

Development of Practical Life Exercise at Montessori Kindergarten Padang

Farida Mayar

Faculty of Education
Universitas Negeri Padang, Indonesia
mayarfarida@gmail.com

Delfi Eliza

Faculty of Education
Universitas Negeri Padang, Indonesia
deliza.zarni@gmail.com

Nenny Mahyuddin

Faculty of Education
Universitas Negeri Padang, Indonesia
nennymahyuddin@gmail.com

Indra Yeni

Faculty of Education
Universitas Negeri Padang, Indonesia
indrayeni.30031971@gmail.com

Abstract: The purpose of this study was to know about the development of practical life exercise, one of the Montessori curricula that researchers conducted at the Pioneer Montessori School Kindergarten. This study used a descriptive method with a qualitative approach. The data analysis step used reduction, presentation and verification data from Miles and Huberman technique. The participants of this study were one principal and 2 teachers who taught in the toddler and nursery class. There were 7 toddlers, 4-5 years old. From this study, it can be concluded that in practical life activities, there are activities that can develop children's science, artistic and cognitive development. The process of practical life exercises was carried out by steps to show, to know, and to remember.

Keywords: leadership values, leadership ethical, students' character

I. INTRODUCTION

The potential of children will die and will not appear if they are not given the opportunity to develop. The sensitive period of each child is not the same, but if the sensitive period has arisen then parents, teachers must provide tools to support the stimulation of the potential that is emerging in children (Yus, 2011) In this case Montessori develops a curriculum. One of them is a curriculum called practical life exercise. Exercise practical life in Montessori class is an activity that emphasizes daily activities (Morrison, 2012).

Joosten (2013) states that the purpose of practical life training is to practice daily activities like adults do, such as protecting the environment. Activities related to the ability to keep the environment of early childhood science, Conant in Nugraha (2008) that science as a suite of concepts and conceptual schemes that relate to one another. Which grows as a result of a series of experiments and observations and can be observed and tested try further. Science is closely related to the activity of tracing the symptoms and facts of nature around the child.

Practical life exercises can support the development of children's cognitive abilities through fun activities such as sewing, or nut and bolt. Ability and natural cognitive brain research found that when a person acquires knowledge and ability to snapped becomes more efficient (Slavin, 2008). Next a cognitive can also be interpreted by the ability to learn or think or intelligence, namely the ability to learn new skills and concepts, skills to understand what is happening in the environment, as well as the skills to use memory and solve simple questions (Pudjiati & Masykouri, 2011). Based on the above description and observations made by researchers at the

Pioneer Montessori School of Kindergarten in the City of Padang.

It is known that this school is implementing the Montessori curriculum, one of which is practical life or practical life training. Activities developed in practical life training are fine motor development, the researchers were interested in researching the implementation of fine motor stimulation in practical life training, which is useful for cognitive development of children in Padang's Pioneer Montessori School Kindergarten.

II. METHOD

A. Research Method

This research uses descriptive research with a qualitative approach. This research was conducted at the Pioneer Montessori School Padang Kindergarten, which is located at Nipah, Berok Nipah, Padang Barat, West Sumatra, Indonesia. This research was conducted from October 10, 2018 to November 8, 2018.

B. Participants

The researcher chooses 1 Principal and 2 teachers who teach as research informants by considering several things including because they are considered to provide information researchers to fulfill the research data. Ms. Fitri as the principal of the Toddler and Nursery 1 class graduated from S1 English Education who has taught for 4 years at the school. He also received training as a Montessori teacher. The core teacher in the class was named Mutia who had taught for 5 years, she graduated from S1 English language education. He also received training as a Montessori teacher. The school's assistant teacher was named Vania who had been teaching as a teacher's assistant for one and a half years.

C. Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which ones are important and that will be studied, and make conclusions so that it is easily understood by oneself and others.

The process of data analysis in research begins before entering the field, while in the field, and after completion in the field. In fact, qualitative data analysis takes place during the data collection process. Therefore, according to Miles and Huberman (1992) that the activity of collecting data in the analysis of qualitative data is a cycle and interactive process. There are several data analysis steps outlined as follows:

1. Data Reduction

The data obtained from the field is quite a lot, so it needs to be carefully and in detail. For this reason, it is necessary to analyze the data through data reduction. On observation, interviews and documentation conducted by researchers show that the exercise activities practical life in Kindergarten of Pioneer Montessori School Padang there are activities that develop cognitive ability, science and art in children.

2. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman (1992) state that the most often used to present data in qualitative research is narrative text.

Life practical exercise activities that develop children's cognitive ability is a nut and bolt activities. The activity develops children to be able to solve problems in a simple way. For activities that can develop children's scientific abilities is the activity of planting flowers. And for the ability that can develop children's art is by making a fruit salad.

3. Data Verification (Conclusion Drawing)

After presenting the data, the next step that needs to be done is drawing conclusions and verification. The initial conclusions put forward are still temporary and will change if no strong evidence is found to support the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field for data collection, then the conclusions put forward are credible conclusions.

III. RESULT AND DISCUSSION

A. Process Activity of Practical Life Exercises

The exercises of practical life to the child's teachers do in the classroom is presented with several stages, the first Preparation, second and third presentations free play. The process of this Montessori activity in the field is in accordance with the opinion of Joosten (2013) saying that "Adult Responsibility of Childhood needs to perform these activities, an adult has an active responsibility. This consists mainly in: (1) the preparation (maintenance and development) of the environment, both place and

adequate tools (material); (2) the presentation (establishing contact) of the material so that the child can make use of it for his development purpose which implies with respect to his aim and function; and (3) granting the necessary freedom of choice and repetition and this in a prepared environment and after adequate (and where Necessary repeated) presentation.

At this stage teachers' presentations using the three Montessori lesson period. The three Montessori Lesson Period line with the statement Yus (2011) that measures the Montessori learning is done in three steps: (1) step to show, (2) step to know, and (3) step to remember.

B. The process of exercise of practical life to develop children's cognitive

1. Step to show

Miss : now we learn about Nut and bolt, what is this?

Children's : nut and bolt

Miss : what color is a nut?

Children's : red,

Miss : good, try pointing the nut,

Children : (pointing)

2. Step to know

Miss : yes, this is nut and bolt. Try to see what color the nut is?

Children's : red

Miss : smart, well here there is a small nut and a big one, (while turning the nut and bolt). See, if miss remove the large nut and leave it in place small will it be right?

Children's : not.

Miss : if you miss pairs in a place that is both big, will it be right?

Children's : yes, miss right,

3. Step to remember

Miss : okay, now miss calling one, yes, Kiran, please try ahead

Kiran : okay miss

Miss : Now try turning the nut and bolt, remove it, then put it all in the again suitable place

Kiran : (doing as the teacher practices)?

The first step is to know what the teacher is doing is to give knowledge to the child what the nut and bolt are. In the step shows, the teacher demonstrates the workings of the nut and bolt. Nut and bolt rotated clockwise to loosen and nut will be released. Nut and bolt have different sizes. Ranging from large to small size. At the step of remembering children are asked to practice one by one.

The child will remove all the nut and bolt and try to put it back in as it is displayed in Figure 1. The child will pair it to a suitable place. If the nut is a bigger place, it won't fit. Then the child will think and try to find a suitable place when the nut is put in place. Children who are able to restore it to a suitable place so that the child can be categorized can solve a simple problem as it is portrayed in Figure 2.



Figure 1
The Teacher is Being Questioned About the Nut and Bolt Props



Figure 2
The Child is Trying to Play Nut and Bolt

C. The Process of Exercise of Practical Life to Develop Children's Science

The teacher's strategy to introduce science to children, the teacher chooses activities namely planting flowers. In flower planting, children are introduced to the equipment both the material and the material to be used. Children can also understand that plants can live if there is soil, solar heat, and oxygen (Somerville, 2015). Here is a conversation between the child and the teacher.

1. Step to show

Miss : Now we will learn how to plant flowers, does anyone know what this is?

Children's : pot (answer together)

Miss : good. Then there are plastic gloves. What is this?

Children : plastic gloves

Miss : good, then to plant flowers we also need land, what is this?

Children : sand.

Miss : very good

2. Step to know

Miss : ok, miss explains how now use it first plastic gloves.

Children : Is this like miss? (while wearing gloves plastic)

Miss : yes good, then enter the land to in pot huh Enter the first half, keep entering the flowers, huh

Children : why did the land half miss?

Miss : Yes, though its roots can be interest at the ground,

Children : oh ...

Miss : now the top cover is the same as the land, then pat it like this. (the teacher shows how to plant flowers),

3. Step to remember

Miss : okay, now put the soil in the pot, like which shows an earlier miss

Children : okay miss (doing as the teacher practices)

In the step of getting to know the teacher tells the child the tools and materials needed to plant flowers. At the step of showing, the teacher shows how or how to plant flowers. Furthermore, in the step of getting to know the child is asked to practice on their own how to plant flowers. The child puts the ground into the pot by hand. When the child enters the soil into the pot the child will know the texture of the soil, the child also develops their scientific abilities, namely recognizing the place and way of life of the plant. The activity is displayed in Figure 3.



Figure 3
The Children and Teacher are Preparing to Plant Flowers

D. The process of exercise of practical life to develop children's art

Art activities are fun activities for children. Art activities provide opportunities for children to be able to create and combine the material in ways that the teacher might never have imagined (Fox and Berry, 2008; Gladding and Newsome, 2003). Fulfillment of children's needs for expression gets systematic and planned guidance and guidance so that the opportunity for expression given to children really has meaning and benefits for him, to introduce art to children, in practical life activities teachers also teach skills that make children can channel his talents. For example, children who like to cook and decorate food can be facilitated with activities such as fun cooking. The following is a conversation that occurs in children and teachers while doing fun cooking activities.

1. Step to show

Miss : ok kids, now we will make a fruit salad.

Children's : wow, yeaayy (excited)

Miss : yes, try to see this is a plastic knife and a cutting board. I'll cut it later the fruit is

small. Ok Try lifting the knife and plastic board.

Children's : miss ok, (lifting equipment needed)

2. Step to know

Miss : kids, then use the knife carefully. Hold the knife right hand. Then cut the fruit into small pieces.

Children : small miss, can't be a big miss, a triangle can miss?

Miss : yes small. Triangles are also allowed,

Children : ok miss

Miss : Put it in a bowl, keep giving syrup and messes.

Children : wow good miss.

3. Step to remember

Miss : okay, now do it as miss shows yes,

Children's : okay miss (doing as the teacher practices

In the step of knowing, the teacher tells the child the tools and materials needed to make fruit salads, such as plastic knives, plastic bowls and also a cutting board. In the step shows, the teacher shows how or steps to use a knife and cut fruit. Furthermore, in the step of getting to know the child is asked to practice on their own how to make a salad. The child cuts the fruit into small pieces, then the child inserts it into a plastic bowl. After making it, the child uses the fruit salad using ice cubes and syrup. This activity can develop the ability of art in children. The activity is portrayed in Figure 4.



Figure 4
The child cuts the fruit into small pieces

Based on the result, it can be generated into four main items namely: (1) activity process, (2) cognitive ability, (3) science ability, and (4) art ability. The teacher used three steps in the process of practical life exercise: (1) steps to recognize, (2) steps to show, and (3) steps to remember. Practical life exercise that can develop cognitive abilities is a game of nut and bolt that can train children to think about solving simple problems. Practical life exercise can develop children's scientific abilities (Gates & Valenzuela, 2010). Practical life exercise that is mentioned is planting flowers. In this activity, the child can understand how plants are planted and where they grow. The exercise practical life can develop capability child's art is an activity to make a fruit salad. In this

activity, the child can express his artistic abilities by decorating pieces of fruit using chocolate and syrup.

IV. CONCLUSION

Based on the results of research conducted on development Montessori exercises of practical life at the Pioneer Montessori School of Kindergarten in Padang City with a sub-focus of development research in cognitive, science and art can be seen from various activities that develop these abilities. In developing cognitive abilities children are given activities namely in the form of nut and bolt. For science development children are given activities such as planting flowers, and to develop the artistic ability of children, they were given activities in the form of fun cooking.

The benefits of the activities of the Montessori exercises of practical life for children are very much like that children are more independent in carrying out their activities, a child is more organized with his life and the most important benefits of daily activities are for the child's life in the future. The implementation of the Montessori exercises of practical life in the field is carried out through explanations from the teacher and through habituation done by the child every day. Children have the right to develop according to the stage of development. Therefore, through various activities given to children who have experience of various things, so the experience can stimulate children's cognitive, scientific, and artistic developments that influence the lives of the next child.

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