

INCLUSIVE EDUCATION PERSPECTIVES: MONTESSORI AND VYGOTSKY'S APPROACHES TO CREATING A SUPPORTIVE LEARNING ENVIRONMENT FOR ALL CHILDREN

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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. Drawing upon an extensive literature analysis of the original works of Montessori and Vygotsky, as well as relevant research studies, this research aims to shed light on the synergies and disparities between their pedagogical philosophies. 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

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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.

INTRODUCTION

The role of education as a fundamental pillar in the advancement of societies cannot be understated. In an era characterized by rapid globalization and transformative social shifts, the paradigms that govern education are continually evolving (Lolang et al., 2023). Among the significant developments in the educational landscape is the concept of inclusive education (Prodyanatasari et al., 2023). Inclusive education firmly emphasizes that every individual, regardless of their unique needs or abilities, holds an inherent right to access and derive benefits from high-quality education, without being subjected to any form of discrimination.

In the pursuit of realizing the goals of inclusive education, a multitude of educational luminaries have contributed their distinctive perspectives. Two prominent figures who have left an indelible mark in this context are Maria Montessori and Lev Vygotsky. Coexisting during the nascent years of the 20th century, these scholars formulated divergent viewpoints on education and learning that continue to reverberate through contemporary pedagogical discourse.

Maria Montessori, an accomplished Italian physician, championed the significance of learning through hands-on exploration and direct experiences (Lillard, 2017). Her eponymous educational method places paramount importance on valuing individuality and fostering independence within the process of learning. Rooted in the belief that children possess an innate inclination for self-directed discovery, the Montessori approach creates an environment that respects the diverse learning paces and styles of each child.

Conversely, Lev Vygotsky, a visionary Russian psychologist and philosopher, focused his lens on the pivotal role of social interaction and cultural milieu in shaping cognitive development and facilitating children's learning processes (Vassilieva & Zavershneva, 2020). Vygotsky's contributions culminated in the formulation of socio-cultural theories of learning, propounding that children's cognitive growth occurs through dynamic social exchanges and scaffolded learning experiences. The concept of the "zone of proximal development," which denotes the gap between what a learner can achieve independently and what they can achieve with assistance, remains a cornerstone of Vygotsky's theory and aligns closely with the ethos of inclusive education.

In light of the challenges and possibilities presented by the implementation of inclusive education, the comprehension of the distinctive pathways undertaken by these educational luminaries becomes exceedingly pertinent. This article endeavors to delve into a comprehensive comparison of the philosophical underpinnings of Maria Montessori and Lev Vygotsky in the expansive realm of inclusive education. By meticulously dissecting and analyzing their perspectives, this discourse seeks to unearth profound insights into the multifaceted dimensions of creating an inclusive learning environment that ardently supports the holistic development of each and every individual, transcending any cognitive, physical, or social barriers.

METHODS

This study adopts a descriptive comparative method with a focus on the thoughts of Maria Montessori and Lev Vygotsky in the context of inclusive education. Data is obtained through a literature analysis of their original works as well as related research. The analysis highlights the similarities and differences in their views on inclusive education. Practical implications are identified from their perspectives to inform the design of inclusive learning. Through this approach, the study aims to provide a comprehensive insight into the contributions of Montessori's and Vygotsky's thoughts in developing effective inclusive educational practices.

RESULTS AND DISCUSSIONS

Maria Montessori's Thoughts in Inclusive Education

Maria Montessori was an Italian physician, educator, and innovator best known for her educational philosophy and the development of the Montessori method of education (Kennedy & Sundberg, 2020). Her work has had a profound impact on early childhood education and teaching methods around the world (Dodd-Nufrio, 2011). Montessori's thoughts have profound implications in shaping education that serves the needs of all individuals, including those with special needs (Gargiulo & Kilgo, 2018). Here are the key points about how Maria Montessori's thinking is relevant in the context of inclusive education:

1. Learning Based on Exploration and Direct Experience

Montessori emphasized the importance of direct experience and exploration in learning (Bahmaee et al., 2015). This concept aligns well with inclusive education, where every individual, including children with special needs, needs to be actively engaged in the learning process. Her method, which focuses on hands-on and interactive learning materials, provides opportunities for all individuals, regardless of their abilities or limitations, to learn in more concrete and meaningful ways.

2. Individuality and Independence

Montessori's emphasis on valuing individuality and fostering independence is highly congruent with the principles of inclusion (Duckworth, 2006). In the context of inclusion, each individual is respected and acknowledged for their uniqueness. The Montessori method offers flexibility to accommodate individual learning styles and development, allowing all children to reach their potential in the most suitable ways.

3. Inclusive Prepared Learning Environment

Montessori introduced the concept of a "prepared environment," which plays a crucial role in supporting inclusion (Bavli & Uslu Kocabaş, 2022). This concept underscores the importance of designing an environment that facilitates exploration, interaction, and independent learning. In the context of inclusion, such an environment should be designed to adapt to various needs and learning styles, accommodating children with diverse backgrounds and characteristics.

4. Recognition of Personal Progress

Montessori's thinking also values individual progress (Jones, 2017). In inclusive education, where children might have a wide range of abilities, it's important to recognize each individual's personal progress without comparing them to general norms. This principle contributes to creating an environment where all children feel valued and encouraged to achieve their full potential.

5. Integration of Social Skills and Independence

While Montessori is known for her focus on independence, her method also integrates social skills (Duckworth, 2006). This aligns with the inclusive approach where the development of social skills and the ability to interact with diverse individuals are key to creating an inclusive and supportive environment.

Montessori's thoughts inherently reflect the values of inclusion, as she values individuality, recognizes the potential of every child, and encourages meaningful learning through direct experiences. While Montessori didn't specifically develop a theory of inclusive education, her perspectives provide a strong foundation for creating an inclusive educational environment that respects diversity and promotes the progress of all individuals.

Lev Vygotsky's Thoughts in Inclusive Education

Lev Vygotsky, a Russian psychologist and philosopher (Veer, 2020), made significant contributions to our understanding of inclusive education through his theory that emphasizes the role of social interaction and cultural environment in children's learning (Vygotsky, 2020). Vygotsky's thoughts have profound relevance in designing a learning environment that supports all individuals, including those with special needs (Gindis, 1995). Here are the key points about how Lev Vygotsky's thinking is relevant in the context of inclusive education:

1. The Role of Social Interaction in Learning

Vygotsky emphasized that social interaction is key in forming children's cognition (Dastpak, 2017). This is highly relevant in inclusive education, where interaction between children with and without special needs can promote healthy cognitive and social development. An inclusive environment that encourages collaboration and dialogue provides opportunities for all children to grow together.

2. Zone of Proximal Development (ZPD)

Vygotsky's concept of ZPD has significant implications in inclusive education (Nardo, 2021). ZPD refers to the gap between what a child can achieve independently and what they can achieve with assistance (Eun, 2019). In the context of inclusion, teachers and peers can provide support within the ZPD of children with special needs, facilitating higher-level skill attainment.

3. Guidance and Peer Support

Vygotsky acknowledged the important role of guidance and support from more skilled individuals (Shabani, 2016). In inclusive education, this concept extends to the role of peer support in aiding children with special needs. Collaborative learning among children can build trust and mutual respect.

4. Cultural Involvement in Learning

Vygotsky's thinking also stressed the role of cultural environment in learning (Amineh & Asl, 2015). In inclusive education, appreciation for diverse cultural backgrounds and individual experiences is key to creating an inclusive environment. This involves understanding children's cultural backgrounds and integrating them into the learning process.

5. Creation of an Active Inclusive Environment

Vygotsky's concept of active, interaction-based learning has important implications in creating an inclusive environment centered around the participation of all children (Fernandez-Villardón et al., 2020). This involves designing activities and tasks that encourage collaboration and shared understanding.

Lev Vygotsky's thoughts fundamentally advocate for the importance of social interaction, guidance, and cultural environment in children's learning. While not directly developing a theory of inclusive education, his ideas provide a strong framework for

designing a learning approach that facilitates the development of all children, regardless of their background or abilities.

Similarities and Differences in Montessori and Vygotsky's Approaches

Despite their differing views on education, there are interesting similarities and differences in the approaches of Maria Montessori and Lev Vygotsky toward inclusion. Here is a comparison between the two approaches:

1. Similarity: Focus on Active Learning

Both Maria Montessori and Lev Vygotsky advocate for active and student-centered learning. Montessori emphasizes the importance of hands-on and manipulative experiences in learning, while Vygotsky regards social interaction and active participation as primary drivers of cognitive and social development.

2. Difference: Individuality vs. Social Interaction

A fundamental difference between these two approaches is their emphasis. Montessori highlights individuality and independence, whereas Vygotsky emphasizes the role of social interaction in learning. Montessori views individual needs as the starting point of learning, while Vygotsky sees collaboration and guidance from others as crucial elements in development.

3. Similarity: Valuing Progress and Process

Both Montessori and Vygotsky emphasize the importance of valuing children's progress and the learning process. Montessori encourages the recognition of individual development, valuing each step of progress without comparing to norms. Vygotsky sees the significance of providing support in the zone of proximal development, which acknowledges the current stage of development and potential for further growth.

4. Difference: Learning Environment

Montessori and Vygotsky differ in their approach to the learning environment. Montessori emphasizes the role of a well-prepared physical environment, where learning materials are carefully organized to encourage individual exploration. On the other hand, Vygotsky places more emphasis on the social and cultural environment, with a focus on interaction and guidance in learning. This indicates a difference in their views on how the environment should be designed to support effective learning.

5. Similarity: Focus on Children's Needs

Both Montessori and Vygotsky place a strong emphasis on children's needs as the center of education. Montessori argues that education should adapt to individual children's needs and interests. Vygotsky also sees education as a means to fulfill children's potential through interaction and guidance.

6. Difference: Understanding of Independence

Maria Montessori emphasizes the significance of independence as a profound learning approach. She believes that allowing children to explore and learn on their

own fosters a deep understanding of concepts. In Montessori's method, children are encouraged to make choices, engage in self-directed activities, and learn through hands-on experiences. This approach aims to develop a strong sense of self-discipline, self-motivation, and intrinsic curiosity within each child. Montessori sees independence as a way for children to cultivate a lifelong love of learning, where they actively seek knowledge and develop critical thinking skills.

In contrast, Lev Vygotsky perceives independence within the framework of guidance and social support. Vygotsky's theory emphasizes the role of more knowledgeable individuals, such as teachers, peers, or parents, in scaffolding a child's learning process. He introduces the concept of the zone of proximal development (ZPD), which is the gap between what a learner can achieve independently and what can be achieved with assistance. Vygotsky argues that learning occurs most effectively within this zone, where learners can accomplish tasks with guidance. In this sense, Vygotsky views independence as the ability to perform tasks with the support of others, gradually leading to greater autonomy as learners internalize the knowledge and skills acquired with assistance.

Despite the fundamental differences in their approaches, these similarities indicate that there are elements that can be combined to create a holistic inclusive approach. Montessori's emphasis on independence can be enriched with Vygotsky's concept of social interaction to create an inclusive learning environment that is comprehensive.

Challenges and Opportunities in Applying Montessori and Vygotsky's Thoughts

1. Challenges: Adaptation for Special Needs

One of the main challenges in applying the thoughts of Maria Montessori and Lev Vygotsky in the context of inclusive education is how to adapt their methods and concepts to be relevant and effective for children with special needs. Montessori's emphasis on independence may encounter obstacles for children with difficulties in communication or mobility. Finding ways to enable independence while providing the necessary support becomes a crucial question. On the other hand, Vygotsky's concept of the Zone of Proximal Development (ZPD), which relies on social interaction, can present challenges for children with limited social interaction or communication.

2. Opportunities: Personalized Learning

However, these challenges also open opportunities to implement a more personalized inclusive approach. The Montessori approach allows for customized learning arrangements tailored to the interests, pace, and learning styles of each child, including those with special needs. Vygotsky's approach, with the concept of ZPD, offers educators the opportunity to design learning experiences adjusted to each child's developmental level. This can create an environment where all children feel valued and recognized in the learning process.

3. Challenges: Large-scale Implementation

Implementing Montessori's methods and Vygotsky's concepts on a larger scale, such as within formal education systems, presents its own challenges. Education systems sometimes have established structures and rules, making changing educational practices encounter resistance. Implementation requires cultural and mindset shifts, training for educators, and support from educational institutions and governments. Creating an inclusive environment requires collaboration from all stakeholders.

4. Opportunities: Professional Development

Despite challenges, applying the thoughts of Montessori and Vygotsky also opens opportunities for professional development for educators. Adapting Montessori's methods and understanding Vygotsky's ZPD concept within the context of inclusion demands a deep understanding of the needs and potentials of each child. This encourages educators to continually enhance their knowledge and skills, enabling them to provide better support to all children.

5. Challenges: Balancing Independence and Guidance

Striking a balance between independence and guidance is a challenge in inclusive education. Montessori emphasizes independence as a cornerstone of learning, but for children with special needs, there are moments where guidance is more necessary. Meanwhile, Vygotsky's approach offers the view that guidance and social interaction support optimal learning, but attention must be paid to avoid dependence on guidance without developing independent skills.

6. Opportunities: Collaborative Learning

Both approaches encourage collaborative learning among children. Merging the ideas of Montessori and Vygotsky can create an environment where children with diverse needs support each other and learn together. Montessori's approach that values individual differences can be reinforced by Vygotsky's ZPD concept that emphasizes social interaction. Through collaboration, children can build shared understanding and overcome learning barriers.

Understanding these challenges and leveraging these opportunities, an inclusive approach that combines the thoughts of Maria Montessori and Lev Vygotsky can create a learning environment that respects each child's uniqueness, supports their holistic development, and helps them achieve their full potential.

CONCLUSION

In addressing the challenges of inclusive education in the modern era, a profound examination of the thoughts of Maria Montessori and Lev Vygotsky becomes essential. Despite their differing approaches, both have provided valuable contributions in designing inclusive learning environments that can accommodate the unique needs of each child. Montessori emphasizes independence and experiential learning, while Vygotsky highlights

the significance of social interaction and guidance in harnessing children's cognitive potential. The identified similarities, such as a focus on active learning, valuing progress and processes, and centering on children's needs, lay the foundation for a holistic inclusive approach. However, differing perspectives, such as the emphasis on individuality versus social interaction, remind us of the complexity of implementing inclusive education that balances these elements. Confronting these challenges, there is an opportunity to combine the strengths of both approaches, leveraging the independence instilled by Montessori with the social interaction emphasized by Vygotsky. Thus, this research serves as a reminder that inclusive education is a collective effort that requires a profound understanding of diverse educational perspectives. By integrating the ideas of Montessori and Vygotsky, a comprehensive and adaptive inclusive approach can be realized, providing a strong foundation for the development of all children without exception. With a focus on independence, social interaction, and respect for differences, inclusive education can create an environment where every child can thrive, grow, and achieve their full potential.

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