

Learning Management with Montessori by bringing the Trisikkhā Principles, Precepts, Concentration and Wisdom to Integrate in Learning Management

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ABSTRACT

This academic article reflects the thoughts from attending the workshop, promotion of learning management based on the Montessori concept uses writing from real experience in the practice as an observer from the early childhood classroom and first-class classrooms that provides teaching with the Montessori concept. The results reflected the ideas from direct experiences from the workshop participants, showing that the atmosphere in the classroom arrangement was bulging good ventilation, beautiful colors, work, interior colors feel cool and comfortable. The room has a fan enough light shelf arrangement separated into media; beautiful, durable, beautiful colors arranged from top to bottom. Characters are clearly visible and durable. Teachers interact with children in order to allow children to concentrate on themselves. The role of the teacher is to be a mentor to guide the children towards achieving their goals. The students and the students' joint activities to achieve common goals. The result of the observation made the children absorb the threefold principle, namely, the child had precepts indicating that the collection of things was organized, neat, not separating the workpiece, compassionate to help friends, concentration and mindfulness having determination to complete the work. Intellectually, children are knowledgeable, possessing the ability to think step by step, distinguish work pieces assemble words and be able to solve problems easily by yourself.

Keywords

Workshop, Montessori, Reflection

I. INTRODUCTION

Montessori education is a teaching style in which knowledge is applied to children without being told to read or memorize but to cultivate children to learn and grow according to their nature let children learn independently and can choose activities that interest him or herself through the environment provided by the teacher with a purpose through the five senses including eyes, ears, nose, tongue and hands, not focusing on memorization. However, there will be teachers who will give advice and demonstrate the use of learning materials for the first time until the child understands and gets used to it. Then, the child will start learning by himself. Resulting in children to concentrate more understand more and can remember things more efficiently. Promotion of learning management based on the concept of Montessori is a concept that focuses on children as the main focus in teaching and learning so that children can learn on their own freely and absorb learning from the environment around them, causing children to be curious want to see and seek curiosity concentrate self-discipline and development in all areas at the same time.

Concepts of Montessori Teaching; Dr. Maria Montessori, whose biography is the first female physician in Italy and the creator of the Montessori method of teaching, working with

children with intellectual disabilities from close observation and experimental research. It discovered that the problem of children with intellectual disabilities is caring and thought that taking care of these children. If the child is intellectually stimulated, it should be better. Montessori therefore came up with ways to help children develop, intellectually and emotionally better, and has developed teaching for normal children as well Montessori teaching start by observing, study the development of each child Montessori Teaching does not focus on rote learning but will mainly focus on playing or doing activities by allowing children to choose activities according to their own interests by providing a variety of devices according to the interests and maturity of different children. This will help develop life experiences, academic work and sensory skills such as dressing, cleaning, scrubbing and household equipment. For the device, it is designed for children to develop their intelligence and develop systematic, rational thinking, such as mathematical devices. The linguistic apparatus and linguistic principles, sight, taste, hearing, smell, are sensations that share the senses.[1]

Montessori teaching goes from concrete to abstract and Montessori equipment can be used in many ways. Devices are things that help control children in their work. The child will be pleased when the tasks are done correctly, and to store the

equipment there must be a dedicated place for the equipment so that the child can keep the device in place, when finished playing, which will help encourage children to learn how to use the device together.

II. MAIN POINT 1 HOW CAN MONTESSORI LEARNING MANAGEMENT BE ORGANIZED?

Secondary issues: Giving opportunities for children to learn on their own; giving children a direct experience from learning and can do that, children learn according to real conditions and able to solve problems in their own real lives.

Content Management of Montessori Learning is a learning management that allows adults to give importance and respect. Children must be respected in a different state than adults. We have to accept and respect children in their unique way. Because each child is different in terms of family status, upbringing, school, community and different cultures, teachers should provide education for each child according to their abilities and their own natural needs by developing teaching in relation to the developmental needs of children for children to have a good development in thinking, analysing, creating works by themselves until success with the child. The teacher praised the children's work and gave advice from a distance.

Montessori learning management has 4 categories:

1. Daily life category (Practical life) is a category of work that looks like a connection between the home environment and the classroom, that is, activities in the house such as shovelling, pouring, folding, drawing, scrubbing, washing, wiping, buttoning, etc. It is a nature of work that has a sequence of steps preliminary movement work.

2. Sensorial Category: perception can be divided into 5 categories: eyes (eye nerves), ears (auditory nerves), nose (nasal nerves), mouth, tongue, and touch (sensation nerves). Intellect is the real thing being abstract but can be tangible and a systematic category of work, responding to the human tendency to be systematic (order).

3. Language category consists of 3 categories: spoken language, written language, reading language, where children can remember symbols and sounds with 3 techniques: 1. Introduction 2. Practice 3. Let the children speak.

4. Mathematics category; Mathematics is an international language with 5 levels.

4.1 Symbols 0-9 and quantities 1-10.

4.2 Continuous counting 1-1,000 know the quantity and quality shape counting, counting of chain cabinets.

4.3 Memorization by remembering the results of the important numerical elements of addition, subtraction, multiplication and quotient.

4.4 The way to the abstract

From issues such as learning management, Montessori Learning management can be divided into 4 categories of learning: 1. Daily life (practical life), such as shovelling, pouring, folding, drawing, scrubbing, washing; 2. sensory category (sensorial) eye (ophthalmology), ear (audio nervous), nose, mouth, tongue, touch (sensory nerve) (mathematics) addition, subtraction, multiplication, Division.[2]

III. MAIN POINT NUMBER 2 IF A CHILD'S MIND IS LIKE A SPONGE HOW TO CHILDREN ABSORB INFORMATION FROM LEARNING?

The second point compares the mind of a child like a sponge, clean and pure, absorbing good things into the body and mind.

Human beings are highly developed creatures than any other animal on this planet. The human body is delicate and complex to grow and what's even more complicated, is that in intelligence, emotion, cognition, human perception, is even more complex than other animals so that the person can manage their life well due to lack of mental strength lack of willpower, lack of willpower will not be able to lead life far. Developing the mind through meditation will help keep the mind calm and stable. This will be very beneficial to self-development being in a bad situation, such as being criticized, insulted, gossip, insults, which solve problems by expressing resentment, disappointment, anger, hatred or responding with irony of life which doing this may cause mistakes in living a good life (Admin, 2014). There are 7 principles to lead a peaceful life as follows:

1. The right place is to bring oneself to a place that can elevate one's mind, a place where people do good deeds, train your mind to be calm and be able to distinguish between good and evil. Participate in community development society in the country to be correct according to the canal. [3]

2. Planning for daily life, i.e., the order of work division of time to be able to know which things are urgent which part is the work that needs to be done later?

3. Being satisfied with life, i.e., knowing the work you want to do, ready to study and gain knowledge in that job in order to gain more expertise.

4. Building self-confidence, i.e., self-development to the full circle of knowledge, have faith in yourself and work that the work that you do will be good and quality work.

5. Adjusting one's thoughts to suit social conditions, i.e., adjusting one's thinking to be flexible with the political situation that arises, both good and bad, is able to adjust one's thoughts and act to be neutral, not clinging to either way.

6. Seeing danger in negligence means living life with negligence, appreciate your own life and that of others, appreciate the time wasted, use every moment consciously in order to cause the least damage.

7. Rethinking in solving various problems, i.e., problems that arise with oneself and society have their own causes, rethinking and analysing wisdom can be solved systematically (Phra Thepvedhi (P.A. Payutto), 1988).

From such issues, teachers should give children the opportunity to learn by themselves, absorb information from the environment. Children use their minds to acquire knowledge, absorb things can enter into one's own mind (the absorbent mind) in which children from birth to 3 years old are the period when the mind is absorbed without feeling by developing the senses used to see, hear, taste, smell and touch, children will learn about their surroundings. [4]

IV. ISSUE 3 HOW CAN DEVELOPMENT OF LEARNING MANAGEMENT AT AN APPROPRIATE AGE WILL HELP INCREASE CHILDREN'S LEARNING SKILLS?

Secondary issues: providing a good environment will make children develop better.

Content: the main moments of life are the most important moments for learning in the early stages of intelligence development and children can learn specific skills well. Teachers must be observant and take advantage of this time to manage teaching and learning as completely as possible. Environment preparation Montessori believes children learn best in a purposefully prepared environment providing such an environment for children to be free from adult control. Children will be able to do various activities according to their own ideas. Classroom management can take many forms. If divided according to teaching methods, it can be classified into 2 forms as follows:

1. Simple class, it is a teacher-centered classroom format, so most of the activities in the classroom occur from teachers. Students rarely have the opportunity to speak, think, do activities by themselves or do activities with friends. This is an education management method in the 1.0 era where teachers stand and explain knowledge in front of the room and have students read along with the books at the same time.

2. Innovative Classroom, it is a student-centered class, which is a teaching and learning management for students to be self-led in learning. This innovative class is highly flexible and can be adapted to a wide range of applications, no format limitation. There is a private space for each student and a space for all students to meet, work in groups, plan projects, discuss work, or showcase their work. Therefore, the teacher's desk does not have to be in front of the class, it may be moved to different corners arranging an environment conducive to learning.

From such issues, in conclusion, a good environment will help create a learning atmosphere which the good atmosphere. Teachers who need to build a good mind build trust with children and create a learning atmosphere with them to manage learning at the same time.

V. ISSUE 4 HOW CAN SELF-STUDY LEAD TO LIFE-LONG LEARNING SKILLS?

Secondary point: children can learn by themselves according to the situation encountered and can solve the problem by yourself.

Self-study content: children can learn on their own due to their freedom in a completely provided environment having this freedom, Montessori said, "It's not just a symbol of freedom", it means a path to education." Children have the right to learn, discipline of life by having the freedom to work independently, fix your own bugs; self-study should play a greater role in education and should increase the focus on children as the center of learning Reduce teacher-centered approaches to learning.

Self-learning is a learning from experience that has its roots since the beginning of the human race. Learning at that time would be a trial-and-error method with a clear evaluation, survival by living. In addition, the best learning outcomes will be an example for the next generation to remember and apply for themselves. The study of experience

is therefore transmitted from ancestors to descendants, from employers to employees, from friends to friends, from knowledgeable people to learners, until the transfer of knowledge in many ways, such as internships, vocational training, training in various departments, including teaching "Learning from experience (Experiential Learning) is the process of building knowledge, skills and attitudes by bringing experience, learners' origins are integrated to create new learning." (Kolb and Fry, 1971; 1975; 1984). [5]

In conclusion from the point, self-education in Montessori Learning management is an opportunity for children to learn on their own so that children can learn from direct experience Has developed physically and mentally, allowing children to practice meditation, be focused on the work you do in order to achieve goals from learning.

VI. ISSUE 5 HOW TO MANAGE LEARNING WITH MONTESSORI BY APPLYING THE THREEFOLD PRINCIPLE, MORALITY, CONCENTRATION AND WISDOM IN LEARNING MANAGEMENT?

Secondary issues: integrated learning management with Montessori using the threefold principle, participate in learning management for early childhood children.

Content: the introduction of threefold dharma, precepts, concentration and problems to integrate learning management with activities organized by teachers allowing children to absorb the principles and teachings of the Buddha. The activities that the children have done will create the Dhamma that arises in the children's minds. Here, he likes to raise the dharma principles that make him successful as a perfect person according to the Buddha's teachings.

Principles of learning management with the principles of the threefold learning (Trisikkhā), precepts (Sīla), Concentration (Samādhi) and Wisdom (Paññā). The threefold learning (Trisikkhā) is the principle of life development in order to succeed as a perfect person according to Buddhism, the Trisikkhā is classified in the path (the Dhamma that should be developed), that is, it should be brought about, to be used as a tool to develop life. Trisikkhā means the three disciplines, meaning one practice that must be studied, namely:

1. Adhisīla-sikkhā is the highest morality.
2. Adhicitā-sikkhā; high mind, is the highest mind, meaning concentration.
3. Adhipaññā-sikkhā is great wisdom.

Trisikkhā is morality, concentration, and wisdom being a process of practice or a process of development in 3 aspects: Precepts (Sīla) is the principle of developing the relationship with the social environment, Samadhi is the principle of developing the mind to have efficiency and Paññā; efficiency in thinking, considering, making decisions, doing or not doing anything, and Wisdom is the principle, develop cognitive knowing things as they are and able to distinguish, analyze and investigate the causes of all things clearly. Thus, the threefold development process is an integrated information process.

From such issues; it can be concluded that the threefold principle of morality, concentration, and wisdom can be integrated in Montessori Learning management by using the threefold principle, participate in learning management for early childhood, children very well, children

have thy precepts that do not use loud words, do not steal from friends, concentrate, take note of learning and problem-solving skills to come up with a more diverse approach to solving problems.

VII. KNOWLEDGE FROM STUDY

Montessori Teaching Management in schools that use Montessori teaching; activities are an important part of things that black walks to school Montessori believes young children should learn whole body with an emphasis on sensory training. The activities or tasks they do must be meaningful. School supplies have been laid out for children to do various tasks according to the work process, it will motivate the child to continue working. Writing is the focal point of both seeing hearing and touch, written expression goes through several stages. From touching geometric shapes, touching consonants, vowels from sandpaper alphabet cards, use a crayon to trace along the metal frame and add lines to the empty metal picture frame, combine words using different letters and write the sequence of words from the concrete to the abstract. It is a hidden concept in organizing school supplies, ready to learn the next level of equipment or in order of difficulty or as requested by the bird. There are three stages of displaying the device:

Step 1: Connect the sensory perception with the name ... "This is a tree branch."

Step 2 Know the name of the object ... "Give the branch to teacher."

Step 3 Remember the name corresponding to the device ... "What is this?"

This step is used when children learn the names of equipment, qualities or experiences. The lessons are short, simple, and multiple choice. If the child does not pick up the equipment correctly, it must be taken away and the child waits for an opportunity to continue. Therefore, I would like to summarize the activities of learning management with Montessori according to the observers who have discovered and applied the principles of precepts, concentration and wisdom to the effect on the learners and the observers themselves by dividing the learning management into 7 steps as follows:

Step 1: Observation: Early childhood and elementary school children in the use of Montessori in learning management, children collecting things do not compete with the media It is an integration of the three principles of precepts and learning management with Montessori principles. Children will use concentration in connecting words and work pieces, connect the words to the picture with intention, make children concentrate on work according to the principles of meditation, using the principle of working together with friends, interact with each other, ask questions, interact, compete for thought processes to get a common answer. It's a third step to wear your legs; the problem sides.

Step 2: Event recording; step by separating groups for executives to brainstorm their opinions from what they observe. Management of Montessori learning, then the executives have brainstormed their opinions on paper and presented to the participants, divided into 2 levels: 1) Early childhood level, and 2) Elementary level by analyzing from the observations in 3 aspects: 1) The environment inside the

classroom and outside the classroom, 2) teacher-student interaction students with students, 3. Characteristics of media in the classroom.

Step 3: Lecture from qualified speakers who successfully use Montessori principles in learning management at the early childhood and primary levels, visual recording of activities and groupings to present the Montessori observational worksheets.

Step 4 : Activities from observation, note taking, learning with Montessori with worksheets recording activities in 3 aspects: 1 . Classroom environment, 2 . Interaction between students and student, teacher and student, 3 . Characteristics of learning media, then bring the results obtained to present to exchange knowledge with friends in the training room.

Step 5 : Presents from the recording of the Montessori Learning management observations.

Step 6 : The speakers and experts summed up the observations and gave an opportunity to ask questions about issues and problems, as well as how to apply them in the school.

Step 7 : Answer questions about adaptation managing learning with Montessori in schools. [6]

CONCLUSION

From content from research and attending workshops, the process of observing Montessori-based learning management activities in early childhood and early education. The author therefore concludes organizing such training by integrating learning management with the threefold learning (Trisikkhā), precepts (Sīla), Concentration (Samādhi) and Wisdom (Paññā).

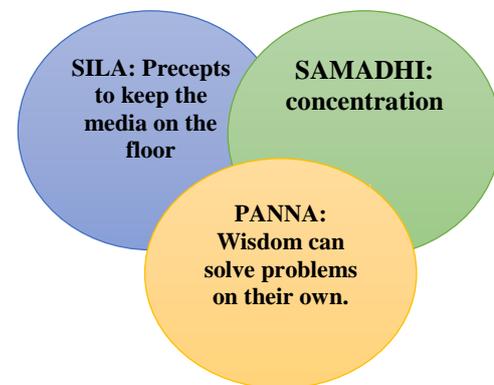


Figure 1 The integration of the Montessori concept with the three disciplines, precepts, concentration and wisdom.

Integration of Montessori concepts with the threefold learning (Trisikkhā), precepts (Sīla), Concentration (Samādhi) and Wisdom (Paññā).

1. Study the concept of organizing Montessori teaching committees.

2. Study the learning management process with the Montessori process.

3. To study the application of dharma principles, morality, concentration and wisdom in managing Montessori management. It is a study of teaching and learning with the Montessori process by using the threefold learning (Trisikkhā), precepts (Sīla), Concentration (Samādhi) and Wisdom (Paññā) in the study of Montessori teaching and learning by applying successful teaching methods for children

with delayed cognitive development in early childhood, by allowing children to touch media or play with various devices of their own choice, allowing children to learn with concentration and creativity. Children can combine words, read words and practice writing by yourself according to your interest.

RECOMMENDATION

From the observation and attending this training, Montessori principles can be applied to teaching and learning as follows: 1. Teachers must study the concept of teaching Montessori from children with intellectual disabilities by observing and learning the concept of learning management from experienced people from various learning media to be adapted for use in learning management for early childhood 2. The process of learning management with the Montessori process emphasizes on organizing the school environment like a home. The teachers provide support, give advice and encourage children to think and solve problems on their own, use the mind to absorb the environment and take into account the interests and needs of children learning based on individual differences, encourage children to learn independently by providing environment and equipment for children to practice mechanical skills through the five senses that help children learn to control their own work more. 3. Teachers should apply the principles of Buddhism according to their religious principles to apply to students so that students have moral principles to cling to their minds to create goodness in the minds of students by being an observer and taking part in Montessori training, by applying the threefold learning (Trisikkhā), precepts (Sīla), Concentration (Samādhi) and Wisdom (Paññā) to manage Montessori, it was found that children could use media, keep media tidy, concentrate, have a focused mind, and be able to solve problems on their own, have developed in mathematics, reading English better. The author sincerely hopes that academic article in this chapter will benefit you more or less and writing this academic article is written from the experience of the author attending the training for the first time. If there is any error, the author apologizes and is ready to improve the writing even more. Thank you.[7]

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