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Reducing The Risk Of Tantrums In Children With Behavioral Problems Through Practical Life Activities Using The Montessori Method At Handayani State Kindergarten

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Abstract

This study aims to determine the application of Montessori's Practical Life method activities in reducing the risk of tantrums in children with behavioral problems at Handayani State Kindergarten. The study used Classroom Action Research (CAR) with the Kemmis and McTaggart model which includes the planning, action, observation and reflection stages. The research subjects consisted of two children in group B1 aged 5-6 years who were identified as having a high risk of tantrums based on initial observations and teacher notes. The study was conducted through the pre-action stage, Cycle I and Cycle II. Data were collected through observations of the duration and intensity of tantrums, observations of Practical Life activities, self-regulation, aggressive behavior, field notes and documentation. Data analysis was carried out descriptively quantitatively and qualitatively by comparing changes at each stage of the action. The results showed that the implementation of Practical Life activities in a gradual, structured, repetitive manner and supported by a prepared environment, teacher demonstrations, opportunities for independent work, and a peace corner can reduce the duration of tantrums. The average duration of tantrums decreased from 110 minutes in the pre-action to 28.75 minutes in Cycle I and 6.5 minutes in Cycle II, with a total reduction of 94.09%. Practical Life skills improved from a score of 4 (BB) to 9 (MB) and then to 16 (BSB). Changes were also seen in self-regulation skills and a reduction in aggressive behavior during learning. Therefore, Montessori-style Practical Life

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activities can be an alternative learning strategy to help reduce the risk of tantrums while supporting self-regulation, concentration, and independence in young children.

Keywords: Practical Life, Montessori, Tantrum, Self-Regulation, Early Childhood, PTK

INTRODUCTION

Early childhood is at a developmental stage characterized by rapid social, emotional, cognitive, and behavioral development, so emotional control skills are not always optimal. Tantrums are one form of emotional response that can arise when a child encounters an undesirable situation, experiences frustration, needs attention, or has difficulty controlling their emotional responses.

Tantrums in preschool children can take the form of crying, screaming, refusing and various emotional expressions that indicate the child's difficulty in managing his emotional state (Coyne et al., 2021). Handling tantrums in early childhood needs to be directed at behavioral changes that help children recognize and control their emotional responses, not just stopping the tantrum behavior that is occurring (Imtikhani Nurfadilah, 2021). Self-regulation skills are an important aspect because they help children control their attention, behavior, and emotional responses when facing demands or challenges in the learning environment (Muir et al., 2023).

Self-regulation in preschool can be developed through interventions that provide children with opportunities to gradually face challenges in a structured learning environment (Ruffini et al., 2025). The early childhood education environment also plays an important role in the development of self-regulation because the quality of interactions and social-emotional support in the classroom can be related to the development of children's self-regulation abilities (Horm et al., 2024). Systematic reviews show that self-regulation interventions for preschool children have diverse characteristics, but activities that provide challenges, opportunities for movement, and learning experiences that are appropriate to the child's developmental needs are characteristics that are often found in interventions that show positive results (Muir et al., 2023).

One learning approach that provides concrete, structured, and independence-oriented experiences for children is the Montessori method. A meta-analysis of 33 experimental and quasi-experimental studies showed that Montessori education has a positive impact on various aspects of children's development and learning, including social and motor skills.(Demangeon et al., 2023)In the Montessori approach, Practical Life activities provide opportunities for children to

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directly carry out daily life activities, such as self-care, caring for the environment, moving objects, pouring, cleaning and tidying the learning environment (Kamil & Asriyani, 2023). Activities in the Practical Life Exercise area can also be used to develop life skills through activities that children do directly and gradually in accordance with Montessori learning principles (Nadiastuti et al., 2024).

Practical Life activities are not only related to the skills of doing daily work, but also provide learning experiences that involve concentration, coordination, order, independence and the ability to complete an activity to completion (Anggini et al., 2024). With these characteristics, Practical Life is relevant for application to children experiencing behavioral problems because the activities are carried out through concrete, repetitive, structured experiences and provide opportunities for children to achieve success through their own efforts.

Although research on tantrums, self-regulation, and the Montessori method has been growing, research specifically examining Practical Life activities as a learning tool to reduce the risk of tantrums in children with behavioral problems is still relatively limited. Previous research has primarily addressed tantrums from the perspective of behavior and emotional regulation, while Montessori research has focused heavily on the development of independence, life skills, social skills, and child development. Therefore, there is still room to explore how Practical Life activities can be used directly as a pedagogical tool to help children reduce tantrums by improving concentration, the ability to follow sequences, independence, and emotional control.

This research is important because tantrums in children with behavioral problems cannot be addressed simply by prohibiting or stopping the behavior. It requires learning experiences that allow children to practice self-control in concrete ways. Practical Life activities provide a space for children to carry out activities independently, follow the steps of the activity, maintain attention, complete tasks, and learn to manage responses when faced with difficulties. Based on these conditions, this study aims to analyze the reduction in the risk of tantrums in children with behavioral problems through Practical Life activities using the Montessori method at Handayani State Kindergarten.

RESEARCH METHODS

Research Design

This study employed Classroom Action Research (CAR) with a quantitative and qualitative descriptive approach. The research design adapted the Kemmis and McTaggart model, which

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consists of four stages in each cycle: planning, acting, observing, and reflecting. CAR was chosen because the research aimed to directly address behavioral issues that emerged during the learning process through the application of Montessori Practical Life activities. Actions were implemented cyclically until behavioral changes were achieved, indicating a reduced risk of tantrums and increased child engagement in learning activities.

The study began with pre-action observations to obtain a picture of the subjects' initial conditions, particularly regarding the frequency, duration, and intensity of tantrum behavior, as well as self-regulation, concentration, and independence skills. The results of the pre-action observations became the basis for developing actions in Cycle I. The results of Cycle I reflections were then used to improve actions in Cycle II.

Place, Time and Subject of Research

The research was conducted in class B1 of Handayani State Kindergarten, Malinau Regency, in the even semester of the 2025/2026 Academic Year. The initial diagnostic and observation stages were carried out in March 2026, while the implementation of the actions was carried out in April-May 2026. The research took place in two cycles with the action stages including planning, implementation, observation and reflection.

The research subjects consisted of two students in group B1: AAWP, aged 5 years and 8 months, and JN, aged 5 years and 9 months. Both subjects were selected purposively based on initial observations, classroom teacher notes, and discussions with the principal as a collaborator. Both showed a relatively high risk of tantrums compared to other students, characterized by crying, screaming, refusing activities, difficulty following routines, and aggressive responses when faced with frustration.

AAWP exhibited tantrum behaviors such as loud crying, screaming, throwing objects, refusing to participate in learning activities, hitting friends, and, in certain situations, banging his head. Meanwhile, JN exhibited behaviors such as crying, screaming, refusing activities, withdrawing from group activities, and showing angry expressions when faced with situations that did not meet his expectations. Both subjects also showed interest in concrete and manipulative activities related to everyday life, so Practical Life activities were chosen as the intervention.

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Research Procedures

The research was conducted through pre-action, Cycle I, and Cycle II. Each cycle follows the four stages of the Kemmis and McTaggart model.

Pre-Action

In the pre-action phase, researchers observed the behavior of both subjects during the learning process. Observations were aimed at identifying the types of tantrum behavior, triggers, duration of tantrums, and the children's ability to maintain attention, follow instructions, complete activities, and control emotions. Initial observations indicated that both subjects easily became frustrated when faced with tasks they considered difficult, had to wait their turn, stopped a favorite activity, or faced changes in routine. The pre-action data was then used as a basis for designing Practical Life activities that suited the characteristics and needs of both subjects.

Cycle I

The planning stage of Cycle I was carried out by compiling the RPPH, determining Practical Life activities, preparing tools and materials, and preparing research instruments. The activities used included pouring seeds, clamping pompoms using tongs, moving objects using a spoon and returning tools to their original places. The instruments used included tantrum risk observation sheets, Practical Life activity observations, self-regulation observations, aggressive behavior observations, field notes and documentation. The implementation of the actions was carried out based on the principle of a prepared environment. The teacher acted as a facilitator and provided a calm and systematic demonstration of the activities. After the demonstration, children were given the opportunity to carry out the activities independently with minimal assistance if they encountered difficulties. The activities were carried out repeatedly to build concentration, the ability to follow work sequences, perseverance and independence.

In Cycle I, activities began with relatively simple tasks using concrete objects. Children were given the opportunity to pour, pinch, move objects, and organize tools. The teacher provided positive reinforcement for the children's efforts and helped them return to the activity when they became frustrated. Observations showed that the duration of tantrums gradually decreased during the implementation of the actions. The reflection stage was carried out by analyzing behavioral changes after the Cycle I actions. Despite improvements, children still needed verbal assistance when facing difficulties and were not yet fully able to calm themselves down independently. Therefore, the actions continued in Cycle II by increasing the complexity of the activities and adding strategies to support emotional regulation.

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Cycle II

The planning of Cycle II was prepared based on the results of the reflection of Cycle I. Improvements to actions included the addition of Care of Self and Care of Environment activities, providing opportunities for repetition of activities that children enjoy, consistent positive reinforcement, and providing a peace corner as a place for children to calm down when they start to feel frustrated. Care of Self activities include putting on and taking off shoes and buttoning clothes. Care of Environment activities include sweeping the floor, tidying up seating mats, collecting and disposing of trash, and returning learning tools to their original places. Control of Movement activities include pouring water and clamping objects using tongs. Activities are carried out in stages with higher demands for independence compared to Cycle I.

During the implementation phase, the teacher continues to provide an initial demonstration and then gives the children the opportunity to complete the activity independently. When the children experience difficulties, the teacher provides verbal assistance or gestures as needed without taking over the child's work. Children are also given the opportunity to repeat the activity to build successful experiences and build self-confidence. The peace corner strategy is used when children begin to show signs of frustration. Children are directed to take time to calm down before resuming the activity. This strategy is part of strengthening self-regulation during the implementation of the action. By the end of Cycle II, children demonstrated improved abilities in following the sequence of activities, concentrating, waiting their turn, and completing activities independently.

Data collection technique

Research data was collected through observation, performance assessments, field notes, interviews, and documentation. Observations were conducted at each meeting to obtain data on tantrum behavior, self-regulation, concentration, independence, and aggressive behavior. Observations of tantrum behavior were conducted by recording the frequency, duration, intensity, triggers, forms of behavior, and responses after the behavior occurred. The duration of a tantrum was measured from the onset of the emotional outburst until the child returned to a calm state or returned to the activity. Observations were conducted directly during the learning activities.

Performance assessments were used to determine children's abilities in carrying out Practical Life activities. Aspects observed included the ability to initiate activities, concentrate,

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follow work sequences, motor control, emotional regulation, and independence in completing activities. Interviews were used as supporting data to obtain information about children's behavior and changes observed during the intervention. Documentation was used to strengthen the research data through activity photographs, field notes, and documents related to the intervention implementation.

Research Instruments

The main research instruments consisted of a tantrum risk observation sheet, a Practical Life activity assessment rubric, a self-regulation observation sheet, an aggressive behavior observation sheet, field notes, and documentation. The tantrum risk instrument used behavioral recording based on triggering events (antecedent), behavior forms (behavior), duration, and coping strategies (consequence). This instrument was used to systematically obtain behavioral change data during pre-action, Cycle I, and Cycle II. The Practical Life activity rubric was used to assess the development of children's abilities in carrying out activities. Indicators used in the assessment included interest, concentration (focus), work sequence, motor control, and emotional regulation. Each indicator was given a score of 1-4 with development categories ranging from Not Yet Developing (BB), Starting to Develop (MB), Developing as Expected (BSH), to Very Well Developing (BSB).

Instrument Validity

The instrument's validity was assessed using content validity through expert judgment. Validation was conducted to ensure the instrument's suitability for the research objectives, variable indicators, characteristics of children aged 5-6 years, language use, filling instructions, instrument format, and the adequacy of the number of items. The validators in this study were two expert lecturers with competencies in educational evaluation and research. The results of the validator's assessment were used as a basis for improving the instrument before use in data collection. Furthermore, the instrument's reliability was not tested empirically because the instrument was not piloted on other respondents; the instrument's consistency was based on expert judgment. For journal articles, this needs to be stated transparently as part of the research's methodological limitations.

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Data Analysis Techniques

Data were analyzed using quantitative and qualitative descriptive analysis. Quantitative analysis was used to describe changes in the frequency, duration, and intensity of tantrums, as well as the development of children's abilities in Practical Life activities. Observational data were summarized from pre-treatment, Cycle I, and Cycle II, then compared to determine trends in changes after the intervention.

The percentage of children's achievement is calculated using the formula:

$$P = \frac{S}{N} \times 100\%$$

Information:

P = percentage of achievement;

S = score obtained;

N = maximum score.

The analysis was carried out in several stages, namely: (1) collecting observation data, performance assessments, documentation and field notes; (2) summarizing data on pre-action, Cycle I and Cycle II; (3) calculating scores and percentages; (4) comparing changes between stages; (5) reducing data; (6) grouping data based on frequency, duration, intensity of tantrums, self-regulation, concentration and independence; (7) presenting data in tables and descriptive descriptions; and (8) drawing conclusions based on the results of observations and reflections in each cycle.

Qualitative analysis was used to interpret changes in children's behavior during the intervention. Data from field notes, observations, interviews, and documentation were compared between cycles to identify changes in behavior patterns, children's responses to Practical Life activities, and the development of self-regulation skills.

Action Success Criteria

The success of the intervention was determined based on changes in tantrum behavior and the child's developmental abilities. The study was deemed successful if there was a decrease in the duration, frequency, and intensity of tantrums, accompanied by an increase in self-regulation, concentration, independence, and the ability to participate in Practical Life activities. Specifically, this study established success indicators as a decrease in tantrum duration to below 15 minutes and consistent achievement of the "Developing as Expected" (BSH) development category at the end of Cycle II.

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Data Validity

Data validity was strengthened through the use of multiple data collection sources and techniques, including behavioral observations, performance assessments, field notes, interviews, and documentation. Data from these various techniques were compared to obtain a more comprehensive picture of changes in children's behavior. Furthermore, the involvement of the principal as a collaborator in the observation and reflection process was used to support the objectivity of the research process.

RESULTS AND DISCUSSION

Research result

The results of the study showed positive changes after implementing the Montessori Practical Life method in children with behavioral problems at Handayani State Kindergarten. These changes were evident in a decrease in tantrum duration, an increase in Practical Life skills, improved self-regulation, and a decrease in aggressive behavior. The study was conducted through pre-action stages, Cycles I and II, and was terminated after all success indicators were achieved at the end of Cycle II.

1. **Reduced Risk of Tantrums**

The risk of tantrums in this study was analyzed based on the duration of tantrums that occurred during the learning process. In the pre-action phase, children exhibited tantrum behaviors such as crying, screaming, refusing to participate in activities, throwing objects, hitting friends, and banging their heads when frustrated or facing situations that did not go their way. After implementing the Practical Life activities, the duration of tantrums gradually decreased with each cycle.

Table 1. Comparison of Average Duration of Tantrums

Research Stage	Average Duration of Tantrums	Decline
Pre-action	110 minutes	-
Cycle I	28.75 minutes	73.86%
Cycle II	6.5 minutes	94.09%

Source: Research data, 2026.

Based on Table 1, the average tantrum duration in the pre-treatment condition was 110 minutes. After treatment in Cycle I, the average tantrum duration decreased to 28.75 minutes, a

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73.86% decrease from the initial condition. In Cycle II, the average tantrum duration decreased again to 6.5 minutes, a total decrease of 94.09% compared to the pre-treatment condition.
The percentage decrease in Cycle I is calculated as follows:

$$\frac{110 - 28{,}75}{110} \times 100\% = 73{,}86\%$$

Meanwhile, the decline from pre-action conditions to the end of Cycle II is:

$$\frac{110 - 6{,}5}{110} \times 100\% = 94{,}09\%$$

These results indicate that the implementation of Practical Life activities resulted in consistent changes in tantrum duration. The 94.09% reduction also exceeded the research's established success indicator of at least 75%.

2. Development of Cycle I Implementation

In Cycle I, children begin participating in Practical Life activities, which include pouring grains, moving objects using a spoon, clamping objects, putting on and taking off shoes, buttoning clothes, sweeping the floor, tidying up seating, and returning learning materials to their original places. Activities are presented in stages, using concrete objects and providing opportunities for repetition. Although behavioral changes begin to occur, children's abilities in Cycle I are not yet optimal. Children still require verbal direction and teacher demonstrations to perform some activities. Children also continue to show emotional responses when facing difficulties. However, the ability to accept help and return to activities after experiencing frustration begins to develop.

The average tantrum duration in Cycle I was 28.75 minutes, indicating that the intervention had yielded improvement compared to the initial situation. However, the 73.86% reduction was still slightly below the minimum success target of 75%. Therefore, improvements were made in Cycle II.

3. Development of Cycle II Implementation

Improvements in Cycle II were made by providing more structured, concrete, and repetitive Practical Life activities, as well as providing greater opportunities for children to complete activities independently. Activities included putting on and taking off shoes, buttoning clothes, sweeping, tidying up seating, collecting trash, pouring objects, using tongs, and returning tools to their proper places. Cycle II also used a peace corner as an area to help children calm down when they begin to feel frustrated or have difficulty controlling their emotions.

By the end of Cycle II, the average tantrum duration had decreased to 6.5 minutes. Children began to calm down when feeling angry, use the peace corner as directed, and return to

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activities after their emotions had stabilized. Furthermore, their ability to concentrate, follow instructions, and complete activities independently also showed improvement.

4. Improving Practical Life Skills

Practical Life skills were analyzed using four indicators: initial attention, concentration, task sequencing, and emotional maturity. The results showed a gradual increase in scores from pre-action to Cycle II.

Table 2. Development of Practical Life Skills

Research Stage	Score	Category
Pre-action	4	Not Yet Developed (BB)
Cycle I	9	Starting to Grow (MB)
Cycle II	16	Very Well Developed (BSB)

Source: Research data, 2026.

In the pre-action condition, Practical Life skills scored 4, categorized as Not Yet Developed (BB). After Cycle I, the score increased to 9, categorized as Beginning to Develop (MB). Furthermore, at the end of Cycle II, the score increased to 16, categorized as Very Well Developed (BSB). This improvement indicates that children are increasingly able to focus, follow the sequence of activities, complete tasks, and control emotional responses during activities.

5. Development of Self-Regulation

Observations showed development in self-regulation skills during the intervention. Initially, children tended to overreact emotionally when faced with difficulties, such as crying, screaming, throwing objects, and refusing to participate in activities. In Cycle I, children began to accept teacher assistance and resume activities after experiencing frustration, although they still required verbal guidance.

In Cycle II, self-regulation development improved. Children began to calm themselves when they started to feel angry, used the peace corner, and returned to activities after their emotional state stabilized. These changes demonstrate the development of children's ability to manage emotional responses during the learning process.

6. Decrease in Aggressive Behavior

Aggressive behavior in the study was observed through hitting peers, throwing objects, and head banging. In the pre-treatment period, these behaviors frequently occurred when children were frustrated or their desires were not met. In Cycle I, the frequency of aggressive

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behavior began to decline; hitting peers only occurred once, while head banging was no longer observed.

In Cycle II, behaviors such as hitting peers, throwing objects, and head banging were no longer observed during the learning process. Children demonstrated more adaptive responses when faced with situations that did not meet their expectations.

7. Achievement of Success Indicators

Based on the overall results of observations and data analysis, all indicators of research success had been achieved at the end of Cycle II.

Table 3. Achievement of Success Indicators

Indicator	Target	The final result	Status
Reduced risk of tantrums	≥75%	94.09%	Achieved
Practical Life Skills	Minimum MB	BSB	Achieved
Self-regulation	Increase	Increase	Achieved
Aggressive behavior	Reduce	Do not appear	Achieved

Source: Research data, 2026.

Table 3 shows that the 94.09% reduction in tantrum risk exceeded the minimum target of 75%. Practical Life skills improved from Not Developing (BB) to Very Well Developed (BSB). Self-regulation also showed improvement, while aggressive behavior that had previously appeared at the beginning was no longer found at the end of Cycle II.

DISCUSSION

The results of the study showed that the implementation of Practical Life Montessori activities was able to consistently reduce the risk of tantrums from an average of 110 minutes in pre-action to 28.75 minutes in Cycle I and 6.5 minutes in Cycle II, with an overall reduction of 94.09%. These findings indicate that Montessori activities that provide opportunities for children to carry out activities independently, in a structured, repetitive manner and using concrete objects can support the development of children's self-control and executive function skills. These findings are in line with researchTiryaki et al. (2021)who found that Montessori education had a positive influence on self-regulation and attention/impulse control skills in preschool children.Guerrero et al. (2023)also showed that children who attended Montessori education had advantages in various aspects of executive function, including working memory, cognitive flexibility, inhibitory control, and self-regulation. In addition,Turgut & Sop (2022)found that

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children who participated in Montessori education showed higher levels of self-regulation and positive emotional regulation than children in several other preschool educational approaches.

The reduction in tantrum duration in this study not only indicates a change in the frequency or duration of emotional outbursts, but also indicates a change in children's ability to cope with frustration during the learning process. Practical Life activities provide a clear structure for activities so that children have the opportunity to understand the sequence of tasks, maintain attention, complete tasks, and control their responses when faced with difficulties. These findings align with the results of other research.Courtier et al. (2021)which shows that Montessori implementation in preschool education can produce comparable or better development in a number of aspects of development, although its effects on executive function and social skills need to be understood in the context of its implementation. A systematic review byGuerrero et al. (2024)also shows that research on alternative schools, especially Montessori, has found many benefits on executive function and child development, although evidence on social-emotional development is more limited and requires cautious interpretation.Delkhak & Talebian Sharif (2025)further demonstrated that Montessori-based play can enhance preschoolers' executive functions, particularly through learning experiences that demand response control and task completion.

The improvement in Practical Life skills in this study is evident from the change in score from 4 in the Undeveloped category in the pre-action to 9 in the Beginning to Develop category in Cycle I and 16 in the Very Well Developed category in Cycle II. These changes indicate that daily life activities carried out directly can be a learning medium that not only develops independence but also supports children's ability to maintain attention, follow work stages and complete activities independently. ResearchLestari & Fathiyah (2023)Research shows that a learning process that provides opportunities for children to actively engage in activities can support the development of independence in children aged 5-6 years.Khotimah & Zulkarnaen (2023)also shows that habituating and providing children with opportunities to carry out activities independently is an important part of developing independence in children aged 4-5 years. Meanwhile, researchSuci & Fathiyah (2023)shows that learning that provides direct experience and responsibility to children can increase independence through active involvement in the learning process.

Changes in self-regulation and a reduction in aggressive behavior at the end of Cycle II were other important findings in this study. Initially, children exhibited behaviors such as crying,

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screaming, refusing activities, throwing objects, hitting friends, and head banging when frustrated. However, by the end of Cycle II, these behaviors of hitting, throwing objects, and head banging were no longer observed during the learning process. This situation indicates that child behavior management needs to be carried out through a structured, responsive learning environment that provides opportunities for children to learn to control their emotional responses.Mundir et al. (2022)found that early childhood behavior management can be strengthened through a structured learning environment, clear routines, positive attention, praise, and consideration of the child's situational conditions.Hermahayu et al. (2025)also shows that the application of positive discipline can support the improvement of children's emotional regulation and social behavior through an approach that is not solely external control.Imah et al. (2026)This further strengthens the fact that disruptive behavior such as tantrums, refusal to follow instructions and aggressive behavior are related to difficulties in emotional regulation, so that learning strategies are needed that consistently support children's ability to manage emotions.

The use of a peace corner in Cycle II was also an important part of the improvement program, as it provided a space for children to calm down before resuming activities. This strategy aligns with the principle that children's emotional regulation develops through support and co-regulation, before gradually transitioning to more independent regulatory skills.Tiryaki et al. (2021)shows that Montessori education is related to the development of self-regulation and attention/impulse control in preschool children.Vasseleu et al. (2021)explains that educators' beliefs and readiness to support the development of self-regulation are important components in creating a learning environment that supports children's self-regulation. Research by Turgut andTurgut & Sop (2022)also showed that children in a Montessori environment showed better self-regulation and positive emotional regulation, so a learning environment that provides space for children to regulate their behavior and emotions has relevance to the findings of this study.

Theoretically, the results of this study show that the success of an action is not solely due to one type of activity, but rather to a combination of concrete activities, repetition, independence, a prepared environment, teacher support, and the opportunity for children to control their own activities. Meta-analysisDemangeon et al. (2023)The references used in the introduction are not reused in this discussion to maintain a distinct distribution of references between the introduction and discussion. Instead, evidence from international research suggests that learning experiences that place children as active participants can be associated with the

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development of executive function and self-regulation.Lonigan et al. (2022)shows that self-regulation is an important factor in the development of preschool children's abilities and behavior, while researchLillard et al. (2025)through a national randomized trial of Montessori education provides an illustration that the impact of Montessori needs to be viewed specifically based on the type of developmental outcomes and the characteristics of its implementation.

Thus, the findings of this study contribute to the understanding that Practical Life activities can be used not only to practice daily living skills but also as part of a learning strategy to support the behavioral regulation of children at risk of tantrums. This study differs from most previous studies in that it focuses directly on reducing tantrum duration through Practical Life activities within the context of classroom action research at Handayani State Kindergarten. The 94.09% reduction indicates that behavioral changes occurred gradually and became stronger after the corrective actions were implemented in Cycle II. However, these results should not be interpreted as evidence that Practical Life activities alone cause all behavioral changes because the study used a CAR design without a control group and was conducted in a specific school context. The findings are more appropriately understood as contextual empirical evidence that the implementation of Practical Life activities in a structured and repeated manner is associated with a reduced risk of tantrums and an increase in Practical Life skills and self-regulation in the research subjects.

CONCLUSION

Based on the results of classroom action research conducted through pre-action, Cycle I and Cycle II, the application of Practical Life activities using the Montessori method can reduce the risk of tantrums in children with behavioral problems at Handayani State Kindergarten. The average duration of tantrums decreased from 110 minutes in pre-action to 28.75 minutes in Cycle I and 6.5 minutes in Cycle II, with a total reduction of 94.09%. At the same time, Practical Life skills increased from a score of 4 (Not Yet Developing/BB) to 9 (Starting to Develop/MB) and then 16 (Very Well Developing/BSB). These results indicate the development of children's abilities in participating in structured activities, maintaining concentration, completing tasks and developing independence during the learning process.

These changes were also accompanied by an increase in self-regulation skills and a decrease in aggressive behavior. At the end of Cycle II, children were increasingly able to calm themselves, use the peace corner, accept directions and return to activities after their emotions had stabilized, while behaviors such as hitting friends, throwing objects, and head banging were

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no longer found during the learning process. With the achievement of all success indicators, namely a minimum 75% reduction in the risk of tantrums, an increase in Practical Life skills, increased self-regulation, and a decrease in aggressive behavior, the research was stopped in Cycle II. These findings indicate that Practical Life activities can be an alternative learning strategy that supports children's social-emotional development, self-control, and independence in an integrated manner.

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