

Educational environment planning in improving the quality of education in Pasar Minggu 01 Morning Elementary School

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ABSTRACT

The educational environment plays an important role in creating a conducive learning atmosphere and supporting the achievement of educational goals. This article aims to analyze the condition of the educational environment at SDN Pasar Minggu 01 Pagi, identify the supporting and inhibiting factors in planning the educational environment and formulate an ideal strategy to create an educational environment that supports learning quality. The results show that the condition of the educational environment at SDN Pasar Minggu 01 Pagi still faces various challenges, such as limited facilities and lack of green space. Supporting factors include government policies and community participation, while inhibiting factors include limited budget and lack of awareness of the importance of the educational environment.

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Introduction

The educational environment has an important role in shaping a conducive learning atmosphere and supporting the achievement of educational goals. The quality of the educational environment, both physical such as learning facilities, and non-physical such as the social atmosphere and school culture, has a major effect on student learning motivation (Sanjaya, 2021).

In the modern era, the challenges in creating a quality educational environment are increasingly complex. Problems such as lack of adequate facilities, limited green space in the school area, and spatial layout that does not suit learning needs are the main issues faced by many educational institutions (Yusuf & Wahyuni, 2020).

This is compounded by the lack of strategic planning in the management of the educational environment. In fact, research shows that schools with optimally designed layouts have a positive impact on students' academic outcomes and their mental health (Alami & Farida, 2022). Therefore, a structured approach is needed in planning an educational environment that is able to improve the quality of the teaching-learning process.

In practice, an ideal educational environment not only meets students' physical needs, but also facilitates their emotional, social and intellectual development. However, the challenge of creating such an environment is not easy. Many schools, especially in urban areas like Jakarta, face limited facilities, limited space and sub-optimal spatial planning. SDN Pasar Minggu 01 Pagi, as one of the schools in urban areas, also faces similar challenges.

Inadequate conditions in the educational environment can affect the quality of the teaching and learning process. Lack of green space, for example, can reduce students' comfort while learning, while inadequate infrastructure can limit teachers' creativity in developing innovative learning methods.

Various studies reveal that a well-designed educational environment can improve students' learning motivation, academic outcomes and psychological well-being (Alami & Farida, 2022). Therefore, holistic strategic planning is needed to address the problems of the educational environment at SDN Pasar Minggu 01 Pagi, while ensuring that each supporting element of education can function optimally.

Method

Methods This study uses a qualitative approach with the support of quantitative data to strengthen the analysis. This approach was chosen to gain an in-depth understanding of the condition of the educational environment at SDN Pasar Minggu 01 Pagi and the factors that influence it. As a descriptive study, the main objective is to describe the field reality in detail and systematically, so as to produce a relevant and applicable educational environment planning strategy.

1. Research Approach

The qualitative approach was used to explore in-depth information from various perspectives, especially from teachers, students and stakeholders at SDN Pasar Minggu 01 Pagi. Quantitative data obtained from supporting documents was used to strengthen the results of the analysis and provide a concrete picture of the condition of the educational environment.

2. Data Collection Techniques

This study utilized three main techniques to collect data:

a. Interviews

Interviews were conducted with school principals, teachers, students and community representatives to explore their views on the condition of the education environment, the barriers they face and their expectations of an ideal plan. This interview technique helped to obtain rich and relevant subjective data (Patton, 2015).

b. Observation

Direct observations were made to identify the physical conditions of the school environment, such as learning facilities, spatial layout and the availability of green spaces. Observation also includes social interactions in the school environment to understand the existing social climate (Miles, Huberman, & Saldana, 2014).

c. Document Study

Documents such as school reports, government policies related to education, and data on school facilities were analyzed to provide additional insight into the condition of the educational environment at SDN Pasar Minggu 01 Pagi. Literature studies from related journals and books were also used to support the theoretical analysis (Bowen, 2009).

3. Data Analysis Method

The collected data was analyzed using Miles and Huberman's interactive model, which integrates various steps of analysis in an iterative and dynamic manner. This process allows the researcher to understand the complexity of the data in depth and systematically. This model includes three main stages as follows:

Data Reduction

Information obtained from interviews, observations, and document studies was carefully sorted to select data that was relevant and significant to the research focus. Data reduction is done to simplify, organize and clarify the data, thus facilitating in-depth analysis. For example,

data on school physical facilities or social relationships in the educational environment were separated into specific categories for further analysis.

Data Presentation

The reduced data were presented in the form of narratives, tables and graphs to facilitate interpretation and identify relationships between various variables. This presentation aims to provide a comprehensive and structured picture of the condition of the educational environment at SDN Pasar Minggu 01 Pagi. For example, a table on the number of classrooms that need renovation or a graph on the level of community participation in school management.

Conclusion Drawing and Verification

Conclusions are made based on patterns of findings that emerge from the data that has been analyzed. This process is carried out with reference to the theoretical framework that has been previously established to ensure the validity of the findings. Verification is done through triangulation of data from various sources (interviews, observations, and documents), so that the results can be trusted and have applicative value.

This method ensures that the research results are not only accurate but can also be used as a basis for designing relevant, applicable and sustainable educational environment planning strategies.

Result and Discussion

1. Results

a. Analysis of the Educational Environment at SDN Pasar Minggu 01 Pagi.

The educational environment at SDN Pasar Minggu 01 Pagi still faces significant challenges from both physical and non-physical aspects. On the physical side, the facilities available do not fully meet the ideal educational standards. Classrooms at this school have outdated designs, with inadequate ventilation and limited natural lighting. Some classrooms require structural repairs to make them safer and more comfortable for students. This affects the learning atmosphere where students often feel uncomfortable to study for long periods of time.

The school library is also still not optimal. With a limited collection of books and inadequate supporting facilities such as reading tables, the library has not been able to function as an ideal learning center. The library should be one of the students' favorite places to deepen their knowledge and explore knowledge beyond the curriculum materials. However, the limited collections and facilities make this library less attractive to students.

In addition, the lack of green space is one of the main problems. The open area in this school is very limited, so there is no adequate space for students to do outdoor activities such as playing, exercising or just relaxing. In fact, green space is very important to support students' physical and mental health. Yusuf and Wahyuni (2020) mentioned that green spaces have a major contribution in creating a healthy and conducive learning environment. Without adequate green space, students lose the opportunity to get these benefits.

On the non-physical side, the interaction between teachers and students at SDN Pasar Minggu 01 Pagi tends to be formal. This less intimate relationship can affect the classroom atmosphere, where students may feel less motivated to actively participate in the learning process. Teachers often focus more on delivering material without paying attention to the emotional aspects of students, such as providing moral support or building more personal relationships.

The surrounding community's awareness of the importance of the educational environment is also low. Many parents are less concerned about the physical condition of the school and do not actively contribute to the improvement of the educational environment. Most of them leave the responsibility to the school without realizing that collaboration between the school, the community and the government is essential to create an ideal educational environment.

b. Supporting Factors and Obstacles

In the effort to create a conducive educational environment at SDN Pasar Minggu 01 Pagi, there are a number of supporting factors and barriers that influence this process. These factors should be analyzed in depth to find appropriate solutions.

Supporting Factors

One of the main supporting factors is the government policy that has paid attention to education development through the allocation of the education budget. These funds allow schools to make improvements to facilities, although their use is often limited. Government policies such as the school renovation program or the provision of facilities and infrastructure assistance are opportunities for SDN Pasar Minggu 01 Pagi to improve its physical condition.

Community participation is also an important supporting factor. Several community groups, including school committees and parents' organizations, have shown their concern through financial contributions as well as active participation in school activities. For example, some parents volunteered to help in community service activities to clean up the school environment or even made donations to purchase additional learning equipment.

The commitment of the school cannot be ignored either. The principal and teachers at SDN Pasar Minggu 01 Pagi are determined to improve the quality of education despite the limitations. They are constantly looking for ways to make the best use of existing resources. In some cases, teachers even use their personal funds to buy learning aids or repair broken equipment.

Barriers

However, the obstacles faced are no less significant. Budget limitations are one of the main challenges. Although the government has allocated funds, the amount is often insufficient to meet increasingly complex needs. The cost of improving classrooms, adding library facilities or creating green spaces is often far greater than the available budget.

Lack of public awareness is the next obstacle. Many parents do not realize the importance of contributing to creating a good educational environment. They tend to leave the responsibility entirely to the school. This shows that education about the importance of collaboration in managing the educational environment still needs to be improved.

The lack of coordination between the school, community and government is also a significant obstacle. Development programs often run partially without good synergy between parties. For example, a school may have planned to improve certain facilities but without support from the community or government, the plan is difficult to realize.

2. Discussion

To create an ideal educational environment at SDN Pasar Minggu 01 Pagi, a comprehensive implementation strategy involving various stakeholders is needed. The following strategies are designed based on an analysis of current conditions and focus on practical and sustainable

actions.

1. Collaboration between School, Government and Community

Collaboration between various parties is the first step that must be taken. The government can play a role in providing funds and supportive regulations, while the community can provide moral and material support. SDN Pasar Minggu 01 Pagi should act as a liaison that facilitates communication between these parties.

For example, regular forums between the school committee, parents and government representatives can help create a common understanding of the school's priority needs. In addition, the establishment of working groups involving various parties to monitor project implementation can also improve the accountability and effectiveness of program implementation.

2. Optimizing Technology for Education Environment Management

The use of technology can improve efficiency in planning and managing the school environment. Spatial design applications can help schools design facility renovations more effectively. In addition, school management software can be used to monitor the progress of environmental improvement programs in real-time.

Technology can also be utilized to increase community participation. For example, a community-based app can be used to collect ideas, donations, or even volunteer labor from the surrounding community. This way, all parties can feel more involved in the development process.

3. Environmental Education and Awareness

Raising awareness about the importance of the education environment needs to be part of the implementation strategy. Educational campaigns for students, teachers and the community on the importance of keeping clean, supporting green spaces and contributing to school activities are necessary.

Activities such as workshops, seminars and environmental-themed competitions can be an effective way to mobilize participation from all parties. In addition, these educational programs can also teach sustainable practices such as recycling, energy saving and greening the school environment

4. Transparent and Efficient Budget Planning

Schools need to develop a detailed and transparent budget plan to ensure that every allocation of funds is used appropriately. Priority should be given to urgent needs such as repairing damaged classrooms, upgrading library facilities or adding green spaces. In addition, reports on budget utilization should be shared openly with the community to build trust and support.

5. Strengthening Teacher-Student Relationships

A harmonious relationship between teachers and students can increase learning comfort and motivation. Teachers need to be trained on how to build more personalized and empathetic relationships with students. In addition, extracurricular activities that involve teachers and students, such as joint sports or art programs, can be an effective way to strengthen these relationships.

6. Continuous Evaluation and Monitoring

Implementation strategies must be accompanied by regular evaluation and monitoring mechanisms. Schools can establish an evaluation team to assess the progress of the program and provide recommendations for improvement if needed. The results of this evaluation can also be used to make reports to the community and government as a form of accountability.

Conclusion

The educational environment at SDN Pasar Minggu 01 Pagi plays an important role in determining the quality of learning. Despite the limitations, there are opportunities to improve this environment through multi-stakeholder collaboration, technology optimization, environmental education and efficient fund management. By involving all relevant parties, it is hoped that SDN Pasar Minggu 01 Pagi can become a better school, provide quality education, and create a superior generation.

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