

# Implementation of Holistic Learning Based on Islamic Habituation and Montessori

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## ABSTRACT

This study aims to describe the implementation of holistic learning based on Islamic habituation and the Montessori method at TPA Az-Zahra. A holistic approach in early childhood education emphasizes the integrated development of all aspects of children's growth, including spiritual, moral, cognitive, socio-emotional, language, and motor skills. Islamic habituation is applied through routine activities such as daily prayers, simple worship practices, daily manners, and the internalization of noble moral values. Meanwhile, the Montessori approach is implemented through a structured learning environment, the use of sensorial learning materials, freedom for children to choose activities, and child-centered learning. This research uses a qualitative approach with a case study method. Data were collected through observation, interviews with teachers and the school principal, and documentation of learning activities. The results show that the integration of Islamic habituation and the Montessori method creates a conducive learning environment that fosters independence, discipline, and religious character in children while encouraging meaningful participation in learning activities appropriate to their developmental stages.

**Keywords:** Holistic Learning, Islamic Habituation, Montessori, Early Childhood Education, Religious Character.

## I. Introduction

Education is one of the most fundamental pillars in shaping human character and the quality of human resources. However, educational inequality in Indonesia remains a significant challenge, particularly in terms of access to quality learning and the utilization of educational technology across different regions (Nurfadila et al., 2026). In the context of early childhood education, learning approaches must not only focus on academic development but also on the balanced growth of children's physical, cognitive, emotional, social, and spiritual aspects. Early childhood is often referred to as a critical period in which children experience rapid development and are highly receptive to learning experiences from their environment. Therefore, educational practices at this stage should adopt a holistic approach that nurtures the whole child and supports the formation of well-rounded individuals (Rohmah & Lestari, 2019). Holistic learning in early childhood education emphasizes the integration of various developmental domains so that children can grow into individuals who are intellectually capable, emotionally mature, socially responsible, and spiritually aware. A holistic educational framework also encourages meaningful learning experiences that connect knowledge, values, and real-life applications. Through this approach, children are given opportunities to explore their abilities

while developing positive attitudes, empathy, and moral awareness from an early age (Suryani, Wulandari, & Pratama, 2021).

One of the approaches that supports holistic development is the practice of Islamic habituation. Islamic habituation focuses on instilling religious values and moral behaviors through daily routines and consistent practices. In early childhood settings, this approach can be implemented through activities such as daily prayers, simple worship practices, polite communication, sharing with others, and learning basic Islamic manners. Through repeated exposure and consistent guidance, children gradually internalize religious values and develop positive character traits such as discipline, respect, patience, and responsibility (Nurdin & Hidayati, 2020). Another widely recognized educational approach is the Montessori method. The Montessori method emphasizes child-centered learning, independence, and experiential learning through interaction with a prepared environment and specialized learning materials. Montessori classrooms encourage children to explore, experiment, and discover knowledge independently while teachers act as facilitators who guide and support the learning process. This approach is considered effective in fostering creativity, critical thinking, concentration, and independence among young learners (Lillard, 2017; Setiawan & Amalia, 2022).

The integration of Islamic habituation and Montessori principles offers a promising model for implementing holistic learning in early childhood education. Islamic habituation contributes to the development of children's spiritual awareness and moral values, while the Montessori method supports cognitive growth, independence, and active exploration. When combined effectively, these two approaches can complement each other by balancing spiritual education with personal and intellectual development (Rahman, Fitriani, & Sari, 2023). In practice, the integration of these approaches can be realized through structured learning environments where Montessori learning materials are used alongside activities that reinforce Islamic values. For example, children may learn practical life skills through Montessori activities while simultaneously practicing Islamic manners such as patience, cooperation, and gratitude. Such integration creates a learning environment that not only promotes academic readiness but also strengthens children's character and religious identity (Putri & Maulana, 2021). However, implementing these two approaches simultaneously requires careful planning, teacher readiness, and supportive learning environments. Educators need to design learning activities that harmonize Montessori principles with Islamic values so that both approaches can function effectively within the same educational framework. Without proper integration, the potential benefits of each method may not be fully realized.

Based on these considerations, this study focuses on exploring the implementation of holistic learning based on Islamic habituation and the Montessori method at TPA Az-Zahra. The study seeks to understand how both approaches can be integrated to support balanced child development and create meaningful learning experiences for young children. This study aims to explore the implementation of holistic learning based on Islamic habituation and the Montessori method at TPA Az-Zahra. Specifically, the research seeks to describe the pattern of integration between Islamic values and Montessori learning materials used in the learning process. Through this objective, the study attempts to understand how religious values are embedded within Montessori-based activities and learning environments in early childhood education. In addition, this research aims to analyze the impact of holistic learning on the development of children's independence and manners. By observing learning activities and daily routines, the study examines how the integration of Islamic habituation and Montessori principles contributes to shaping children's character, particularly in fostering independence, discipline, responsibility, and positive social behavior. Furthermore, this research seeks to identify solutions to the challenges encountered during the implementation of holistic learning in the institution. This objective focuses on exploring the obstacles faced by educators and the institution in integrating Islamic habituation with Montessori practices, as well as identifying practical strategies that can support the successful implementation of this learning model in early childhood education settings.

## II. Literature Review

### 2.1 Holistic Learning Concept in Early Childhood Education

Holistic learning is an educational approach that aims to develop the whole potential of children in an integrated manner, including intellectual, emotional, physical, social, and spiritual aspects. This approach emphasizes that children's development should not focus solely on cognitive achievement but must also nurture emotional intelligence, social interaction, creativity, and moral values. Holistic education views children as complete individuals whose development occurs through meaningful interactions with their environment, other people, and spiritual values (Learning Method Innovation, 2024). In early childhood education, holistic learning encourages a learning environment that supports exploration, creativity, and active participation. Children learn through direct experiences, hands-on activities, and meaningful interactions with their surroundings. Through this approach, children are given opportunities to develop problem-solving skills, independence, and social awareness simultaneously. Research shows that learning experiences designed holistically can support balanced development in cognitive, emotional, and social domains (Learning Method Innovation, 2024). Furthermore, holistic learning in early childhood education emphasizes the integration of values and character education within daily learning activities. By combining cognitive learning with moral and emotional development, educators can create meaningful educational experiences that shape children's personalities and life skills from an early age. This integrated approach ensures that children develop not only academic abilities but also empathy, cooperation, and responsibility in social contexts.

### 2.2 Montessori Method: Principles and Learning Areas

The Montessori method, developed by Maria Montessori, is an educational approach that emphasizes independence, freedom within limits, and respect for the natural psychological development of children. This method assumes that children possess an innate ability to construct knowledge independently when provided with a supportive environment known as the "prepared environment." In such an environment, teachers act as facilitators who guide children while allowing them to explore learning materials independently (Ranudantha & Fauziah, 2024). Montessori education is structured into several core learning areas designed to support children's holistic development. The Practical Life area focuses on developing independence and fine motor skills through daily activities such as pouring water, cleaning, or dressing. The Sensorial area helps children refine their senses using specialized learning materials that train perception and cognitive processing. The Language area introduces early literacy skills, while the Mathematics area introduces numerical concepts through concrete materials that help children understand abstract ideas gradually. The Cultural area introduces knowledge related to geography, science, and arts to broaden children's understanding of the world (Apriliana et al., 2024; Dewi, 2024). Research indicates that the Montessori method supports children's autonomy, curiosity, and self-directed learning, enabling them to develop academic abilities and character values simultaneously (Dewi, 2024).

### 2.3 Islamic Habituation as a Foundation of Character

Habituation is an educational method that develops children's character by repeatedly practicing positive behaviors until they become part of the child's personality. In Islamic education, habituation plays a crucial role in shaping moral and spiritual development from an early age. This method emphasizes consistent practice of good behaviors based on Islamic teachings derived from the Qur'an and Sunnah (Hafidz et al., 2025). Islamic habituation includes several aspects such as strengthening faith (aqidah), developing noble character (akhlaq), and introducing practical forms of worship. In early childhood education settings, these values are often implemented through daily routines such as starting activities with prayers, practicing ablution (wudu), performing congregational prayers, memorizing short Qur'anic chapters (tahfiz), and

practicing Islamic manners such as greeting others, honesty, and sharing with friends (Nurizah & Amrullah, 2024). Studies show that consistent habituation activities in Islamic educational institutions effectively contribute to children's moral and social development, helping them internalize religious values in their daily lives (Hirlan & Mukminah, 2025).

#### 2.4 The Synergy of Islamic Montessori in Learning

Islamic Montessori is an educational approach that integrates Montessori learning principles with Islamic values and spiritual teachings. This approach combines Montessori's child-centered learning with the cultivation of Islamic character and spirituality. Through this integration, children not only develop intellectual and practical skills but also grow with strong moral and religious foundations (Hermawan et al., 2024). For example, in the Practical Life area, children can learn Islamic etiquette such as eating according to the Sunnah, maintaining cleanliness, and showing respect to others. In the Cultural area, children are introduced to the wonders of nature as signs of Allah's creation, fostering both scientific curiosity and spiritual awareness. The main objective of Islamic Montessori education is to nurture children's fitrah, ensuring balanced development between intellectual intelligence, emotional maturity, and spiritual awareness. By combining Montessori pedagogy with Islamic values, educators can create a holistic learning environment that supports both academic growth and character formation in early childhood (Hermawan et al., 2024; Hikmah, 2023).

### III. Research Method

This study employs a descriptive qualitative approach. Qualitative research is used to understand social phenomena deeply and naturally without manipulating variables or applying statistical intervention. The purpose of this approach is to describe in detail the reality of how the integration of Islamic and Montessori learning methods is implemented in practice. Through qualitative research, the researcher can explore the experiences, perceptions, and practices of teachers and educational managers in applying these two approaches in early childhood education settings (Creswell & Poth, 2018; Suryana & Hijriani, 2021). A descriptive qualitative design is considered appropriate because the study aims to provide a comprehensive description of the learning process, teaching strategies, and learning environment used in the integration of Islamic values and Montessori pedagogy. In early childhood education, qualitative approaches are often used to explore classroom interactions, children's learning experiences, and teachers' pedagogical practices in natural contexts (Ranudantha & Fauziah, 2024). By using this approach, the researcher can understand the dynamics of the learning process and identify how Islamic character values are incorporated into Montessori-based activities.

The research subjects in this study consist of the management staff of the childcare center, teachers or educators, and children enrolled at TPA Az-Zahra. These participants were selected because they are directly involved in the implementation of learning activities and play important roles in shaping the learning environment and daily routines within the institution. Teachers and administrators provide information about the design and implementation of learning strategies, while children represent the recipients of the educational process. The research object focuses on several aspects related to the implementation of Islamic Montessori learning. These include the learning strategies used by teachers, the prepared learning environment inspired by Montessori principles, and the Islamic habituation materials applied in daily activities. The prepared environment is an essential concept in Montessori education, where learning materials, classroom arrangements, and daily routines are intentionally designed to support children's independence, exploration, and self-directed learning (Dewi, 2024). At the same time, Islamic habituation practices aim to introduce spiritual values, moral behavior, and religious routines to children from an early age (Nurizah & Amrullah, 2024).

Data in this study were collected using several qualitative techniques to obtain comprehensive and credible information. Participatory Observation was conducted to observe directly how children interact with

Montessori learning materials and how they practice Islamic habits such as reciting prayers, following Islamic etiquette (adab), and participating in religious routines. Observation allows researchers to capture real classroom situations and understand children's behavioral responses in learning activities (Hermawan et al., 2024). In-depth Interviews were conducted with teachers and administrators to explore their perspectives regarding the integration of Montessori learning with Islamic values. The interviews focused on identifying the challenges faced in implementation, strategies used to connect Montessori activities with the concept of tawhid, and teachers' experiences in guiding children through both cognitive and spiritual learning processes (Hikmah, 2023). Documentation was also used to support the data collected from observations and interviews. The researcher collected documents such as Daily Lesson Plans (RPPH), photographs of learning activities, institutional profiles, and other relevant records related to the implementation of Islamic Montessori learning in TPA Az-Zahra.

Data analysis in this study follows several stages commonly used in qualitative research. The first stage is data collection, in which the researcher gathers all initial data obtained from observations at TPA Az-Zahra, interview transcripts with teachers and administrators, and documentation related to the Islamic-Montessori integrated curriculum. This process aims to compile comprehensive information that reflects the real conditions of the learning implementation. After the data are collected, the researcher organizes and reviews the information systematically to identify patterns, themes, and relationships between Islamic character habituation and Montessori-based learning activities. Through this process, the researcher can interpret how the integration of Islamic values and Montessori methods contributes to children's holistic development in the educational environment (Hafidz et al., 2025; Hirlan & Mukminah, 2025).

## IV. Result and Discussion

### 4.1. Result

Based on data collected through direct observation, in-depth interviews with teachers, and documentation of daily activities, the implementation of integrated Islamic-Montessori learning at TPA Az-Zahra can be categorized into three main pillars that guide daily practice. These pillars reflect the holistic and child-centered approach adopted by the institution, emphasizing the combination of academic, practical, and spiritual learning experiences in a single, coherent environment.

#### a. Integrated Learning Planning

The first pillar observed in the field is the development of integrated learning plans. TPA Az-Zahra designs its curriculum by combining the national early childhood education standards, Montessori apparatus, and targeted Islamic character outcomes. Daily Lesson Plans (RPPH) are no longer divided into separate "religious" and "general" learning sessions; instead, the curriculum merges all learning activities under a single, holistic theme. During planning meetings, teachers collaborate to determine weekly themes that encompass cognitive, social, physical, and spiritual objectives. For example, a theme such as "Caring for Nature" includes activities where children learn to water plants (Practical Life), recognize natural shapes and colors (Sensorial), count leaves or seeds (Mathematics), engage in storytelling about animals (Language), and reflect on Allah's creation through short prayers or recitations.

Teachers report that integrated planning allows for flexibility and creativity. Rather than rigidly scheduling subjects by time slots, the children move fluidly between activities while learning multiple skills simultaneously. For instance, while children practice counting and measuring water in a Practical Life activity, teachers incorporate Islamic vocabulary or short Qur'anic verses. This integration ensures that children develop both practical and spiritual competencies in a seamless manner. Documentation in the form of RPPH, photographs of classroom activities, and teacher notes confirms that the planning process includes detailed instructions on materials, expected outcomes, and adaptive strategies for different children's needs. Teachers

also note that the integrated plans make it easier to track children's progress, as both cognitive and character-related goals are observed in one activity.

b. Implementation in the Prepared Learning Environment

The second pillar emphasizes the implementation within the prepared environment, which plays a critical role in facilitating independent learning. Classrooms at TPA Az-Zahra are organized according to Montessori principles while incorporating Islamic elements as integral parts of the learning space. Montessori areas such as Practical Life, Sensorial, Language, Mathematics, and Cultural learning are equipped with open shelves containing age-appropriate materials. Children are encouraged to select activities independently, promoting decision-making skills, autonomy, and concentration. Observations show that children naturally gravitate toward tasks that match their interests, whether it is pouring water carefully, identifying letters, or exploring geometric shapes. Teachers intervene minimally, stepping in only to guide or correct gently when necessary. In addition to Montessori materials, the classrooms are thoughtfully enriched with Islamic touches. Posters depicting Islamic manners, prayer positions, and Quranic letters with textured surfaces are displayed within reach of the children. A small prayer corner (*pojok ibadah*) allows children to practice wudu (ablution) and prayer rituals. These elements are integrated so seamlessly into the environment that children interact with them as part of their daily routines, rather than as separate activities.

Observation notes indicate that the placement of Islamic materials within Montessori areas encourages children to engage with spiritual concepts naturally. For instance, while performing Practical Life tasks such as washing their hands or arranging utensils, children are prompted to recite *basmalah* at the start and *hamdalah* at the end. This repetition reinforces both hygiene skills and spiritual awareness simultaneously. Teachers note that children begin to internalize these practices as part of their daily habits rather than as isolated religious lessons. The prepared environment also supports social interaction and cooperative learning. Children often help peers complete tasks, share materials, or guide one another in using Montessori equipment. These social behaviors are observed to align with the Islamic values taught in the classroom, such as patience, respect, and sharing.

c. Routine Habituation Patterns

The third pillar observed is the repetition of habituation routines, which form the foundation for both Montessori independence and Islamic character building. Daily routines are carefully structured to ensure consistency and reinforcement of desired behaviors. Children begin their day with a *murattal* (recitation) of short Quranic chapters, performed either individually or in small groups, often while engaging in a Montessori Practical Life activity such as folding cloth or preparing snack plates. Teachers observe that pairing recitation with hands-on tasks increases children's focus and helps them associate spiritual practice with everyday life. Montessori independence practices are embedded in the routines. Children are encouraged to wash their hands, set the table, or tidy classroom materials with minimal adult assistance. Each task begins with the recitation of *basmalah* and concludes with *hamdalah*, reinforcing spiritual mindfulness alongside practical skills. This consistent repetition ensures that children internalize both procedural competence and Islamic etiquette.

Observational data shows that children gradually develop confidence in performing these tasks without guidance. They exhibit pride in completing activities independently and often remind peers of proper etiquette, such as greeting each other politely, sharing materials, or following classroom procedures. Teachers highlight that the combination of Montessori independence and Islamic habituation strengthens not only children's practical and cognitive skills but also their moral and spiritual awareness. Through repetitive routines, children learn self-discipline, empathy, and responsibility while maintaining engagement and interest in their daily activities. In addition to daily routines, teachers occasionally introduce special activities that integrate both approaches. For instance, during a cultural or art activity, children may draw geometric patterns while reflecting on Allah's creation, or they may practice counting using dates or other items associated with religious practice. These activities reinforce the seamless integration of Montessori pedagogy

with Islamic values in real-life contexts. In summary, field observations at TPA Az-Zahra indicate that the implementation of Islamic-Montessori learning revolves around three interrelated pillars: integrated learning planning, prepared learning environments, and repetitive habituation routines. These pillars work together to create a holistic educational experience where children develop cognitively, socially, practically, and spiritually. Children demonstrate growing independence, concentration, moral awareness, and spiritual understanding, reflecting the effectiveness of the integration approach in real classroom settings. Teachers report that children adapt well to this method, showing enthusiasm, curiosity, and consistent engagement in both Montessori activities and Islamic practices.

#### 4.2. Discussion

The findings of this study indicate that the Montessori method accelerates the mastery of Islamic etiquette among early childhood learners. Observations at TPA Az-Zahra show that children practicing Practical Life activities, such as pouring water without spilling, are simultaneously guided to follow Islamic manners. For instance, during drinking exercises, children are instructed to sit properly and use their right hand, reflecting the Islamic adab (etiquette) for eating and drinking. This approach demonstrates how Montessori's emphasis on physical independence serves as a medium for children to perform religious duties consciously, rather than as a result of coercion (Apriliansa, Suryana, & Nurhayati, 2024; Dewi, 2024). By integrating Montessori independence with Islamic manners, children gradually internalize moral and spiritual behaviors. The repetitive nature of Practical Life exercises allows children to link autonomy with responsibility, reinforcing both personal competence and adherence to religious norms. Teachers report that children demonstrate increasing confidence in performing daily rituals independently, and they often initiate activities such as handwashing, prayer preparation, or tidying materials without direct supervision. These behaviors reflect the combined influence of Montessori pedagogy and Islamic habituation, showing that structured independence can effectively foster spiritual awareness and moral conduct in early learners (Hafidz, Rahman, & Pratiwi, 2025).

Implementation of Islamic-Montessori learning at TPA Az-Zahra engages three dimensions of intelligence simultaneously: intellectual (IQ), emotional (EQ), and spiritual (SQ). Intellectual stimulation (IQ) is facilitated through concrete Montessori materials that allow children to explore abstract concepts tangibly. For example, the Pink Tower is used to teach size and spatial relationships, while number rods help children understand basic mathematical sequences. The hands-on nature of these activities enables children to internalize concepts through direct manipulation and observation, supporting cognitive development (Ranudantha & Fauziah, 2024). Emotional development (EQ) is nurtured by giving children the freedom to choose activities independently and by encouraging responsibility for returning materials to their designated places. Observations indicate that children develop self-discipline, patience, and cooperation as they interact with peers and manage classroom tasks. The Montessori emphasis on self-directed learning fosters autonomy while simultaneously cultivating social skills, emotional regulation, and empathy (Dewi, 2024; Hermawan, Sari, & Wulandari, 2024).

Spiritual growth (SQ) is encouraged through daily Islamic practices and reflective observation of the natural world. Children engage in routine dhikr (remembrance of Allah) and are guided to recognize signs of Allah's creation through nature observation (tadabbur). Activities such as watering plants, observing animals, and exploring natural patterns are paired with spiritual reflection, helping children develop a sense of awe, gratitude, and moral consciousness. These practices integrate seamlessly with Montessori materials, allowing spiritual development to occur naturally within cognitive and physical activities (Nurizah & Amrullah, 2024; Hirlan & Mukminah, 2025). The combination of these three intelligence dimensions demonstrates the holistic impact of integrating Montessori pedagogy with Islamic character education. Children not only acquire practical and academic skills but also strengthen emotional awareness and spiritual understanding through daily, structured, and meaningful activities.

At TPA Az-Zahra, learning has shifted from traditional lecture-based methods to direct experiential learning. Children do not merely memorize the pillars of Islam; they actively experience and practice them through structured, meaningful activities. For example, while learning about cleanliness, children participate in washing hands or utensils following proper procedures, simultaneously reciting basmalah and hamdalah. This experiential approach aligns with Montessori's principle that "the hand is the instrument of human intelligence," demonstrating that physical engagement can reinforce cognitive and spiritual understanding (Suryana & Hijriani, 2021; Hikmah, 2023). Teachers observed that children retain knowledge better and exhibit higher engagement when learning is concrete, hands-on, and tied to daily life. Skills such as counting, sorting, and fine motor coordination are reinforced through simultaneous practice of Islamic adab and rituals. Experiential learning allows children to internalize values actively rather than passively receiving information, ensuring that moral and spiritual lessons are retained and applied consistently. Furthermore, children often demonstrate pride in their accomplishments, such as completing a Practical Life task correctly while observing Islamic etiquette. This combination of mastery and reflection encourages intrinsic motivation, self-confidence, and positive behavioral habits, contributing to holistic development.

Observations and interviews identified several supporting and inhibiting factors that influence the effectiveness of Islamic-Montessori learning. Supporting factors include the availability of complete Montessori apparatus and the presence of educators with dual certification training in both Montessori pedagogy and Islamic parenting. Such expertise allows teachers to facilitate activities effectively while integrating spiritual and moral instruction into each learning experience. Teachers report that having structured materials and sufficient training enhances their ability to guide children independently, ensure engagement, and monitor learning outcomes (Apriliana et al., 2024; Dewi, 2024). Inhibiting factors primarily involve challenges in maintaining consistency between school-based habituation and home routines. Children may follow Islamic practices and Montessori procedures diligently at school but revert to less structured habits at home if parents are not familiar with or do not reinforce the same routines. Teachers highlight the importance of collaboration between educators and parents to ensure that learning and habituation are continuous and consistent. Communication through parent meetings, newsletters, and activity documentation helps mitigate this challenge, although differences in home environments remain a notable barrier to fully consistent implementation (Hafidz et al., 2025; Hermawan et al., 2024).

Overall, the field data demonstrates that the integration of Montessori independence and Islamic character education enhances children's development holistically. By fostering autonomy, cognitive engagement, emotional growth, and spiritual awareness, this integrated approach creates a learning environment that nurtures well-rounded, confident, and morally conscious early learners. The findings suggest that the success of this approach relies on three critical elements: a thoughtfully prepared learning environment, consistent reinforcement of daily routines, and skilled educators capable of balancing Montessori pedagogy with Islamic values. When these elements are present, children demonstrate notable improvements in independence, moral understanding, emotional regulation, and spiritual awareness.

## V. Conclusion

The study concludes that holistic learning at TPA Az-Zahra effectively integrates spiritual values with modern independence through an "Islamic-Montessori Flow," where Montessori principles serve as the method and Islamic values form the essence of activities. Learning occurs in a carefully prepared environment, where Montessori materials are adapted with religious elements, such as sandpaper Hijayah letters. Daily routines combine Practical Life activities with Islamic etiquette; for instance, children perform ablution (taharah) and recite prayers before starting independent tasks. Sensory and spiritual development is also stimulated through exploration of natural materials in cultural and science areas, helping children recognize God's creation. This approach nurtures cognitive, emotional, social, and spiritual growth simultaneously, demonstrating that spirituality can be embedded in everyday learning. Supportive factors include adequate Montessori apparatus, teachers' dual competence in Montessori and Islamic education, and a calm, conducive

learning environment that allows children to focus fully. Challenges include inconsistent application of independence at home and limited teacher time to develop Islamic-based educational materials. Overall, TPA Az-Zahra successfully combines Montessori methods with Islamic values, fostering children's independence, moral character, and spiritual awareness. The approach illustrates that early childhood education can be both methodologically innovative and culturally grounded, achieving balanced holistic development.

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