



Implementation of The Montessori Phonics Pink Series Method in Stimulating Early Childhood Reading Skills Aged 4-5 Years at Blooming Islamic Montessori Kindergarten

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ARTICLE INFO

Article history

Received: 15-May-2025

Revised: 15-Jun-2026

Accepted: 29-Jun-2026

Keywords

Montessori;
Phonics Pink Series;
Beginning Reading.

ABSTRACT

This study aims to describe the implementation of the Montessori Phonics Pink Series method in stimulating the initial reading ability of children aged 4–5 years in Blooming Islamic Montessori Kindergarten. The research uses a qualitative approach with a descriptive method to obtain an in-depth picture of the learning implementation process. The subjects of the study included children aged 4–5 years, classroom teachers, and principals. Data were collected through observation, interviews, and documentation, then analyzed systematically through data reduction, data presentation, and conclusion drawn. The validity of the data was obtained through triangulation of sources and techniques. The results of the study showed that the implementation of the Montessori Phonics Pink Series was carried out in stages and structured, starting from the recognition of phoneme sounds, combining phonemes into three-letter words, to reading simple words and sentences. Learning takes place in a prepared environment that supports children's independence, with teachers acting as facilitators who provide stimulation according to the child's needs and developmental stages. This method has been proven to be able to improve initial reading skills, especially in recognizing letter sounds, combining phonemes, and reading simple words independently. Factors supporting implementation include the readiness of the learning environment, the availability of adequate Montessori materials, and the competence of teachers in implementing the Montessori approach. The inhibiting factors include differences in the level of readiness, concentration, and individual characteristics of children. Thus, the Montessori Phonics Pink Series method is effective in stimulating early childhood reading ability and can be an alternative approach to reading learning in early childhood education that integrates Islamic values.

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1. Introduction

Maria Montessori, the first female doctor in Italy, is renowned for her significant contributions to the field of early childhood education. The method she developed over a hundred years ago, known as the Montessori Method, remains relevant and widely used across the globe today. Montessori believed that every child possesses immense potential to develop independently when provided with a supportive environment and the opportunity to explore their surroundings. She developed an approach centered on children's freedom to



learn through direct experience and interaction with their environment, rather than solely through formal instruction from adults (Nurmalasari, 2024).

In her work, Montessori introduced the concept of The Absorbent Mind, which describes the remarkable capacity of young children to absorb information from their environment rapidly and with minimal effort. The child's mind at this age differs from the more analytical adult mind; it functions more like a sponge, absorbing all stimuli present in their surroundings. Montessori explains that at an early age, children do not merely remember or imitate what they observe, but they actively construct their own understanding of the world through these experiences. A child's mind is considered highly receptive to diverse information without limitations, forming the foundation for effective learning in the early stages of life (Pratiwi Sajdah, 2024).

Another important concept developed by Montessori is the sensitive period in child development. These sensitive periods refer to specific windows of time in a child's life when they are particularly receptive and ready to develop certain skills, such as language abilities, fine motor skills, and social competencies. According to Montessori, every child has a "window of opportunity" during which their abilities can develop most easily and rapidly. If this opportunity is utilized optimally, children will develop specific abilities exceptionally well. However, if this opportunity is missed or not capitalized upon, the development of these abilities may become more challenging to achieve later. Each sensitive period has a limited timeframe, making it crucial to maximize its potential. For instance, during language-sensitive periods, children easily absorb and understand language at an early age; if this period passes without sufficient stimulation, it becomes difficult for children to achieve optimal language mastery (Gustina, 2019).

One aspect of development significantly influenced by sensitive periods is language development. Montessori explained that the sensitive period for language occurs from birth until approximately age six. At this age, children are exceptionally well-prepared to learn languages, both their mother tongue and others, naturally and effectively. Language encompasses not only spoken words but also how children understand their world. Between the ages of 4.5 and 5.5 years, children enter a highly important sensitive period for beginning reading instruction. Previously, around age three, children begin developing writing skills in preparation for reading. Therefore, early reading instruction relies heavily on this phase, where appropriate stimulation can help children understand the relationship between written symbols and sounds, as well as develop strong reading skills (Anggi, 2022; Harton, 2024).

However, although the sensitive period for early reading is critically important in children's literacy development, the reality is that many children face difficulties in mastering early reading skills in English (Siswanto & Kuswandono, 2020). Neglecting early reading skill development can exacerbate this problem, making it essential to provide a solid foundation in learning to read at an early age to support future academic success (Cool, Derin, Putri, & ..., 2020).

In reading instruction, Montessori offers various tools and materials specifically designed to facilitate children's understanding of the relationship between letters, sounds, and words. One of the most well-known teaching materials in the Montessori method is the Phonics Pink Series (Lillard & Else-Quest, 2006), which is specifically designed for young children, particularly in teaching the basics of early reading skills (Courtier, Gardes, der Henst, & ..., 2021). The Phonics Pink Series consists of picture cards depicting objects that begin with specific sounds, helping children recognize and associate sounds with written forms (Lestari, 2019).

Recent international research has increasingly documented the effectiveness of Montessori-based literacy approaches. A scoping review by [Beach et al. \(2025\)](#) examined 26 empirical studies on early literacy in Montessori and Reggio Emilia classrooms, finding that Montessori classrooms employ systematic, explicit instruction focusing on phonological awareness, letter-sound associations, and decoding skills. This systematic approach, the review noted, provides significant early literacy advantages through enriched literacy environments. Similarly, [Buldur & Gokkus \(2021\)](#) conducted a longitudinal study with 50 children aged 4-6 years in Montessori classrooms, demonstrating significant improvements in phonological awareness and print awareness skills following Montessori education. Their findings confirmed that Montessori education effectively supports the development of early childhood literacy skills, including the ability to match initial sounds, recognize rhyming words, and connect sounds.

A comprehensive systematic review by [Randolph et al. \(2023\)](#) further substantiated these findings, concluding that Montessori education has a meaningful and positive impact on child outcomes, both academic and nonacademic, relative to traditional educational methods. The review found that studies with random assignment and those conducted in private Montessori schools showed larger effects. [Nasution et al. \(2020\)](#) specifically investigated reading achievement in preschool settings using the Montessori method, confirming that self-directed activity, hands-on learning, and collaborative play—core principles of the Montessori approach—effectively support early reading development. Additionally, research by the Montessori method aided by picture media demonstrated positive effects on beginning reading ability, reinforcing the value of concrete, multi-sensory materials in early literacy instruction.

In Indonesia, the application of the Montessori method is increasingly prevalent, especially in educational institutions that prioritize holistic child development. One such institution is Blooming Islamic Montessori Kindergarten, which combines Montessori principles with Islamic values. In this kindergarten, the Montessori method is applied to support children's cognitive and moral development, aiming to provide a solid foundation in various aspects of life, including reading skills. In this context, the use of the Montessori Phonics Pink Series ([Atikah et al., 2023](#)) is expected to help children aged 4-5 years develop their initial reading skills in an enjoyable manner appropriate to their developmental stage. Through the application of this method, it is hoped that children can recognize and understand letter sounds and string letters into words naturally and comprehensibly.

The implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten represents an important area of research, considering the importance of early reading introduction and the effectiveness of the Montessori method in supporting children's reading skill development. The Montessori method provides a highly personalized approach, where each child is allowed to learn according to their own rhythm and pace. In this case, children not only learn in a fun and stress-free manner but also have the opportunity to explore learning materials directly, making their understanding of basic reading concepts more profound and robust ([Nadar & Wijaya, 2022](#)).

Although numerous previous studies have examined the application of the Montessori method in various educational fields, research specifically investigating the application of the Montessori Phonics Pink Series in developing early reading skills of 4-5 year olds at Blooming Islamic Montessori Kindergarten remains limited. This opens opportunities for research to explore more deeply how the application of these methods can affect children's reading skills and how the learning process in kindergarten can support children's literacy development. This research is important to provide a deeper understanding of how the implementation of the Montessori Phonics Pink Series can contribute to improving

children's reading skills at an early age, as well as to explore the challenges and successes experienced by teachers and children in the learning process.

The Montessori Phonics Pink Series method is designed to provide a learning experience focusing on letter recognition and its relationship to written forms. In using the Phonics Pink Series, children are invited to manipulate picture cards depicting objects that begin with certain letters. The number of letters targeted for initial reading in this Phonics Pink Series is three letters, known as Three Letter Words, for example, hop, mop, tod, can, map, sun, man, and many more (London Montessori Center, 1996). Each picture on these cards helps children remember the sound of the letters corresponding to the depicted object (Lailaturrohmah & Wulandari, 2021). Through this approach, children can connect sounds with letter shapes and begin stringing letters together to form three-letter words. Additionally, this learning process teaches children to pronounce letter sounds clearly and precisely, which is an important foundation in learning to read (Darnis, 2018).

The Montessori Pink Series method not only focuses on letter and sound recognition but also on developing independence, confidence, and the ability to work independently in learning (Sari, 2019). In this case, children not only learn to read effectively but also learn how to work with learning materials independently and responsibly. This process allows children to develop a sense of ownership over their learning, making them more motivated to continue learning and developing their abilities (Windiatuti, 2020).

In the application of this method at Blooming Islamic Montessori Kindergarten, teachers play a crucial role in guiding and accompanying children during the learning process. Teachers are expected to have a deep understanding of Montessori principles and appropriate ways to implement these methods in teaching reading. With proper teacher guidance, children can learn to read in a fun manner appropriate to their developmental stage. Furthermore, the implementation of the Montessori Phonics Pink Series in kindergarten also provides opportunities for parents to be involved in the child's learning process through communication and support provided at home.

Awareness of the importance of learning to read at an early age and choosing the right method, such as the Montessori Phonics Pink Series method, can have a significant impact on children's development. Therefore, this study aims to delve deeper into how the application of the Montessori Phonics Pink Series method can improve the reading ability of children aged 4-5 years, as well as provide an overview of the challenges and successes experienced during the learning process at Blooming Islamic Montessori Kindergarten. Based on the above explanation, a study was conducted with the title "Implementation of the Montessori Phonics Pink Series Method in Stimulating Early Reading Ability (Descriptive Qualitative Research on Children Aged 4-5 Years at Blooming Islamic Montessori Kindergarten)." The purpose of this study is to analyze the implementation of the Montessori Phonics Pink Series method in stimulating early childhood reading ability (three-letter words) at Blooming Islamic Montessori Kindergarten. This research is expected to make a significant contribution to the development of theories about the Montessori method, particularly the Montessori Phonics Pink Series, in early childhood reading instruction.

2. Methods

This study employs a qualitative approach with a descriptive research method (Aspers & Corte, 2019) to explore and understand the phenomena occurring related to the application of the Montessori Phonics Pink Series in early childhood reading instruction at Blooming Islamic Montessori Kindergarten. The qualitative approach was chosen because the focus of this research is to understand the experiences, perceptions, and dynamics that occur in reading instruction (Zipf, 2016).

The data collected through observation and interviews will be analyzed thematically to identify emerging patterns (Miles & Huberman, 2014), both related to the application of the Montessori Phonics Pink Series and its impact on children's literacy development. This analysis process will continue with a comparison between the data obtained and existing theories, to test the extent to which the results of this study support or add new insights in the field of early childhood education and Islamic education.

This study employs several mutually supportive data collection techniques to obtain an in-depth picture of the application of the Montessori Phonics Pink Series in stimulating reading skills in children aged 4-5 years at Blooming Islamic Montessori Kindergarten (Dennis, 2018). These techniques involve direct observation, interviews with teachers and related parties, collection of relevant documents, and focus group discussions with teachers and education staff.

In this study, the data analysis procedure is carried out continuously, starting from data collection to after data is collected. The analysis procedure follows a qualitative data analysis model developed by Miles & Huberman, which involves three main stages: data collection, data reduction, and drawing conclusions or presenting data (Miles & Huberman, 2014). This procedure is used to organize and interpret data systematically, allowing researchers to gain an in-depth understanding of the application of the Montessori Phonics Pink Series in teaching reading at Blooming Islamic Montessori Kindergarten.

3. Result and Discussion

This research was conducted from September 8 to October 27, 2025, at Blooming Islamic Montessori Kindergarten, North Jakarta. This study aims to examine the application of the Montessori Phonics Pink Series method in stimulating early childhood reading skills at Blooming Islamic Montessori Kindergarten. This research also focuses on the implementation of this method in reading learning activities, exploring how children's early reading skills develop in the kindergarten. This research was conducted using direct interviews with classroom teachers, teacher coordinators, and observations of children's involvement in learning activities implemented at the school.

The data collected were analyzed using a descriptive qualitative approach, which aimed to obtain a deeper picture of the application of the Montessori Phonics Pink Series method in helping children recognize phonemic letters and sounds. Through interviews, this study explores the challenges and successes in the application of the method and its impact on children's reading ability at Blooming Islamic Montessori Kindergarten.

Based on the results of the research in the form of interviews, observations, and documentation, the results of the conceptualization were obtained from the reduction of conceptualization to categorization of the Implementation of the Montessori Phonics Pink Series Method.

Reduction in the Implementation of the Montessori Phonics Pink Series Method

Based on the research results obtained through interviews, observations, and documentation, the implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten was reduced from the results of data conceptualization to several main categories. This data reduction aims to simplify and focus the research findings so that they are easier to analyze in accordance with the research focus, namely the implementation of the Montessori Phonics Pink Series method in stimulating the early reading ability of children aged 4-5 years.

Table 1. Recapitulation table of conceptualization reduced to categorization of the implementation of the Montessori Phonics Pink Series method

Conceptualization	Categorization
- Reading learning is adjusted to the needs and learning rhythm of children aged 4–5 years. - Introduction of letters and phoneme sounds as a basis for beginning reading. - Gradual use of Montessori Phonics Pink Series materials (LMA, pink object box, pink picture card, pink word list). - Teachers prepare a learning environment that supports children's exploration and independence.	Montessori Phonics Pink Series Implementation Planning
- Learning activities begin with prayer and classroom conditioning - Children recognize letters and phonemic sounds through familiar objects and pictures - Children match letters to pictures and combine phonemes into simple words (CVC) - Children read simple words and sentences using Pink Series materials - Teachers act as facilitators and companions during the learning process	Implementation of Montessori Phonics Pink Series
- Evaluation is carried out through direct observation of children's reading ability	Evaluation of the Montessori Phonics Pink Series Implementation
- Child development assessments are carried out gradually and individually	
- Teachers document children's development in daily, weekly, and semester reports	
- Communication with parents to find out the progress of children's reading at home	

Based on the research results obtained through interviews, observations, and documentation, the implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten was reduced from the conceptualization process of field data to categories that describe how the method is planned, implemented, and evaluated in the beginning reading learning activities of children aged 4-5 years. This reduction process shows that the implementation of the Montessori Phonics Pink Series is not carried out instantly, but through stages that are adjusted to the child's readiness, class characteristics, and basic Montessori principles that place children as active subjects in learning.

The results of interviews with teachers showed that reading learning planning using the Pink Series was carried out by considering the child's initial ability, especially in the recognition of letters and phoneme sounds, before the child was directed to form words and read simple sentences. This is as expressed by Miss Mina as the teacher coordinator who stated that reading learning is designed in stages and is not oriented to the speed of achieving the target, but to the readiness of children to understand the learning process itself: "Learning is adjusted to the needs of children, starting from the recognition of letters and sounds, children are also given time to explore first, so they are not pursued by targets" (MP.1). The statement indicates that the planning for the implementation of the Montessori

Phonics Pink Series has taken into account aspects of early childhood development, where children are given space to identify, try, and repeat without pressure.

The results of the observation also showed that teachers had prepared Pink Series materials systematically, such as Large Movable Alphabet (LMA), pink object boxes, pink picture cards, and pink word lists, which were used gradually according to the child's ability. The material is arranged in a learning environment that is easy for children to reach, so that children can choose and use learning tools independently with the assistance of teachers.

The implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten based on the results of data reduction showed that reading learning activities took place consistently and repeatedly in a conducive learning atmosphere. The learning activities began with classroom conditioning and habituation of Islamic values such as prayer before studying, then continued with core activities using Pink Series materials. Children are introduced to letters and phoneme sounds through objects and pictures that are close to their daily lives, making it easier for children to associate sounds with letter symbols. This is reinforced by Miss Cyndy's statement explaining that the use of interactive materials makes children more interested and involved in the learning process: "The material is made interactive; children can hold it directly, so they are happier and more enthusiastic about learning" (MC.2).

In the learning process, teachers do not dominate children's activities, but rather provide early examples and let children try independently. The results of the observations showed that the children were allowed to match pictures with letters, combine phonemes into simple words (CVCs), and read simple words and sentences using Pink Series materials. This approach makes children learn through direct experience, so that children not only memorize letters but also understand the relationship between sounds and written forms. This is in line with the results of Miss Paulin's interview who said that children feel happy and proud when they succeed in combining letters into words: "The children are happy if they can combine letters into words, they look proud of the results" (MM.7). These findings show that the implementation of the Montessori Phonics Pink Series method can foster children's learning motivation through success experiences obtained gradually.

Furthermore, the implementation of reading learning using the Montessori Phonics Pink Series is also carried out without excessive academic pressure. Children are not required to be able to read immediately in a short time, but are allowed to repeat and try again according to their learning rhythm. This is as expressed by Miss Dhea who stated that the process of learning to read is carried out in a relaxed manner and adjusts to the child's ability: "Children learn without being pressured, they must be able to do it immediately, we see their readiness one by one" (MD.2). This approach makes the classroom atmosphere more comfortable and supports children to dare to try without fear of making mistakes. The results of the observation also show that children look active, focused, and enjoy the process of learning to read, especially when using picture cards and real objects as learning media.

The implementation of the Montessori Phonics Pink Series at Blooming Islamic Montessori Kindergarten is also integrated with Islamic values, where teachers accustom children to pray before and after activities, be orderly, and respect each other during the learning process. This integration shows that reading learning is not only directed at mastering academic abilities, but also at the formation of positive attitudes and habits in children from an early age.

Evaluation in the implementation of the Montessori Phonics Pink Series method based on the results of data reduction is carried out on an ongoing basis through direct observation of the development of children's reading skills. Teachers do not use written tests as the main

tool for evaluation, but rather observe how children recognize letters, connect phoneme sounds, arrange simple words, and read sentences gradually. This is as conveyed by Miss Cyndy, who explained that evaluation emphasizes more on the observation of the child's learning process: "The evaluation is more observational; we see that children have reached the extent to which they can recognize letters and combine words" (MC.3).

Teachers also document children's progress in daily, weekly, and semester reports, so that children's reading progress can be monitored on an ongoing basis. In addition, teachers communicate with parents to obtain additional information about children's development at home, so that evaluations do not only come from children's activities at school. The results of the data reduction showed that the evaluation was carried out individually, where each child was assessed based on his or her own abilities, without comparing one child to another. This evaluation approach provides a clearer picture of the child's reading development process and becomes the basis for teachers to readjust the next learning activity.

Based on the results of the reduction in the implementation of the Montessori Phonics Pink Series method, it can be seen that the application of this method at Blooming Islamic Montessori Kindergarten takes place through careful planning, consistent implementation, and evaluation oriented to the child development process. Interview excerpts from the teachers show that the Montessori Phonics Pink Series method is applied by paying attention to the child's readiness, appropriate use of materials, and a learning atmosphere that supports the child's active involvement in early reading learning. This narrative shows that the implementation of the Montessori Phonics Pink Series method is not just the use of learning media, but is a series of reading learning processes that are structured based on the needs and development of early childhood.

The discussion on the implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten shows that early reading learning is carried out through stages that are in harmony with the basic principles of Montessori and the characteristics of early childhood development. The results of the study show that reading learning is planned in stages by placing the recognition of letters and phoneme sounds as the initial foundation before children are directed to form words and read simple sentences. This approach is in line with Montessori's theory of language-sensitive periods, in which children aged 4-5 years are in a phase of high readiness to absorb language stimulation through hands-on experience.

The use of Phonics Pink Series materials such as Large Movable Alphabets, picture cards, and word lists supports phonics learning that emphasizes the relationship between sounds and letter symbols, as suggested by the fact that phonemic mastery is an important foundation for early reading skills. Recent international research has reinforced these findings; for instance, [Beach \(2025\)](#) conducted a scoping review of 26 empirical studies and found that Montessori classrooms employ systematic, explicit instruction focusing on phonological awareness, letter-sound associations, and decoding skills, which provides significant early literacy advantages through enriched literacy environments. Similarly, [Buldur & Gokkus \(2021\)](#) conducted a longitudinal study with 50 children aged 4–6 years in Montessori classrooms, demonstrating significant improvements in phonological awareness and print awareness skills following Montessori education, particularly in matching initial sounds, recognizing rhyming words, and connecting sounds. The findings of the study also show that the implementation of learning is carried out by providing exploration space to children without academic pressure, so that children can learn according to the rhythm of their development. This is in line with Piaget's view that children build knowledge through active interaction with their environment, not through the imposition of mere instruction.

Furthermore, the role of teachers as facilitators in reading learning strengthens the constructivist approach, where teachers provide initial stimulus and accompany children during the learning process. This approach supports the findings that Montessori learning encourages children's independence and intrinsic motivation through active involvement in the use of concrete materials. A comprehensive systematic review by [Randolph et al. \(2023\)](#) further substantiated these findings, concluding that Montessori education has a meaningful and positive impact on child outcomes, both academic and nonacademic, relative to traditional educational methods, with effect sizes of $g = 0.24$ for academic outcomes and $g = 0.33$ for nonacademic outcomes. The evaluation of reading learning in the implementation of Montessori Phonics Pink Series also shows conformity with the principle of authentic assessment, where children's development is assessed through continuous observation and documentation of the learning process, rather than through written tests. This evaluation model supports the child's gradual development and provides a clear picture of the progress of early reading skills, as suggested by the fact that early childhood reading assessments should focus on individual processes and progress.

The integration of Islamic values in the implementation of learning, such as the habit of prayer and orderly attitudes, also enriches the context of reading learning without shifting the main focus to the stimulation of early literacy. Thus, the results of this study corroborate the findings of previous research which stated that the Montessori method, especially through phonic approaches such as the Pink Series, is effective in stimulating early childhood reading skills through structured learning, based on direct experience, and in accordance with the child's developmental stage ([Amini & Aisyah, 2014](#); [Hidayat, 2021](#); [Rahman, 2009](#); [Akbar, 2020](#); [Anggraini, 2019](#); [Pratiwi, 2017](#); [Beach, 2025](#); [Buldur & Gokkus, 2021](#); [Randolph et al., 2023](#)).

Reduction of Children's Reading Ability Development After the Implementation of Montessori Phonics Pink Series

Based on research results obtained through interviews, observations, and documentation, the development of early reading skills of children aged 4-5 years at Blooming Islamic Montessori Kindergarten after the implementation of the Montessori Phonics Pink Series method shows a gradual change. This development is not only seen in the child's ability to recognize phoneme letters and sounds, but also in the child's ability to combine phonemes into simple words, read simple sentences, and increase children's confidence and interest in reading activities. To facilitate the analysis, the data from the research results were then reduced from various field findings into several categorizations that describe the stages of children's reading ability development after the application of the Montessori Phonics Pink Series method.

Table 2. Recapitulation of Conceptualization of Children's Reading Ability Development After the Implementation of Montessori Phonics Pink Series

Conceptualization	Categorization
- Children can recognize basic phoneme letters and sounds through picture cards and objects - Children can associate phoneme sounds with appropriate letter symbols - Children recognize letters faster after repeated exercises	Development of Letter Recognition and Phoneme Sounds
- Children can match pictures with the right letters - Children can combine phonemes to form simple	Development of Simple Word Reading Ability

Conceptualization	Categorization
words (CVC)	
- Children feel happy and proud when they succeed in reading words	
- Children can read simple sentences using Pink Series material	
- Children begin to understand the meaning of the words and sentences they read	Development of Simple Sentence and Storybook Reading Skills
- Children can read and retell the contents of simple storybooks	
- Children show interest and enthusiasm for reading activities	
- Children are more courageous to try to read without fear of being wrong	Development of Attitude and Confidence in Reading
- Children show confidence when reading in front of teachers and friends	

After the implementation of the Montessori Pink Series method at Blooming Islamic Montessori Kindergarten, the development of children's initial reading skills aged 4-5 years was evident through improvements in letter recognition, the combination of phonemes into words, and the reading of sentences and simple storybooks. The results of interviews with classroom teachers showed that children experienced rapid progress in recognizing letters and phoneme sounds after performing repetitive activities with Montessori materials, especially through the use of picture cards and objects. Miss Mina, the teacher coordinator, explained: "Children become more aware of letters and phoneme sounds after repeated practice; they begin to be able to associate sounds with the letters they see" (MP.1). This process is in line with the findings of Montessori theory, which emphasizes that children at an early age can absorb information quickly through hands-on experience.

Furthermore, the results of observations show that children begin to be able to combine phonemes to form simple words, such as CVC (consonant-vowel-consonant), which is an important stage in early reading learning. Miss Mina, the teacher at the kindergarten, stated that: "Children are very happy when they can read simple words; they feel proud, and this increases their confidence" (MM.7). This reinforces the idea that children's motivation in learning to read can increase through the gradual achievement they attain.

Along with increasing the ability to read simple words, children also begin to be able to read short sentences. As Miss Dhea puts it: "Children have begun to be able to read simple sentences, and they can recount what they read with confidence" (MD.9). This development shows that in addition to the technical ability of reading, children also begin to understand the meaning of the sentences they read, which is a crucial step in early literacy.

In addition to technical skills, the development of children's attitudes towards reading also shows significant changes. Children show greater enthusiasm for reading activities and start reading with greater confidence. This is also reinforced by Miss Cyndy who expresses: "Children are now more daring to read in front of their friends, they are not afraid to make mistakes anymore" (MC.3). This improvement signifies that the Montessori Phonics Pink Series is not only effective in developing technical reading skills, but also plays a role in the social-emotional development of children, i.e., increasing their confidence in learning. Overall, the implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten contributes significantly to improving children's early reading skills, both in terms of technical reading skills and positive attitudes towards reading and learning.

After the implementation of the Montessori Phonics Pink Series method, the development of reading skills of children aged 4-5 years at Blooming Islamic Montessori Kindergarten showed a significant improvement. One of the main aspects that develops is the child's ability to recognize letters and phoneme sounds. The Montessori method emphasizes the importance of sensitive periods in a child's development, especially for language learning (Lillard, 2018). At the age of 4-5 years, children are in a very sensitive phase to learn the relationship between sounds and written symbols, which is the basis of early reading skills. Research by Nadar & Wijaya (2022) shows that proper phoneme recognition at an early age can speed up a child's ability to read simple words. This is evident in the implementation of the Montessori Phonics Pink Series, where children are allowed to connect phoneme sounds with corresponding letters, using materials that allow them to explore and manipulate letters directly.

Furthermore, children also begin to combine phonemes to form simple words, which is an important step in the process of learning to read. According to phonic theory, combining phonemic sounds to form words is one of the basic skills in early literacy. Children who engaged in phoneme blending exercises using cards and concrete objects mastered this skill faster than children who did not get adequate phonemic stimulation. The Montessori approach, which focuses on hands-on experience and concrete materials, has proven effective in introducing more abstract language concepts, such as phoneme blending, to children (Darnis, 2023).

In addition to technical reading skills, the development of children's attitudes towards reading has also undergone positive changes. Children who engage in fun and unhurried learning, such as that applied in the Montessori Phonics Pink Series, tend to develop a higher sense of confidence in reading activities. This is in line with findings from Fajarwati (2014) showing that learning which focuses on the process, rather than the result, can increase children's intrinsic motivation to keep learning. Children who feel confident in their reading abilities will be more courageous to try to read more complex texts, which shows that the Montessori Phonics Pink Series not only facilitates the development of technical reading skills, but also increases the child's interest and confidence in literacy.

The research also reinforces these findings, showing that children taught using the Montessori Phonics Pink Series method are able to read simple sentences and understand the meaning of the reading. This is important because reading skills involve not only the ability to pronounce words, but also to understand the meaning contained in the text being read. Therefore, the development of children's reading skills after the implementation of the Montessori Phonics Pink Series includes two important aspects, namely mastery of technical reading skills and deeper reading comprehension (Azkia & Rohman, 2020).

The implementation of the Montessori Phonics Pink Series at Blooming Islamic Montessori Kindergarten has a significant impact on children's early reading skills. The Montessori approach based on hands-on experience, manipulation of concrete materials, and an emphasis on children's individual development has proven to be effective in stimulating children's reading skills and fostering children's confidence in early literacy. In addition, continuous evaluations carried out by teachers allow for teaching tailored to the needs of each child, which also contributes to the advancement of their reading abilities.

Reduction of Supporting and Inhibiting Factors for the Implementation of the Montessori Phonics Pink Series Method

Based on the supporting and inhibiting factors as well as the conceptual analysis of the Montessori Phonics Pink Series implementation at Blooming Islamic Montessori Kindergarten, the success of this method is significantly influenced by several key

supporting elements. First and foremost, a systematically prepared learning environment plays a crucial role, where well-organized classroom settings and the strategic arrangement of Pink Series materials enable children to independently choose and utilize learning tools. This independence fosters concentration and self-directed learning, while concrete materials such as the Large Movable Alphabet (LMA), pink object boxes, and picture cards effectively bridge the connection between sounds and letter symbols, forming a solid foundation for beginning reading (Rahman, 2009; Hartono, 2024). Additionally, the phased phonics approach employed in the Pink Series—progressing systematically from letter recognition and phoneme awareness to phoneme blending (CVC words) and eventually to reading simple sentences—aligns perfectly with established stages of early childhood reading development and ensures that children master each foundational skill before advancing (Hidayat, 2021; Widyastuti, 2018).

Furthermore, the teacher's role as a facilitator rather than a dominant instructor proves to be another critical supporting factor in this implementation. By providing initial stimulation and then allowing children to explore materials independently, teachers create a constructivist learning environment where children actively build their understanding through direct interaction with concrete materials (Rahman, 2009). This approach not only enhances children's reading abilities but also nurtures their intrinsic motivation and self-confidence. Consistent teacher guidance and individualized attention have been shown to significantly improve early childhood reading outcomes, as teachers can observe each child's unique learning pace and adjust their facilitation accordingly (Hartono, 2024). Moreover, the implementation of authentic and continuous evaluation—conducted through daily observations, developmental documentation, and regular communication with parents—ensures that assessment focuses on individual progress and learning processes rather than merely outcomes. This ongoing evaluation allows teachers to tailor instruction to meet each child's specific developmental needs and provides a comprehensive picture of literacy growth (Anggraini, 2019; Pratiwi, 2017).

Despite these strong supporting factors, several inhibiting factors present challenges to the implementation of the Montessori Phonics Pink Series method. The most significant obstacle lies in the differences in children's developmental readiness, as each child possesses a unique level of cognitive maturity and preparedness for understanding the relationship between phonemes and graphemes. Children with limitations in working memory or shorter attention spans naturally require more time and repetition to grasp reading concepts, which can create disparities in classroom progress (Nadar & Wijaya, 2022). Additionally, the natural variation in early childhood developmental characteristics—which is entirely normal and expected—means that some children may need extended periods of practice before achieving mastery (Rahman, 2009). Furthermore, the limited concentration range typical of early childhood presents another inhibiting factor, as young children are still developing their ability to sustain focused attention on activities that require significant cognitive effort, such as reading. Their susceptibility to distractions can impede the depth of engagement needed for effective phonemic learning, requiring teachers to employ creative strategies to maintain children's interest and involvement throughout the learning process (Rahman, 2009; Nadar & Wijaya, 2022).

The conceptual analysis of these findings reveals that the overall success of the Montessori Phonics Pink Series implementation at Blooming Islamic Montessori Kindergarten depends on a complex interplay between methodological effectiveness and contextual factors. The supporting elements demonstrate strong compatibility with established theories of early childhood development that emphasize active, experiential learning and the importance of concrete, manipulative materials in constructing foundational knowledge (Rahman, 2009). The systematic phonics approach, when combined with concrete materials and facilitative teaching, supports the gradual mastery of

early reading skills and provides children with multiple opportunities for meaningful practice (Hartono, 2024; Widyastuti, 2018). However, the inhibiting factors underscore that effective implementation extends beyond the method itself, encompassing the broader ecosystem of the child's development, classroom environment, and home support. The challenges related to cognitive development variations and concentration limitations highlight the need for flexible, individualized approaches that accommodate diverse learning trajectories (Nadar & Wijaya, 2022; Lestari, 2018). Ultimately, the effectiveness of the Montessori Phonics Pink Series is not determined solely by the instructional method but is significantly shaped by children's developmental readiness, the quality of the learning environment both at school and at home, and the sustained support from teachers and parents working collaboratively to foster literacy development (Walls, 2018).

4. Conclusion

Based on the results of the research, it can be concluded that the implementation of the Montessori Phonics Pink Series method at Blooming Islamic Montessori Kindergarten is carried out systematically through the use of structured language materials, starting from the recognition of letter sounds (phonemes), combining phonemes into three-letter words (CVC/three letter words), to reading simple words and sentences. The learning process takes place in a prepared environment that is organized according to Montessori principles, child-centered, and gives children the freedom to choose and repeat activities according to their readiness and interests, with the teacher acting as a facilitator who guides and observes the child's development.

This method has proven to be effective in stimulating early reading skills, which is shown through improving children's ability to recognize letter sounds correctly, blending sounds into three-letter words, and reading simple words independently. The success of the implementation is supported by the readiness of the learning environment, the availability of complete and structured Montessori materials, and the competence of teachers in understanding and applying Montessori philosophy. The obstacles encountered are related to differences in the level of readiness, maturity, and concentration range of children who are diverse.

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