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The Importance of Setting the Classroom Learning Environment to Optimize its Function as a Learning Resource



Abstract: - The classroom is the main learning environment in schools where the learning process takes place. However, not only as a space where learning processes or activities take place, the classroom can actually be a source of learning if the learning environment (setting) is made in it. The purpose of this research is to examine how the learning environment (setting) in the classroom is able to maximize the potential of the classroom as a learning resource. The research method used is a literature study. The data used in this study came from textbooks, journals, scientific articles, literature reviews which contained the concepts studied. Data analysis was carried out by collecting relevant research results, sorting them, making notes, citations, and/or information which was then arranged systematically. The results of this study reveal that the arrangement of the learning environment (setting) in the classroom is able to maximize the potential of the classroom as a learning resource. Everything in the classroom should be used as a learning resource. Therefore, various equipment, objects, furniture, media and other items in the classroom should be managed, arranged, positioned and utilized appropriately and optimally as learning resources. Not only that, the arrangement of seating formations, access to various media and equipment in the classroom should also be made easier so that students can use them as learning resources more optimally. The learning environment (setting) in this class can be categorized into types of learning resources utilized (by utilization resources) and including environmental learning resources.

Keywords: Classroom, Learning Environments, Learning Resources, Learning Settings

I. INTRODUCTION

The classroom is a place under the auspices of an educational institution that is run simultaneously in time and place. The classroom is an environment that can be used as optimally as possible in achieving learning objectives. The classroom is also a room where the room is used as a place by an educational institution to channel knowledge through the teaching and learning process in order to achieve the objectives of the learning that has been carried out [1].

Structuring a good classroom setting will have a positive impact on the learning process. The classroom environment can influence students to focus and absorb information. In addition, the most time for students to study is in class. If while in class they feel happy, happy in participating in the learning process, then their life will be happy at that time and it will make it easier for them to learn. Classes can be a means of happiness or torment for teachers and students, if not managed properly [2].

In addition, good classroom layout will also create a conducive learning environment for students so as to support the achievement of learning objectives effectively and efficiently. As research by Ahmad Fitria [3] found that there

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was a significant influence between classroom layout and the effectiveness of student learning in SKI subjects at SMP IP Ar-Ridho Palembang. Meanwhile, Rica Firdaus [4] in her research also found that there was a positive and significant influence on classroom arrangement on mathematics learning outcomes in fifth grade students at SDN 4 Kuripan Utara.

As a learning environment, classrooms should be managed, organized and set up properly. The class is a representation of the outside world, a symbol of a school, an effective means of building the culture of students, be it their manners, mindset, manners or creativity. The class is also a place for socializing, learning, building character, and developing talents and interests [5].

Setting the layout of the classroom means that educators must be able to design and manage classrooms in such a way that educators and students are creative, feel at home learning in that space. For example, how to arrange desks and seats, place blackboards, place educators' desks, and even how to arrange decorations in the classroom. Besides all that, the class must always be clean [6].

However, until now there are still many educational institutions or schools that have not maximized the arrangement of classrooms. This can be seen from the arrangement of classrooms which are still monotonous and classical. Similar to the findings obtained by Vina Agustina [7], she found a problem with the design of

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classrooms at SD Muhammadiyah 1 Bandar Lampung where the way to design seats and place parts that should be a place for flexibility was not conceptualized properly and correctly. The arrangement of seats that are very monotonous is very influential on children's learning motivation. Because with the usual arrangement of seats, students who really want to learn but are in the rearmost position have difficulty seeing the lessons explained on the blackboard or LCD. Then, students will be lazy to continue learning and be preoccupied with activities carried out behind them such as playing alone, chatting and even disturbing friends.

Even though the classroom is an environment or setting where the learning process should occur in a conducive and maximal manner. According to AECT (1977) in Spiritual (1995) the environment is one of the learning resources that can be used to support the learning process. AECT (1977) defines learning resources as all sources (data, people, and goods) that can be used by students as a separate source or in combination to facilitate learning and include messages, people, materials, tools, techniques, and the environment. In this case, the environment or classroom setting is a source of learning. In order to maximize the function of the class as a learning resource, it is necessary to understand how to arrange a good environment or class setting. For this reason, the focus of the problem in this study is how to arrange the environment or learning settings in the classroom to maximize its function as a learning resource.

Based on these problems, the purpose of this research is to examine how the learning environment (setting) in the classroom is designed to maximize the potential of the classroom as a learning resource. Research on classroom management has indeed been carried out a lot, but it is still very rare to discuss how to arrange the environment or learning settings in classrooms that are able to maximize the function of the class as a learning resource. Therefore this research is important to do so that classroom management activities do not just organize objects in the classroom. However, the arrangement of the learning environment (setting) in the classroom is to maximize its function as a learning resource so that it has a positive impact on the learning process that occurs in the classroom.

II. RESEARCH METHODS

The type of research used in this study is a literature study. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials [8].

Literature study is an activity that is required in research, especially academic research whose main objective is to develop theoretical as well as practical aspects. Literature studies are carried out by each researcher with the main objective of finding a foothold or foundation for obtaining and building a theoretical basis, framework for thinking, and determining provisional conjectures or also known as research hypotheses. So that researchers can group, allocate, organize, and use a variety of literature in their field. By conducting a literature study, researchers have a broader and deeper understanding of the problem to be studied.

In this study, the literature study was carried out by intermediary researchers after they determined the research topic and determined the formulation of the problem, before the researcher went into the field to collect the necessary data [9]. The data used in this study came from textbooks, journals, scientific articles, literature reviews which contained the concepts studied.

Data analysis begins by collecting research results that are sequentially considered from the most relevant, relevant, and quite relevant. In addition, it also pays attention to the year of research starting from the most recent, and gradually moving backwards to a longer year. Then read the abstract of each study first to provide an assessment of whether the problems discussed are in accordance with those to be solved in the research. Furthermore, the researcher noted the important and relevant parts of the research problem. In order to keep from getting caught up in elements of plagiarism, researchers also record sources of information and include them in the bibliography. If indeed the information comes from the ideas or results of other people's research, the researcher makes notes, quotes, or information that is systematically arranged so that research can easily be searched for again if needed at any time [10].

III. CLASSROOM LEARNING ENVIRONMENT (SETTINGS)

Setting up the physical environment for learning is a logical starting point for classroom management. Many teachers find it easier to plan non-physical aspects of classroom management than having to manage the classroom environment to support and achieve learning goals. Things that must be considered in managing classrooms generally have a lot of instruments and furniture, such as teacher and student desks, bookcases, bookcases, teacher and student chairs, and filing cabinets. There may also be electronic equipment such as: projectors, computers, speakers or audio, in addition to visualization aids such as: whiteboards, white boards, bulletin boards, diagrams, maps etc. Finally, the teacher might also give a personal touch to a classroom, such as: plants, aquariums, and some knick-knacks made by students [11].

Classroom arrangement is a form of classroom management and creates a good learning climate for students. Classrooms are not very large areas for students to have dozens of people interacting over long periods of time of 5-8 hours a day. Teachers and students will always be involved in various activities in using

different areas of space in achieving learning goals. The teacher will always facilitate learning activities well if the teacher organizes the classroom to allow for regular movement, maintains minimal distractions, and uses the available space efficiently [12].

According to Carolyn & Edmund [13] there are 4 keys to good classroom management, namely:

1. Make the area of student circulation and mobility high and free from obstacles;
2. Ensure that each student can be monitored easily by the teacher;
3. Keeping frequently used teaching instruments and student equipment easily accessible;
4. Make sure that students can easily view the presentation and the rest of the class.

Applying each component in the 4 keys will greatly assist in designing classroom settings so as to create an effective and enjoyable learning climate for students. The components above can be applied by paying attention to several important aspects of classroom settings such as:

1. Room Arrangement of Walls and Ceilings

Wall space and bulletin boards provide a place to facilitate displaying/displaying the results of student works and instruments that are relevant to learning such as; assignments given by the teacher, class rules, class schedules, class pickets, wall clocks, wall hanging knick-knacks and other interesting things. The ceiling space can also be used to hang objects made by students, decorations and objects that can be moved to beautify the classroom.

2. Floor space arrangement

A good starting point for a classroom floor plan is to determine where the teacher and students will conduct classroom learning seated, standing or sitting on the floor in a relaxed atmosphere. Then a place / layout of a large space must be provided for students to gather on the floor in learning.

3. Student Table & Chair Arrangements

It is necessary to make varied seating arrangements to create a new and interesting atmosphere for students. Student writing desks can be arranged in groups, in a row, in a row, circular, semi-circular, horseshoe etc. Adjusted to the learning objectives to be achieved.

4. Arrangement of Book Cabinets and Learning Materials

Bookcases containing materials, teaching materials / textbooks should be placed where they do not hinder and hinder students from accessing them. So the location must be easily seen, accessed and monitored easily and not block the road. The consideration of using sliding wardrobes is more effective for storing textbooks and other materials that may have to be moved from one position to another that is easy to see.

5. Setting Up Student Portfolio Files

Each student has a portfolio document containing their assignments and work while in class, so student portfolios can be placed in an easily accessible place or found in alphabetical order, such as affixed to a long classroom wall, or in a transparent glass cabinet.

6. Desk Arrangement & Teacher Equipment

The principle of setting the teacher's desk can be set facing the students and make sure they can see the teacher from their seat. It is not necessary that the teacher's desk is in front of the student's desk, because some teachers prefer to place their desk at the back of the room rather than the front. The teacher's equipment should be kept in his own desk and always pay attention to the equipment limitations in each school year.

7. Arrangement of Seasonal/Rarely Used Items Holiday or seasonal themed decorations, bulletin displays, special projects, protractors, certain art materials, and science equipment used in certain circumstances can be stored in a back cabinet for efficient use and layout of items but should be kept in a convenient location. reachable [14].

Classroom layout itself is an effort made in order to create a conducive learning environment, through student management activities and learning goods/facilities. In addition, classroom layouts are intended to create and maintain student behavior that can support the learning process [15].

So that the main purpose of organizing classrooms is to create and direct student activities and prevent unexpected student behavior from appearing through the arrangement of seating, furniture, displays, and other items in the classroom. In addition, several specific classroom layout objectives can be concluded, including:

1. Realizing classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities to the fullest extent possible.
2. Eliminate various obstacles that can hinder the realization of learner interaction.
3. Provide and organize classroom furniture facilities that support and enable students to learn according to the environment, social, emotional, and intellectual students in the class.
4. Fostering and guiding according to social, economic, cultural backgrounds, and individual characteristics [16].

IV. CLASSROOM ENVIRONMENT AS A LEARNING RESOURCE

The learning environment (setting) is the situation around where the message is channeled/transmitted.

Example: classrooms, studios, libraries, auditoriums, laboratories, halls (designed learning resources), parks, gardens, markets, museums, shops (learned resources utilized). The development of learning resources from time to time undergoes metamorphosis which makes the learning process easier, this is due to the development of an increasingly modern era that requires the world of education to experience a system change in procuring learning resources that suit human needs [17].

Before advanced technology was known, learning resources initially started from pre-educator learning resources, namely learning resources that did not yet rely on teaching staff in the learning process, then after that appeared educators as the main learning resources in the learning process, providing learning in a learning process that was already competent in handling learning and learning activities, with educators as the main source of learning is not optimal enough without other learning resources, educators need learning resources in the form of books or other printed media to make the learning process successful. With the development of an increasingly advanced era in terms of technology as it is today, the learning process no longer relies on educators, print media or other learning resources. Now increasingly sophisticated information technology is able to assist all human activities including in the learning and learning process. In addition to textbooks and technology-based learning resources, blackboards are still a learning resource that is still being utilized. Regarding the use of blackboards as a learning resource, Lee and Winzenried also found in their research that the use of whiteboards as a learning resource is still very dominant [18].

Procurement of learning resources as the researchers described above has benefits and objectives, while the benefits and objectives of these learning resources are:

1. During the collection of information, thinking activities occur which will then lead to a deep understanding in learning;
2. Encouraging the concentration of attention on the topic so as to make students explore more information and produce higher quality learning outcomes;
3. Improve thinking skills such as skills in solving problems or issues.

Environmental learning resources basically can be interpreted more broadly. Various objects found in our environment can be categorized into this type of learning resources utilized (by utilization resources). Compared to the types of learning resources designed, the number and types of learning resources used are much greater.

Therefore, it is highly recommended that every educator is able to utilize the learning resources that exist in the surrounding environment. The definition of the environment in this case is everything in the form of living and inanimate objects that are around us (around the residence or campus). As an educator, a person can choose various objects found in their environment to be used as media and learning resources for students. The forms and types of this environment vary, for example: rice fields, forests, factories, agricultural land, mountains, lakes, historical heritage, museums, and so on. Media in the environment can also be simple objects that can be brought into the classroom, for example: rocks, plants, animals, household appliances, handicrafts, and many other examples.

All of these objects can be collected from around us and can be used as learning media in class. These objects can be obtained easily in our everyday environment. If possible, educators can assign students to collect certain objects as learning resources for certain topics. These objects can also be stored to be used at any time needed.

The environment is one of the most important learning resources and has very valuable values in the framework of the student learning process. The environment can enrich learning materials and activities. The environment that can be used as a learning resource consists of: (1) the social environment and (2), the physical (natural) environment. The social environment can be used to deepen social sciences and humanity while the natural environment can be used to learn about natural phenomena and can raise students' awareness of the love of nature and participation in preserving and preserving nature.

Utilization of the environment as a learning resource can be pursued by carrying out activities by bringing students to the environment, such as surveys, field trips, camping, field practices and so on. In fact, recently learning activities have developed with what is called an out bond, which is basically a learning process using the open nature. Utilization like this can enable students and students to see, hear, and feel the real world which provides accurate and up-to-date information for learning and learning needs.

In addition, the utilization of the environment can be done by bringing the environment into the classroom, such as by presenting resource persons to deliver material in class. In order for the use of the environment as a source of learning to run effectively, it is necessary to do planning, implementation, and evaluation as well as follow-up. Planning for using the environment as a well-structured learning resource needs to be done to achieve the ultimate goal of education: the educated person.

In relation to the arrangement of the learning environment (setting) in the classroom, then everything that is in the classroom should be used as a learning resource. Therefore, various equipment, objects, furniture, media and other items in the classroom should be managed, arranged, positioned and utilized appropriately and optimally as learning resources. Not only that, the arrangement of seating formations, access to various media

and equipment in the classroom should also be made easier so that students can use them as learning resources more optimally.

CONCLUSION

Arrangement (setting) of learning in the classroom is an effort made in order to create a conducive learning environment, through student arrangement activities and learning goods/facilities. In addition, classroom layout is intended to create and maintain student behavior that can support the learning process. The classroom environment is a very important learning resource and has very valuable values in the framework of the student learning process. The classroom environment can enrich learning materials and activities if used properly. Everything in the classroom should be used as a learning resource. Therefore, various equipment, objects, furniture, media and other items in the classroom should be managed, arranged, positioned and utilized appropriately and optimally as learning resources. Not only that, the arrangement of seating formations, access to various media and equipment in the classroom should also be made easier so that students can use them as learning resources more optimally.

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