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Implementation of Montessori-Based Kasindra Media in Developing Five Sensory Literacy of Children Aged 4-5 Years

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Keywords

Five Senses Literacy, Kasindra Media, Early Childhood Learning

Abstract

This study aims to analyze the implementation of Kasindra media (five senses box) and its contribution to the development of sensory literacy in children aged 4–5 years at Dharma Wanita Wagirkidul Kindergarten. The study used a qualitative descriptive design to examine the learning process, multisensory play activities, and children's responses during media use. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The results showed that Kasindra was implemented systematically through structured, multisensory play activities that engaged children's five senses. This media contributed to children's ability to recognize, differentiate, and verbally express sensory stimuli. In addition to these main impacts, Kasindra also supported improvements in children's social interactions, communication skills, and self-confidence. The value of Kasindra's innovation lies in integrating sensory stimulation into contextually and play-based learning. This study was limited to one PAUD unit, so further research with a broader scope and duration is needed.

Introduction

The early stages of a child's life provide the primary foundation for the development of thinking, language, socialization, and understanding skills (Komari & Aslan, 2025). During early

childhood, children are in a phase of rapid development and are sensitive to various stimuli from their environment (Kristiana, 2025). This developmental process will occur optimally when children receive meaningful, concrete learning experiences that actively engage their various senses. Multisensory stimulation enables children to develop a deeper, more holistic understanding of the world around them (Spieler et al., 2025). Through their five senses, children not only passively receive information but also process, interpret, and relate learning experiences to the realities of their daily lives (Rahmawati et al., 2022).

All aspects of early childhood development, cognitive, motor, social-emotional, and language, develop simultaneously and Influence each other (Muttaqin et al., 2021). Therefore, the quality of stimulation provided in early life has a long-term impact on a child's readiness to learn, thinking skills, and adaptability to subsequent levels of education (Priyanti et al., 2025). A rich, safe, and developmentally appropriate learning environment is a crucial requirement in early childhood education, including the development of literacy skills as a foundation for lifelong learning (Ulfadilah & Setiasih, 2024).

Early childhood literacy cannot be defined narrowly as the ability to read and write alone (Salsa et al., 2024). Literacy at this stage encompasses children's initial abilities to recognize symbols, understand the meaning of images, listen, and express ideas and feelings verbally and nonverbally (Afifah, 2023). Literacy development through contextual and enjoyable activities such as role-playing, storytelling, singing, and environmental exploration provides opportunities for children to naturally build connections between experience, language, and meaning (Rahmawati, 2021). These literacy activities not only support language development but also strengthen children's cognitive abilities, curiosity, and interest in the learning process (Annas et al., 2024).

In this context, literacy is ideally developed through real-world experiences that engage all of a child's sensory potential (Jamaludin et al., 2024). Early childhood learns primarily through what they see, hear, touch, smell, and taste. Therefore, literacy development is inseparable from the involvement of the five senses as children's primary sources for obtaining and interpreting information (Yani et al., 2025). A literacy approach that integrates sensory experiences enables children to understand concepts more concretely and meaningfully and lays the foundation for literacy readiness in reading and writing at subsequent stages of education (Rahma et al., 2025).

A strong theoretical foundation for sensory-based learning can be found in Montessori theory. Montessori emphasized that children learn most effectively through direct exploration and concrete experiences involving all five senses, as the senses are seen as the primary gateway to constructing knowledge (Irawati et al., 2023). From a Montessori perspective, effective education must provide opportunities for children to interact with objects, make direct observations, and actively engage in the learning process (Wijaya & Nuraini, 2023). Religiously, sensory experiences can help children develop more organized concepts, support cognitive

and language development, and increase independence and self-confidence in learning (Maarif & Fauziyyah, 2025).

Furthermore, integrated sensory experiences also play a crucial role in preparing children for conventional reading and writing skills (Wachjuningsih & Rohmat, 2022). The ability to distinguish sounds, recognize textures, observe shapes and colors, and verbally express sensory experiences is an essential prerequisite for reading and writing development (Atmadja et al., 2025). Therefore, sensory literacy can be viewed as a foundation that supports children's academic literacy development later (Novitasari & Utami, 2022). Conversely, learning that neglects children's active involvement through their five senses can make learning experiences less meaningful and more challenging to understand.

However, field-based studies indicate that teaching methods in many early childhood educational institutions still primarily employ a passive, visual-auditory approach (Pasaribu et al., 2024). Learning activities often focus on worksheets, teacher-led verbal explanations, and repetitive coloring activities, with insufficient variation in sensory experiences (Martha et al., 2024). This situation can limit children's opportunities to explore, experiment, and develop their understanding through direct experience (Rahmawati et al., 2021).

Initial observations at Dharma Wanita Kindergarten in Wagirkidul indicate that sensory recognition learning is primarily conducted through short lectures and the use of two-dimensional images. Children are introduced to the functions of the five senses through verbal explanations and illustrations, without engaging in direct exploration activities such as feeling various textures, recognizing scents, distinguishing sounds, or expressing feelings. As a result, the learning process often feels monotonous; some children lack enthusiasm and are unable to convey their sensory experiences effectively verbally. This indicates that children's sensory literacy skills have not yet reached an adequate level of development.

These issues underscore the importance of using innovative learning media that connect theoretical concepts with real-life experiences through active engagement with children's five senses. Ideal educational media should not only be visual aids but also serve as means of exploration that encourage children to learn through play and hands-on experimentation (Muttaqin et al., 2025). Furthermore, learning media must be designed deliberately and aligned with the pedagogical principles of early childhood education to support teachers in facilitating meaningful, multisensory learning (Rahmawati & Yulianti, 2020).

In response to these needs, Kasindra (five senses box) media is presented as an alternative innovative solution in early childhood learning. Kasindra is an educational tool designed to develop children aged 4–5 years' sensory literacy through interactive, exploratory, and structured play activities. Conceptually, Kasindra media serves as a bridge between the five senses and real-life learning experiences, enabling children to recognize, differentiate, and communicate the sensory stimuli they actively receive (Khadijah et al., 2025).

Kasindra media aligns with the principles of learning by playing and experiential learning, which place children at the center of the learning process. Through this media, children not only understand the function of their five senses but are also trained to express their sensory experiences verbally, discuss them with peers, and build vocabulary related to them (Anggraeni et al., 2024). With the educator's role as a liaison, the learning process becomes more interactive, enjoyable, and connected to children's daily lives (Dhewy et al., 2025).

Previous studies by Saflitha & Jf (2025) showed that exploratory activities involving direct experiences, such as smelling flowers, feeling the texture of objects, and listening to various sounds, can deepen children's understanding of the functions of the five senses. However, this research still focused on introducing the senses' functions separately, without their role within the framework of sensory literacy, which trains children to recognize, differentiate, and convey sensory information in meaningful ways. Furthermore, the learning media used in this study were not structured to develop multisensory literacy.

Based on this gap, this study offers a novel approach by implementing Kasindra media as a structured learning medium designed to develop sensory literacy in children aged 4–5 years. The novelty of this study lies in integrating the concept of multisensory literacy with educational game media designed according to Montessori pedagogical principles, so that it not only introduces the functions of the five senses but also develops children's abilities to process and communicate sensory experiences as a whole.

Therefore, this study aims to analyze the implementation of Kasindra (five senses box) media in learning activities for 4-5 year old children at Dharma Wanita Wagirkidul Kindergarten and assess how effective its use is for the growth of children's sensory literacy, which includes skills in recognizing, differentiating, and expressing stimuli from the five senses. The findings of this study are expected to provide practical contributions to teachers and early childhood education institutions by offering innovative and meaningful multisensory learning media as an alternative. Theoretically, this study is expected to enrich the scientific study of early childhood education, particularly regarding the development of sensory literacy and the use of sensory experience-based learning media.

Method

Research design

This study used a qualitative descriptive design to describe the implementation of the Kasindra (five senses box) media and the development of sensory literacy in children aged 4–5 years. This design was chosen to understand the learning process, children's sensory experiences, and the interactions that occur naturally in the classroom.

Research sample

The research was conducted at Dharma Wanita Kindergarten in Wagirkidul, which was purposively selected based on initial observations that indicated that passive visual-auditory methods and minimal direct sensory exploration still dominated sensory learning. The research subjects were 18 Group A children aged 4–5 years with varying early sensory literacy abilities, generally in the moderate to low range. Class teachers served as supporting informants to obtain contextual data on the implementation of learning.

Research procedure

The implementation of Kasindra media was carried out through the planning stage, the implementation of multisensory play activities, the evaluation of responses, and the development of children's sensory literacy. The research procedure included data collection through observation, interviews, and documentation. Observations were conducted using observation guidelines based on sensory literacy indicators. They were carried out repeatedly during the learning activities, which included the ability to recognize, differentiate, and express sensory stimuli. Semi-structured interviews were conducted with class teachers to explore learning strategies, changes in children's abilities, and the advantages and disadvantages of using media, guided by core questions aligned with the research objectives. Documentation in the form of activity photos, anecdotal notes, and RPPH was used as supporting data.

Data analysis

Data analysis was conducted using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting data relevant to the implementation of Kasindra media and children's sensory literacy. Data validity was maintained through triangulation of methods and sources, as well as repeated observations. Ethical aspects of the research were met through official school permission and parental consent, while maintaining the confidentiality of the subjects' identities. This research was limited to one early childhood education institution, so the results are not intended for broad generalization.

Results and Discussion

Results

Research results from the data collection process, including observation, interviews, and documentation related to the implementation of Kasindra media in the learning of children aged 4–5 years. The presentation of the results focuses on a description of field findings related to the process of using Kasindra media, the multisensory play activities carried out, and the development of children's sensory literacy during the learning activities. The research results

are presented systematically, in accordance with the research objectives, and grouped into several subchapters to facilitate understanding.

1. Implementation of Kasindra Media in Learning

The implementation of Kasindra (five senses box) media is carried out in a planned and systematic manner during the learning activities of 4-5 year old children at Dharma Wanita Kindergarten, Wagirkidul. Teachers develop lesson plans through Daily Learning Implementation Plans (RPPH) that integrate multisensory play activities to develop sensory literacy. Kasindra Media was developed as a tool for sensory exploration, offering children opportunities to learn through direct experience and engage all five senses.

The educational process begins with an opening activity that introduces and explains Kasindra media. The teacher explains the game's procedures and introduces the various objects that will be used. Then, children engage in the core activity using an active, play-based learning approach that allows them to explore, experiment, and independently observe sensory stimuli. In the closing phase, the teacher leads a brief discussion to help the children reflect on their play experiences and express their feelings.

The implementation of the Kasindra media serves not only as a learning aid but also as a means to create a fun, interactive, and meaningful learning environment for the children.

2. Multisensory Play Activities

Multisensory play activities using Kasindra media engage children's five senses: sight, hearing, smell, touch, and taste. Children are encouraged to directly recognize various objects through their colors, shapes, textures, sounds, aromas, and tastes. These activities are designed to encourage children to actively interact with the media, rather than simply passively observe.

In visual activities, children observe the colors and shapes of objects available in Kasindra. In auditory activities, children listen and distinguish the sounds produced by particular objects. Activities involving touch include experiencing a variety of textures, including rough, smooth, soft, and hard. Activities that engage the senses of smell and taste help children recognize the smells and tastes of familiar, safe materials.

Throughout the activities, the children demonstrated high levels of enthusiasm, increased curiosity, and a desire to try new things. They also interacted with each other, sharing sensory experiences and discussing their feelings in simple terms.

3. Development of Children's Sensory Literacy

Observations indicate that children's sensory literacy develops after participating in learning using Kasindra media. Children are not only able to recognize sensory stimuli but also begin to differentiate and express their sensory experiences verbally and nonverbally.

In the initial stages, some children still have difficulty identifying and expressing sensory stimuli. However, after several activities, children begin to show improved ability to name colors, textures, aromas, sounds, and tastes more accurately. Children can also connect sensory experiences with personal experiences, for example, associating certain scents with familiar objects or events.

In general, children's sensory literacy development ranges from Developing as Expected (BSH) to Developing Very Well (BSB). Children become more confident, communicative, and active in the learning process.

4. Teacher Interview Findings

Interviews with class teachers indicate that the use of Kasindra media has a positive impact on the learning process. Teachers reported that this media helps children focus more, engage more actively, and understand concepts more easily through direct experience. Previously passive children appeared more willing to experiment and express their opinions.

Teachers also noted that Kasindra media facilitates the implementation of play-based learning because it is flexible and adaptable to various themes. However, teachers did report challenges such as time constraints and the need for more thorough preparation of materials for optimal activity.

Overall, teachers viewed Kasindra media as an effective alternative learning medium for developing sensory literacy in early childhood through multisensory play activities.

Discussion

Compared to previous research by Saflitha & Jf (2025), which focused on introducing the five senses and sensory stimulation separately, this study demonstrates the development of a more integrated approach through the use of Kasindra media. Previous research generally focused on activities for one sense at a time, such as introducing the function of the eyes or the ears separately. In contrast, the findings of this study indicate that Kasindra media enables children aged 4–5 years to progress through the stages of sensory literacy comprehensively, from recognizing, distinguishing, processing, understanding, and communicating sensory stimuli through a series of play activities.

Children not only recognize simple things they can see, hear, touch, smell, or taste, but also begin to distinguish between them and think about what they are experiencing. For example, in listening activities, kids who first guessed where a sound was coming from by chance began to understand whether a sound was loud or soft and could name its source more clearly. In smelling activities, children who once only said smells were "good" or "bad" started to name specific smells and connect them to their own experiences, like saying "coffee smells like my dad." These results show that stages of learning through the senses are not just ideas—they are clearly seen in how children act and respond during learning.

The Kasindra program uses a multisensory approach that includes play activities where children use more than one sense at a time. Kids do not just look at things—they touch them, smell them, listen to them, and even taste them. This way of learning helps kids understand things better because they use all their senses together. For example, when kids use their hands and noses to find out what an object is, they then talk with teachers or friends about what they found.

The learning process also shows how senses, thinking, and language all work together. Kids show thinking skills when they compare things like rough and smooth textures or group objects by color or shape. Language skills grow as kids learn to name, describe, and compare their feelings using words like "rough like a rock" or "sour but slightly sweet." Still, the senses are central to learning through touch, smell, listening, and tasting. These results show that Kasindra helps kids learn by using all these areas simultaneously in a single activity.

Using the Kasindra program also positively affects how children behave during learning. Kids who were initially shy and unsure about trying new things became more confident and eager to try new experiences after participating in some activities. Teachers said in interviews that kids became more willing to share their thoughts and describe what they felt, even if their sentences were simple. These changes show that Kasindra helps kids develop a better sense of the world around them, encourages them to be more interested in learning, and helps them get better at talking about their experiences.

Kasindra is used in learning in a way that matches how kids learn by playing and through hands-on experiences. Kids learn about their senses not by just hearing or reading about them, but by actually trying things, feeling them, comparing different experiences, and talking about what they feel. This kind of learning is more real, more fun, and better aligned with how young children develop. Even though this study found some good results, there are some things to consider.

The study was conducted at a single early childhood school with a small number of participants, so the results may not apply to all situations. Also, because each child learns at a different pace, teachers need to give more help and spend more time preparing materials and activities. These limitations open up opportunities for further research to develop variations of Kasindra media, expand the research context, and test its effectiveness across different age groups or school environments.

Conclusion

Based on the research results, the Kasindra (five senses box) media significantly support the development of sensory literacy in children aged 4–5 years at Dharma Wanita Wagirkidul Kindergarten. The main impact is seen in children's ability to recognize, process, and communicate sensory stimuli, with a developmental pattern that shows the connection

between sensory experiences and language skills, especially in stimulus identification and verbal expression. The use of Kasindra also has a secondary impact, including increased social interaction, improved communication skills, and children's self-confidence, as a result of multisensory learning through group play activities and directed discussions. The innovative value of Kasindra media lies in its ability to integrate various sensory stimuli in a series of structured, contextual, and flexible play activities, making it different from conventional sensory teaching aids used separately. However, this research has limitations because it was conducted in one PAUD unit over a limited implementation period; further research is needed in a more diverse institutional context, over a more extended period, and with a more comprehensive methodological approach to strengthen the findings and the future development of Kasindra media.

Authorship Contribution Statement

Ismaputri: Conceived and conceptualized the study, designed and developed the research methodology, conducted the field research including data collection, performed data analysis and interpretation, prepared the results and discussion, and managed the entire research process through to the final manuscript preparation. Rahmawati: Provided academic supervision and conceptual guidance on the development of the research idea and methodology, and reviewed the manuscript with constructive feedback. Mustaqim: Provided direction and supervision throughout the research process, particularly regarding methodological rigor, data analysis, and the formulation of conclusions.

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