At-Tasyrih Jurnal Pendidikan dan Hukum Islam, 12 (2) – Nov 2026 231-243

E-ISSN 2502-2997
P-ISSN 2461-0410

CLASSROOM ENVIRONMENT ARRANGEMENT IN SUPPORTING THE LEARNING MOTIVATION OF GRADE IV ELEMENTARY SCHOOL STUDENTS AT UPTD SDN SINDANGJAYA

Salman Abdullah Mu'arif[1], Vina Aulia[2], Nur Areefa[3], Siti Raudatul Janah[4], Dewi Nopasari[5]
[12345] *Institut Agama Islam Al-Zaytun Indonesia, Indonesia*

Corresponding Author: Salman Abdullah Mu'arif E-mail: slowtlor@gmail.com

Received: Oct 23, 2026	Revised: Nov 02, 2026	Accepted: Nov 11, 2026	Online: Nov 14, 2026

ABSTRACT
The classroom environment is an important part of the learning process in elementary education. The arrangement of desks and chairs, educational displays, learning media, and reading facilities can provide a setting that supports students' participation in classroom activities. This study aimed to describe the classroom environment arrangement and examine the teacher's perspective on its role in supporting the learning motivation of Grade IV students at UPTD SDN Sindangjaya, Indramayu, West Java, Indonesia. A descriptive qualitative approach was employed. The data were collected through a semi-structured interview with the Grade IV teacher, Mrs. Mala, which lasted approximately 30 minutes on Wednesday, October 21, 2026. A brief observation was also conducted during a Mathematics lesson at approximately 8:00 a.m. on the same day. The data were analyzed through data condensation, data display, and conclusion drawing. The interview revealed that desks and chairs were arranged in rows facing the blackboard to help students follow the teacher's explanations. Educational decorations, learning media, educational messages, and a simple reading corner were also reported as parts of the classroom environment. The teacher perceived that students generally felt comfortable and that some showed interest in the displayed learning materials. The observation notes described the classroom atmosphere as lively, with students appearing enthusiastic during the lesson. Nevertheless, the observation was brief and did not document specific student behaviors in sufficient detail. The findings indicate that classroom arrangement is viewed by the teacher as one element that may support learning activities. They do not establish a direct causal relationship between classroom arrangement and students' learning motivation.

Keywords: *classroom arrangement; learning environment; learning motivation; elementary education; classroom management*

Journal Homepage https://ejournal.unisbajambi.ac.id/index.php/attasyrih/index
This is an open access article under the CC BY SA license
https://creativecommons.org/licenses/by-sa/4.0/
How to cite: Mu'arif, S. A., Aulia, V. ., Areefa, N. ., jannah, S. R., & Nopasari, D. (2026). CLASSROOM ENVIRONMENT ARRANGEMENT IN SUPPORTING THE LEARNING MOTIVATION OF GRADE IV ELEMENTARY SCHOOL STUDENTS AT UPTD SDN SINDANGJAYA. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, *12*(2), 231–243. https://doi.org/10.55849/attasyrih.v12i2.600
Published by: Pusat Penelitian dan Pengabdian Masyarakat, Universitas Islam Batang Hari

INTRODUCTION

The classroom is one of the main environments in which elementary school students spend their time at school. Students use this space to listen to explanations, complete assignments, interact with classmates, and take part in various learning activities. For that reason, the physical condition of a classroom deserves attention as part of the educational process. A classroom is not merely a place where teaching takes place; its organization can also influence how comfortably students participate in learning.

Several physical elements contribute to the condition of a classroom learning environment. These include the arrangement of desks and chairs, the availability of space for movement, the placement of learning materials, educational displays, reading facilities, cleanliness, lighting, and ventilation. Each element has a practical function. Desks and chairs, for example, need to be arranged so that students can see instructional materials and follow explanations. Learning displays should be relevant to the subjects being taught, while reading facilities should be accessible to students. Classroom arrangement therefore needs to consider both the appearance of the room and its usefulness for everyday learning activities.

Learning motivation is another important aspect of elementary education. Students who are motivated to learn may demonstrate willingness to participate in classroom activities, pay attention to explanations, complete assignments, and continue working when they encounter difficulties. These behaviors, however, should not be interpreted separately from the learning situation. Student participation may also be influenced by teaching methods, the subject being studied, relationships with classmates, individual characteristics, and other classroom conditions. A particular behavior observed during one lesson cannot automatically represent a student's overall level of motivation.

The relationship between the physical classroom environment and learning motivation has received attention in previous studies. Satriaji et al., (2025) examined the role of the physical classroom environment in supporting IPAS learning motivation among Grade IV students. The aspects discussed in their study included classroom conditions and facilities, providing a relevant reference for examining the physical learning environment at the elementary level. Vijapur et al., (2021) focused on seating arrangements and elementary students' learning motivation. This topic is relevant because the position of desks and chairs is one of the most visible elements of classroom organization.

Other studies have considered the broader classroom climate. Kilbourne et al., (2017) discussed the relationship between a supportive classroom climate and students' learning motivation. Faozi et al., (2025) also examined motivational climate theory, including the roles of classroom motivational support and learning environments. These works provide a conceptual basis for understanding that students' learning experiences are shaped by more than the physical appearance of a classroom. The teacher's role, classroom interactions, and the atmosphere created during instruction are also relevant.

Reading facilities represent another feature that can be considered when examining classroom environments. Rahmani Riyadi et al., (2021) discussed the implementation of reading corners in developing elementary students' reading interest.(Haya, (2025) examined

the management of classroom reading corners at the elementary school level. Related discussions can also be found in Widiastuti et al., (2020), Pambudi & Nisa, (2026), and Robinson, (2023), whose studies address reading corners and their use in supporting students' reading interests or literacy. These studies provide a basis for considering a reading corner as one possible learning resource. Its presence alone, however, does not demonstrate that students use it regularly. Accessibility, the availability of reading materials, and the way teachers introduce the facility are also important considerations.

Research on the school environment has also considered its relationship with students' learning experiences. Cents-Boonstra et al., (2022) examined the influence of the school environment on motivation to learn Indonesian in elementary schools. Such research indicates that the learning environment is a relevant subject for educational inquiry. At the same time, findings from other schools should not be directly applied to UPTD SDN Sindangjaya. Each school has its own classroom conditions, facilities, student characteristics, and teaching practices. A description of the classroom at the research site must therefore be based on information collected directly from that setting.

At UPTD SDN Sindangjaya, the Grade IV classroom provides a specific context for examining how the learning environment is organized. The initial attention of this study was directed toward classroom seating, educational decorations, learning media, educational messages, and the availability of a reading corner. These features are relevant because they relate to the way students use and experience their classroom. Their educational value, however, needs to be considered in relation to their actual arrangement and use rather than their appearance alone.

A classroom display, for instance, may make the room look more attractive, but its educational function depends on whether its content is relevant and accessible to students. The same consideration applies to a reading corner. A collection of books may provide an opportunity for reading, although the facility's contribution to learning depends on whether students can access and use the materials. Classroom furniture also needs to be arranged according to the number of students, available space, and the teacher's instructional needs.

The teacher's perspective is important in understanding these conditions. As the person who manages the classroom, the teacher can explain the reasons for choosing a particular seating arrangement, selecting learning displays, and providing classroom facilities. The teacher can also describe the challenges involved in maintaining cleanliness, order, and a comfortable learning atmosphere. Such information can complement direct observation of the classroom.

This study focuses on three questions: (1) How is the Grade IV classroom environment at UPTD SDN Sindangjaya arranged? (2) How does the classroom teacher describe the role of classroom features in supporting students' learning motivation? and (3) What general responses or forms of student engagement were recorded during the classroom observation? In line with these questions, the study aims to describe the classroom arrangement and explore the teacher's perspective on its potential role in supporting learning activities.

The study does not aim to measure the effect of classroom arrangement or prove that a particular classroom feature increases learning motivation. Instead, it provides a contextual description based on a teacher interview and a brief classroom observation. By distinguishing the teacher's explanations from the researcher's observation notes, the study seeks to present findings that remain consistent with the available evidence.

RESEARCH METHODOLOGY

Research Design

This study used a descriptive qualitative approach. The approach was selected because the research focused on describing the classroom environment and understanding the teacher's perspective regarding its role in supporting students' learning activities. The study did not involve an experimental treatment or quantitative measurement of learning motivation. Its main purpose was to describe the existing classroom arrangement and present information obtained from the teacher and the classroom observation (Tobia et al., 2022).

A descriptive qualitative design was considered appropriate for examining the research setting in its actual condition. Through this approach, the researcher could organize information about classroom facilities, seating arrangements, educational displays, and the teacher's experiences in managing the classroom. The findings were presented descriptively rather than as statistical evidence of a relationship between classroom arrangement and learning motivation (Rofi'ah et al., 2026).

Research Location and Participant

The research was conducted in the Grade IV classroom at UPTD SDN Sindangjaya, located in Karangtumaritis, Haurgeulis District, Indramayu Regency, West Java, Indonesia. The classroom was selected because the study focused on the organization of the learning environment at the elementary school level.

The main participant was Mrs. Mala, the Grade IV classroom teacher. She was selected because of her direct experience in organizing the classroom, using learning facilities, and observing students during classroom activities. Her explanations provided information about the purpose of the seating arrangement, the use of educational displays and learning media, the reading corner, and the challenges of maintaining classroom conditions.

The interview was conducted on Wednesday, October 21, 2026, and lasted approximately 30 minutes. A brief classroom observation was also carried out on the same date at approximately 8:00 a.m. during a Mathematics lesson. No student interviews were included in the data collection described in this study.

Data Collection Techniques

Data were collected through two techniques: a semi-structured interview and classroom observation. Both techniques were used to obtain information relevant to the research questions.

1. Semi-structured interview

The interview was conducted with the Grade IV teacher to obtain information about the classroom arrangement and its intended educational purposes. The questions addressed the placement of desks and chairs, the use of classroom decorations and learning media, the availability of a reading corner, and the educational messages displayed in the classroom.

The teacher was also asked to describe students' responses to the classroom environment and the difficulties encountered in maintaining classroom cleanliness and order. The semi-structured format allowed the researcher to explore the teacher's explanations while keeping the discussion focused on the research topic (Barrett et al., 2015).

2. Classroom observation

A brief observation was conducted during a Mathematics lesson. The observation focused on the general classroom environment, including the arrangement of desks and chairs, the classroom atmosphere, and students' general responses during the lesson. The observation notes described the atmosphere as lively and the students as appearing enthusiastic.

The observation was limited to the conditions recorded during the visit. Specific behaviors such as the frequency of students' questions, participation in discussions, completion of assignments, or attention throughout the lesson were not documented in sufficient detail. These behaviors were therefore not presented as established findings in this article.

Research Instruments

The research instruments consisted of an interview guide and observation notes. The interview guide was used to keep the discussion with the teacher related to the research focus. It covered classroom organization, the purpose of learning facilities, students' general responses as perceived by the teacher, and challenges in maintaining the classroom environment.

Observation notes were used to record the classroom situation during the Mathematics lesson. The notes provided a descriptive account of the general atmosphere at the time of the observation. The use of these two instruments helped the researcher distinguish information reported by the teacher from information recorded directly during the classroom visit.

Data Analysis

The data were analyzed descriptively through three stages: data condensation, data display, and conclusion drawing.

The first stage, data condensation, involved selecting and organizing information from the interview and observation notes. The information was grouped according to the main research topics: classroom arrangement, learning facilities, the teacher's perspective, and the general classroom atmosphere.

During data display, the organized information was presented in descriptive paragraphs. The teacher's explanations were separated from the researcher's observation

notes so that perceptions were not presented as direct observations. This distinction was particularly important when discussing students' responses and learning motivation.

The final stage was conclusion drawing. The researcher identified the main points from the interview and observation and interpreted them in relation to the research objectives. The conclusions were limited to the information available from the two data collection techniques. The findings were not used to claim that classroom arrangement directly causes an increase in students' learning motivation.

Research Ethics and Limitations

The teacher's permission to conduct the interview was obtained. Information from the interview and observation was used in accordance with the focus of the study. The article does not disclose personal information about students.

Several limitations should be considered when interpreting the findings. The study involved one teacher interview and a brief classroom observation during a single Mathematics lesson. Consequently, the data provide an initial description of the classroom environment rather than a comprehensive account of classroom conditions throughout the school day. The limited observation also restricts the extent to which students' learning motivation can be interpreted from their behavior.

RESULTS AND DISCUSSION

Classroom Environment Arrangement in Grade IV

The interview with Mrs. Mala provided information about the way the Grade IV classroom was organized. One of the main aspects discussed was the arrangement of desks and chairs. According to the teacher, the desks and chairs were placed in rows facing the blackboard. This arrangement was intended to help students follow the teacher's explanations and direct their attention toward the instructional area.

The teacher also explained that space between desks was considered important. Sufficient space allowed students and the teacher to move around during learning activities. This consideration shows that classroom arrangement was not only related to the position of furniture but also to the practical needs of classroom activities. Students need space to move, while teachers need access to different parts of the classroom when assisting students.

A row-based seating arrangement can make it easier for students to face the board and follow explanations delivered from the front of the classroom. At the same time, the suitability of this arrangement depends on the available room size, the number of students, and the type of learning activity. Activities that require group discussion, for example, may need a different seating arrangement from activities that focus on teacher explanations. The teacher's explanation indicates that the existing arrangement was intended to support the classroom's regular learning activities.

Classroom decorations and learning media were also discussed during the interview. The teacher explained that educational materials were used to make the classroom more attractive and to provide support for learning. Motivational posters and materials related to school subjects were among the features described by the teacher. Their presence suggests

that classroom displays were considered not only as decoration but also as part of the learning environment.

Educational displays can provide information that students may encounter outside direct teacher explanations. Subject-related materials may serve as visual reminders of topics discussed during lessons, while motivational messages can communicate values related to learning and classroom behavior. However, the usefulness of these displays depends on their content, placement, and relevance to students' learning needs. A display that is placed where students can see it may be more accessible than material that is difficult to notice or read.

The teacher also reported that a simple reading corner was available in the classroom. It contained several reading books that students could use during free time or before lessons began. The reading corner was intended to provide students with access to reading materials beyond the textbooks used during regular lessons.

The availability of a reading corner is relevant to classroom organization because it provides an additional learning resource within the classroom. Puspitasari et al., (2021) and Manca et al., (2020) discussed classroom reading corners in relation to students' reading interest and the management of reading facilities. Pambudi & Nisa, (2026), Satriaji et al., (2025), and Robinson, (2023) also addressed the use and management of reading corners in elementary education. These studies provide a broader context for considering the reading corner as a potential learning resource.

In the present study, however, the information about the reading corner was obtained from the teacher's explanation. The available observation notes do not provide detailed information about how frequently students used the books or which materials they preferred. It is therefore more appropriate to describe the reading corner as an available facility intended to support reading activities, rather than to conclude that it had already increased students' reading interest.

Educational messages were another feature mentioned by the teacher. These messages were intended to remind students about learning, discipline, responsibility, and mutual respect. Their function was related to the broader classroom environment because the messages communicated expectations and values that could be reinforced during daily activities.

Overall, the interview described a classroom environment consisting of a row-based seating arrangement, educational decorations, learning media, educational messages, and a simple reading corner. Each feature had a different intended function. Furniture arrangement was related to visibility and movement, learning media and displays were related to instructional support, and the reading corner provided access to additional reading materials.

Teacher's Perspective on Classroom Arrangement and Learning Motivation

The teacher's perspective provides an important part of the findings because she is directly involved in managing the classroom. During the interview, Mrs. Mala generally described students as feeling comfortable with the existing classroom arrangement. She also reported that students showed interest in classroom decorations and learning media.

The teacher's explanation suggests that classroom comfort was one of the considerations in organizing the learning environment. A classroom that allows students to see the blackboard and move around can help support the practical requirements of learning. Comfort, however, does not depend on furniture arrangement alone. Classroom cleanliness, available space, the condition of learning facilities, and the way classroom activities are managed may also contribute to students' experiences.

Mrs. Mala also explained that students appeared more interested in the classroom environment after the room had been arranged more neatly and supplemented with motivational messages and learning media. According to her account, some students showed attention to educational messages and materials related to the lessons. This information represents the teacher's experience and perception. It should not be treated as a measured change in students' motivation because the study did not use a motivation scale or repeated observations before and after classroom improvements.

The teacher's account is consistent with the general idea that the classroom environment can provide support for learning activities. A seating arrangement that helps students see instructional materials, displays that are related to lesson content, and accessible reading materials may create opportunities for students to interact with the classroom environment. Barrett et al., (2017) and Haya, (2025) provide relevant research contexts concerning physical classroom conditions and seating arrangements in relation to learning motivation. The present study, however, uses a descriptive qualitative approach and does not test the effects of these features.

The teacher also identified several challenges in maintaining the classroom environment. Limited space and facilities were among the conditions that made classroom organization difficult. The availability of learning media was another consideration because additional materials could support classroom activities, but their provision depended on the facilities available at school.

Maintaining cleanliness and order also required attention. According to the teacher, some students occasionally needed reminders to organize and take care of classroom facilities. This suggests that classroom management involves not only the teacher's decisions but also students' participation in maintaining the shared learning space.

Students' individual habits and characteristics may influence how they respond to classroom rules and facilities. Some students may follow classroom routines consistently, while others may need repeated guidance. For that reason, maintaining a comfortable learning environment requires regular attention and cooperation between teachers and students.

The teacher's perspective also needs to be understood in relation to the broader classroom climate. Faozi et al., (2025) discussed a supportive classroom climate in relation to students' learning motivation, while Robinson, (2023) examined motivational support and classroom climate. These works indicate that the learning environment should not be reduced to physical arrangement alone. Interactions, classroom expectations, and the teacher's support are also relevant when discussing students' learning experiences.

The findings from the interview therefore show that the teacher viewed classroom arrangement as one of the elements that could support learning activities. At the same time, the teacher recognized that student responses were influenced by other factors, including teaching methods and individual habits. This recognition is important because it prevents the classroom environment from being treated as the only factor associated with students' motivation.

General Classroom Atmosphere During Learning Activities

The classroom observation was conducted on Wednesday, October 21, 2026, at approximately 8:00 a.m. during a Mathematics lesson. The observation notes described the classroom atmosphere as lively and the students as appearing enthusiastic during the learning activities.

These notes provide an initial description of the classroom situation at the time of the visit. They indicate that the learning atmosphere was not described as passive or quiet. Nevertheless, the available notes do not provide detailed records of individual student actions. For this reason, the description should remain at the level of the general classroom atmosphere.

A lively classroom atmosphere can have different meanings depending on the learning situation. It may be associated with active participation, interaction, and responses to the teacher. It may also occur when students are talking about matters unrelated to the lesson. The atmosphere alone is therefore insufficient to determine whether students have high or low learning motivation.

A more detailed assessment would require specific behavioral records. Such records could include whether students answered questions, asked for clarification, completed assigned tasks, followed the teacher's explanations, or used learning materials during the lesson. These indicators would need to be recorded systematically and across more than one learning situation to provide a stronger description of student engagement.

The teacher's interview and the observation notes provide two different forms of information. The interview presents the teacher's experience and interpretation of students' responses to the classroom environment. The observation, on the other hand, records the general atmosphere during one lesson. Both sources are useful, but they should not be treated as interchangeable.

The teacher's statement that students generally felt comfortable and showed interest in classroom displays represents her perspective. The observation notes describing students as appearing enthusiastic represent the researcher's initial impression during the classroom visit. Neither source alone is sufficient to establish that classroom arrangement directly increased learning motivation.

This distinction is particularly important because motivation is not always visible through one behavior or one short observation. A student may appear attentive during one lesson but experience difficulties with another subject. Similarly, a lively classroom does not necessarily mean that every student is actively engaged. Further observations across different lessons and activities would be needed to describe student engagement more comprehensively.

The Potential Role of Classroom Features in Supporting Learning Activities

The findings indicate that several classroom features were considered relevant by the teacher. These features included the seating arrangement, educational displays, learning media, educational messages, and the reading corner. Their potential contribution can be understood through the functions they were intended to serve.

The seating arrangement was intended to help students follow the teacher's explanations and allow movement around the classroom. Its suitability depends on the classroom's physical conditions and the activities being conducted. A row arrangement may be useful when students need to face the blackboard, while other activities may require students to work in groups or interact more directly with one another. Teachers therefore need to consider the purpose of each lesson when deciding whether the existing arrangement is appropriate.

Learning media and educational displays can provide visual support for classroom instruction. Materials related to subject content may help students encounter information in more than one form. Educational messages may also remind students of classroom expectations and positive values. Their usefulness, however, depends on whether the materials are relevant, understandable, and integrated into classroom activities.

The reading corner provides another possible opportunity for learning. Books placed in an accessible area may allow students to read outside the main teaching activities. The teacher reported that students could use the facility during free time or before lessons began. To understand its actual use, further observation would need to record when students visit the reading corner, how they select books, and whether the facility is incorporated into classroom routines.

Classroom cleanliness and order are also important considerations. Learning facilities may be available, but their usefulness can be reduced if they are not maintained properly. The teacher's explanation that some students still needed reminders indicates that maintaining the classroom environment was an ongoing process. Involving students in simple classroom responsibilities may help them understand that the learning space is shared and needs to be cared for together.

The findings also point to the importance of matching classroom improvements with actual educational needs. Adding decorations or learning media should not become an end in itself. Teachers need to consider whether the materials are relevant to the lesson, whether students can access them, and whether the classroom layout allows learning activities to take place comfortably. A simple facility that is used meaningfully may be more useful than a large number of displays that receive little attention.

The teacher suggested that the reading corner could be improved, additional engaging learning media could be provided, and classroom facilities could be rearranged to make the room feel more spacious and comfortable. These suggestions reflect practical opportunities for developing the classroom environment. They also show that classroom arrangement is not a fixed condition but may be adjusted according to the needs of students and the learning activities.

The role of students should also be considered in maintaining the classroom. Teachers can guide students to keep materials in their proper places, maintain cleanliness, and use learning facilities responsibly. These activities are part of classroom management and can help students become involved in caring for their learning environment.

Taken together, the findings suggest that classroom arrangement was viewed by the teacher as one element that may support classroom learning. The physical arrangement, learning resources, educational displays, and classroom routines each have potential functions. Their actual contribution to students' motivation, however, cannot be determined from the limited data collected in this study.

Research Limitations and Directions for Further Study

The findings need to be interpreted in light of the study's limitations. First, the data were obtained from one interview with the Grade IV teacher. The teacher's account provides useful information about classroom management, but it does not represent every student's individual experience. Students may have different preferences and experiences when using classroom facilities.

Second, the classroom observation was brief and conducted during one Mathematics lesson. The notes described the general classroom atmosphere but did not record specific student behaviors in sufficient detail. As a result, the observation cannot provide a comprehensive assessment of students' learning motivation.

Third, the study did not include repeated observations or a comparison of classroom conditions before and after a particular arrangement was introduced. It therefore cannot establish whether changes in classroom organization led to changes in students' motivation. Other factors, such as teaching methods, lesson content, peer interactions, and individual student characteristics, may also influence classroom participation.

Future research could address these limitations by conducting observations across several lessons and different learning activities. Researchers could also use a more detailed observation guide to record student participation, attention, interaction with learning materials, and use of the reading corner. Interviews with students could provide additional information about their experiences, provided that the necessary school permissions and consent procedures are fulfilled.

Further studies may also examine how teachers adapt classroom arrangements for different instructional purposes. A comparison of individual seating, group seating, and other arrangements could provide a more detailed understanding of how classroom organization relates to student participation. Such research would need an appropriate design and sufficient data before making claims about changes in learning motivation.

CONCLUSION

This study described the classroom environment arrangement and the teacher's perspective on its potential role in supporting the learning motivation of Grade IV students at UPTD SDN Sindangjaya. Based on the interview with Mrs. Mala, the classroom environment included desks and chairs arranged in rows facing the blackboard, educational decorations, learning media, educational messages, and a simple reading corner.

The seating arrangement was intended to help students follow the teacher's explanations and provide space for movement during learning activities. Educational displays and learning media were used to make the classroom more attractive and provide learning support. The reading corner provided access to several books that students could use during free time or before lessons began.

The teacher generally perceived that students felt comfortable with the classroom environment and that some showed interest in educational messages and learning materials. She also identified challenges related to limited space, facilities, learning media, cleanliness, and students' individual habits. These findings indicate that classroom arrangement requires attention not only to physical facilities but also to classroom management and student participation in maintaining the learning space.

The brief observation during a Mathematics lesson described the classroom atmosphere as lively and the students as appearing enthusiastic. However, specific student behaviors were not documented in sufficient detail. Therefore, the observation cannot be used as definitive evidence of increased learning motivation.

The study concludes that classroom arrangement was viewed by the teacher as one element that may support learning activities. It does not establish a direct causal relationship between classroom arrangement and students' learning motivation. Further research involving more systematic observations, additional sources of information, and a longer data collection period is needed to examine students' responses and the use of classroom facilities in greater depth.

REFERENCES

Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. *Building and Environment*, *89*, 118–133. https://doi.org/10.1016/j.buildenv.2015.02.013

Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2017). The holistic impact of classroom spaces on learning in specific subjects. *Environment and Behavior*, *49*(4). https://doi.org/10.1177/0013916516648735

Cents-Boonstra, M., Lichtwarck-Aschoff, A., Lara, M. M., & Denessen, E. (2022). Patterns of motivating teaching behaviour and student engagement: A microanalytic approach. *European Journal of Psychology of Education*, *37*, 227–255. https://doi.org/10.1007/s10212-021-00543-3

Faozi, I., Ramadhani, T., Deborah, Janah, Z. W., & Mustikaati, W. (2025). Analysis of the Influence of a Supportive Classroom Climate on Students' Learning Motivation. *Jurnal Pendidikan Dasar Dan Keguruan*, *10*(02), 193–203. https://doi.org/10.47435/jpdk.v10i02.3833

Haya, H. (2025). Exploring the Role of Seating Layouts in Enhancing Elementary Students' Learning Motivation: Evidence from a Controlled Study. *AL-ISHLAH: Jurnal Pendidikan*, *17*(2). https://doi.org/10.35445/alishlah.v17i2.7121

Kilbourne, J. R., Scott-Webber, L., & Kapitula, L. R. (2017). An activity-permissible classroom: Impacts of an evidence-based design solution on student engagement and movement in an elementary school classroom. *Children, Youth and Environments*, *27*(1). https://doi.org/10.7721/chilyoutenvi.27.1.0112

Manca, S., Cerina, V., Tobia, V., Sacchi, S., & Fornara, F. (2020). The effect of school design on users' responses: A systematic review (2008-2017). *Sustainability*, *12*(8), 3453. https://doi.org/10.3390/su12083453

Pambudi, T. R., & Nisa, C. (2026). Literacy Corner Management as an Alternative and Innovative Reading Space to Foster Reading Interest in Grade IV Students. *Proceeding ISETH (International Summit on Science, Technology, and Humanity)*, 2885–2892. https://doi.org/10.23917/iseth.7103

Puspitasari, I., Imron, A., & Juharyanto, J. (2021). Pengelolaan Sudut Baca Kelas pada Jenjang Sekolah Dasar untuk Meningkatkan Minat Baca Peserta Didik. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *1*(10), 815–824. https://doi.org/10.17977/um065v1i102021p815-824

Rahmani Riyadi, M. I., Sutarto, J., & Yusuf, A. (2021). Effects of learning facilities and school environment through self-regulation on the learning interests of primary school students. *Journal of Primary Education*, *10*(1), 27–36. https://doi.org/10.15294/jpe.v9i3.39217

Robinson, K. A. (2023). Motivational Climate Theory: Disentangling Definitions and Roles of Classroom Motivational Support, Climate, and Microclimates. *Educational Psychologist*, *58*(2), 92–110. https://doi.org/10.1080/00461520.2023.2198011

Rofi'ah, S., Ratri, S. Y., & Novianto, A. (2026). The Influence of School Environment on Motivation to Learn Indonesian in Elementary Schools. *Mimbar Sekolah Dasar*, *13*(2), 362–380. https://doi.org/10.17509/mimbar-sd.v13i2.111

Satriaji, K. R., Santosa, I., Syarief, A., & Wibisono, A. (2025). A study of classroom potential based on elementary school students' seating position preferences. *Revija Za Elementarno Izobrazevanje*, *18*(3), 287–304. https://doi.org/10.18690/rei.5010

Tobia, V., Sacchi, S., Cerina, V., Manca, S., & Fornara, F. (2022). The influence of classroom seating arrangement on children's cognitive processes in primary school: The role of individual variables. *Current Psychology*, *41*(9), 6522–6533. https://doi.org/10.1007/s12144-020-01154-9

Vijapur, D., Candido, C., Gocer, O., & Wyver, S. (2021). A ten-year review of primary school flexible learning environments: Interior design and IEQ performance. *Buildings*, *11*(5), 183. https://doi.org/10.3390/buildings11050183

Widiastuti, K., Susilo, M. J., & Nurfinaputri, H. S. (2020). How classroom design impacts for student learning comfort: Architect perspective on designing classrooms. *International Journal of Evaluation and Research in Education*, *9*(3). https://doi.org/10.11591/ijere.v9i3.20566

Copyright Holder :
© Salman Abdullah Mu'arif et.al (2026).

First Publication Right :
© At-Tasyrih Jurnal Pendidikan dan Hukum Islam

This article is under: