

ABSTRAK

Yulida Romadhoni. 2026. *Pendekatan Montessori Dalam Mengembangkan Keterampilan Menulis Permulaan Pada Pembelajaran Bahasa Indonesia Siswa Kelas I SDN Kleco Kecamatan Bendo Kabupaten Magetan*. Program Studi Magister Pendidikan Bahasa Dan Sastra Indonesia, Sekolah Pascasarjana, UNIVERSITAS PGRI MADIUN. Pembimbing (1) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd. (II) Dr. Cerianing Putri Pratiwi, M.Pd.

Kata kunci : *Pendekatan Montessori, Menulis Permulaan, Pembelajaran Bahasa Indonesia, Sekolah Dasar*

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pendekatan Montessori dalam pembelajaran Bahasa Indonesia, pengembangan keterampilan menulis permulaan siswa, faktor pendukung dan penghambat, serta respons siswa terhadap penerapan pendekatan Montessori di kelas I SDN Kleco Kecamatan Bendo Kabupaten Magetan.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diuji menggunakan triangulasi sumber, teknik, dan dokumen. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pendekatan Montessori melalui media *sandpaper letters* dan *moveable alphabet* mampu menciptakan pembelajaran yang aktif, menyenangkan, dan berpusat pada siswa. Pendekatan ini membantu mengembangkan keterampilan menulis permulaan, meningkatkan kemampuan mengenal huruf, menulis kata sederhana, serta meningkatkan konsentrasi, kemandirian, dan kepercayaan diri siswa. Faktor pendukung meliputi ketersediaan media, peran guru, dan antusiasme siswa, sedangkan faktor penghambat meliputi keterbatasan media, perbedaan kemampuan siswa, dan keterbatasan waktu pembelajaran. Respons siswa terhadap penerapan pendekatan Montessori sangat positif karena pembelajaran menjadi lebih menarik dan memotivasi mereka untuk belajar menulis. Dengan demikian, pendekatan Montessori efektif digunakan untuk mengembangkan keterampilan menulis permulaan siswa kelas I sekolah dasar.

ABSTRACT

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Keywords: *Montessori Approach, Beginning Writing Skills, Indonesian Language Learning, Elementary School*

Beginning writing skills are fundamental competencies that must be mastered by elementary school students, particularly those in the first grade. However, many students still experience difficulties in recognizing letters, forming words, and writing words accurately. This study aimed to describe the implementation of the Montessori approach in Indonesian language learning, the development of students' beginning writing skills, the supporting and inhibiting factors, and students' responses toward the implementation of the Montessori approach in Grade I at SDN Kleco, Bendo District, Magetan Regency.

This study employed a descriptive qualitative approach. Data were collected through observation, interviews, and documentation. Data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data validity was ensured through source, technique, and document triangulation.

The findings revealed that the implementation of the Montessori approach through *sandpaper letters and moveable alphabet* media created an active, enjoyable, and student-centered learning environment. The approach helped improve students' ability to recognize letters, form and write simple words, and enhance their concentration, independence, and self-confidence. Supporting factors included the availability of learning media, the teacher's role as a facilitator, and students' enthusiasm. In contrast, inhibiting factors included limited learning media, differences in students' abilities, and limited instructional time. Students responded positively to the implementation of the Montessori approach because the learning activities were more engaging, enjoyable, and motivating for learning to write. Therefore, the Montessori approach can be considered an effective alternative for developing beginning writing skills among first-grade elementary school students.