

ANALYSIS OF THE IMPACT OF LACK OF CLASSROOMS ON STUDENTS' CONDUCTIVITY WHILE LEARNING

Belva Saskia Permana¹, Levy Rohmatilahi², Novi Suci Dinarti³, Nur Kholisah⁴, Deti Rostika⁵

^{1, 2, 3, 4, 5} Primary School Teacher Education , Indonesian University of Education , Indonesia

Article Information

Article History:

Accepted: 05-06-2023

Revised: 19-04-2024

Published: 31-05-2024

Key words:

Facilities and infrastructure

Classroom

Learning

ABSTRACT

The classroom is a very important supporting factor when the learning process takes place. A school must meet the criteria in the National Education Standards (SNP), one of which is the criteria for facilities and infrastructure, especially classrooms. This research aims to analyze the impact of the lack of classroom space on students' conduciveness to learning. Lack of classroom space was identified as an issue that may affect the quality of learning and student well-being. This study was conducted with the aim of providing a better understanding of the impact of a lack of classroom space on the conduciveness of student learning. This research uses a qualitative descriptive research method. The qualitative descriptive research method is a research method that explains or presents data from the results of research that has been carried out. The results of this research show that the lack of classroom space has a negative impact on students' conduciveness to learning. With limited classroom space, students experience difficulty in focusing and concentrating, limited social interaction, and higher stress levels. Apart from that, learning becomes less interactive and students find it difficult to move freely.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Nur Kholisah,

Primary School Teacher Education , Indonesian University of Education , Indonesia

Email: nurkholisah10@upi.edu

1. INTRODUCTION

Education is a process where a person develops abilities, attitudes and other forms of behavior in society (Darmadi, 2018). In Law Number 20 of 2003, concerning the National Education System, Article 1 Paragraph 1 explains that education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential in terms of religious spiritual strength, self-control, personality, intelligence, morality and skills necessary for himself, society, nation and state (Mardianto, 2012; Sadiman, 2011). Education has a very big role in forming quality human resources. Education cannot be designed just arbitrarily, education must be designed in such a way through systematic and applicable planning in order to obtain quality education. (Djamaluddin, 2014; Sodiq, 2017). Various efforts have been made in Indonesia to improve the quality of education. Quality education is closely related to learning activities or the teaching and learning process in the classroom because educational goals can be achieved through a learning process that takes place well, is conducive, effective, efficient and achieves the goals of the learning itself.

The teaching and learning process is a process of interaction between teachers and learners in understanding the meaning of world reality (Toyamah & Usman, 2015). Not a few students experience failure in achieving their learning goals. Therefore, teachers need to pay attention to student development. In the learning process there are also various kinds of problems faced, both in terms of students, teachers, and in terms

of the facilities and infrastructure in the school. In terms of facilities and infrastructure, one of them is limited classroom space. Adequate and sufficient classroom space is an important factor in creating conducive conditions for students when studying (Wicaksana, 2016). However, in some cases, there is a lack of classroom space in elementary schools which can have a negative impact on students' conduciveness to learning.

Based on research conducted in the field of education, there is a number of empirical evidence that shows the negative impact of a lack of classroom space on students' conduciveness to learning. Several studies have found that crowded and cramped classrooms can cause problems with concentration, less than optimal interactions between students and teachers, and feelings of discomfort for students. This can hinder the learning process and reduce the quality of education provided (Kaltsum, 2019; Widyastono, 2007).

Additionally, a lack of classroom space can also impact student health and safety. If the classroom is too full, the possibility of accidents such as falls or bumps is higher. This may result in injury to students and create an unsafe environment for them (Wardana & Rulyansah, 2019). In a legal context, a lack of classrooms in elementary schools can violate children's educational rights guaranteed in various international and national legal instruments. For example, Article 28A paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that every child has the right to education. (Hamer, 2000; Milner IV & Tenore, 2010). Apart from that, the UN Convention on the Rights of the Child which has been ratified by Indonesia also guarantees the right to quality education for children, including the right to an adequate classroom.

Apart from that, various educational regulations and policies in Indonesia also emphasize the importance of adequate classrooms. For example, Minister of Education and Culture Regulation no. 66 of 2013 concerning Standards for Classrooms and Educational Laboratories sets requirements regarding the size and facilities that must be in classrooms in elementary schools.

In a juridical context, it is important for the government and related stakeholders to ensure the fulfillment of children's educational rights by providing adequate classrooms in elementary schools. This needs to be supported by adequate policies and budget allocations to repair or build classrooms that suit children's educational needs (Colmar & Double, 2017; Warshauer, 2015). The aim of this research is to gain a deeper understanding of the impact of a lack of classroom space on students' conduciveness to studying in elementary schools. Therefore, referring to the problems that have been mentioned in previous research to provide a better understanding of the lack of classrooms in elementary schools on the conduciveness of students when learning, the researcher tries to explain in more detail the impact on the quality of learning, the disruption that occurs to the conduciveness of learning. The psychological impact of a lack of classroom space and solutions and implications for education policy.

2. RESEARCH METHODS

This research uses a qualitative descriptive research method. The qualitative descriptive research method is a research method that explains or presents data from the results of research that has been carried out (Sugiyono, 2019). A qualitative approach will help in collecting more detailed and contextual data about students' experiences in situations of lack of classroom space. This method allows researchers to understand the processes and meanings involved in these conditions. This research contains analyzing the impact of the lack of classrooms in elementary schools on students' conduciveness to learning. Data collection in qualitative descriptive research can involve various techniques, such as interviews, observation, and document analysis. Interviews with students, teachers and school staff can provide direct insight into their experiences with the lack of classroom space. Observations in the classroom can help directly observe the physical conditions of the classroom and student interactions in it. Analysis of documents such as school reports, policies, or related documentation can also provide additional context.

3. RESULTS AND DISCUSSION

3.1 Definition of Classroom

The classroom is a room used by teachers and students during class hours. Classrooms consist of chairs and tables in accordance with the number of students in a class, a blackboard located at the front of the class, and other supporting infrastructure. The number of elementary school students in one class has been determined by the government as stated in Government Regulation Number 74 of 2008 concerning Teachers, article 17 which states that the ratio between the number of elementary school students and teachers is 20:1. In fact, there are still many schools that have more students in one class, this of course has a big influence on the condition or atmosphere of the class during class hours. (Wardana & Rulyansah, 2019).

3.2. Impact of T on Learning Quality

Classrooms and student management in the classroom are important for creating conducive learning conditions. Classrooms are quite important facilities in a school, with a sufficient number of classrooms can be one of the conducive factors for a class in learning. Schools that have far from enough classrooms and students a lot thus placing students in one class beyond the normal limit, resulting in an influential impact on the learning process (Is & Model, 2006; Rinda & Indrastana, 2020). This can lead to a lack of bonding between

teachers and students due to too many students in the class, lesson hours being shortened because they have to take turns with the next class so that less material is conveyed, and lack of student concentration during the lesson hours.

3.3 Disruption to Learning Conduciveness

In learning, a conducive atmosphere is needed to help the students themselves. A conducive atmosphere can be achieved when the learning atmosphere is calm, thereby helping students absorb the material being studied. One factor in getting a conducive atmosphere is the number of students. If the number of students in a class is said to be normal, a conducive atmosphere can be achieved, because the teacher does not feel overwhelmed and can manage the students, but too many students can cause an atmosphere that is far from conducive. (Lazarides et al., 2020). Because the large number of students placed in a class causes a noisy atmosphere, the heat due to the large number of students causes an uncomfortable atmosphere, and there is a lack of space for movement or physical interaction in the classroom because in elementary school, students are more active, but with the large number of students in class of things related to a conducive atmosphere is far to be achieved.

3.4 Psychological Impact

A lack of classroom space can lead to an atmosphere where children feel stressed and anxious. They may experience stress or worry about experiencing physical discomfort, jostling for a seat, or difficulty connecting with classmates. Anxiety is a type of personal emotion related to feeling uncomfortable about something. Anxiety with a manageable level of intensity can be seen as motivating, but if it becomes very strong and dangerous, it can affect the person concerned and disrupt his physical and mental well-being. Sigmund (Eggen & Kauchak, 2016) claims that there are three categories of anxiety:

1. Fear of real risks or dangers that exist in the outside world or environment is known as realistic anxiety.
2. Neurotic anxiety is the worry that an individual's instincts will take over and lead them to act in ways that could result in punishment. Fear of the consequences of acting on instinct rather than actual instinct is the cause of neurotic anxiety. Due to his early experiences with punishment and threats from his parents and other adults in positions of authority if he engaged in impulsive behavior, he eventually developed neurotic anxiety.
3. Moral anxiety, especially the superego's fear of conscience. If they act unethically or think unethically, people with a strong superego often feel guilty or ashamed about it. The same situations that cause neurotic anxiety also cause moral worry.

Anyone and anywhere can experience anxiety, including students in the classroom. Students may have realistic concerns, neurotic anxieties, or moral anxieties at school. To evaluate whether a student suffers from anxiety or not, a careful analysis is required, in which the symptoms of anxiety as well as the underlying causes and influencing variables must be identified. However, it should be understood that visible signs of anxiety are only a small part of the real problem. Robert in (Bell & McKenzie, 2013).

Various situations at school can make students anxious. Anxiety arising from curricular aspects can be caused by variables including curriculum objectives that are too ambitious, a learning environment that is less conducive, giving assignments that are too detailed, and an assessment system that is strict and unfair. Likewise, student nervousness is the result of elements related to the teacher, including the teacher's unfriendly, angry, bitchy and incompetent attitudes and behavior. Student anxiety can also be caused by the use of rigid school rules that prioritize punishment, a hostile school environment, and inadequate learning infrastructure and resources. This is the result of the school administration aspect. Anxiety is considered an obstacle to learning that can interfere with a person's cognitive abilities, including their ability to focus, remember, develop concepts and solve problems. Symptoms of anxiety at both chronic and acute levels can manifest as somatic (physical) disorders, including gastrointestinal problems, frequent urination, migraines, heart problems, tightness in the chest, tremors, and even fainting.

Insufficient classroom space also has a psychological effect on students' social interactions, in addition to feeling worried. Because individuals may feel crowded or distracted by other students, space restrictions may create conflict or tension between students. individuals may also discourage social interaction and encourage passive rather than active involvement in classroom activities. Because there isn't enough space for everyone to walk around and collaborate effectively, students may be hesitant to join in group discussions or collaborations.

3.5 Alternative Solutions

1. Utilize existing school facilities

Planning the classroom layout well helps maximize the use of available space. Make sure there is enough space for each student and that tables and chairs are positioned well. Use wall space to hang

student work or learning resources. Consider using a multi-purpose room at school, such as a gym or gym, occasionally as additional classroom space. Large group study sessions and other unique activities can be held in the multi-purpose room.

2. Create a productive study plan.

To ensure that classrooms are used optimally, schools can create effective learning schedules. Create a schedule that allows students to use the classroom in shifts. To make maximum use of available space, for example, different classes might use the classroom at different times.

3. Learning outside the classroom

Utilize areas outside the classroom for learning. Use school gardens or other open spaces for project-based learning, group discussions, and outdoor learning activities. As a result, classrooms may not be as crowded.

4. Technology in learning

As we become accustomed to technology-based learning after the Covid 19 pandemic, integrating technology in the classroom such as online teaching or the use of mobile devices can help minimize the need for substantial physical space. For more flexible learning access, students can use gadgets provided by the school or bring their own.

4. CONCLUSION

Facilities and infrastructure, especially classrooms, are very influential factors for the success of the learning process in schools. Facilities and infrastructure must be supportive if schools want to produce quality students. If the facilities and infrastructure, especially classrooms, are inadequate, it will cause various problems. If there are not enough classrooms in a school, there will be an overload of students in one class. This can make children anxious or even stressed because they are uncomfortable being in a room with too many students. This causes the learning process to be ineffective so that the learning outcomes are less than optimal. Therefore, schools must be able to look for other alternatives so that the learning process continues well even though there is still a lack of classroom facilities.

ACKNOWLEDGEMENT

Thank you to the parties involved in completing the article assignment entitled " Analysis of the Impact of Lack of Classrooms on Student Conduciveness When Learning".

BIBLIOGRAPHY

- Bell, H.D., & McKenzie, V. (2013). Perceptions and Realities: The Role of School Psychologists in Melbourne, Australia. *The Australian Educational and Developmental Psychologist* , 30 (1), 54–73. <https://doi.org/10.1017/edp.2013.1>
- Colmar, S., & Double, K. (2017). Working Memory Interventions With Children: Classrooms or Computers? *Journal of Psychologists and Counselors in Schools* , 27 (2), 264–277. <https://doi.org/10.1017/jgc.2017.11>
- Darmadi, H. (2018). *Introduction to Education; A Basic Concept, Theory, Strategy and Implementation* . Alfabet.
- Djamaluddin, A. (2014). Philosophy of Education. *Istiqra': Journal of Islamic Education and Thought* .
- Eggen, P.D., & Kauchak, D.P. (2016). Educational psychology: Windows on Classrooms. In *Annual review of psychology* (10th ed., Vol. 4). Pearson Education Limited. <https://doi.org/10.1146/annurev.ps.04.020153.002131>
- Hamer, L. (2000). The Additive Effects of Semistructured Classroom Activities on Student Learning: An Application of Classroom-Based Experiential Learning Techniques. *Journal of Marketing Education* , 22 (1), 25–34. <https://doi.org/10.1177/0273475300221004>
- Is, W., & Model, C. M. (2006). *Models and Tools of Classroom Management What Is a Classroom Management Model?* (pp. 1–6).
- Kalsum, HU (2019). Humane Education Through Thematic Learning. *Journal of Education and Culture* , 2 (1), 54–66.
- Lazarides, R., Watt, H. M. G., & Richardson, P. W. (2020). Teachers' classroom management self-efficacy, perceived classroom management and teaching contexts from beginning to mid-career. *Learning and Instruction* , 21 (4), 89–99. <https://doi.org/10.1016/j.learninstruct.2020.101346>
- Mardianto, M. (2012). *Educational Psychology: Foundations for Developing Learning Strategies* (1st ed.). PRIME PUBLISHING.
- Milner IV, H.R., & Tenore, F.B. (2010). Classroom Management in Diverse Classrooms. *Urban Education* . <https://doi.org/10.1177/0042085910377290>
- Rinda, RK, & Indrastana, NS (2020). The crucial elements of classroom management. *JEAPCo Journal of English in Academic and Professional Communication* , 6 (2), 1–7.

- Sadiman, AS et al. (2011). *Educational Media: Definition, Development and Use* . Rajawali Press.
- Sodiq, M.J. (2017). Al-Ghazali's Educational Thought. *LITERACY (Journal of Educational Sciences)* , 7 (2), 136. [https://doi.org/10.21927/literasi.2016.7\(2\).136-152](https://doi.org/10.21927/literasi.2016.7(2).136-152)
- Sugiyono. (2019). *Educational Research Methods* (5th ed.). PT Rineka Cipta.
- Toyamah, N., & Usman, S. (2015). Education Budget Allocation in the Era of Regional Autonomy: Implications for the Management of Basic Education Services. *Journal of Economics and Business Education* , III (I).
- Wardana, L.A., & Rulyansah, A. (2019). Development of Thematic Based Classroom Models in Elementary Schools. *Elementary Schools: A Study of Educational Theory and Practice* , 28 (2), 125–134. <https://doi.org/10.17977/um009v28i22019p125>
- Warshauer, H. K. (2015). Productive struggles in middle school mathematics classrooms. *Journal of Mathematics Teacher Education* , 18 (4), 375–400. <https://doi.org/10.1007/s10857-014-9286-3>
- Wicaksana, A. (2016). The Concept of Education According to Al Ghazali. *Journal of Islamic Educational Management* , 1 (2), 1–14. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>
- Widyastono, H. (2007). Organizer of Inclusive Education for Children with Disabilities. *Journal of Education and Culture* , 13 (6), 314–324.