

ABSTRACT

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INTEGRATING THE NATIONAL AND MONTESSORI CURRICULA THROUGH TRANSFORMATIONAL LEADERSHIP AT TK METHODIST 2 PALEMBANG

(xiii + 94 pages: 4 figures; 9 tables; 7 appendices)

This study aims to examine transformational leadership strategies in integrating the National Curriculum with the Montessori method at TK Methodist 2 Palembang. A qualitative case study design was employed to explore the leadership practices in the context of early childhood education. The data were collected through in-depth interviews with the deputy head of the foundation, the principal, and eight teachers, four classrooms observations, and documentations of school policies and instructional tools. The data analysis followed the coding stages and Creswell's data analysis spiral, allowing for thematic interpretation and iterative reflections. The findings indicate that the school principal has played an active role in facilitating the curriculum integration process by enhancing teacher capacity, providing supportive learning resources, and guiding the development of integrated lesson plans. Key challenges encountered during the integration process included limited instructional time, insufficient teacher understanding of the Montessori method, and the absence of formal guidelines to direct the integration. Nevertheless, transformational leadership successfully offered a contextual, solution-oriented, and participative approach in addressing these obstacles. This study affirms that visionary and adaptive leadership is essential in driving innovative curriculum development that is responsive, relevant, and centered on the holistic needs of young children.

Keywords: transformational leadership, curriculum integration, Montessori, early childhood education, educational innovation

References: 50 (1978-2024)

ABSTRAK

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INTEGRASI KURIKULUM NASIONAL-MONTESSORI MELALUI KEPEMIMPINAN TRANSFORMASIONAL DI TK METHODIST 2 PALEMBANG

(xiii + 94 halaman: 4 gambar; 9 tabel; 7 lampiran)

Penelitian ini bertujuan untuk mengkaji strategi kepemimpinan transformasional dalam mengintegrasikan Kurikulum Nasional dengan metode Montessori di TK Methodist 2 Palembang. Pendekatan penelitian yang digunakan adalah kualitatif dengan metode studi kasus, yang memungkinkan peneliti menggali secara mendalam fenomena kepemimpinan dalam konteks pendidikan anak usia dini. Data dikumpulkan melalui wawancara mendalam dengan wakil pimpinan perguruan, kepala sekolah dan delapan guru, observasi terhadap proses pembelajaran di empat kelas, serta dokumentasi kebijakan dan perangkat ajar yang digunakan. Analisis data dilakukan melalui tahapan pengodean dan spiral analisis Creswell, yang memadukan interpretasi tematik dan refleksi berulang. Hasil penelitian menunjukkan bahwa kepala sekolah berperan aktif dalam memfasilitasi proses integrasi kurikulum melalui penguatan kapasitas guru, pengadaan sarana prasarana yang mendukung, serta pengembangan rancangan pembelajaran terpadu. Tantangan utama dalam proses integrasi meliputi keterbatasan waktu pembelajaran, kurangnya pemahaman guru terhadap metode Montessori, serta ketiadaan panduan resmi yang mengarahkan proses integrasi. Meskipun demikian, kepemimpinan transformasional berhasil menghadirkan pendekatan yang solutif, visioner, dan partisipatif dalam menghadapi tantangan tersebut. Penelitian ini menegaskan bahwa kepemimpinan yang transformatif menjadi faktor kunci dalam mendorong inovasi kurikulum yang adaptif, relevan, dan berpusat pada kebutuhan perkembangan anak usia dini.

Kata kunci: kepemimpinan transformasional, integrasi kurikulum, Montessori, PAUD, inovasi pendidikan

Referensi: 50 (1978-2024)