

## *Evaluation of the Program of Based Islamic Montessori Curriculum*

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### **Abstract**

The aim of this evaluative research to know the implementation Montessori approach based on Gita Islamic Montessori School (GIMS). The research method is research evaluation by using CIPP model. This study uses multiple techniques and instruments to collect data and for data analysis, it uses descriptive statistics and qualitative techniques. The results of the study are the implementation of the curriculum based on the Montessori approach GIMS in 2016 has been effective. This is seen in (1) The learning environment very conducive GIMS is comfortable and pleasant, (2) GIMS use the modified Montessori curriculum which is collaborate with Islam approaches (3) all teachers have academic qualifications Bachelor degree implement its role in accordance with the concept of Montessori which explores the child's interest in every activity, (4) The learning process adapted to the standard method of using early childhood education and nuanced playing, creative, and innovative, (5) Learning plan prepared by a customized approach to Montessori educators,, (6) GIMS has a standard stages of child development are inputted into the outcome document of the level of achievement that appropriate with age, aspect development of language, cognitive, social, emotional, religious and moral.

Keyword : Evaluation of programs, curriculum, and educational Montessori early childhood

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## Introduction

0-6 ages is called *golden age* frequently, in which the parents or teachers may build basic character and values for children life suitably. Early childhood education is any basic efforts in scope of excellent human development for the future.

In Indonesia there are so many approaches to increase early childhood education. Any approach for early childhood learning having been applied is Montessori either by pure or modified curriculum standard. The main objective of Montessori Education is to prepare children by wading through life stressing children development process both normally and maximally. Montessori Education based on natural condition of brain absorption and sensitive period spontaneity development in order to support physic and psych development while directing them for free and health life.

Montessori Education had been spread over the world, it had proven that Montessori Education may be applied in varied place and situation. It is suitable to the research having been conducted by Cynthia in title of *Reflections on the Internationality of Montessori Education* in which Montessori Education may meet educational basic requirement for all continents with varied geography, politic, ethnic, religion and social background, nevertheless Montessori curriculum had not been limited to those. And it had resulted in the children obtain multicultural experiences in accordance with mutual respect philosophy of Montessori.

Also learning environment had had been concerned by Montessori to support children development, it is suitable to the research conducted by Azizollah Baboli Bahmaee and associate in title of "*Principle Elements of Curriculum in the Preschool Pattern of Montessori*" in which Montessori had been determined as curriculum theory recognized by pre-school education for children growth and development. Montessori believe that classroom environment should be according to children life such as table, chair, black board/white board and other school equipment proportionally, it follows children size to prevent from any problem when they use those, while they may those independently.

Montessori Education has good and qualified vision and mission for children development. In it is accordance with research of "*Back to Basic*", for the *Montessorian: the Practical Life Foundation*, by Carol S. Wood who revealed that Montessori children had been prepared for their future by skill diversity in order to build their character to achieve the future successfully.

Good quality of any education should be important consideration for organizer of early childhood education specially. Refer to the research conducted by Taggart and associate in title of "*The Power of Pre-School: Evidence From The Eppe Project*" stressing the importance of early childhood education supported by qualified learning and suitable learning evaluation. By stressing of quality importance in regulating children treatment for their further future is very important.

Any school which had applied Montessori based curriculum is GITA ISLAMIC MONTESSORI SCHOOL (GIMS). GIMS is the first Islamic based Montessori school at South Jakarta area. It is any excellence and attraction of this school.

Bearing in mind the importance of evaluation in implementing learning program. By research conducted by Ishimine and associate in title of "*Assessing Quality in Early Childhood Education and Care*" in which high quality program will be able from time to time increasing and maintaining children achievement results while concerning its strength and weakness of course.

Then, based on description above, it is important to evaluate Montessori based curriculum implementation by knowing the extent to which the suitability of Islamic Montessori based curriculum at Gita Islamic Montessori School.

This research uses evaluation model oriented to components of *context, input, process, and product* or CIPP evaluation. The reason why the researcher use this CIPP model is the most suitable and restructured one for program evaluation research at school. Those four components described above as that from any of program process. In other word, it is evaluation model viewing program as any system. It may be reached by large program comprehensively.

## **Literature Review**

Experts define program evaluation with multiple senses. Dean T. Spaulding argues that program evaluation is described as a program for determining the value and for making recommendations for improvement of a program to achieve a success.<sup>1</sup> Meanwhile, David Royse et al have other ideas regarding program evaluation. Program evaluation is defined as an applied research that is used as part of the managerial process.<sup>2</sup> The evaluation itself is conducted to assist those who must make administrative decisions about the service program. John M. Owen one of the experts also said that evaluation is defined as an effort to obtain and should improve the quality of interventions (Policies and programs) designed to solve or correct problems in the setting.<sup>3</sup> Joint Committee on Standards for Educational Evaluation (1981: 12) in his book, Eko suggests that program evaluation is an evaluation that assesses activity in the field of education by providing continuous data.<sup>4</sup> Thus the evaluation of the program is a series of activities conducted deliberately and carefully to determine the level of implementation or success of a program by knowing the effectiveness of each component, both on the program being run as well as programs that have passed. Evaluation of the program is usually done for the purposes of decision making in order to determine the next policy. While one of the domestic experts, Sugiyono said that program evaluation is a scientific way (rational, empirical, and systematic) to obtain data with the aim to know the effectiveness and efficiency of projects, policies and programs.<sup>5</sup>

Based on some opinions of experts related to the definition of program evaluation can be concluded that program evaluation is a systematic scientific procedure conducted to review program outcomes (effectiveness of a program) in accordance with the

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<sup>1</sup> Dean T. Spaulding. *Program Evaluation in Practice*, (San Francisco: Jossey-Bass, 2014), h. 5

<sup>2</sup> David Royse, dkk, *Program Evaluation*, (USA: Wadsworth, 2010), h. 12

<sup>3</sup> John M. Owen, *Program Evaluation*, (Australia: First published, 2006), h. 1

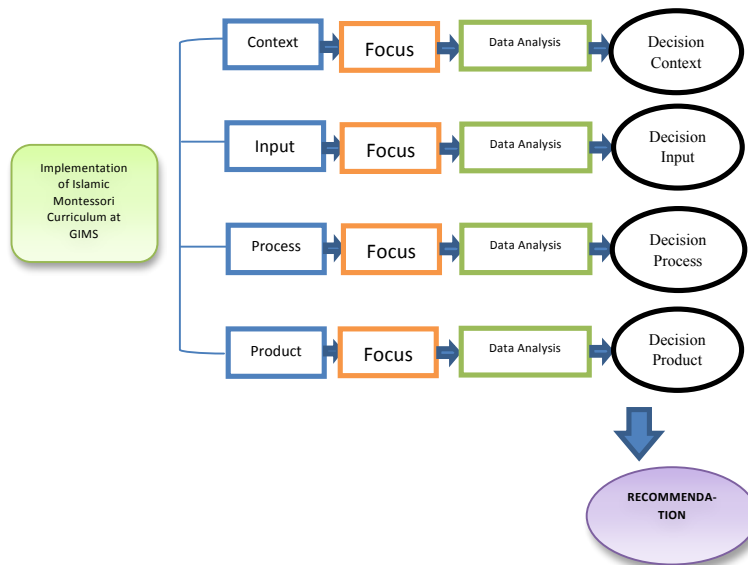
<sup>4</sup> Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), h. 9

<sup>5</sup> Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2012), h. 742

planned objectives, by collecting, analyzing, and review the implementation of the program conducted objectively.

## Methodology

This evaluation research conducted at Gita Islamic Montessori School (GIMS) in Jalan Kemang Dalam VI, No. C14, Kemang Indah, South Jakarta Selatan – 12730 precisely. The Method used in this research is that of evaluation by qualitative and quantitative (*mix method*) approach. It may give evaluation to program in terms of its effectiveness, its program management as well as its more and less. As to model design in this research is matched with evaluation model as had been described above, those are CIPP (Context, Input, Process, Product).

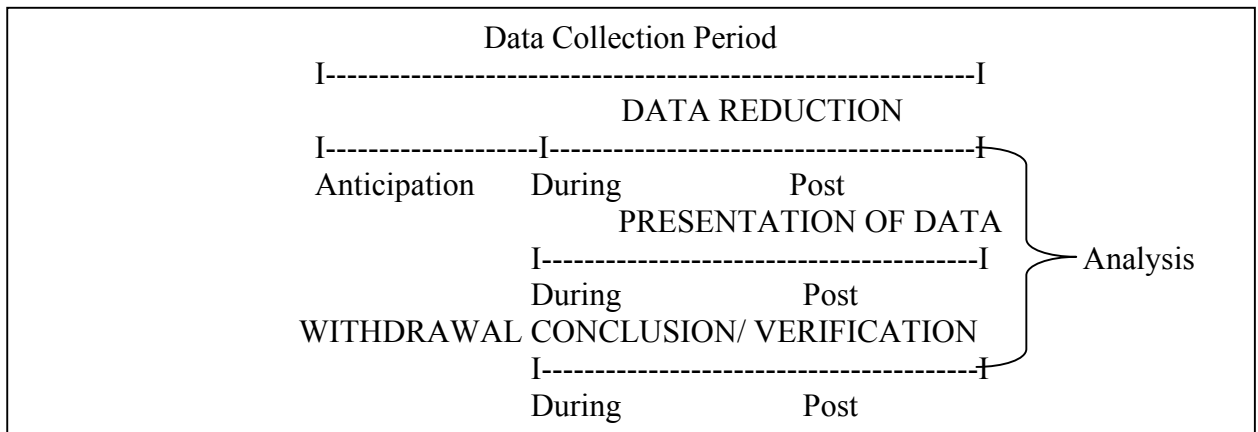


**Figure 1: Research Model Design of CIPP (Context, Input, Process, Product), Stufflebeam 1965**

Research instrument is written guidance on interview or observation or questionair list prepared for getting information from respondent. As data collector, closely, its instrument technique influenced by research method type adjusted with research model derived from CIPP, hence, some evaluated aspects of *context* covering: institution background and its vision and mission, learning climate; whereas its inputs covering: mean and facility, curriculum materials, educator : planning, implementation, evaluation and program development; its *product* covering long and short time program/ goal, that had been achieved, that had not been achieved; finally, its outcome covering : graduation of educatee.

Data collection conducted by both primary and secondary resources. This evaluation research uses descriptive qualitative and quantitative analysis technique.

Data analysis is regular one using model as revealed by Miles and Huberman :



**Figure 2. Data analysis Components**

*Islamic montessori* based curriculum approach at GIMS uses data triangulation technique guiding the researcher in order to collect data using various data research on hand. It means the truth of similar or same data will be more firm when it is obtained from some given data resources.

## **Results and Discussion**

Pre-school curriculum of Montessori (Hainstock, 2008: 76) focused on building of mindset in which any child has real personality and know its potency. Any component operates in line with others hence, image of personal life may be known. Following is researcher observation based on instrument by Hainstock (2008: 106-107):

### **Surrounding environment**

#### **a. Nature and according to reality**

Montessori believe that nature stimulate braind and body growth. Substantially, children friendly environment covering natural component assisting them to develop skill. At GIMS there are 7 classes as content of Montessori development, those are:

- 1) Practical Life. Based on Montessori development, this activity covering : brushing teeth, decorate picture frame, watering the flowers, shine shoe, clean the table, thank saying and others. In the observtion at GIMS it has special activity in order to increase children *practical life* by making batter dough, cake molding using *playdough*, to sieve wheat flour and green beans, Pour water from the glass jug to glass precisely, to hang clothes with given miniatur and others. In this activity, the teacher play role as observer and make notes to each child as daily activity report.



**Figure 3 : Jug to Jug**



**Figure 4 : Make a cookie dough**

2) Sensory. By Montessori development such as activity of objects grouping based on color, soft and hard distinguishing and other. Based on observation results, previously, the teacher demonstrate how to use playing media by any motion to make easier children. In terms of area *math*, the teacher shows how to use playing media by weight beam made from wood. Previously, the teacher insert the finger into weighing hole to estimate such hole size, subsequently, the teacher indicate the expression looking for precise child scale with estimated hole size with finger and then, it is inserted to weight hole in accordance with size and so on. The teacher had not explained verbally, but, it is conducted by motion and expression solely, in order to stimulate children cognitive aspect, hence, the children try to understand teacher motion. Really, upon those children try such wood material weight, they follow the motion as had been conducted by such teacher. From the way to palpate, touch, hold child scale and other motion.



**Figure 5 : Playing scales**

3) Language. By Montessori development, the activity to support their language development, it is conducted by activities of naming, word cards and genetic playing. In the observation, those activities of *flash card* playing, to match letters with its size, guess the words playing, and to compose words using and others had stimulated this development,.



**Figure 6 : Arrange the alphabet**

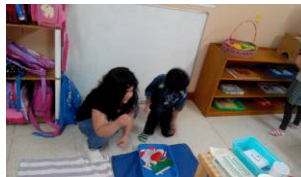
4) Matematic. Materials of Montessori development are (a) figures and numbers from 0 to 10, (b) linear calculation, (c) decimal system and (d) mathematic operation. Based on observation, mathematic activity at GIMS had been stimulated by their sensoric experience, those are *playdough*, to sort

objects according to its size, color classification and calculate total numbers with medium size beads.



**Figure 7 : Sort numbers**

- 5) Artistic. In Montessori development, the children may work at some some media by paint, crayon, paper powder for example. And to train children art sensitivity by dance and drama art. From observation result at GIMS, there is any rom for exploiting children art capability.
- 6) Music. At Montessori development by bell playing in order to distinguish low or high tone. From observation result at GIMS, by *morning circle* activities by singing, dancing, clap the hands, morning exercise.
- 7) Cultural subject covering geography and science. In Montessori development in classroom the children had been given sample by landmain and map puzzle. From observation result at GIMS, by drawing seeing activity using magnifier, greeting from from various language in accordance with flag and got it.



**Figure 8 : Sort numbers**

#### **b. Covering safe and reachable and opened room**

In Montessori development, the children may learn and play in opened and safe environment for jumping in accordance with children wish. Opened room covering garden fulfilled with plant and pets. GIMS environment, it covers safe playing area completed with floor puzzle. In this school, there is pets such rabbit in which the children feed such rabbit and tomato vegetation to be watered by children.



**Figure 9 : Playground**

Equipment and mini furniture mini to be specific character from Montessori school covering mini washing place, mini refrigerator and small chairs and small stairs. Also this case is applied for GIMS equipment.



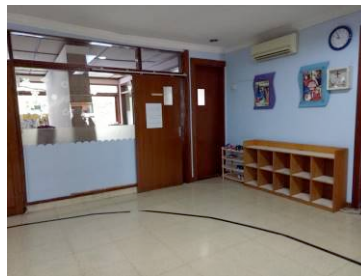
**Figure 10 : Mini toilet**



**Figure 11 : Mini table and mini chairs**

**c. Covering large, clean and bright interior**

Beauty and regular environment manifested by simple, bright and enchant appearance of Montessori school. At GIMS, this case also to be their consideration in giving natural and due impression.



**Figure 12 : Morning circle area**

**d. No strict schedule and no table facing black board**

In accordance with free principle of Montessori, the children is permitted to choose and use props or training exercise by appreciating other children freedom. at GIMS also this principle had been applied the children may choose the material they wish freely. GIMS only give *time of table grouping class* each week such as the figure as follows:

Day / Subject	Monday	Tuesday	Wednesday	Thursday
Language	Venus	Saturn	Earth	Jupiter
Math	Jupiter	Venus	Earth	Earth
Culture	Earth	Jupiter	Venus	Earth
Islamic Study	Jupiter	Earth	Jupiter	Venus

**Figure 13 : Time table grouping class**



Classroom design at GIMS pun there is no tables and chairs facing blackboard as well. Mutually, the children and teacher sit on floor bordered by *black line*.



**Figure 14 : Class situation**

### **Props**

Montessori clarify specific character of its props by other general props those are (a) concrete (b) instructional (c) isolated and (d) integrated functions. Props at GIMS concern it where props existing at classroom has various color, shape, size, texture, sound and mind breaker type for children such as weight props.



**Figure 15 : Wood scales tool**

In accordance with Montessori principle teaching regularity and beauty then, props at GIMS had concerned it as well.



**Figure 16 : Props**

### **Children**

In Montessori principle, the children from 2.5 years through 5 years old may interact freely. Commingling with friends from various ages to prepare children grow in complex world. Implementation at GIMS, age combination had been applied but, those conducted at 4-5 years old for toddler by separated classroom, hence, there is class division, ie, first grade (toddler) and second grade (4-5 years old).

### **Teacher**

The teaching by teacher of Montessori's pre-school there is three uniquenesses, those are (a) motion analysis (b) direct demonstration (c) three period learning. In accordance with application at GIMS, the teachers of GIMS to attitude more passively (more actions than words), to wait patiently and nearly pull out self intervening

spontaneous interest and activities of children. Also the teacher more appreciate any attitude conducted by children. Intensively and periodically the teacher having duty to observe and communicate to children parent such as routine meeting as model for children and to asses any child. *Inquired, children centred, and discovery* approach as one followed by GIMS as well as always concern Montessori principle.

### Assessment

Evaluation or assessment of Montessori curriculum implemented by the extent to which the children obtain experience. Evaluation method at GIMS using achievement scale of children development, observation records and anecdote notes.

The following table is observation result from Montessori approach using program evaluation :

**Table 1 : Model Program Evaluation of CIPPO (*Context Input Process Product Outcomes*) at Gita Islamic Montessori School**

No	Component	Observed Aspect	Data Resource	Used Instrument	Observation Result
1.	Context	Background of Institution	School Archive	Document	Established on 7 <sup>th</sup> August 2004 at Kemang, South in order to meet Jakarta and surrounding community needs which of good quality education with Islam values had increased
		Learning climate	School Archive / Principal	Observation Documentation	Learning environment is very conducive, comfort, convenience, as well as harmonious social relations between inter children and their teacher
2,	Input	Means and facility	Principal	Interview Observation	Large area volume, location, classrooms, Principal room, teachers room, Bathroom/ toilet of children, furniture, learning media, props and indoor and outdoor playing equipment in accordance with reality. But, its parking loots of parent in school area is not adequate.
		Curriculum	Teacher	Interview	- Kindergarten/ playgroup has Montessori standard curriculum - Kindergarten/ playgroup has modified curriculum - Learning time in

					<p>accordance with standard of early childhood education</p> <ul style="list-style-type: none"> <li>- Kindergarten/ playgroup has academic calendar</li> <li>- Academic calendar socialized to stakeholders in concern</li> </ul>
		Tenaga Educator	Principal	Interview	<p>Educator qualification : Teacher Teacher pendamping</p> <ul style="list-style-type: none"> <li>- Teacher has bachelor (S1) academic qualification, but, most of them had not graduated from Early Childhood Education department/majoring.</li> </ul> <p>Qualification of educators: - Principal - Administration Staff</p>
		Educatee	Teacher Principal	Interview	Recruitment process of educatee according to indicator
		Finance	Principal / Administrator	Interview	School has accounting document (Revenue and expenditure) according to concept
		Parent support	Parent	Interview	Any support from parent in terms of learning, financial and communication
3.	Process	Planning	Principal / Administrator Teacher	Interview Questionair	Learning planning in accordance with standard of early childhood education and scheduled by teachers
		Implementati on	Principal ; Teacher	Interview Questionair	<p>Learning activities comprising greeting, opening, essence and closure in accordance with concept Playing area setting in accordance with concept</p> <p>Educative playing mean is adequate for children and educator, it had been managed kindly. Varied and convenience learning method</p>

		Evaluation	Principal / Administrat or Teacher	Interview	Individual record/instrument evaluation of children Evaluation technique by progress report
		Program development	Teacher	Interview	Method used by playing, creative and innovative nuance
4.	Product	1. Long term Program/ target 2. Short term Program/ target	School Archive	Document	Semester planning, RKM and RKH adjusted with standard of early childhood education by pendekatan Montessori Learning plan had been documented. Learning plan scheduled by educator
		1. Objectives that have not been reached 2. Goal achieved	Principal Teacher	Interview Questionair	There is document of developmental achievement rate results as had been determined according to children age and developmental aspects of language, cognitive, social, emotional, religion and moral Kindergarten has standars of children development stages.
5.	Outcome	Alumnus	Principal Teacher	Interview	There is educatee achievement to continue their educating levels

**Table 2 : The diffrence between concept and implementation at Gita Islamic Montessori School**

No	Concept of Maria Montessori	Implementation at Gita Islamic Montessori School	Remark
1	To combine varied children age in their learning. The children in 2 years old combined with that of 5 years old. No class division based on age	There is age combination. But, it is only for both 4 years old and 5 years old And there is a class division (K1 and K2) based on age	The children in 2 years old attend toddler classroom and 3 years old at Preschool classroom. No combination for above them.

2	Free Principle initiated by Montessori, freely, the children may choose their own activities without intervention from the teacher, hence, it enables they choose one or two activities to follow learning	Free Principle at Gita Islamic Montessori School, freely, the children may choose their own activities with a little strategy. The conducted Strategy is by grouping and group scheduling having been determined for attending certain classroom. Hence, the children may attend all learning classes and they may choose different class each day.	Grouping conducted upon 3 months learning. Initially, all educatee combined as one and the teacher give guidance on how to use materials and its rules as well as activities conducted before grouping in general.
3	in accordance with due class concept, ie, <i>practical life</i> , sensory, language, mathematic, artistic, music and culture (geography and science)	Existing classroom at Gita Islamic Montessori School comprising <i>practical life</i> , language, mathematic, artistic, music and culture (geography and science)	severally, no sensory, artistic and music in self-classes, but, it is included for daily activities having been designed. Additionally, there is extra class, ie, <i>Islamic Studies</i> class.
4	The natural disciplinary application. Consistently, the teacher will give and stress rules each day and naturally to enforce it in accordance with children growth	The natural disciplinary application at Gita Islamic Montessori School. In the beginning of learning the teacher give classroom rules and to make sure that the children understand such rules and apply it in learning process.	For example: in disciplinary application for speaking permit, previously, the children should lift their hand, it had been applied consistently.

### Conclusion

Based on research result on Montessori curriculum approach at Gita Islamic Montessori School, then, it may be concluded that there is any adjustment of Montessori curriculum approach concept and the addition of Islamic class on the habituation of Islamic values such as sholat, learning to read Al-Quran, to memorize short verse and daily praying as well as hadits. It is special character of GIMS beside application of Montessori approach.

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