

## **The Role Of School And Teaching Method Through Maria Montessori And Johann Heinrich Pestalozzi`S View**

**Sofni Indah Arifa Lubis**

Email: [sofni.lubis@dosen.pancabudi.ac.id](mailto:sofni.lubis@dosen.pancabudi.ac.id)

*Fakultas Agama Islam Humaniora, Universitas Pembangunan Panca Budi*

### **ABSTRACT**

*The development of each child must be observed. The education and teaching methods need to be adjusted to the child's development. Montessori and Pestalozzi are early childhood education experts who opened-up the eyes to a new way of teaching method in the golden age stages in children. This study examined Montessori's and Pestalozzi's concepts on early childhood education. Pestalozzi believed empowering individual skills can improve the society, capable of knowing what is right and what is wrong and of acting according to this knowledge. On the other hand, Montessori believed that children have power to learn naturally and challenge themselves to do something big and to live independently. This research used library approach. The results showed that both experts agreed on (1) the cognitive, affective, and psycho-motoric aspects of a child needs to be stimulate, (2) learning environment should be structured in a so the children can learn naturally, and (3) teachers are required to become observers. These patterns of education put children as the subject of teaching method. Both methods are applicable and expected to be able to maximize in shaping the children`s character at their golden ages.*

**Keywords :** *Montessori, Pestalozzi, Role of School, Teaching method*

### **INTRODUCTION**

The role of educational system is to create an independent person who has a good individual state as well as social state. A good educational system will brought up children to be independent. Therefore, both traditional and modern education system need to form a method which look upon the special characteristic of a child and build the moral as well as intellectual side of a child. However, the form should meet each developmental stage of a child. Successful education for all not only depends on the capabilities of the teachers but also the teaching method. The application of the teaching method should meet the needs of a child and the child must get the benefit of it later on. Two of the distinguished experts in early childhood education are Maria Montessori (1870-1952) and Johann Heinrich Pestalozzi (1746-1827). Both of them contributed significant thought on the early childhood education. Researches conducted in the field of neuroscience and psychology had understand the important phase of early childhood education. The researches showed that the children`s brain at their early ages developed to a maximum of 80% of the overall brain development (Suyadi, 2012). Therefore the early age of the children is called the golden age.

At this age stage, the children`s character can be built through a strong foundation and good quality of early childhood education. The steadily growing development of formal, informal and non-formal early childhood education systems play important roles in the fundamentals of the children`s characters and thoughts. One of the things that is taken into consideration in the early childhood education system is the psychological aspect of the children. Every human being is unique, therefore, a child is also unique. Understanding the

uniqueness of the children in their development process can guide to set expectations and anticipate any obstacles in accordance to the children's development target. Based on these thoughts, an appropriate early childhood education method is important to formed. The approach must not force children to learn but encourage them to grow and to develop based on their unique character. Among the methods that are known are Maria Montessori's method and Johan Heinrich Pestalozzi's method.

At the end of the 18th the focus of education has turn to the students. It emphasizes on the nature of the children. One of the prominent educators in this era was Johann Heinrich Pestalozzi (hereafter Pestalozzi). He is a Switzerland based educator and known as the Father of Modern Education. He emphasizes the foundation of education based on the development of the social aspect of a child. A child is a person who have potentials worth to develop therefore a child must be seen as a community member. He believed every individual entitles to the right to education. Education can lift up one social satus by improving all the aspects of development to the fullest. (Prasetyo, 2016).

By developing the powers of 'Head', 'Heart' and 'Hands' he believed an individual is able to know what is right, what is wrong, and act according to her knowledge. Then she could become a responsible citizen. On the other hand, Maria Montessori (hereafter Montessori), an Italian physician and educator, was known for her educational method that encourages children to learn naturally. She believed the children can learn and develop well in a learning environment that support and stimulate their cognitive aspect. The children are surrounded by materials that are accessible and not harmful. They have the freedom to use the materials based on their thoughts and needs. This education method is suitable to stimulate their physic-motoric and cognitive skills.

Both experts place a similar fundamental thought that each child has its own skills and abilities, therefore, an educator must respect that by applying various teaching methods. The teaching method must aim to stimulate the children development aspects. Teachers must set the education environment for children to be able to explore, to express, and to create its masterpiece without adult assistance.

## **METHODS**

This study uses library research that is a study referring to written data or information related to the topic of the discussion (Davis & William, 2011). In this study, primary data sources wee Montessori's writing translated into Indonesian, Montessori Method, translated by Gerald Lee Gutek (ed), Yogyakarta: Pustaka Pelajar, 2013 and Pestalozzi (1894), How Gertrude Teaches Her Children, New York, Gordon Press Publishers. The secondary data sources were attained from various documents such as moduls and journals both printed and online. Data collection techniques are documentation technique. Information from primary and secondary data sources were collected first, then explain Montessori's and Pestalozzi's educational methods. Content analysis is used to explain the context and its contextualization in education.

## **RESULT AND DISCUSSION**

Since human being realized the importance of education, early educators have tried to find the interesting methods which can build the intelligence and humanity side of an individual.

The implications of these need are the invention of various teaching methods. Each method has its own advantages and disadvantages. However, it gives rise towards the educational system. From the early eighteenth century to the early nineteenth centuries, there were two educators who significantly influenced the development of educational system. They were Johann Heinrich Pestalozzi (hereafter Pestalozzi) and Maria Montessori (hereafter Montessori). They stood in the same line in seeing children as the center of education. But, in this essay I will compare the two key sites of both methods which are the teaching method and the role of school. The key questions are how the different teaching method and the role of school can shape the children's behavior and build their confidence. These two key sites are different and interesting to relate it with the current situation.

Montessori (1870-1952) devoted her talents to the educational system for children age ranged three to six years old. She highly regard the innate ability of children to write first then to read at their early age and learn individually. She believes that during these constructive years children are capable in grasping lots of knowledge which will develop their literacy skills. Supported by an encouraging environment, these years can stimulate or limited the intellectual developmental stages of a child. Personally, I agree children should be taught at their early ages to stimulate their neurodevelopment to thrive academically in the future.

However, not all children are fortunate to be educated at their early ages given the financial and access constraints. Moreover, for the parents of those fortunate children, not all of the them have the knowledge and skills to fully engaged in the learning process of the children such as choosing the age-appropriate books and reading loudly together. These two limitations prevented the children to gain adequate literacy development. Without a sufficient early literacy skills, children will face difficulties in their academic skills and affected their future education. In relation to the latter reason, parents put a high expectation for their children's education but they forget to involve with the formal education. They do not know how to establish a positive relationship with the school. To provide a good education for a child needs a good relationship between parents and teachers.

Opposite to what Montessori did, Pestalozzi (1746-1827) believes that nature will teach the children. Therefore, he insisted on giving the children freedom to explore through various activities and materials and learn in group. Later on teach them how to read and write. These forms will develop the children's intellectual and humanity side. Generally, children learn best from their environments that fully supported their developmental stages. Started from exploring interesting figures surround them then they will move to write as a way of expressing and communicating their early thoughts. Later on they will start to read. Although writing is more attractive than reading however these two activities are connected.

Pestalozzi interested in series of actions and experiments then make the sense of those into written. It is clearly that exploration at the early ages greatly influence the neurodevelopment of a child. It is potential for the whole child development. As children interact with their environment they learn how to be a responsible person, criticize attractive things, read, write and problem solving. Later, children develop their abilities to actualize their experiences into written concept. Here is when adults will guide them. It is interesting to see how children give their efforts to recognize letters and make words from it. Commonly known that people learn the best when they learning it by doing. And Pestalozzi's teaching method is

absolutely regard to this notion. Pestalozzi felt that children should not be pushed to read and write while they are still in very much lack of vocabularies. By exploring surrounding them they will start to build their vocabularies. Briefly, children will learn how to write and read naturally.

Both of them agreed upon the focus of education is on the children. Children should learn from their own experience and teachers are only the observers. As knowledge lies inside human beings, children should be free to discover the knowledge surround them and guided by the teachers from the distance. Education must become a convincing environment for children to develop their emotional and intellectual side. The philosophy of Montessori Method is respect the unique characteristic of a child as an individual. Children should be free in the way they learn without any limitations or criticism. The most important outcome of Montessori Method is a child develops himself through mastering his environment. In this sense, children are capable of amazing things, have intelligence and curiosity to explore attractive materials surround them.

The notions of materials in both methods are important in children's learning whereas it enables them to explore a new set of concepts. In many educational system, nowadays, children are provided by many kinds of educative materials. Materials must have both practical and conceptual purpose. But the way Montessori and Pestalozzi delivered the teaching method in using the materials are different. Montessori starts with teacher name the material first then children follow it while Pestalozzi's method is the other way around. He let the children discover what is the material and look for the answer by themselves. He refuses to give a ready-made answer as it will block the ability of the children to learn something new. In this point, I agree with Pestalozzi as giving the children to explore and look for the answer by themselves is the best way to learn. They learn by doing and it will remain firmly for their entire education.

In regard to schooling, they have a different point of view in perceiving the role of school. Montessori sees the role of school as a stimulating place for children to live and learn. School must be a qualified laboratory for children whereas they are actively engaged working independently. Beside that, school must deal with the challenges in bringing up the whole child development socially and academically. Socially to the extent they responsible to the environment, respect other children and build their sense of belonging as a part of a social world. Academically whereas all the materials are proposed to engage the children to the nature environment. The role of school through Pestalozzi's point of view is an integration of school and work. The purpose is to improve children's life after they left school. School must has the capabilities to prepare the children to be socially, academically and financially independent.

## **CONCLUSION**

Pestalozzi's perceives school as the first step for children to the improvement of social conditions. Given the reality today whereas conservative educational system could not guarantee a person has the qualification to be employed after they finish their education. Pestalozzi's schooling method can be assumed as a vocational school that taught children both theoretical and applied science. Nowadays, the role of education is to create an independent person who is able to get benefit from his engagement with schooling. Pestalozzi's concept can best be applied to prepare a child's self-realization and self-determination. The phase from

school to work is a linear path, therefore, education must be able to accommodate both educational and professional qualifications. So in the future children have a good bargaining position in the labour market.

Although Montessori's method is still popular until today but I am questioning the capabilities of the children to adapt with the conservative educational system. Given the fact that they have freedom to do their task without time limitation while the conservative system has a strict schedule. Children must follow the rules otherwise they will get punished. The notion of discipline is different between Montessori's and conservative methods. Montessori's perceive discipline as children able to master himself inside and outside the school. While conservative method applied discipline with punishment which is much more accepted. From my point of view, discipline from Montessori's standpoint is more like a social sanction. A series activities of Montessori's method require a good time management and self-determination. So when a child is not able to master himself, therefore, he is considered disorganized in his time management.

Broadly speaking, in this twenty-first century schools are expected to prepare both intellectual and social side in order to be able to adapt to new social conditions. The dynamic of labour market which changes overtime gives impact on the children's future. In this sense, I agree Pestalozzi's concept of schooling. He perceived school to be the central point to improve the social conditions. The combination of education with work would yield an independent person. He or she will be able to earn their own living afterward.

To sum up, the moral philosophy of education is to encourage children's self-esteem and shape their behavior. The moral implications of both methods are to develop children to have a good sense of belonging to the environment surround them. Clearly, children are encouraged to see themselves as the one who has control for everything. And on the other hand, as a human being who is the part of a diverse society. To support this, schooling as the modern institution has the responsibility to impart knowledge and to shape children's behavior. Through education children are encouraged to learn and work toward their self-determination and self-realization whereas they are actively engaged working independently.

## REFERENCES

- Prasetyo, S. (2016). Implikasi Ajaran Pestalozzi Dalam Pembelajaran Sains di MI/SD Penyelenggara Inklusi. *Al-BIDAYAH – Jurnal Pendidikan Dasar Islam*, Volume 8, Nomor 1, June 2016, ISSN : 2085-0034
- James E. Jhonson. Dkk.(2015). *Anak Usia Dini Dalam Berbagai Pendekatan*. Jakarta : Kencana Prenada Media Group.
- Suyadi. (2012). *Panduan Penelitian Tindakan Kelas (Ptk) Dan Penelitian Tindakan Sekolah (pts)*. Andi Publisher.
- Davis, P. M., & William, H. W. (2011). The impact of Free Access to the Scientific Literature: A review of Recent Research. *Journal of the Medical Library Association*, Vol 99/3.
- Yus, A. (2010). *Model Pendidikan Anak Usia Dini*. Jakarta: Kencana Prenada Media Group.
- Montessori, M. (1912). *The Montessori Method*. New York, Dover Publications, Inc.
- Pestalozzi, J. H. (1894). *How Gertrude Teaches Her Children*, New York, Gordon Press Publishers.

Suyadi. (2012). *Panduan Penelitian Tindakan Kelas (Ptk) Dan Penelitian Tindakan Sekolah (pts)*. Andi Publisher.