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RESEARCH: MONTESSORI

Title: Development of a Montessori book to improve the early reading skills for elementary school students.

Citation: Sari, D. D. & Rini, T. P. W. (2023). Development of a Montessori book to improve the early reading skills for elementary school students. *Jurnal Pendidikan, 15*(3), 2906-2912.

https://doi.org/10.35445/alishlah.v15i3.1285

Summary/Abstract: This study aims to (1) produce Montessori reading books and (2) reveal the effectiveness of Montessori reading books in learning to improve the reading skills of first-grade elementary school students. This research is research and development (RnD). The research subjects were students and teachers of grade 1 elementary school. Data was obtained through interviews and observation. The products developed are validated by experts, and initial reading skills are carried out to obtain the effectiveness of the book. Product effectiveness is tested through quasi-experiments. Data analysis techniques used an independent sample t-test with a significant level of 0.05. The results of this study are in the form of Montessori reading books. (1) The results of the expert validation assessment show that the books developed are appropriate according to material experts in the "very good" category, media experts in the "good" category, and linguists in the "very good" category. Teacher and student responses to Montessori books in learning are categorized as "very good". (2). The results of the effectiveness test indicated that the book was effective in improving beginning reading skills. Based on the results of operational field trials, the value of $p < 0.05$ means that there is a significant difference in students who carry out the learning process using Montessori books.

Title: A spotlight on adaptation: Preimplementation of Montessori-based activity programming in long-term care using Framework for Reporting Adaptations and Modifications-Enhanced (FRAME).

Summary/Abstract: Effectively adapting evidence-based interventions for nursing home implementation is a critical, yet underexamined component of improving care quality. Montessori-based activity programming is an evidence-based intervention that promotes person-centered care, engages persons living with dementia, and mitigates distress behaviors. Currently, there is sparse evidence of Montessori-based activity programming in Department of Veterans Affairs. This study uses the framework for reporting adaptations and modifications-enhanced (FRAME) to track changes made to Montessori-based activity programming as an exemplar for clinicians and implementation scientists. This work fills a gap in adapting interventions through a detailed examination of the adaptation process in nursing homes.

Title: Inclusive education perspectives: Montessori and Vygotsky's approaches to creating a supportive learning environment for children.

Summary/Abstract: This article delves into the application of Maria Montessori's and Lev Vygotsky's thoughts within the realm of inclusive education. Employing a descriptive comparative methodology, it meticulously scrutinizes both theorists' perspectives to uncover the convergences and divergences in their views on inclusive educational practices. The research findings reveal common ground in their emphasis on active learning methodologies, recognition of the significance of progression and procedural learning, and a shared commitment to prioritizing the child's individual needs within the educational framework. Nevertheless, the research underscores the distinctive features within Montessori's advocacy for fostering independence and self-exploration, juxtaposed with Vygotsky's emphasis on the pivotal role of social interaction and guided instruction. The practical implications distilled from their respective viewpoints furnish valuable insights that resonate with the design and implementation of inclusive learning strategies. By interweaving Montessori's self-directed learning ideals with Vygotsky's scaffolding concept, the article contends that an enriched and adaptive approach to inclusive education can be cultivated. This study endeavors to enrich the discourse surrounding the integration of Montessori's and Vygotsky's pedagogical tenets, fostering a comprehensive understanding of how these distinct yet complementary philosophies can be harnessed to fashion an inclusive educational environment that not only accommodates the diverse needs of all learners but also nurtures their holistic growth.

Title: Montessori education's impact on academic and nonacademic outcomes: A systematic review.

Citation: Randolph, J. J., Bryson, A., Menon, L., Henderson, D. K., Manuel, A. K., Michaels, S., Rosenstein, D. L. W., McPherson, W., O'Grady, R. & Lillard, A. S. (2023). Montessori education's impact on academic and nonacademic outcomes: A systematic review. *Campbell Systematic Reviews.*

https://doi.org/10.1002/cl2.1330

Summary/Abstract: Montessori education is the oldest and most widely implemented alternative education in the world, yet its effectiveness has not been clearly established. The primary objective of this review was to examine the effectiveness of Montessori education in improving academic and nonacademic outcomes compared to traditional education. The secondary objectives were to determine the degree to which grade level, Montessori setting (public Montessori vs. private Montessori), random assignment, treatment duration, and length of follow-up measurements moderate the magnitude of Montessori effects.

Title: The effect of using Montessori method and demonstration method on students' achievement in pronunciation at primary 1 students of Nakamura School Medan.

Citation: Susanti, S. (2023). The effect of using Montessori method and demonstration method on students' achievement in pronunciation at primary 1 students of Nakamura School Medan. *Jurnal Review Pendidikan Dan Pengajaran. 6*(3), 407-412.

https://doi.org/10.31004/jrpp.v6i3.18591

Summary/Abstract: Pronunciation is one of important aspects in English and one of the necessary components of oral communication. The purpose of this research is to find out Montessori Method and Demonstration Method effect on students' Achievement in Pronunciation at Nakamura School. The method of this research based on experimental quantitative research doing with using a number, statistics process and structure. The population of this research will use to the primary 1 students of Nakamura School Medan. The writer used simple Random Sampling that is subset of individuals 9 a sample (chosen from a larger set 9 a population), each individual is chosen randomly and entirely. After collecting and analyzing the data, it was found that the lowest score of pre-test in experimental group was 20 and the highest score was 40 and the mean of pre-test was 30.00 and after administrated the method of Montessori method, the researcher found the lowest score of students' pronunciation was 40 and the highest score was 80 and the mean of post-test was 61.43. It means that there was 20 (40-20) difference of the lowest score in pre-test and post-test. The mean score of the pre-test was 30.00, and the post-test is 61.43 (61.43 – 30.00 = 31.43). It can be concluded that the students' scores in pre-test of experimental group was smaller than post-test, which was using Montessori method. The lowest score of pre-test in experimental group by Demonstration method was 10 and the highest score was 30, and the mean of pre-test was 22.86. After post-test was administered, the lowest score in experimental group was 50 and the highest was 80 and the mean of post-test was 61.43. The lowest score significantly improved. It means that the difference of the score was 50 (100-50). It also happened to the highest score, 80 improved to 100 (100-80 = 20). It means that the difference of the score was 30. The mean of pre-test was 22.86 and post-test was 61.43 (61.43- 22.86= 38.27). It can be concluded that the students' score in the experimental group which was taught by applying Montessori method was significantly different and the students' score in pre-test of experimental group was smaller than post-test , which was Demonstration method.

Title: The Montessori approach to the teaching learning process.

Summary/Abstract: In order to build and apply knowledge and abilities, children in a Montessori classroom study and use a variety of distinctive construction and application methods. In the Montessori Method, children are seen as active participants in their own development, powerfully influenced by internal, natural, dynamic, self-correcting forces that pave the path for growth and learning. The children view their instructors as protectors and leaders. As for teaching aid, they rely on carefully planned, aesthetically pleasant, colourful, bright and attractive surroundings and objects. Montessori places a strong emphasis on individual learning, allowing children to develop into responsible global citizens and lifelong learners. Children in a Montessori classroom are placed in multipage classrooms that last three years, encouraging tight peer ties and continuity between adults and children. The present paper is an attempt to look into Montessori Method, its principles and learning environment. We have also tried to look into the dual role of the teacher and assessment pattern as given in the Montessori approach.

RESEARCH: RELATED

Title: Attempting equity in classroom practice: A debate across educational systems.

Summary/Abstract: This article reports on findings from an ethnographic and comparative study examining interactions between educational systems and mutual respect in classrooms. I define mutual respect as the work of intervening on power asymmetries typically found in classrooms—both between teachers and students, and among students—by way of according children increased equality, autonomy, and equity. I partnered with four elementary schools, situated across two systems (i.e., International Baccalaureate [IB] and Montessori) and two national contexts (i.e., Washington, DC, and Toronto). Analysis of observation and video-cued focus group data revealed the following: IB and Montessori teachers differed in how they attempted equity in practice, and, relatedly, they differed in how they understood equity to interact with other dimensions of mutual respect (i.e., equality, autonomy). These differences between the systems held constant across two national contexts. This study contributes to ongoing conceptualizations of equity, educational systems, and the potential relationship between the two.

Title: The role of the young generation in the field of education for village development.

Citation: Wulandari, I. S. (2023). The role of the young generation in the field of education for village development. *Scaffolding: Jurnal Pendidikan Islan Dan Multikulturalisme, 5*(1), 815-831.

Summary/Abstract: The purpose of this research is to see the role of the younger generation in the field of education for the development of Rejosari Village. This research is qualitative with a Participatory Action Research (PAR) approach. The research data is in the form of educational activities for the younger generation for the development of Rejosari Village. The data sources were obtained from the youth and the people of Rejosari Village. The data collection techniques used were observation, interviews, and documentation. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. The results of the study found that the educational role of the younger generation in the field of education is as a leader or mobilizer, as well as a tutor or facilitator. Educational activities carried out by the younger generation are managing places to study the Qur'an / TPA, TCI Tutoring, and also Computer Learning. At the stage of implementing the learning program, it is said to be smooth but still not optimal. This teaching and learning activity has not been maximized because there is still a lack of adequate facilities, for example, in the implementation of Tutoring activities, because there is still no special place used as a place for children's learning.

Title: Why the time is ripe for an education revolution.

Citation: Lillard, A. S. (2023). Why the time is ripe for an education revolution. *Frontiers in Developmental Psychology, 27*.

Summary/Abstract: Most American classrooms employ a teacher-text-centered model of instruction that is misaligned with the developmental science of how children naturally learn. This article reviews that science and the origins of the common instructional model, including three modifications intended to make it work better (grades, age-graded classrooms, and high-stakes testing) yet which time has shown are problematic. Considering scientific theory change, I show how parallel circumstances exist between the situation in education today and pre-Copernican astronomy, building the case that education is now ripe for a paradigm shift in its instructional model, away from teacher-text-centered learning and to highly structured instructional environments that support self-construction through limited free choice. One proven model that responds to our world's contemporary needs is described, and a prescription is offered for how to bring about a paradigm shift in educational practice.

Title: Our home: A revolutionary case studies in social pedagogy.

Summary/Abstract: At the turn of the twentieth century, Western European governments embarked on anti-terrorist agendas, labelling certain ethnicities as undesirable for spreading revolutionary ideas and criminal degeneracy. Several educational experiments emerged intending to eliminate the so-called degenerate element. Academics rarely consider this influence within famous examples by Maria Montessori (1870–1952) in Italy and Janusz Korczak (1878–1942) in Poland. Indeed, the conflation of the two educators obscures that each held opposing views in this critical debate. Years of war and revolution in Polish territories had produced multitudes of orphans, traumatised children and child soldiers. Following Polish independence in 1918, tensions remained high between ethnic minorities and ethno-nationalists. Social pedagogues aimed to rebuild society by drawing on Polish communitarian theories on rights and conflict. Engaging with this history of ideas related to cosmopolitanism and communitarianism disrupts dominant ideas within debates on human rights and citizenship. This article challenges the usual depiction of Korczak's philosophical position aligned with cosmopolitan ideas on children's rights. Associated historical research reveals that Polish social pedagogy emerged with the understanding of human rights as situated, embedded and embodied within time and place. Social activists rejected utopian visions to embrace the local conditions at the time, including the violent realities of Polish society, where teachers were often revolutionaries and terrorists. The orphanages established by Korczak functioned as sociological research centres emphasising human rights and democratic ideals while aiming to influence surrounding neighbourhoods. This article summarises Korczak's worldview by reversing a famous epigram – it takes a child to raise a village. Such children's rights pioneers envisaged that following years of imperialism and war, their model institutions would grow into a nationwide network fostering democracy and multiculturalism on a broader scale. In the current global context of conflict and anti-terrorist agendas, these institutions serve as critical case studies of possibilities.