

IMPLEMENTATION OF MONTESSORI METHOD IN LEARNING ACTIVITIES AT BRAINY BUNCH INTERNATIONAL ISLAMIC MONTESSORI SCHOOL MALAYSIA

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ABSTRACT

The selection of effective and superior learning methods is one of the challenges in the world of education, especially in Islamic educational institutions. This study aims to analyze the Montessori method as one of the relevant methods to overcome problems in the world of education, especially related to learning methods. Metode Montessori itself has been implemented at the Brainy Bunch International Islamic Montessori School Malaysia which is also the location of this research. Researchers use qualitative research with case studies and data analyzed descriptively. The informant determination technique uses purposive sampling, where the informant involves educators in related educational institutions which include the Chief Executive Officer, Principal, Vice Principal, Teacher, and Students in the Brainy Bunch. This research found related to the internalization of Islamic values, the preparation of applied learning, the completeness of effective and inter-creative learning facilities and media, learning activities that are supported and equipped with subjects, learning focus, and learning support activities, as well as effective, descriptive and evaluative learning assessments. This research contributes to enriching scientific characteristics related to the implementation of effective Islamic Montessori methods in superior primary and secondary education learning activities.

Keywords: *Montessori Method, Learning Achievement, Religiosity Character, Effective Learning, Superior Education*

INTRODUCTION

The selection of effective and superior learning methods is one of the challenges in the world of education, especially in Islamic educational institutions. The learning methods that are commonly used are sometimes a factor in problems that occur in the world of education. One of them is the problem of the assumption of leveling the potential and capacity by teachers in students and lagging the grade level of education. In addition, the lack of a real and effective character of religiosity in students. Islamic subjects seem to be limited to formalities and the achievement of values in the form of numbers. Thus, it is necessary to have a special method as one of the relevant methods to overcome problems in the world of education, especially related to the learning method of Islamic religious education. Learning methods have an important role in learning activities, especially those related to encouraging the activeness of student learning activities, so that already There should be an effort to pay attention to the adjustment of learning methods (Maria, 2018: 41. In this case, the Montessori method becomes a learning method that will be the solution to the problem.

One of the educational institutions that has implemented the Montessori method well is the Brainy Bunch International Islamic Montessori School Malaysia. This is based on the results of research by Pomegranate (2019: 83) and Huzaimah (2020: 76) where the results of the research of the two authors have similarities about the validity of the data that in the Brainy Bunch can implement Montessori method well that outputs in students created as a superior generation. In addition, in the observation stage, the author also found and witnessed for himself about the implementation and results in these students. The Montessori method implemented is not only raw implemented, but has also been internalized with Islamic values. One of them is as said by Pseudonym and Pseudonym (2022) in an interview by the author that in the Brainy Bunch a principled education is applied to the basis of fitrah Every child and curriculum that involves many Islamic learning activities (Pseudonym Interview: 2022).

Thus, the author considers it very important to conduct research on the implementation of Montessori methods in learning activities at the Brainy Bunch International Islamic Montessori School Malaysia.



RESEARCH METHODS

Type Research of qualitative research using case study methods and data analyzed descriptively. The data collection techniques used consist of observation, interviews, and documentation. The informant determination technique uses purposive sampling, where the informant involves educators in related educational institutions which include the Chief Executive Officer, Principal, Vice Principal, Teacher, and Students in the Brainy Bunch. This Research was conducted in October 2022. Furthermore, the validity of the author's data uses data triangulation techniques that include source, technique, or time.

RESULTS AND DISCUSSION

1. Preparatory Stage of learning

Brainy Bunch has a Training Center as the manager of mandatory training activities for teachers at Brainy Bunch, namely Teacher Training. There are a lot of series of activities in the training that are held for approximately six months at the end of each week. Pseudonym (2022) in an interview by the author said that abhwa b related to the purpose of holding the training, namely to prepare professional teachers as teachers in the Brainy Bunch who can implement the Montessori method well and optimally in the process of teaching and learning activities at the Brainy Bunch, then the material provided in the training includes preparation learning, learning activities, and learning evaluation (Pseudonym Interview: 2022).

In the learning preparation material, it consists of how to compile a Lesson Plan or Learning Implementation Plan (RPP). And in the learning implementation material consists of how the classroom management, student approaches, learning methods, subjects, and other supporting activities such as extracurriculars. And the learning evaluation training material consists of how to assess learning and supporting activities of students and how to communicate it to parents as well as a form of evaluation between teachers and parents.

Lesson Plan or RPP which is also part of the initial stage as a form of learning preparation, the teacher needs to prepare this Lesson Plan or RPP before learning activities in the classroom take place. This is in accordance with the results of research in the journal Kasna et al. that the Lesson Plan or RPP can help teachers in providing clarity on the



competencies to be achieved by students, facilitate the implementation of learning, increase student activity in learning, and can meet the needs of students (Late, 2020: 88-89).

Brainy Bunch provides a policy for each teacher to make a Lesson Plan or RPP every week which is submitted on Sundays. In the process of preparing a Lesson Plan or RPP, of course, by adjusting and considering the individual circumstances of students and the progress of learning outcomes. Related to the adjustment and consideration of the circumstances of each individual student, the Lesson Plan or RPP that is compiled must also be distinguished by each student. Pseudonym (2022) in an interview by the author emphasized that with a maximum number of 20 students in each class held by one teacher, each teacher must also make 20 Lesson Plans or RPPs in each class in one week (Pseudonym Interview: 2022). This is in line with Article 24 of the Minister of Education and Culture No. 17 of 2017 which is written about the number of students in one study group, namely at the elementary school (SD) level or Elementary and Junior High School (SMP) and Senior High School (SMA) or High School, the three of which are at least 20 students per class.

The Lesson Plan or RPP also contains all subjects and activities to support learning in the classroom. At the Elementary school level, there are several subjects including Assembly, Work Cycle, Mandarin, Information and Communication Technology (ICT), Quranic, Arabic, Seerah, and Aqeedah. As for supporting activities in the daily routine in the classroom, there are Congregational Prayers from Dhuha, Zuhur, and Ashar, and Qailulah. As for extracurricular activities including Silat and Music. And the monthly or annual program consists of Field Trip, Prayer Camp, Overnight Camp, Sports Day, Market Day, and Year End Concert. Of the various subjects, programs or activities are based on the three main cores and five elements of the educational framework in the Brainy Bunch. The three main cores are Islam, Montessori, and English. The five elements of the educational framework are Spiritual, Physical, Intellectual, Creative, and Emotional (SPICE). Likewise, at the Junior High School (SMP) or Senior High School (SMA) level or called High School, it's just that there are differences in the vocational in high school.

2. Stage of Implementation of Learning

After the learning preparation stage, the next stage as well as the core stage of the learning process is the implementation of learning activities. This stage of learning implementation is also a form of implementation of the Lesson Plan or RPP that has been prepared previously. In the discussion of learning preparation, it is written as a whole starting from subjects, routine activities, and monthly or annual programs that support the development of students in learning. Nevertheless, the author focuses on the Islamic aspects of the various programs above.

In Islamic subjects that include Quranic, Arabic, Seerah, and Aqeedah, each of them has its own characteristics and learning focus. In Quranic subjects, the material studied by students is all related to the Qur'an, starting from reading the Qur'an, memorizing the Qur'an continuously plus and repeated, even to the point of recitation of verses of the Qur'an to be pondered about the power of Allah Swt. and the great enjoyment given by Allah Swt. to His creatures. In Arabic material, the material studied by students is all related to Arabic, starting from the most basic related to the surrounding environment and activities everyday, such as surrounding vocabulary, speeches, conversations, and so on. In the Seerah material, the material studied by the students is all related to the exemplary and inspiring stories of prophets, apostles, and best friend. From the story is also associated with adab material or praiseworthy morals. And as for the Aqeedah material, the material studied by students is all related to the faith of a Muslim, starting from planting The frog of religiosity even comes down to the strengthening of the faith. This is in accordance with Zahra Zahira's statement in her book that Islamic Studies activities include a variety of programs, ranging from subjects and supporting activities (Zahra, 2021: 3)

Based on the Montessori method or approach, the methods used in the learning process are very diverse, ranging from exemplary methods, habituation, advice, stories, and singing. In addition, learning facilities are also very well supported by the existence of a standard apparatus Montessori method. Thus, learning activities that use the Montessori method that are centered on students, the learning activities carried out run very interactively and active by the students themselves. In the Montessori method, it is

also strictly prohibited to equalize the potential and capacity of students by the teacher. Thus, teachers must be able to share their focus and attention equally without exception when learning activities take place. Thus, students will be more free to express themselves in learning, so that they can develop well according to their respective capacities. This is based on what Dr. Montessori said in his book that as a teacher it is necessary to give freedom to students in order to develop in goodness. The teacher only simply watches the learner in his growth, because it is part of the mission of the Montessori method (Maria Montessori, 2021: 93).

As for the daily routine activities of students in the classroom which include Dhuha, Zuhur, and Ashar Congregational Prayers, and Qailulah, all of them are carried out regularly and continuously. Loudening of voices in congregational prayers which is also a medium for teachers to continue to evaluate the quality of student prayers. And qailulah as a form of sunnah that is actually carried out as well as a support for worship in that whole day. And the monthly or annual program consists of Prayer Camp and Overnight Camp, where at the Prayer Camp children will be audited for prayers and other worship services related to prayer. And at the Overnight Camp, children will be trained to stay silent and perform worship at night in the mosque.

One thing in common between the two routine and monthly or annual activities is the Brainy Bunch's efforts to continue to want its students to continue to improve the quality of their worship, especially prayer. With regard to prayer is the foremost worship and pillar of religion, and at the same time as a spur to the development of the character of one's self-religiosity, in this context it is aimed at the character of religiosity students.

As a supporting activity on daily routines in the classroom consisting of Dhuha, Zuhur, and Ashar Congregational Prayers, and Qailulah, as well as a monthly or annual program consisting of Prayers Camp and Overnight Camp, then of course closely related to the Islamic subjects above, because these activities can act as supporting activities in an effort to provide good, effective, and superior Islamic education for students.

3. Learning Evaluation Stage

The next stage after the preparation and implementation of learning, of course, enter the learning evaluation stage. At this stage, it includes two types of evaluation, namely



formative evaluation and summative evaluation. In formative evaluations, it can be done periodically, be it every day, week, or month. This formative evaluation does not only involve students who are outlined as parameters of the Lesson Plan or RPP for every students every week, or not just with others. teachers, but also with parents of students. Thus, supported by Pseudonym (2022) in an interview by the author that the Brainy Bunch considers that the role and support of parents is also very helpful for the child in developing in every aspect of every child's self (Pseudonym Interview: 2022).

Just like formative evaluation, summative evaluation also involves the parents of students, it's just that there are differences in the evaluation time. Summative evaluations are carried out in the middle and end of the school academic year with written guidance on the student report cards which are descriptive and evaluative. This is because in the Brainy Bunch there is no provision of a certain grade, let alone a ranking or class champion, but rather reporting the achievements and development of each individual student which is descriptive, and at the same time with a description of the evaluation of some of the obstacles of students in their achievement and development.

4. Drawbacks and Advantages

As a method that is still rarely used in the world of education, the Montessori method also has its drawbacks as said by Pseudonym, Pseudonym, and Pseudonym (2022) in the interview that Some of these shortcomings are that it takes a lot of time, energy, and money to prepare professional teachers as facilitators who go directly to the classroom field. In learning activities, there are still some parents of students who have not accepted that their children are not given an assessment in the form of numbers or rankings in their class, relating to this what is also a drawback is the lack of a sense of competitiveness in the learner, and because of the Montessori principle that does not impose the learner in the learning process and its development then takes time for the child to be able to process (Pseudonym Interview: 2022).

In addition to the shortcomings, of course, there are also advantages, namely that teachers do not feel pressured and burdened to pursue very close targets or force students to achieve accordingly or develop not with their capacity and potential and likewise with

students who will be more free to express themselves in learning, so that they can develop well according to the capacity that exists in each of them.

CONCLUSION

The Montessori method is well implemented at Brainy Bunch International Islamic Montessori School Malaysia. From the well implemented, students can get the attention and focus of the teacher evenly and students can learn with their respective processes according to its potential and capacity. In addition, students can also form their religiosity character by habituation of Islamic activities. Thus, the Montessori method is an effective method as a superior method for students in superior primary and secondary education.

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