

**ADVANTAGES OF THE MONTESSORY METHOD ON ISLAMIC RELIGIOUS LEARNING FOR STUDENTS AT BRAINY BUNCH INTERNATIONAL ISLAMIC MONTESSORI SCHOOL MALAYSIA**

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**ABSTRACT**

*The learning process in schools for students basically should be in line with the nature (stages of development) of the students themselves. The Montessori method in the learning process focuses on students as experts in their actions and practice where educators only act as observers of student work and facilitators for students. In addition, the Montessori method has a specialty, namely how students have sensitivity skills to the environment. Researchers conducted this study with the aim of analyzing the advantages of applying the Montessori method in instilling the values of Islamic religious education in students at Brainy Bunch International Islamic Montessori School Malaysia. The research method used is field research with descriptive analysis. This field research was carried out by direct observation from class to class as well as direct interviews with teachers. This study found that the Montessori method was very good at instilling Islamic values because this method tries to follow the nature of students and can be seen directly from students' behavior while at home or at school.*

**Keywords:** *Islamic religious education, Montessori Method, Malaysia.*

## **INTRODUCTION**

Education is one of the obligations that should be carried out for every human being. Moreover, for every child this is very important for them to get good quality of education. For the Brainy Bunch institution itself, education is not only related to academics, but also related to spiritual, emotional values and all things related to every human nature. Because carrying out the education and learning process for students basically should be in line with the nature of the child itself, which should be in sync with the circumstances of each of the children. In this regard, we can understand that every human being is a deposit from God, as well as the mind and thoughts of every human being, so that it should be protected, guarded and given a good education according to the condition of the child Indyati, Febrina, et al. 2020 .

The method used in Brainy Bunch is the Montessori method, which is a unique method compared to other learning methods. The uniqueness that stands out is that it makes students the center of learning. The Montessori method states that a child is a master of the actions and practices he performs. Therefore, teachers only act as observers of children's work and development, taking care of workspaces and equipment as well as facilitators for students (Julita, Dina and Susilana, Rudi. 2016). In addition, there is another uniqueness, namely one of the characteristics of the Montessori method that emphasizes the environment. Montessori stated this as prepared environment because the environment is deliberately prepared to meet all the needs of students (Julita, Dina and Susilana, Rudi. 2016). Seen in the direct practice at Brainy Bunch, Brainy Bunch is very concerned about the Islamic values that they form and instill in the students by shaping and conditioning the environment as well as possible, such as instilling Islamic values directly into programs in schools.

The Montessori method basically has the principle that a child's education should appear and coincide with the developmental stages of the child itself or it can be said to follow the nature of every child. The characteristics of this method are emphasizing on the activities or activities that are raised by the child himself and emphasizing on the adjustment of the child's learning environment at the stage of development. Montessori has identified three main developmental periods of children, namely (1) From birth to six



years of age (the absorbent brain stage), (2) From six to twelve years of age, (3) From twelve to eighteen years of age (Sumitra, Agus. 2014).

The Montessori method used by Brainy Bunch adopted the NAMC curriculum (North American Montessori Center) which includes the works of Dr. Montessori. In addition, Brainy Bunch has interesting things, apart from adopting from NAMC, this educational institution has several subjects offered, namely SPICE (Spiritual, Physical, Intellectual, Creative, Emotional) ([www.brainybunch.com](http://www.brainybunch.com).) So that the five subjects offered can describe the Montessori method implemented at the Brainy Bunch institution, it is quite good, because it does not only look at the academic aspect, but also prioritizes other aspects such as spiritual, physical, creative and emotional aspects of each student.

The Montessori Method was founded by Maria Montessori more than 100 years ago by using training that enables and teaches children related to how to handle the Montessori apparatus and let children experience, discover and master skills on themselves. This process triggers, encourages and further enhances children's learning abilities. The Montessori method is universal and suitable to be applied to all children in every part of the world regardless of their individual background and culture.

Based on the background explanation above, the author will conduct research and observations at Brainy Bunch International Islamic Montessori School, Malaysia, which uses the Montessori method as a learning method, especially in internalizing Islamic values or Islamic religious education into the These methods are then applied in the learning and daily life of students.

## **RESEARCH METHODS**

The type of research used in this study is a type of qualitative research using descriptive methods, because this study aims to describe the Montessori method applied to the Brainy Bunch International Islamic Montessori School Malaysia where in the description there are efforts to describe, record, analyze, and interpret circumstances that occur in the implementation of teaching and learning at Brainy Bunch related to using the object of research, namely the influence of the application of the Montessori method on Islamic religious learning. And the research approach used is a field research approach because the



data collection process is carried out directly at the relevant educational institution, namely Brainy Bunch International Islamic Montessori School Malaysia.

## **RESULTS AND DISCUSSION**

### **A. The Process of Applying Montessori Method on Islamic Religious Learning for Students**

The process of applying this Montessori method for Brainy Bunch International Islamic Montessori students during the observations and interviews that the researchers did for approximately one month, it can be seen that there are a lot of Islamic values that Brainy Bunch has included in the learning process. The right combination of the Montessori method with Islamic values, so that even though this method comes from the west, there are a lot of Islamic values that can be incorporated into this Montessori method.

The cultivation of Islamic values using the Montessori method at Brainy Bunch is going very well, because this school is also based on Islam, so many Islamic values are instilled in its students, such as children being taught to always pray in congregation, being taught to read the Quran and memorizing, getting used to always greeting and smiling to people he meets, getting used to praying, dhikr and prayer after prayer, praying before and after studying, praying before and after eating and other Islamic values. These values are carried out continuously, so that it will create a routine or habit for students. Not only that, the school also provides several Islamic subjects for students, such as Seerah, Aqeedah, Quranic and Arabic lessons. This Montessori method does prioritize the nature of students, and tries to make students more independent and disciplined.

In its running, it is seen that students can be more independent in their daily lives, not only through academic activities or teaching etiquette in the learning process, but Brainy Bunch also often holds additional activities to increase religious values for students, for example the existence of activities camp Salat, camp this activity is held to specifically assess the prayers of students, so that in the activities camp this is from the teacher will really check reading or prayer movements from the students, however camp this activity is designed as fun as possible so that this activity can have an impact and will always be

remembered by students. And camp this is not only done once or twice a year, but often, more or less once a month.

After the author made several observations, observations and discussions with the teachers, it can also be seen that the influence of inculcating Islamic values using the Montessori method is considered to have a long-term impact, because this is not only judged by the teachers but from the guardians. students also rate it, in fact it is hoped that these good habits do not only do them during school hours, but when outside school hours they still get used to these Islamic values, so that these Islamic values have become a habit and are attached to the participants. teach each. For example, at home students are accustomed to inviting their families to pray in congregation because at school they are accustomed to praying in congregation with their friends. Then for those male students, they will get used to being priests of prayer, so that when they are at home they will also be enthusiastic to become prayer priests for their families, or for example they are also used to praying before and after eating, so when they are at home they are also do that. And those are the things that make parents proud of their children, because pride is not judged by grades A, B or C because in the Montessori method there are no such grades, but this method judges the development of things. little things that each student does. or for example they are used to praying before and after eating, so when they are at home they also do the same. And those are the things that make parents proud of their children, because pride is not judged by grades A, B or C because in the Montessori method there are no such grades, but this method judges the development of things. little things that each student does. or for example they are used to praying before and after eating, so when they are at home they also do the same. And those are the things that make parents proud of their children, because pride is not judged by grades A, B or C because in the Montessori method there are no such grades, but this method judges the development of things. little things that each student does.

## **B. Advantages of The Montessory Method On Islamic Religious Learning For Students**

### **1. Strengthen students' learning motivation for achievement**



The advantages of this Montessori method of inculcating Islamic values for students is numerous and has a very positive impact, when viewed from the increase in motivation, it can be seen that the learning motivation of students is very high, because they learn not because of coercion, but they learn every day. there will be a session where they are free to choose what subjects they will study, for example they are free to choose to study math, science, or language, but they still have mandatory hours for quranic or other religious lessons, but even though it is mandatory, the religion teacher also delivers material with the Montessori method so that students will still be happy in learning.

## **2. Improving student learning outcomes**

Furthermore, when viewed from the learning outcomes, the Montessori method is different from other learning methods, which are usually graded A, B or C learning outcomes, so in this method there are no such grades, but assessing it from learning achievement them or from the development of the social life of each student, even the slightest thing is also of good development value from students and teachers will appreciate this, for example students are able to eat independently or are able to read and recite the prayer readings with good and right, then the teacher will appreciate it with words or small gifts for them, from there students will be even more enthusiastic to improve their learning outcomes, and they will not be jealous of the achievements of their friends or feel compared to others, because this Montessori method does not provide the same target for each student, because the targets made will be adjusted to the growth and development of each student, so the targets will also be different, so there will be no comparison between students.

## **3. Increasing the independence of students to study wherever they are**

In addition, if you look at the impact from the point of view of the activeness of students, the authors can say that in this Montessori method students can be more active in learning, because students are center and the teacher is only a facilitator. Students are given the freedom to learn, to make choices, free to express themselves, and other freedoms, but that freedom remains on track and remains disciplined, so that when students are given this freedom, students can be more active in learning, and they do not

will feel constrained to do as they please, but they will automatically stay on the right track. Although occasionally the teacher will still provide firmness for students, so that students also know what is right and what is wrong. The author feels that there are many teachers there who are strict, but their commitment should not be one to punish students with violence.

## **CONCLUSION**

From the explanation of the results and discussion above, it can be concluded that:

1. The cultivation of Islamic religious education values using the Montessori method at Brainy Bunch went very well, because this school is also based on Islam, so many Islamic religious values are instilled in its students, such as children being taught to always pray in congregation, taught to read the Quran and memorized, accustomed to always greeting and smiling to people he met, getting used to praying, dhikr and prayer after prayer, praying before and after studying, praying before and after eating and other Islamic values.
2. The influence given by the education of Islamic religious values by using the Montessori method for Brainy Bunch students is that students can apply or apply these Islamic values in their daily lives, so that they do not only do it during school but also do it at home, and the guardians of the students also periodically convey to the teacher the progress of each child while at home, even many parents say they are proud of their children's development.

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