

**MONTESORRI APPROACH IN 'ULŪMU AL-QUR'ĀNI WA AL-ḤADĪS LEARNING
AT BRAINY BUNCH, MALAYSIA**

ARTIKEL JURNAL

Diajukan kepada Program Studi Pendidikan Agama Islam Fakultas Ilmu Agama Islam
Universitas Islam Indonesia untuk memenuhi salah satu syarat guna Memperoleh Gelar
Sarjana Pendidikan



Oleh:

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22422016

PROGRAM STUDI PENDIDIKAN AGAMA ISLAM

FAKULTAS ILMU AGAMA ISLAM

UNIVERSITAS ISLAM INDONESIA

YOGYAKARTA

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PROGRAM STUDI PENDIDIKAN AGAMA ISLAM

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Hari : Selasa
Tanggal : 30 Juni 2026
Judul Tugas Akhir : Pendekatan Montessori dalam Pembelajaran Ulumul Qur'ani
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Sehingga dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana dari Program Studi Pendidikan Agama Islam Fakultas Ilmu Agama Islam Universitas Islam Indonesia Yogyakarta.

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Setelah kami teliti dan kami adakan perbaikan seperlunya, akhirnya kami berketetapan bahwa jurnal saudara tersebut di atas memenuhi syarat untuk diajukan ke sidang munaqosah Fakultas Ilmu Agama Islam Universitas Islam Indonesia.
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Menyatakan bahwa berdasarkan proses dan hasil bimbingan selama ini, serta dilakukan perbaikan, maka yang bersangkutan dapat mendaftarkan diri untuk mengikuti munaqasah pada program Pendidikan Agama Islam, Fakultas Ilmu Agama Islam, Universitas Islam Indonesia.

Yogyakarta, 3 Juni 2026

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Moh. Mizan Habibi, S.Pd.I., M.Pd.I

ABSTRAK

PENDEKATAN MONTESSORI DALAM PEMBELAJARAN 'ULŪMU AL-QUR'ĀNI WA AL-ḤADĪS DI BRAINY BUNCH

Helmi Aulia Tazky

Penelitian ini bertujuan untuk mengkaji implementasi pendekatan Montessori dalam pembelajaran 'Ulūmu al-Qur'āni wa al-Ḥadīs serta dampaknya pada siswa jenjang upper elementary di Brainy Bunch Cyberjaya, Malaysia. Penelitian ini didasarkan pada kebutuhan inovasi dalam pendidikan agama Islam yang masih didominasi pendekatan konvensional dan kurang mendorong keterlibatan aktif siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi partisipatoris, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi pendekatan Montessori dalam pembelajaran 'Ulūmu al-Qur'āni wa al-Ḥadīs masih berada pada tahap pengembangan dan belum didukung oleh apparatus yang khusus. Meskipun demikian, prinsip-prinsip dasar Montessori telah diterapkan dalam proses pembelajaran, hal tersebut terlihat dari aktivitas-aktivitas yang dilakukan selama proses pembelajaran. Temuan ini menunjukkan adanya indikasi peningkatan kemandirian, kreativitas, dan pemahaman kontekstual siswa terhadap kandungan ayat Al-Qur'an dan Hadis. Temuan ini menunjukkan bahwa Montessori memiliki potensi sebagai strategi pedagogis dalam pembelajaran pendidikan Islam dan dapat menciptakan proses pembelajaran yang lebih bermakna.

Kata Kunci: Pendekatan Montessori, 'Ulūmu al-Qur'āni wa al-Ḥadīs, Pendidikan Islam

ABSTRACT

MONTESSORI APPROACH IN 'ULŪMU AL-QUR'ĀNI WA AL-ḤADĪŚ LEARNING AT BRAINY BUNCH, MALAYSIA

Helmi Aulia Tazky

This study aims to examine the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīś and its impact on upper elementary students at Brainy Bunch Cyberjaya, Malaysia. This study is based on the need for innovation in Islamic religious education, which is still dominated by conventional approaches and does not sufficiently encourage active student participation. This study employs a descriptive qualitative approach, using data collection techniques such as participant observation, interviews, and documentation. The results of the study indicate that the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīś is still in the development stage and is not yet supported by specialized equipment. Nevertheless, the basic Montessori principles have been applied in the learning process, as evidenced by the activities carried out during the learning process. These findings indicate an increase in students' independence, creativity, and contextual understanding of the content of the Qur'an and Hadith. These findings suggest that the Montessori approach has the potential to serve as a pedagogical strategy in Islamic education and can foster a more meaningful learning process.

Keywords : Montessori, Islamic Education, 'Ulūmu al-Qur'āni wa al-Ḥadīś.

KATA PENGANTAR

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Yogyakarta, 06 Juli 2026

Penulis

A handwritten signature in black ink, appearing to read 'Helmi' followed by a stylized surname.

Helmi Aulia Tazky

SURAT KETERANGAN**Nomor : 9867/J.06/UPT-PUB/JRPAI/V/2026***Bismillahirrahmanirrahim*

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Bandung, 06 Mei 2026

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Universitas Islam Indonesia, Yogyakarta

A B S T R A K

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A B S T R A C T

This study aims to examine the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīs and its impact on upper elementary students at Brainy Bunch Cyberjaya, Malaysia. This study is based on the need for innovation in Islamic religious education, which is still dominated by conventional approaches and does not sufficiently encourage active student participation. This study employs a descriptive qualitative approach, using data collection techniques such as participant observation, interviews, and documentation. The results of the study indicate that the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīs is still in the development stage and is not yet supported by specialized equipment. Nevertheless, the basic Montessori principles have been applied in the learning process, as evidenced by the activities carried out during the learning process. These findings indicate an increase in students' independence, creativity, and contextual understanding of the content of the Qur'an and Hadith. These findings suggest that the Montessori approach has the potential to serve as a pedagogical strategy in Islamic education and can foster a more meaningful learning process.

Keywords : Montessori, Islamic Education, 'Ulūmu al-Qur'āni wa al-Ḥadīs.

A. Introduction

Islamic education aims not only to transfer knowledge but also to help students internalize values that are applicable to their daily lives (Aris, 2022). Therefore, learning must be designed in a meaningful way that provides real-world experiences and supports the process of internalizing these values. In this context, the study of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ is of high importance because it not only teaches the contents of the Qur'an and Hadith but also serves as a vehicle for instilling Islamic values in students. However, the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ remains constrained by the limitations of the media and methods used (Ar Rasikh, 2019). As a result, instruction is focused solely on mastering the material through memorization. Meanwhile, students are not given the opportunity to explore, discuss, and reflect on the values contained in the Qur'an and Hadith they have studied. This underscores the need for innovation to create meaningful learning experiences that encourage active student engagement, thereby providing students with real-world experiences.

One approach that offers this possibility is the Montessori approach. This approach was introduced by Maria Montessori in the early 20th century (Azhari et al., 2024). Montessori believed that every child has their own potential and uniqueness and will learn and absorb information from their environment, which is then internalized by the child (Laksmi et al., 2021). Based on this belief, learning in the Montessori method is child-centered, and children are given the freedom to learn according to their developmental stage within a prepared environment (Agustina, 2025). These principles are relevant to Islamic education because they support the development of human potential while maintaining a focus on responsibility and guidance throughout the process. In this context, the Montessori method is not merely understood as a classroom teaching technique but can serve as a pedagogical framework that helps students build understanding through direct, guided learning experiences. One educational institution that has adopted and integrated the Montessori method into its curriculum is Brainy Bunch.

Brainy Bunch International Islamic Montessori School is the first school in Malaysia to offer Montessori education (Brainy Bunch Team, 2025). In addition to the Montessori educational concept, Brainy Bunch also offers an Islamic and productive learning environment by combining Montessori principles, Islamic values, and global academic excellence to educate students from preschool through high school. This is because Brainy Bunch's teaching philosophy incorporates the psychology behind the Montessori method and guidance from the Quran and Hadith. Thus, even though it is an international school, Brainy Bunch still offers Islamic religious education that fosters students' spirituality. One of the Islamic religious education courses offered by Brainy Bunch is 'Ulūmu al-Qur'āni wa al-Ḥadīṣ. In the "'Ulūmu al-Qur'āni wa al-Ḥadīṣ" course, this approach is intended to help students understand the meanings of Qur'anic verses and hadiths

and relate them to their personal and social lives. This context is significant because the study of the Qur'an and Hadith is often associated with textual and memorization-based methods, whereas the Montessori approach encourages active exploration, learner autonomy, and experiential learning. Nevertheless, the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ still faces challenges. Preliminary observations indicate that this subject is still in a transitional and developmental phase, as Hadith and Qur'an materials were previously combined with Akhlak (ethics) materials. Consequently, teachers are still working to adapt teaching tools and learning media to align with Montessori principles.

Several previous studies have examined the implementation of the Montessori method in the context of Brainy Bunch and Islamic education. A study conducted by Ramadhan (2023) explored the implementation of the Montessori method in fostering students' motivation to learn and independence at the lower elementary level at Brainy Bunch in Malaysia. The study showed that a well-organized learning environment, the freedom to choose activities, and the teacher's role as a facilitator contribute to students' independence and learning motivation. Rahmi and Saleh (2023) also examined the implementation of the Montessori method at Brainy Bunch, but their focus remained general, covering daily learning activities such as practical life, sensory, language, mathematics, and culture. Meanwhile, Fauziyah and Saleh (2023) highlight the strengths of the Montessori method in Islamic religious education, particularly in instilling Islamic values. In the broader context of Islamic education, Julita (2019) points out that implementing an Islam-inspired Montessori curriculum requires aligning Montessori principles, the learning environment, and Islamic values. Hermawan (2025) also emphasize that the Islamic Montessori approach can support the formation of an Islamic personality through the development of students' cognitive, social, spiritual, and psychomotor aspects. However, these studies have not specifically examined the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ. Therefore, this study aims to fill this gap by examining how Montessori principles are adapted in Qur'an-Hadith education and how this approach supports meaningful learning and the internalization of Islamic values. This study not only addresses the school's internal needs but also contributes to the discourse on Islamic education. It is hoped that through this study, a more effective model of integration between the Montessori approach and Islamic values-based learning can be identified, thereby creating a meaningful education that is rooted in the teachings of the Qur'an and Sunnah, while remaining relevant to the changing times.

B. Method

This study uses a qualitative method with a descriptive approach. According to Morgan and Taylor, qualitative research is a research procedure that investigates social and human phenomena in depth to produce descriptive data in the form of speech or writing and the behavior of the people being observed (Tersiana, 2018). A qualitative approach was chosen because this study aims to gain an in-depth understanding of the meanings and processes related to the implementation of the Montessori approach in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ at Brainy Bunch International Islamic Montessori School in Cyberjaya, Malaysia. The research location was selected through purposive sampling, considering that this school has adopted the Montessori approach as its curriculum and integrated it with Islamic values. The study population included all parties involved in the learning process of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ, while informants were selected using purposive sampling based on their involvement in and understanding of the implementation of the Montessori method in the 'Ulūmu al-Qur'āni wa al-Ḥadīṣ curriculum, namely the Chief Executive Officer (CEO), 'Ulūmu al-Qur'āni wa al-Ḥadīṣ teachers, and students at the upper elementary level. Data were collected through participant observation conducted over 28 days, in-depth interviews with subject teachers using semi-structured interview questions, and documentation. The data were analyzed using Miles and Huberman's interactive model through data reduction, data presentation, and drawing conclusions, beginning with data collection, where researchers gathered information through interviews, observation, and documentation. The second stage is data reduction, at this stage, researchers sort the data that can be used in the study and set aside data that is not needed for the study. The third stage is data display, researchers organize the reduced data so that it is easier to understand and analyze. The final stage is drawing conclusions, researchers draw conclusions about an idea from a series of existing data.

C. Result and Discussion

Implementation of the Montessori Approach in the Teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ

The results of observations and interviews indicate that the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ is still in a transitional and developmental phase, following a previous period when material related to hadith, the Qur'an, and ethics was grouped under a single subject area. This separation was implemented due to the extensive scope of the material and to allow for a more focused study of each discipline (Muhammad Ridhwan Omar, personal communication, Agustus 2025). As a result, teachers are still in the process of adapting the selection of learning activities and media to ensure they align with Montessori principles. In the 'Ulūmu al-Qur'āni wa al-Ḥadīṣ class, there are currently no Montessori materials specifically designed for students to use in exploring the material and

building their understanding of the topics being studied. As an alternative, teachers use PowerPoint slides, laptops, iPads, and students' personal digital devices to facilitate exploration of the material. These tools are used to search for information, construct understanding, and reflect on that understanding through activities designed by the teacher.

The lack of specialized materials prevents teachers from fully implementing the Montessori method using concrete materials. This situation is also consistent with Julita (2019), who noted that the implementation of an Islam-inspired Montessori approach requires an alignment between Montessori principles, the readiness of the learning environment, and the Islamic values that form the foundation of the curriculum. In the context of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ instruction, these adjustments are evident in teachers' efforts to develop learning activities that remain student-centered even though specialized materials are not yet optimally available. This does not prove that the Montessori approach—which had not been fully adapted due to the lack of materials—failed; on the contrary, field findings show that a process of pedagogical adaptation took place through the teachers' ability to translate Montessori principles into relevant activities. This aligns with the assertion that the Montessori approach can be implemented by emphasizing the development of social skills and creating effective learning experiences even without concrete teaching aids (Anggela & Krisnayanti, 2021; Yunitasari et al., 2023). Furthermore, Montessori education can also focus on teaching techniques that utilize literacy, language, and role-playing, which contribute to students' cognitive and interpersonal development (Rusdiani et al., 2023).

a. Student-centered learning

The Montessori principle most evident in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ is learner-centered learning. Teachers provide learners with opportunities to explore the material independently, process their understanding, and express that understanding through various activities. These activities include group discussions, worksheet completion, presentations, the creation of reflective posters, and short films related to the topics of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ that have been studied. At each session, the teacher provides an introductory explanation and outlines the scope of the material to serve as a foundation for the students' initial understanding. The teacher then guides the students to delve deeper into the material, either individually or in groups. In group activities, students discuss the material, divide up tasks, develop a concept for their project, and then present their results to the class. This approach demonstrates that the teacher acts as a facilitator who provides guidance, while students take an active role in the learning process.

These findings are consistent with Anggraeni (2024), which shows that Montessori principles are evident in child-centered learning, a prepared

environment, and the freedom to choose activities. The similarity lies in providing students with the space to actively explore the material, process their understanding, and demonstrate their learning through activities that align with their potential. Project-based activities in 'Ulūmu al-Qur'āni wa al-Ḥadīṣ help students develop and process their understanding in a more contextual way. Through reflection posters and short films, students do not merely reproduce the information they have learned but understand the values and meanings they discover and then present them in an engaging way. Thus, learning does not stop at the ability to memorize texts and information but moves toward understanding, interpretation, and the internalization of values. This approach aligns with the concept of meaningful learning, in which students not only construct knowledge but also connect and apply it to problem-solving (Salsabila, 2017). These findings also expand on Julita (2019) on Islam-inspired Montessori education by demonstrating that the teacher's role as a facilitator and the freedom to learn can be applied concretely in the teaching of the Qur'an and Hadith. Thus, learner-centered learning serves not only as a strategy to increase participation but also as a means to build contextual understanding and internalize Islamic values.

b. Multi-age classes

Another Montessori principle applied in the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ is the multi-age classroom. At the upper elementary level, children aged 9–12 are seated at the same table and form study groups. This system provides students with the opportunity to discuss and help one another throughout the learning process, as explained by the CEO of Brainy Bunch, Muhammad Ali Nurdin explained that multi-age classes serve to develop social skills and provide a glimpse into the real-world work environment and social settings of the future, where children will not only interact with their peers but will also socialize and interact with classmates who are much younger or older than themselves. In addition, Muhammad Ali Nurdin also noted that the formation of multi-age classes provides students with the opportunity to learn from one another; when younger students face difficulties, older students will help them, and vice versa (Muhammad Ali Nurdin, personal communication, August 9, 2025).

In the 'Ulūmu al-Qur'āni wa al-Ḥadīṣ course, multi-age classes provide students with the opportunity to learn through the interactions that develop among them. Older, more experienced students can help younger ones when they encounter difficulties. This approach reflects one of the core values of the Montessori method: learning as a social process that occurs through collaboration, observation, and hands-on experience. These findings are consistent with previous research indicating that mixed-age learning environments provide students with opportunities to learn from one another and further develop their independence. In addition, multi-age classrooms also influence children's social and emotional adaptation through social interactions and multi-age collaborative learning that take place in the classroom (Hyry-Beihammer & Hascher, 2015; Nurzain et al.,

2024). Multi-age classes are also relevant to Islamic education. When interactions occur among students of different ages, they can serve as a space for instilling values such as good manners, responsibility, mutual aid, and social awareness. Thus, the concept of multi-age classes not only helps improve academic abilities but also plays a role in character development.

c. Responsible freedom

The teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ at Brainy Bunch also demonstrates the application of the principle of responsible freedom. Students are given the opportunity to use digital devices such as cell phones, laptops, and iPads to explore course material and complete individual or group assignments, in accordance with school regulations and under the guidance and supervision of teachers. Teachers ensure that the use of digital devices is directed solely toward academic purposes and does not deviate from the learning objectives. The use of digital media in this context represents the Montessori approach's adaptation to contemporary learning needs. Classical Montessori emphasizes concrete materials and a prepared environment. However, in the context of the subject 'Ulūmu al-Qur'āni wa al-Ḥadīṣ, for which no specific materials yet exist, digital tools serve as an alternative medium to support the exploration of the subject matter.

These findings expand upon Ramadhan (2023), which showed that the freedom to choose activities and the teacher's role as a facilitator are important aspects of Montessori implementation at Brainy Bunch. The difference is that this study shows that this principle of freedom is applied not only through the choice of learning activities but also through the use of digital media in Qur'an and Hadith instruction. From a Montessori perspective, this practice reflects the principle of freedom within limits that is, guided freedom designed to train children to make choices and take responsibility for the consequences of those choices (Laksmi et al., 2021). Therefore, the use of technology can serve as a tool to support independent learning when guided by pedagogical principles, just as the integration of technology can help students become more independent in exploring knowledge (Suwarni & Natsir, 2024). Nevertheless, these findings also reveal certain limitations, as digital devices have not yet fully replaced the Montessori apparatus, which emphasizes concrete experiences. Therefore, the use of digital media in Qur'an and Hadith instruction should be viewed as an adaptive strategy, rather than a primary substitute for the Montessori apparatus.

Implications of the Montessori Approach for the Study of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ

a. Improving students' understanding

One of the key findings of this study is that the Montessori approach helps students connect what they learn to their daily lives. The results of the observations show that the teaching of 'Ulūmu al-Qur'āni wa al-Ḥadīṣ at Brainy

Bunch is not limited to providing students with the opportunity to receive information and understand Qur'anic verses and Hadiths textually; rather, teachers provide examples that are closely related to the students' lives. Afterward, students are guided to process their understanding through various activities designed by the teacher, such as discussions, worksheets, reflection posters, short films, and others. In this way, students are given the opportunity to interpret the values and messages of the Qur'anic verses and Hadiths they have studied and relate them to attitudes and behaviors commonly encountered in daily life.

These findings are consistent with previous research indicating that the internalization of values in the Montessori approach occurs not only through verbal instruction but also through social interaction, active engagement, and meaningful learning experiences (Çakır et al., 2019; Rahmi & Saleh, 2023). These findings also reinforce the conceptual analysis of the Montessori approach in Islamic education, indicating that the Montessori method has the potential to be developed in Islamic education because it aligns with active and holistic learning. Thus, this study provides insights into the development of a more active Ulūmu al-Qur'āni wa al-Ḥadīṣ learning model that is oriented toward the internalization of values.

b. Enhancing students' independence and creativity

The findings also show that the Montessori approach has an impact on increasing students' independence and creativity. Independence is clearly evident when students are given tasks to explore the material and complete assignments—from brainstorming ideas and assigning roles to creating their work—with minimal teacher intervention. Teachers, acting as facilitators, continue to provide guidance and supervision, but the work is still completed by the students. This aspect of independence aligns with the Montessori principle, which views the child as the center of the learning process and believes the child should play an active role in order to create a more personalized and relevant learning experience (Muhid et al., 2025). Furthermore, independence is also a result of the Montessori principle of self-directed learning, as students are trained to take the initiative and be responsible for their own learning process—as has already been implemented in the Ulūmu al-Qur'āni wa al-Ḥadīṣ curriculum. Consequently, students are able to plan their own learning steps. Montessori believed that children given the opportunity to learn independently would be more motivated and responsible (Ramadahn, 2023).

These findings reinforce previous research showing that the application of the Montessori method can foster students' motivation and independence in learning. However, this study provides further insight because the independence that emerges is not only related to general learning activities but also to the process of understanding, processing, and communicating the values of the Qur'an and Hadith. In other words, the Montessori approach to teaching 'Ulūmu

al-Qur'āni wa al-Ḥadīṣ can support the development of both students' independence in learning and their moral responsibility (Lillard, 2019; Ramadahn, 2023)

In addition to independence, the Montessori approach to teaching Ulūmu al-Qur'āni wa al-Ḥadīṣ also shows signs of increased student creativity. The teaching of Ulūmu al-Qur'āni wa al-Ḥadīṣ is often characterized by lectures and memorization. However, findings from the Ulūmu al-Qur'āni wa al-Ḥadīṣ learning process at Brainy Bunch challenge this conventional model, as the Montessori approach provides students with the freedom to be creative. This creativity is evident in how students demonstrate their understanding through projects such as posters, presentations, and short films. The selected activities not only help students gain a deeper understanding and connect what they have learned to their daily lives, but also provide them with opportunities to think critically and creatively—for example, by identifying the values or main messages to be conveyed in a poster or film, developing a plot and narrative, and visualizing them in the form of engaging images or videos.

These findings are consistent with previous research indicating that the Montessori environment supports the development of students' creativity through spaces for exploration, freedom to create, and opportunities to independently showcase their learning outcomes (Denervaud et al., 2019). However, creativity in this learning context is not limited to producing a final product or work but rather encompasses the process students undergo—from understanding a text, extracting its meaning, to reinterpreting that understanding in an engaging form. These findings also expand upon research showing that the Montessori approach supports the balanced development of cognitive, psychomotor, social, and spiritual aspects through a conducive learning environment (Hermawan et al., 2025). This study shows that creativity can serve as a pedagogical tool to deepen understanding and internalization of the values of the Qur'an and Hadith, rather than merely as a variation in activities.

D. Conclusion

The implementation of the Montessori approach in teaching 'Ulūmu al-Qur'āni wa al-Ḥadīṣ at Brainy Bunch Cyberjaya, Malaysia, has not yet been fully realized because it is still in a transitional phase following the separation of this subject from Akhlak. The lack of specialized Montessori materials for teaching the Qur'an and Hadith is one of the main challenges. However, several Montessori principles have been implemented through learner-centered learning, the teacher's role as a facilitator, multi-age classrooms, freedom with responsibility, the use of digital media, and project-based activities. The application of these principles is evident in group discussions, worksheets, presentations, reflective posters, and short films that help students connect the values of the Qur'an and Hadith to their daily lives. These findings indicate that

the Montessori approach can be adapted as a pedagogical strategy in Islamic education, particularly to support meaningful learning and the internalization of values. Furthermore, there are indications of increased student independence and creativity through exploratory and reflective activities. Thus, the implementation of the Montessori approach in Qur'an-Hadith instruction should be understood as an adaptive process that aligns Montessori principles with the nature of Islamic studies. The development of Qur'an-Hadith teaching materials, concrete learning aids, and value-based reflective assessment is necessary to strengthen the implementation of this approach in the future.

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