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## **School Environment Management as The Learning Resources to Develop Student's Motivation in Learning**

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### **Abstract**

School environment is the most important thing for growing and developing children in their learning, so they can get the knowledge easily by observing and exploring in their school environment. However not all school have manage and prepare their environment well as a learning resources for children to learn. This literature review aim is to manage the school environment as the learning sources for children of 5-6 years to develop their all potential. The method of this research is descriptive with qualitative approach. The data analysis result showed that objective condition of outdoor environment as the learning resources had well prepared by the teacher before it is used for teaching learning activities. By managing the environment including: planning, implementation and evaluation, children showed their enthusiastic with their environment, so they could be more active in their learning, they also got meaningful learning through their interaction with their environment. The result indicated that using the school environment giving the effectiveness in teaching learning to develop the student's motivation in learning.

### **How to cite**

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## INTRODUCTION

These days, the effort to improve the early childhood education's quality is more crucial, because early childhood education as a fundamental for children to learn. Teaching children social and emotional skills during the early childhood years is critical for later success in school and in life. It means that early childhood education should be managed well. It is composed of several sub dimensions including physical arrangement of school environment, organization of relation in classroom, behavior management, planning the courses and time management.

One of dimension that is always forgotten is the implementation of school environment as a learning resources for developing the student's potential. The environment management is the key component in any educational setting to motivate student's learning, if the students are in a comfortable environment, they can learn well. Having the right environment for the student to learn is the major goal of elementary good school management. (Reid, Bafadol, 2014:2)

Making the classroom and environment safe and challenging environment and engaging the student through the curriculum as well as getting to know them and interacting with the environment will increase motivate student's learning well (Moeslichatoen, 2009: 3)

However not all early childhood educations have managed and prepared their environment well, the problem is they are not aware to implement their school environment as a learning resources to increase student's motivation in learning. It recent years the emphasis on academic accountability and focus on children's cognitive skills has led to a decline in the occurrence of play in early education setting.

Some studies have shown that certain types of play can help engage children in learning influence their motivation to learn, improve self-regulation, and focus their attention. (Mulyasa (2005:20).

Research also indicates that play on several areas in school environment have some Beneficial's, it can make students are readiness in academic competencies, social emotional development and physical development.

### Research Objective

The research study aims to improve student's motivation through learning environment as a learning resources.

### The Benefit of Research

1. Students get more very learning experiences that help them think critically and get mode knowledge by observing and exploring their environment.
2. Teacher taught more effectively and efficient to make students learning in a good condition.
3. The institution can implement this model to manage the school environment as a learning resources.

### What is School Environment Management?

School environment management as a process of managing the school environment in harmony in which curriculum is planned, the learning and teaching process and source are organized (Mulyasa E. (2005). The Development of Student is observed and potential problems are predicted (Erdogan, et al, 2010).

School environment management is an attempt to achieve the educational goal through the implementation environment as learning resources. (Gaylord C. 2000).

The effectiveness strategies of school environment management can achieve the educational goal through the coordination of teaching sources and students, while this is a process of maintaining and providing the optimal learning environment. (Celek, 2002).

### Environment as the Learning Resources

Environment should be designed and giving opportunities for early childhood is learn. There are three mains of environment as the learning sources, they are: nature, culture, society. Through the nature, students construct a holistic concept that can drive the knowledge of the natural world as well as emotions, disposition, skills (Miller, 2007) found that when student participated in the nature activities, students develop important skills in a breadth of domains, including a personal growth and academic learning.

Preschool is an ideal time for learning about the environment that given children's interest in the natural environment and their developmental readiness for observation and hands on learning (Witt S.D, Kemple, K.P, 2008).

Environmental education is early childhood includes the development of a sense of wonder, appreciation for the beauty and mystery of the natural world, opportunities to experience the joy of closeness to nature, and respect for other creatures, students are also costumed to develop the problem solving (Wilson, R. 2000)

The benefit of environmental education for

early childhood, by exploring nature they have a complete sensory experience and get early experience with the natural world has been positively linked with the development of student's imagination and their senses of wonder and curiosity. (Wilson, Ed 2002)

Environmental experiences for early childhood encourages children to explore, discover and communicate in expressive ways and provides an introduction to environmental education as a key developmental period on children's life. Learning environment is an important and powerful teaching tool and giving the positively support in teaching and learning.

### **How to manage the school environment as the learning resources the best practiced in creating a positive support in teaching and learning.**

How to manage the school environment as the learning resources the best practiced in creating a positive early childhood environment should be observed: (Brantas, 2009)

1. The classroom should be organized to develop the exploration with learning materials.
2. Learning materials should be concrete and relevant to a child's own life experiences.
3. Learning experiences should be set up for choices.
4. Learning experiences should be planned by teacher / student initiated.
5. Schedules should reflect active and quiet learning activities.
6. The activities can be done in indoor or outdoor.

How to Manage the Classroom Arrangement (Asmani, 2009)

1. Provide a large floor space for group activities.
2. Create an area for teacher – directed small group activities.
3. Separate quiet and noisy activities.
4. Create logic traffic patterns so students can move easily from one area of the room to another without disturbing others.

Bixler, R Carlisle P.L (2000)

Environmental education for early years should be based on a sense of wonder and joy of discovery, the guidelines as a framework for developing and implementing an environmental education programs are:

1. Begin with simple experiences, so student can learn best through experiences that related to the familiar and comfortable for them.
2. Provide frequent positive experiences outdoors, because students learn best through direct, concrete experiences, they need to be im-

mersed in the outdoor environment to learn about it. The exposure should be provided on an almost daily basis, a one time trip to a park or nature preserve will have very limited impact student, the others care provide simple experiences with the grass, trees, and insects in environments close to school than spend time and energy in making arrangement for field trips to unfamiliar places that students may seldom visit. The investigating elements of the natural world can be presented in an outdoor setting, by adding bird feeders, winds socks, flower and vegetable gardens, tree houses, rock piles, logs and provide students with tools for experimenting and investigating with magnifying glasses, water hose, backed, rakes, etc.

3. Focus on experiencing not teaching because student learn through discovery and self-initiated activities, the teacher should be a facilitator than a teacher.

4. Model caring and respect for the natural environment, teacher should also model caring and respect to the nature environment by handling plants and animals gently and talking to students to taking care of Earth.

## **METHOD**

The literature review has the design of qualitative research and specifically students in kindergarten school. The total number of the students are 22 students distributed in two classes.

The participant were observed during their doing the activities in school. The period time of these observation is one semester, there aspects is observed are, curiosity, challenge, active, enthusiasm, involvement, satisfaction, attention, confidence, and relevance.

## **RESULTS AND DISCUSSION**

Environmental education at early childhood level have some positive impacts for them to motivate their learning it is shown from these result, the aspect of curiosity and active got 80% from 22 students, the others aspect, enthusiasm 77%, challenge 72%, involvement 77%, satisfaction 72%, attention 72%, confidence 63%, relevance 52%.

The aspects of curiosity and active are shown higher motivation than other aspects. It is indicated that all aspects of motivation got more than 50% of 22 students are observed in environmental education.

## **CONCLUSION**

Environmental education opportunities for early childhood education should be offered on an on going rather than a sporadic term. Children who are close to nature tend to have a good motivation in learning because they learn direct and concrete experience from school environment as a learning sources. The other side of impact is students learn about caring and respect for the world of nature, so providing opportunities for such experiences is the essence of what environmental educational is all about. The success of these education depend on how good to manage of that school environment itself.

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