

Peran threshold space dalam ruang sekolah Montessori = The role of threshold space in prepared environment of Montessori school

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Abstrak

Skripsi ini bertujuan untuk melihat peran threshold space dalam prepared environment Sekolah Montessori. Threshold space, yang keberadaanya cenderung dianggap tidak penting dalam desain arsitektur, memiliki peran dalam pemisahan ruang, memberikan fungsi dan kualitas yang baru pada ruang transisi, mewadahi ragam aktivitas dan menghasilkan ragam movement. Peran tersebut terbentuk melalui organisasi elemen geometry, materiality, dan furnishing yang menyusunnya. Peran threshold space dalam ruang arsitektur tersebut, dianggap penting untuk menjadi bagian prepared environment dalam ruang belajar Sekolah Montessori.

Dalam studi kasus, keterkaitan antara peran threshold space terhadap ruang proses belajar Sekolah Montessori, dikaji dalam tiga kualitas penting yang menyusun prepared environment Sekolah Montessori, yaitu integrated, flexible dan variated. Ketiga kualitas tersebut, dipercaya akan memaksimalkan peran threshold space dalam ruang belajar Sekolah Montessori. Melalui kualitas tersebut, threshold space yang terbentuk dapat mewadahi kebutuhan berbagai kualitas ruang, yang dapat menyesuaikan kebutuhan aktivitas belajar anak. Sehingga akan tercipta spontaneous activity (ragam movement), yang mendukung keberhasilan dari tujuan metode belajar Montessori.

.....This study aims to examine the role of threshold space in the prepared environment of Montessori School. Threshold space, whose existence tends to be unimportant in architectural design, has a role for the separation of space. It provides a new function and quality in a transitional space, accommodates a wide variety of activities, and produces movement. These roles are achieved by the organization of geometry, materiality, and furnishing element. The role of threshold space is considered important to be part of the prepared environment in the learning space of Montessori School.

In the case study, the relationship between the rules of threshold space and learning environment of Montessori School is explored through three important qualities that compose the prepared environment, which are integrated, flexible and variated. Those qualities are believed to maximize the role of threshold space in the Montessori School environment. Through these qualities, the formed threshold space can accommodate the needs of various spatial quality, which can suit the needs of children's learning activities. This will create a spontaneous activity (diversity of movement) which will support the goal of Montessori learning method.