork to improve academic success. The results show that the school's instructional practices are strongly rooted in the success of implementing writing and listening abilities. The research demonstrates how these abilities are not taught separately but rather as a component of an all-encompassing educational experience through several thematic studies, including promoting independence, character development, adapting to individual requirements, and integrating curriculum and philosophy.

### **Findings and Their Implications**

A strong focus on self-directed learning is one important discovery. Students were seen making well-informed decisions on their assignments, exhibiting their capacity to control their own learning. This strategy is in line with Ki Hajar Dewantara's educational philosophy of liberation, which promotes students' growth in independence

and self-determination. This discovery has significant ramifications; by encouraging independence, teachers are not just teaching academic content but also giving pupils problem-solving and critical thinking abilities that they may use outside of the classroom. The significance of character education in the writing and listening curriculum is also emphasized by the study. Students can grow socially and emotionally in addition to academically when social qualities like empathy, respect, and cooperation are incorporated into group assignments. This conformity to Dewantara's principles emphasizes the necessity of educational methods that place equal emphasis on intellectual and moral development. According to the implications, character education has to be a fundamental part of curricula in all educational settings to develop well-rounded people who are ready to make valuable contributions to society.

Besides, the report emphasizes how crucial character education is to the writing and listening curriculum. Incorporating social qualities like empathy, respect, and cooperation into group projects helps children grow socially and emotionally in addition to academically. The necessity of educational methods that place equal emphasis on intellectual and moral development is highlighted by this conformity to Ki Hajar Dewantara's principles. To develop well-rounded people who are ready to make valuable contributions to society, character education ought to be a fundamental part of curricula in all educational settings, according to the implications of this. The results demonstrate the school's dedication to teaching differentiation, which is essential for meeting the various learning requirements of the pupils. The school fosters an inclusive learning environment that values each child's individual development by utilizing a variety of teaching styles that are adapted to each student's interests and strengths. This flexibility promotes deeper comprehension and knowledge retention in addition to increasing engagement. This technique has important ramifications since it supports the idea that more individualized learning can result in better academic performance and higher levels of student satisfaction. One of the notable accomplishments of Singaraja Montessori School is the effective integration of Montessori concepts with the national curriculum. A rich, hands-on learning environment that promotes inquiry and critical thinking is made possible by this combination. The results imply that students are more likely to interact deeply with the content and develop a sincere love of learning when instructional strategies are in line with curriculum standards. This suggests that to

establish more dynamic and productive learning environments, educational institutions ought to work toward these integrations.

In summary, Singaraja Montessori School's use of writing and listening skills demonstrates a dedication to developing self-sufficient, competent students who are not just academically strong but also socially and emotionally conscious. The study's conclusions confirm that the theoretical frameworks described in the introduction and the real-world situations seen in the classroom are compatible. By emphasizing curriculum integration, individualized instruction, character development, and self-directed learning, the school fosters a supportive environment that equips students for challenges in the future. Ongoing study will be crucial in discovering successful ways that support both academic performance and the holistic development of well-rounded individuals as educators continue to hone their methods in response to the varied demands of their students. The study's ramifications go beyond Singaraja Montessori School, providing insightful information on the larger discussion of successful teaching methods and the development of critical life skills in today's students.

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