CHAPTER I

PREFACE

1.1. Background

Montessori is a learning method developed by a female Italian physician named Maria Montessori. It was the result of her research upon intellectual developments on children with intellectual disabilities. This method put focus on learning by doing self-directed activities including learn by doing and collaborative play in a prepared environment (Swari, 2020). According to CNN Indonesia, it is important to give appropriate stimulation in first years of children's life to help shape their potentials which in this case is educate them to build independence instead of academic skills (Indra, 2017). According to an interview with Rosalynn Tamara (2021), Montessori in Indonesia is gaining popularity as more schools basing their curriculum on Montessori. The reason being is that parents see real changes after their children enroll in such schools which use Montessori curriculum (Tamara, 2021).

It is needed to know that Montessori does not come at a low price. In fact, schools which based their curriculum on Montessori usually charged higher fees due to the expensive materials used and particular training their teachers have to go through to get certified. Unlike public schools that are fully funded by government or the private schools that charged around a million rupiahs or two per month, Montessori schools for example Sunny Glow Montessori in West Jakarta charged their students Rp800.000 to Rp2.500.000 weekly. This shows that Sunny Glow

Montessori charged roughly 3,2 to 10 million rupiahs per month in order for parents to enroll in their programme (Ratih, n.d.). Such high cost created the exclusivity of Montessori education even though Montessori can also be applied using available items at home. For example, a locally-made Pink Tower by KamoE Montessori which sold for Rp 450,000,- (Montessori, 2020) can be replaced using shoe boxes of various sizes. According to Montessorium (2015), the point of practicing the Pink Tower is to engage children in learning about size, coordination and precision, thus the material can be exchanged as long the purpose is the same.

Because the materials can be substituted and the principles for practicing Montessori at home are not as strict as at school, parents can actually practice the methods as a parenting style. There are quite a few books that covered Montessori teaching, such as Dr. Montessori's Own Handbook by Maria Montessori, The Montessori Toddler, and Montessori Play and Learn. Unfortunately these books have hundreds of pages and in return requires more time to read. The informations are distinct so to have full understanding on Montessori, one should learn all the different books and materials.

Other than creating misunderstanding about Montessori, lack of information and education on such matter could affect the effectiveness of parent's delivery regarding Montessori methods. As already explained, getting into formal Montessori education requires a lot more money than regular schools and there are many Montessori materials that can be practiced at home with parent's supervision. If applied appropriately, children's holistic development can be more measurable and structured through real changes in children's actions and behaviors. A test

conducted by Indonesia's Government on Early Childhood Education and Development Project in 2019 showed that the children in primary school who received early childhood education followed by going to preschool scored higher than their peers who only went to one of the two options.

The phenomenons explained above urge the author to solve problems regarding distinctive sources of Montessori learning and applicable Montessori methods as part of modern parenting through visual communication design. After considering the age of toddlers which are 1 – 3 years old (Centers for Disease Control and Prevention, n.d.) and the average age of toddlers going into formal education such as preschool according to Rosalynn Tamara (2021) is from 4 years old and beyond, the author decided to design a comprehensive information media which can act as a guide for parents of toddlers aged 0 – 3 years to apply Montessori methods at home. The guide book will help parents practice core Montessori principles through everyday learning disciplines and activities suitable for their age group. The expected outcome is for parents to be able to incorporate Montessori principles in their very own parenting style and not as a substitute for Montessori education.

1.2. Formulation of Problem

The formulation of problem covered in this report is listed down below:

How to design a practical guide book a parent can use to apply Montessori at home to their 0 – 3 years old children?

1.3. Problem Scope

Below are sets of variables the author has set to keep the focus and efficiency of the research:

a. Age   : 25 – 35 years old

b. Sex   : Man and Woman (inclined towards woman)

c. Education   : at least Highschool Diploma

d. Psychographic   : likes to learn, devoted in their children developments

e. Social class   : at least SES B

f. Geographic   : specifically targeted at Jabodetabek residents

1.4. Objectives

The objectives of this Final Project is to design a practical guide book for parents to apply Montessori at home to their 0 – 3 years old children.

1.5. Benefits

The benefits of this final project are:

1. For the author

    Upon the making of this project, the author hopes to implement all the knowledge she gained during the years studying visual communication design to design an information media specifically a practical guide book, while learning about Montessori in general and how it is applied in modern parenting.

2. For the society

   The creation from this project is hoped to help all the people that might be in need for information about Montessori, to shed light on how it works and also explained how to apply Montessori at home for parents of children aged 0 – 3 years in an easy-to-digest manner.

3. For the university

   This final project is hoped to help other students who are preparing for their own final projects, who might be interested to take on similar topics or similar outcomes. As well as enrich the library's collection.