

Montessori Approach to Introducing Cultural Literacy to 5–6-Year-Old Children at Aluna Montessori Inclusive School, Jakarta

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Abstract:

This study explores the significance of introducing cultural literacy at an early age, particularly among 5–6-year-old children at Aluna Montessori Inclusive School in Jakarta. The research is driven by phenomenon in Indonesia, where many young children remain unaware of the ethnic backgrounds and traditions of their peers' families. Developing cultural understanding at this stage is essential in fostering tolerance and respect for diversity. The Montessori approach, which integrates cultural and scientific learning, provides an effective framework for teachers to introduce children to various cultural traditions and the uniqueness of different countries. This method aims to nurture an appreciation for cultural literacy from a young age. A qualitative research methodology is used, with data collected through in-depth interviews with teachers and observations of classroom activities involving 5–6-year-old students. The findings highlight that educators recognize the importance of early cultural literacy but face challenges due to a lack of appropriate media and games to support cultural learnings especially local culture in early childhood. As a result, teachers rely on their creativity to develop engaging materials and activities. These insights can serve as a foundation for future research to design educational games that introduce Indonesian cultures to young learners.

Keywords:

Cultural Literacy, Montessori Approach, Early Childhood Education.