

ABSTRAK

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PENGEMBANGAN RUANG BELAJAR ANAK DI HOPE ACADEMY

(xv + 96 halaman: 41 gambar)

Desain interior memiliki peran penting dalam mendukung proses belajar anak, terutama di lingkungan pendidikan seperti Hope Academy. Tugas akhir ini bertujuan untuk merancang ruang belajar yang tidak hanya aman dan nyaman, tetapi juga mampu merangsang kreativitas, kemandirian, dan eksplorasi anak-anak usia dini dan sekolah dasar. Pendekatan perancangan menggabungkan prinsip Montessori, konsep *Urban School*, serta teori psikologi perkembangan anak dengan fokus pada aspek ergonomi, estetika, dan teknologi.

Studi dilakukan melalui wawancara, observasi langsung, dan analisis data sekunder, yang kemudian diterapkan dalam pengembangan konsep desain interior dengan pendekatan *Future Aesthetics*. Hasil perancangan mencakup ruang-ruang fleksibel dengan elemen multisensoris, furnitur ergonomis, serta pemanfaatan teknologi interaktif yang mendukung kegiatan belajar aktif. Ruang belajar diharapkan menjadi lingkungan yang inklusif, adaptif, dan mendukung pertumbuhan anak secara holistik, sejalan dengan visi dan misi Hope Academy.

Referensi: 23 (1912–2023)

Kata Kunci: desain interior anak, Montessori, *Urban School*, kreativitas, eksplorasi, pendidikan inklusif

ABSTRACT

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Interior design plays a vital role in supporting children's learning processes, particularly in educational environments such as Hope Academy. This final project aims to design a learning space that is not only safe and comfortable but also stimulates creativity, independence, and exploration in early childhood and elementary school students. The design approach integrates Montessori principles, the Urban School concept, and child development psychology theories, with a focus on ergonomics, aesthetics, and technology.

The study was conducted through interviews, direct observation, and secondary data analysis, which were applied in the development of an interior design concept based on the Future Aesthetics approach. The design results include flexible spaces with multisensory elements, ergonomic furniture, and the incorporation of interactive technology to support active learning activities. The learning environment is expected to be inclusive, adaptive, and supportive of children's holistic growth, aligned with the vision and mission of Hope Academy.

References: 23 (1912–2023)

Keywords: children's interior design, Montessori, Urban School, creativity, exploration, inclusive education