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TEACHERS' PERSPECTIVES ON MONTESSORI METHOD IN ENHANCING LEARNING MOTIVATION AMONG YOUNG CHILDREN

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ABSTRACT
Learning motivation is a crucial aspect as it directly influences children's engagement in learning activities. A common issue frequently encountered is children's low engagement in learning activities and their strong dependence on teacher guidance. This study aims to examine how the Montessori method enhances the learning motivation of children aged 4–5 years in Tasikmalaya. This study employed a qualitative case study design. Data were collected through in-depth interviews with three participants from three Montessori schools in Tasikmalaya that implement the Montessori method, complemented by classroom observations and document analysis. The data were analyzed using the Miles and Huberman interactive data analysis model. The results indicate that, from the teachers' perspective, the Montessori method enhances children's learning motivation through experiential learning, children's independence in choosing activities, a child-centered approach, and a learning environment tailored to their developmental needs. This approach successfully increases children's learning motivation, as reflected in greater independence, reduced dependence on others, higher enthusiasm for learning, and improved concentration. However, implementing this method also presents several challenges, including teachers' incomplete understanding of Montessori principles and inconsistent stimulation between the school and home environments. This study recommends that other educational institutions adopt similar approaches to improve the quality of early childhood education.

Keywords: Montessori Method; Learning Motivation; Early Childhood

ABSTRAK
Motivasi belajar merupakan aspek penting karena secara langsung memengaruhi keterlibatan anak dalam kegiatan belajar. Masalah umum yang sering ditemui adalah rendahnya keterlibatan anak dalam kegiatan belajar dan ketergantungan mereka yang kuat pada bimbingan guru. Studi ini bertujuan untuk meneliti bagaimana metode Montessori meningkatkan motivasi belajar anak usia 4–5 tahun di Tasikmalaya. Studi ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui wawancara mendalam dengan tiga partisipan dari tiga sekolah Montessori di Tasikmalaya yang menerapkan metode Montessori, dilengkapi dengan observasi kelas dan analisis dokumen. Data dianalisis menggunakan model analisis data interaktif Miles dan Huberman. Hasil menunjukkan bahwa, dari perspektif guru, metode Montessori meningkatkan motivasi belajar anak melalui pembelajaran pengalaman,

kemandirian anak dalam memilih aktivitas, pendekatan yang berpusat pada anak, dan lingkungan belajar yang disesuaikan dengan kebutuhan perkembangan mereka. Pendekatan ini berhasil meningkatkan motivasi belajar anak, yang tercermin dalam kemandirian yang lebih besar, berkurangnya ketergantungan pada orang lain, antusiasme yang lebih tinggi untuk belajar, dan peningkatan konsentrasi. Namun, penerapan metode ini juga menghadirkan beberapa tantangan, termasuk pemahaman guru yang belum lengkap tentang prinsip-prinsip Montessori dan stimulasi yang tidak konsisten antara lingkungan sekolah dan rumah. Studi ini merekomendasikan agar lembaga pendidikan lain mengadopsi pendekatan serupa untuk meningkatkan kualitas pendidikan anak usia dini.

Kata kunci: Metode Montessori; Motivasi Belajar; Anak Usia Dini

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INTRODUCTION

The rapid advancement of digital technology poses unique challenges due to the increasing use of gadgets among children. Amid this crucial period of physical and psychological development, this technological advancement presents a distinct challenge in the field of early childhood education (Aida et al., 2022). Although gadgets can be used as learning tools, excessive use that isn't tailored to a child's needs risks distracting the child from learning activities (Nurrohimah et al., 2025). Children tend to be more interested in digital entertainment that provides instant stimulation than in learning activities that require concentration and active engagement (Nurrohimah et al., 2025). This situation has the potential to lead to a decline in children's motivation to learn.

A key factor in learning success is both intrinsic and extrinsic motivation which fosters enthusiasm in children, enabling them to understand the direction of their learning (Fadhilah et al., 2023; Fernando et al., 2024). Motivation to learn is the primary driving force within an individual to engage in learning activities; it ensures that the learning process takes place and provides direction for those activities, thereby enabling the desired goals to be achieved (Fadhilah et al., 2023). Motivation to learn is a very important aspect because it influences children's engagement in learning activities and their readiness to move on to the next level of education (Utami et al., 2024).

Factors that play a role in increasing children's learning motivation include the use of appropriate teaching methods (Salamah et al., 2025). Teaching methods are the approaches or strategies used by educators to present material to students in order to achieve predetermined learning objectives (Uctuvia et al., 2025). The selection of the right method tailored to the child's character not only facilitates the delivery of material but also helps the child gain

meaningful experiences in understanding and internalizing learning experiences more optimally (Anggraeni, 2023).

Based on data from the Ministry of Education and Culture of the Republic of Indonesia in 2023 (Sabila & Loka, 2026), around 65% of early childhood education institutions in Indonesia still apply a conventional learning approach that tends to be teacher-centered. In this approach, the teacher acts as the main source of information, while the children passively receive the material. This condition limits children's involvement in the learning process because opportunities to explore, ask questions, choose activities, and build knowledge independently are not provided optimally. As a result, children tend to only be listeners during the learning activities. In fact, in the concept of early childhood education, child-centered learning is viewed as a relevant approach in supporting the development of learning motivation (Azizah & Suziman, 2023). This approach provides children with the opportunity to actively engage in the learning process according to their interests and developmental stages. Low active participation of children in learning can lead to a decrease in learning motivation, curiosity, creativity, and the development of independence, which should be important aspects of early childhood education.

One method that aligns with the principle of child-centered learning is the Montessori method, developed by Maria Montessori (Syabily, 2024). This method emphasizes providing children with guided freedom in choosing activities, the use of concrete and systematic learning materials, and the role of the teacher as a facilitator who guides the child's learning process. Through the application of this method, children are encouraged to develop independence, concentration, and curiosity, which in turn can enhance their intrinsic motivation to learn.

Montessori emphasizes child-centered education, teacher observation, and environmental adaptation as key elements (Hasanah et al., 2025). The Montessori curriculum emphasizes learning through the freedom to choose activities and play according to each child's interests and individual pace. With this approach, children can develop naturally, both in terms of cognitive abilities and the development of other life skills (Hasanah et al., 2025).

Research related to the application of the Montessori Method in enhancing early childhood learning motivation shows some interesting results. (Ramadhan, 2023) in his research stated that the application of the Montessori method enhances children's learning motivation through the enthusiasm and independence of children during the learning process.

Additionally, another study conducted by (Basargekar & Lillard, 2023) in their research stated that the Montessori method is effective in enhancing children's learning motivation by encouraging active engagement, independence, and optimal academic development compared to conventional approaches. Thus, the application of the Montessori method is effectively used in early childhood education approaches because this method emphasizes meaningful learning and the overall development of the child's potential.

Previous studies have demonstrated the efficacy of the Montessori method in enhancing children's learning motivation, independence, and educational outcomes (Basargekar & Lillard, 2023; Ramadhan, 2023). However, the majority of existing literature predominantly focuses on the method's effectiveness on children's behaviors and outcomes as subjects, primarily set in major urban centers with ideal Montessori facilities. Consequently, a fundamental research gap remains regarding how teachers as the primary practitioners and facilitators in the field perceive, adapt, and navigate real-world challenges when implementing the Montessori method (Jahari et al., 2024; Rosmini et al., 2021). This issue is particularly pronounced in developing regions such as Tasikmalaya, where educators face challenges related to limited conceptual understanding and a lack of alignment between school stimulation and parental practices at home. Given that the success and sustainability of the Montessori approach rely heavily on the pedagogical beliefs, readiness, and perspectives of the implementing teachers, this study addresses this gap by conducting an in-depth exploration of early childhood teachers' perspectives on implementing the Montessori method to foster learning motivation among children aged 4–5 years in Tasikmalaya.

Therefore, exploring teachers' perspectives is necessary to gain a deeper and more contextual understanding of the implementation of the Montessori method. Therefore, the aim of this study is to examine teachers' perspectives on the Montessori method in enhancing early childhood learning motivation, the forms of early childhood learning motivation, and the challenges in implementing the Montessori method.

METHOD

This study uses a qualitative approach with a case study design to explore teachers' perspectives on the application of the Montessori method in enhancing the learning motivation of children aged 4-5 years in Tasikmalaya. The case study design was chosen

because it allows the researcher to gain an in-depth understanding of the experiences, views, and interpretations of teachers regarding the phenomenon (Gustafsson, 2017).

This study was conducted in three early childhood education institutions that use the Montessori method in Tasikmalaya, namely CHM, TIMH, and AHL. These three institutions were chosen because they have long been implementing the Montessori method and have experienced teachers in conducting Montessori-based learning. The selection of participants was conducted through purposive sampling. According to Sugiyono (Yuniarrosy & Sugiono, 2022), the purposive sampling technique is a sampling method with specific considerations. The participants' characteristics are presented in Table 1.

Table 1. Study Participants

Name	Age	Educational Background	Instance	Long Working hours	Position
Puspa	23 Years	S1 PGSD	CHMS	1,5 Years	Class Teacher
Bunga	25 Years	S1 PGPAUD	TIMH	1 Years	Class Teacher
Eka	29 Years	S1 PGPAUD	AHL	1,5 Years	Principal

Participants were selected based on recommendations from the institution, considering teaching experience, educational background, and active involvement in Montessori method learning. Data collection was conducted from February 2026 to April 2026. Data collection techniques were carried out through semi-structured interviews, observations, and documentation. Semi-structured interviews were chosen because they provide flexibility for researchers to delve deeply into information while allowing participants to freely share their experiences and perspectives. Observation was conducted by the researcher to see the alignment between what the teacher says during the interview and the practices that occur in the classroom, and document study is carried out so that the researcher can obtain evidence showing that the Montessori method is truly implemented in the learning process. For field data collection, the researcher used interview guidelines, observation sheets, and document study sheets.

The data analysis technique in this study uses the Miles and Huberman analysis model (in Sugiyono, 2013), which includes data reduction, data presentation, and verification or conclusion drawing. Data reduction is carried out by summarizing, selecting, and focusing on data from interviews, observations, and documentation that are relevant to the research focus. Next, the data is presented in the form of a systematic narrative description to facilitate understanding of the research findings. The final stage is verification or conclusion drawing, which involves interpreting the reduced and presented data to obtain answers to the problem

formulation regarding teachers' perspectives on the Application of the Montessori method in enhancing the learning motivation of 4–5-year-old children in Tasikmalaya.

RESULTS AND DISCUSSION

Based on the results of the data analysis, three main themes emerged, namely: 1) Teachers' perspectives on the use of the Montessori method in enhancing the learning motivation of 4- to 5-year-old children; 2) Forms of learning motivation behaviors in 4- to 5-year-old children from the teachers' perspective; 3) Challenges in applying the Montessori method to enhance learning motivation in 4- to 5-year-old children from the teachers' perspective.

The Montessori Method in Enhancing Learning Motivation

The research findings indicate that the Montessori method plays a role in enhancing the learning motivation of 4- to 5-year-old children in Tasikmalaya. Based on the analysis, it was found that the Montessori method can enhance learning motivation in children according to the perspectives of teachers in Tasikmalaya, including:

1. Experience-Based Learning

   Experience-based learning can increase children's learning motivation, particularly in the practical life area, where children are encouraged to explore learning firsthand. This aligns with the findings the researcher obtained from interviews with several respondents.

   Based on interviews with Puspa and Eka, the Montessori method emphasizes experiential learning through daily activities, particularly in the area of practical life. Activities such as sweeping, cutting nails, buttoning, tidying up toys, and hanging towels are not just routines, but meaningful learning processes to foster children's independence. Through direct involvement in these activities, children feel happy, capable, and accustomed to performing tasks independently, thereby fostering intrinsic motivation and increasing their participation in learning activities.

   From the description, it is known that experiential learning will make children feel happy, independent, and confident, thereby fostering a desire to continue learning. This is in accordance with the basic principles of Montessori that the Montessori method can build confidence, discipline, and independence through experiential learning (Laksmi et al., 2021).

This is in line with the findings obtained by the researcher through observations at one of the institutions that provide a complete and attractive range of apparatus. These findings indicate that experiential learning in the Montessori method not only develops motor skills and independence but also builds a child's self-confidence. When a child successfully completes simple tasks, they gain successful experiences that strengthen their interest and enthusiasm for learning. This experience aligns with the Montessori principle that children learn best through concrete, meaningful activities that are appropriate for their developmental stage. Montessori said, the hand is the instrument of the human mind, emphasizing the importance of physical experience in learning (Azhari et al., 2024).

2. Children's Independence in Choosing Activities

Based on the researcher's findings during an interview with three respondents from different institutions that implement the Montessori method, it was found that children's independence in choosing activities is one of the main characteristics in the application of the Montessori method that can foster a desire and enjoyment of learning in children aged 4–5 years.

Based on interviews with Puspa, Bunga, and Eka, the independence developed through the Montessori method plays an important role in increasing children's learning motivation. The child's ability to choose activities independently demonstrates initiative and active involvement in learning. In addition, successfully completing tasks independently generates a sense of joy and satisfaction that fosters intrinsic motivation. The opportunity given to children to engage in various activities independently also helps build a sense of responsibility and self-confidence.

These findings are based on the Montessori theory, which posits that the freedom given to children to choose activities independently is believed to foster independence, concentration, and intrinsic motivation for learning (Azhari et al., 2024), according to motivation theory, learning motivation arises when individuals engage in an activity due to enjoyment, interest, and personal satisfaction, rather than external prompts (Ryan & Deci, 2020). This also shows that granting autonomy to children, such as the freedom to choose activities, significantly contributes to the increase in intrinsic motivation and engagement in early childhood learning.

3. Freedom within Boundaries

Freedom within boundaries in this context means that in a learning environment applying the Montessori method, the child is positioned as the center and the teacher as a facilitator.

Based on the researcher's findings during an interview with three respondents from different institutions that implement the Montessori method, it was found that freedom within limits, which positions the child as the center and the teacher as a facilitator, enhances children's learning motivation.

Based on interviews with Puspa, Bunga, and Eka, the Montessori method provides children with the freedom to choose learning activities according to their interests and readiness, while the teacher acts as a facilitator who provides the environment and guidance during the learning process. This freedom provides children with the opportunity to explore, interact directly with learning media, and gain active learning experiences (hands-on learning). These conditions make learning more meaningful, boost self-confidence, and encourage children's enthusiasm and motivation to learn because they are directly involved in the learning process without any coercion.

Although it gives children freedom, the Montessori method applies the principle of freedom within limits or directed freedom. In this case, the teacher still plays a role in preparing the learning environment, setting activity boundaries, and ensuring that each activity has a clear learning objective. Thus, children can explore independently without losing direction in the learning process.

Based on the description, child-centered learning in the Montessori method provides children with the opportunity to choose activities according to their interests and developmental stages through various apparatus prepared by the teacher. This freedom encourages active participation, a passion for learning, and the development of the child's potential. These findings align with Maria Montessori's view that education aims to develop a child's potential through freedom in learning (Oktavianti, 2021). In addition, the role of the teacher as a facilitator who provides guidance and support according to the child's needs creates a comfortable learning atmosphere, thereby increasing the child's motivation to learn and independence.

These findings align with Montessori's view that children's motivation develops when learning is not focused on external rewards or assessments, but rather on the learning process itself (Peters & Goldin, 2024). Additionally, the Montessori method also

emphasizes learning independence, where children do not rely on adult intervention, while the teacher acts as a guide and supporter of the learning (Kiuk & Susanto, 2023). In line with this, research by (Ekawati et al., 2025) shows that children are placed at the center of the learning process and play a primary role in controlling their learning activities, while teachers act as observers, organizers of the learning environment, and facilitators who support children's development.

4. The Prepared Environment

A well-prepared learning environment is one of the main characteristics of the Montessori method because it serves as a means for children to develop their potential optimally. A safe, comfortable, and supportive learning environment allows children to be more active in exploring and choosing activities according to their needs. Based on the results of interviews with the three respondents, a well-structured prepared environment enhances children's learning motivation.

Based on interviews with Puspa and Eka, the learning environment prepared in the Montessori method plays an important role in increasing children's learning motivation. Although it provides freedom, learning still has boundaries and is adjusted to the child's needs through the arrangement of the environment, media, and comfortable and attractive apparatus. A supportive environment allows children to learn at their own developmental pace, feel comfortable, be more focused, active, and independently engaged in learning activities. These conditions are an important factor in fostering children's enthusiasm and motivation to learn.

These findings are based on the principle of the prepared environment in Montessori, which is an environment designed to support exploration, freedom, and direct learning experiences for children (Ekawati et al., 2025). Montessori views the child as an absorber of the environment, so the learning environment needs to be prepared both physically and psychologically to support the child's optimal development (Hamsa, 2020). A well-organized, safe, engaging, and child-appropriate environment allows them to act more independently, develop their potential, and learn according to their interests and abilities. Additionally, a structured yet flexible Montessori environment can help enhance children's concentration, engagement, and motivation to learn because it provides opportunities to choose and explore activities of interest (Ekawati et al., 2025; Kiuk & Susanto, 2023)

5. Respect for the Rhythm and Development of Children

Teachers believe that each child has different capacities, interests, and learning styles, so the learning process cannot be standardized. This is in line with the findings obtained by the researcher from interviews with several respondents.

Based on interviews with Puspa, Bunga, and Eka, the implementation of the Montessori method is carried out by adjusting the learning to the developmental stages, interests, and characteristics of each child. The teacher provides learning freedom that is appropriate to the child's age and needs, so they feel comfortable, not pressured, and more motivated to learn. Children's interests are evident through the areas they choose, while the opportunity to repeat activities helps boost their confidence and mastery of skills. Additionally, teachers appreciate the differences in children's social and emotional rhythms and conduct observations to understand each child's needs, preferences, and learning styles before determining teaching strategies. These findings align with Montessori principles that emphasize the importance of observing children's development (Kiuk & Susanto, 2023) and adjusting learning based on individual needs, with teachers acting as observers and facilitators who support the child's learning process (Sari et al., 2026).

These findings are consistent with Maria Montessori's theory, which emphasizes that education should follow the stages of child development and respect the differences in learning styles and speeds of each individual (Hasanah et al., 2025; Kiuk & Susanto, 2023). In the Montessori method, teachers act as observers and facilitators who adjust the learning environment and activities to the developmental needs of the child, allowing the learning process to occur naturally and meaningfully (Azhari et al., 2024). This finding is also in line with Self-Determination Theory, which states that intrinsic motivation grows when the needs for autonomy, competence, and relatedness are met (Ryan & Deci, 2020). In Montessori, these needs are realized through the freedom to choose activities, the opportunity to master skills through repeated practice, and the positive relationship between teacher and child that makes the child feel understood and accepted.

Children's Learning Motivation Behaviors Through the Montessori Method

In this study, the researcher delves into the use of the Montessori method by teachers to enhance the learning motivation of 4- to 5-year-old children. The increase in motivation is evident from the children's behavior during the learning process. Learning motivation, both

intrinsic and extrinsic, plays an important role in supporting children's enthusiasm and success in learning (Fadhilah et al., 2023). Therefore, this study identifies various forms of children's learning motivation that develop through the application of the Montessori method in early childhood education institutions in Tasikmalaya.

1. Independent and Not Dependent on Others

   Based on the findings obtained by the researcher. Some respondents described behaviors that indicate independence and self-sufficiency.

   Based on interviews with Puspa and Bunga, some children show motivation to learn through an independent attitude and do not rely on others to complete tasks. This independence is evident from the child's ability to perform activities on their own and show initiative in learning. These findings are in line with the opinion of Daviq Chairilsyah (Rena, 2023), who stated that independence can enhance learning motivation, self-confidence, and children's engagement in the learning process. Furthermore, this is also in line with the indicators of learning motivation proposed by Sardiman (Cahyono et al., 2022), which include the enjoyment of independent learning and the willingness to complete tasks without being prompted. Thus, independence indicates the presence of a learning drive that comes from within the child.

2. Emergence of Enthusiasm and Interest in Learning

   Based on the findings obtained by the researcher. Some respondents described behaviors that indicate children's enthusiasm and interest in learning.

   Based on interviews with Puspa and Bunga, children's learning motivation is characterized by the emergence of interest, enjoyment, curiosity, and enthusiasm in participating in learning. High interest makes children more enthusiastic, active, focused, and enjoy the learning process without feeling pressured. Moreover, the enthusiasm shown through perseverance and eagerness in completing activities reflects an internal drive to learn. These findings align with the indicators of learning motivation proposed by Hamzah (Ramadhan, 2023), which include the presence of internal drives and learning needs originating from within the child.

   In addition to enthusiasm, children's learning motivation is also evident from their enjoyment and interest in learning activities. Children who enjoy learning activities tend to be more comfortable, cooperative, and actively engaged in the learning process. The emerging interest encourages curiosity, greater attention, and a desire to learn something

more deeply. These findings are reinforced by an interview with Eka, which shows that the child's enthusiasm, perseverance, and eagerness in participating in activities are tangible forms of the development of intrinsic learning motivation.

The findings of this study are in line with Mclnearny's opinion (Rena, 2023) which states that learning motivation in early childhood emerges when children are actively involved in the learning process. This involvement allows children to experience enjoyment, interest, and meaning from learning activities, thereby encouraging a desire to continue learning. These findings are also in line with the Self-Determination Theory by Deci and Ryan (Azhari et al., 2024), which explains that intrinsic motivation grows from curiosity and personal satisfaction. Therefore, the enthusiasm, joy, and interest shown by the child become indicators of the development of intrinsic motivation in the learning process.

3. Improvement in Focus

Based on the findings obtained by the researcher. Some respondents described behaviors that indicate an increase in children's focus during learning.

Based on interviews with Puspa, Bunga, and Eka, the increased focus and concentration of children during learning becomes one of the indicators of the emergence of learning motivation. Motivated children are able to maintain their attention for longer, participate in activities well, and are not easily distracted by surrounding disturbances. The ability to concentrate without constant instructions or interruptions from adults indicates an intrinsic motivation to learn within the child. In addition, enjoyable learning and consistent habituation also help improve children's focus, reflecting active engagement and the development of intrinsic motivation in learning.

The above findings are in line with the Self-Determination Theory, which states that intrinsic motivation drives children to learn based on curiosity and personal satisfaction (Ryan & Deci, 2020), Children with intrinsic motivation tend to be more capable of maintaining focus and attention in learning because the drive comes from within themselves, not from external pressure. The ability to consistently maintain attention is one of the important indicators of learning motivation (Palenza et al., 2025).

These findings are also supported by various studies that show the Montessori method is effective in enhancing children's concentration and participation through direct experiences and independent activities (Ridwan et al., 2021). A structured yet flexible

learning environment, the freedom to choose activities, and the use of concrete tools help children become more focused, enthusiastic, and engaged in learning (Ekawati et al., 2025; Hanifah et al., 2024). In line with Maria Montessori's views, children who are interested in the activities they engage in will be able to maintain their concentration for longer periods and develop independent thinking and learning abilities.

Challenges in Implementing the Montessori Method

In this study, the final theme that emerged is the challenges faced by teachers in implementing the Montessori method to enhance the learning motivation of children aged 4–5 years. Although the Montessori method offers many benefits for children's development and learning motivation, its implementation also presents various challenges that require teachers to adapt. Therefore, this study identifies various challenges faced by teachers in Tasikmalaya in implementing the Montessori method.

1. Learning is conducted individually

   Based on the findings obtained by the researcher during an interview with Puspa, it was revealed that learning conducted individually is a challenge for teachers in using the Montessori method as an effort to increase the learning motivation of children aged 4-5 years in Tasikmalaya.

   Based on the interview results, one of the challenges in implementing the Montessori method is the individual (one by one) learning approach. Teachers are required to deeply understand the characteristics, needs, and development of each child, while also dividing their attention to other children who are learning independently. Although it is challenging, this approach allows children to receive stimuli that are appropriate for their developmental stage, making them feel more noticed, appreciated, and motivated to learn. These findings align with the Montessori theory, which emphasizes the importance of adapting education to the development of each child (Kiuk & Susanto, 2023).

2. The Discontinuity Between Institutions and Home

   Based on the findings obtained by the researcher after interviewing Bunga, it revealed the discontinuity between institutions and home as a challenge for teachers in using the Montessori method as an effort to increase the learning motivation of 4- to 5-year-old children in Tasikmalaya.

Research findings indicate that one of the challenges in implementing the Montessori method is the lack of continuity between learning at the institution and parenting patterns at home. Some parents do not yet understand Montessori principles, so behaviors fostered at school, such as independence, are not always supported at home. This condition can hinder the achievement of learning objectives and the child's development. These findings are in line with (Rahmi, 2023) research, which shows that parental involvement in children's education will be optimal if they understand the regulations and approaches implemented by the institution. Therefore, education or training for parents is necessary to support the consistent application of the Montessori method.

3. Not Understanding the Developmental Needs of Children

Based on the findings obtained by the researcher. Some respondents expressed that not understanding the developmental needs of children poses a challenge for teachers in using the Montessori method as an effort to enhance the learning motivation of 4- to 5-year-old children in Tasikmalaya.

Based on interviews, one of the challenges in implementing the Montessori method is accurately understanding the development and needs of each child. Teachers require time, readiness, and continuous observation to determine stimuli that align with the characteristics and developmental stages of the child.

These findings align with Montessori theory, which emphasizes the importance of a deep understanding of the child's developmental process so that the stimulation provided can optimize the child's potential and development to the fullest (Arsy et al., 2025).

4. Not Understanding the Montessori Method

Based on the findings obtained by the researcher during the interview with Puspa, it was revealed that not having a deep understanding of the Montessori method is a challenge for teachers in using the Montessori method as an effort to increase the learning motivation of children aged 4-5 years in Tasikmalaya.

Based on an interview, one of the challenges in implementing the Montessori method is the lack of understanding among teachers regarding the concepts, principles, and practices of Montessori. Teachers need to have a deep understanding of the use of apparatus, the preparation of the learning environment, experiential-based learning, and their role as facilitators who adjust learning to the needs and development of the child. The limitations in understanding can hinder the optimal implementation of the

Montessori method. This finding is in line with (Rahmi, 2023) research, which states that the quality of education is greatly influenced by the competence and professionalism of educators.

CONCLUSION

This study yielded three main findings. First, from the teachers' perspective, the Montessori method enhances children's learning motivation of children aged 4–5 years through experiential learning, independence, guided freedom, a prepared environment, and respect for the child's developmental rhythm. Second, children's learning motivation is evident from the increase in independence, the emergence of a willingness to learn, enthusiasm, joy, interest, spirit, curiosity, as well as the ability to focus and concentrate during learning. Third, the challenges in implementing the Montessori method include individualized learning, the lack of continuity between Montessori implementation at school and at home, the need for in-depth observation of child development, and the teachers' incomplete understanding of the Montessori concept and practice as a whole.

AUTHOR CONTRIBUTION STATEMENT

Dede Santi Apriyani, the first author, contributed to the entire research process, including research planning, data collection, data analysis, manuscript preparation, and article writing. Santi Nisfi Anggraeni, as the second author, contributed by reviewing and correcting the substance of the research, including the appropriateness of the concepts, analysis, and discussions presented in the journal. Nia Kurniasih, as the third author contributed by reviewing, correcting, and editing the linguistic and technical aspects of the manuscript writing. Aam Abdul Fatah, as the fourth author, contributed to the search for supporting literature and data validation. All authors have read and approved the final version of the manuscript for publication and are responsible for the accuracy and integrity of the journal's content.

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