

The Dynamics of Facilities, Learning Environment, and Student Activities at SDN 106833 Wonosari Village, Tanjung Morawa District

Noni Arnisa Saharani¹, Rahma Hayati Harahap^{2*}

^{1,2} Sociology Study Programme, Faculty of Social and Political Science, Universitas Sumatera Utara

*Corresponding Author: rahmashiny12@usu.ac.id

ARTICLE INFO

Article history:

Received: 28 June 2024

Revised: 3 September 2024

Accepted: 28 September 2024

Available online: 30 September 2024

E-ISSN: 2830-6821

How to cite:

Saharani, Noni Saharani & Harahap, Rahma Hayati. 2024. "The Dynamics of Facilities, Learning Environment, and Student Activities at SDN 106833 Wonosari Village, Tanjung Morawa District". *Langgas: Jurnal Studi Pembangunan*, 3(2): 105-113

ABSTRACT

Education is important in equipping individuals with knowledge and skills that help them adjust to social life. School quality has a strong impact on student output. Schools with good and complete building conditions can improve schools to meet health and safety standards, which can increase student quality. Substandard physical environment is strongly associated with other behavioral problems with students such as lower student attendance leading to lower student scores. the purpose of this study was written to know the facilities and infrastructure, the school's efforts in implementing learning at SD Negeri 106833 Wonosari. The method used in is called qualitative. This paper focuses on learning tools that can help students maintain their education. This study investigated the relationship between school physical environment, learning tools, and student learning outcomes. The findings revealed that the physical condition of schools and the availability of learning tools have a significant impact on student learning outcomes. Good quality education can motivate students to study harder and achieve success

Keywords: education, school quality, learning environment, student activity

ABSTRAK

Pendidikan memiliki peran penting dalam membekali individu dengan pengetahuan dan keterampilan yang membantu mereka menyesuaikan diri dalam kehidupan sosial. Kualitas sekolah berdampak kuat pada output siswa. Sekolah dengan kondisi bangunan yang baik dan lengkap dapat meningkatkan sekolah untuk memenuhi standarkesehatan dan keselamatan dapat menyebabkan peningkatan kualitas siswa. Lingkungan fisik di bawah standar sangat terkait dengan masalah perilaku lainnya dengan siswa seperti kehadiran siswa yang lebih rendah menyebabkan skor yang lebih rendah pada siswa. Tujuan penelitian ini ditulis dengan maksud untuk mengetahui Sarana dan Prasarana, upaya sekolah dalam rangka melaksanakan pembelajaran di SD Negeri 106833 Wonosari. Metode yang digunakan dalam disebut kualitatif. Fokus makalah ini adalah pada alat pembelajaran yang dapat membantu siswa mempertahankan pendidikan mereka. Temuan penelitian ini menunjukkan bahwa kondisi fisik sekolah dan alat pembelajaran yang tersedia memiliki pengaruh signifikan terhadap hasil belajar siswa. Kualitas pendidikan yang baik dapat memotivasi siswa untuk belajar lebih giat dan mencapai kesuksesan.

Kata kunci: pendidikan, kualitas sekolah, lingkungan belajar, aktivitas siswa



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International.

DOI: [10.32734/ijsp.v3i2.17065](https://doi.org/10.32734/ijsp.v3i2.17065)

INTRODUCTION

Among other educational institutions, students are developed with the intent to address issues related to education, skills, and values that can be used to create an efficient national economy. The term “education” refers to the process of educating individuals through research and instruction that can help individuals achieve their goals in social life. Education is important for students to acquire the personal characteristics and democratic attitudes necessary to participate in a democratic society effectively (Janapriya, 2018). Students can become individuals who are able to think critically in all fields by using top-level thinking skills, knowing how to obey rules, acting in harmony with other individuals around them and having democratic skills.

One way to help someone in their education is through education. In the event that this happens, services will be improved. The process of building a house has time as a late start. Since the majority of students in the school use media to communicate, this is the method used in the classroom. Facilities and infrastructure also exist. Facilities are a category that cannot be taught in schools.

This occurs as a result of efficient processes in both local and global settings, as well as the addition of capabilities such as desks, chairs, cabinets, stationery, and others. Historically, schools need school facilities to support the success of education, meaning that schools must provide sufficient facilities so that the students in them feel comfortable when learning and are able to improve the abilities they already have. Not only facilities are considered important for schools but infrastructure must also be present in every school. To improve development in the field of education, schools must also pay attention to their infrastructure. This means that schools must participate in maintaining infrastructure, because school infrastructure is included in supporting student learning. Every student activity at school exceeds the time limit for learning hours, so if there are facilities and infrastructure that lack maintenance, it will affect the process of developing student abilities (Janapriya, 2018).

The development of facilities and infrastructure requires maintenance of the goods and buildings owned. This needs to be done to extend the benefits of using existing goods and buildings. Facilities and infrastructure that are carried out periodic maintenance will provide benefits that are long enough for users. School activities that are quite dense and carried out by many students can be useful for the future. Many ordinary people see schools based on the facilities and infrastructure they have. This is because it is a physical school so it is most easily seen. To improve the quality of the school can optimally perform maintenance of facilities and infrastructure. This means that if a school wants to improve the quality of its school in order to improve its school image, it can be done through the maintenance of facilities and infrastructure, because this is most visible when viewed from outside the school. School quality that is already good certainly needs to be maintained, while for schools whose quality is still developing it needs to be improved again. School quality is to expand the network or school relations, not only that but to get students who continue to increase every year.

School quality will have a strong impact on output. This means that the resources available in the school can improve the quality of the school. School quality or school quality today is more expensive than just a form of promotion on a leaflet. This means that school quality delivered from person to person will be more optimal. Thus, schools need to continue to pay attention to school quality through the availability and maintenance of facilities and infrastructure.

Research explains that a good learning environment is important for students' academic achievement (Earthman, 2022). Schools with good and complete building conditions can improve schools to meet health and safety str can lead to improved student quality. The physical environment under str is strongly linked to other behavioral issues with students such as lower student attendance leading to lower scores in students. Student achievement scores tend to decline as school buildings age by up to 9 percent, depending on maintenance factors. One study found students progressed 20 percent faster in learning compared to students in schools with less complete conditions (Widodo & Anang Darmawan, 2019).

A major factor attributed to the child's low motivation to learn. The reasons mentioned for dropping out may also serve as demotivating factors for academic achievement, leading to repetition. Further research is recommended in this regard to establish more conclusive evidence. The reasons cited by school principals were mostly related to parental decisions; parents affected children because they were not performing academically. However, it may be more effective for these schools to review their teachers' performance and effectiveness, as well as their learning methods.

The impact of the construction and renovation of school facilities on academic achievement research. The researcher's recommendations based on this study include the following: Further investigation of this topic is from a qualitative approach model. Stronger qualitative studies may provide information that is not accessible from a quantitative perspective or be useful in understanding this type of data. This study did not control for factors such as teacher effectiveness, school leadership or curriculum. Future studies can try to control for these variables to achieve more and significant results.

Therefore, regardless of where the building is located, most students believe that attending school is worthwhile, and report positive relationships with their teachers. Principals' perceptions of teacher and student behavior related to the school atmosphere varied. Improving student achievement and school facilities in this study provides a large amount of research data that has been provided regarding how the learning environment can improve student performance. More than a decade of research has consistently confirmed that the physical environment has an impact on the learning environment and student achievement.

The issue of physical facilities being indispensable for learning and the relationship between facilities and education is the premise that learning can occur in any environment. All learning cannot and will not take place in an environment that purely, without modification or enhancement, will contribute to learning. Similarly, Earthman emphasizes that "when students are surrounded by safe, modern, and environmentally controlled environments, those facilities will have a positive impact on their learning climate" (Earthman, 2022). The implication is that the built environment with facilities can explain "the 5-17 percent variation in achievement between students in poor buildings and students in modern buildings, when students' socioeconomic status is controlled". This invariably leads to the reasonable conclusion that facilities not only affect learning, but promote and enhance effective teaching in schools and can have similar implications (Earthman, 2022).

For students and teachers to gain maximum benefit from the learning experience, it is imperative to facilitate a positive classroom climate with active student and teacher engagement. Actively engaging students by increasing opportunities to respond improves teacher-student relationships, improves on-task behavior, and reduces opportunities for students to engage in problematic behavior. Actively engaging students during instruction is one of the most effective evidence-based classroom practices in a classroom management system. No matter how well the classroom is organized or how often expectations, routines, and procedures are taught, if instruction is not engaging, other practices will not be sufficient to support appropriate behavior and facilitate optimal learning experiences.

By actively engaging students, teachers provide multiple opportunities for student response which includes the use of prior prompts and corrections to maintain instructional pace and momentum. Opportunities to respond are classroom practices that promote active engagement by soliciting interaction with students through asking questions or making requests. Providing a high level of opportunities to respond increases instructional tempo (the time students are directly engaged in the learning process), conveys ongoing feedback on student learning, and provides feedback on the effectiveness of teaching strategies.

From this explanation, researchers are interested in analyzing the facilities and infrastructure, curriculum, and relationships carried out by schools in increasing student motivation in learning. Therefore, this research is entitled "The Importance of School Facility Completeness and Learning Environment on Elementary Students' Activeness".

LITERATURE REVIEW

Sociology of Education

In his book “Sociology of Education” (1982), Abu Ahmadi explains that “sociology of education” is a branch of education that teaches about the learning process and also helps people learn from each other. (Maksum & Ag, MSi, 2013) The field of study known as the sociology of education focuses on social factors that influence and affect various educational structures and processes, both inside and outside the classroom (Zaitun, 2019). As a distinct subfield within the two disciplines of sociology and education, the sociology of education is also known as the sociology of education or the social sociology of education. then reviews some of the major themes in the sociology of education today, namely micro/macro perspectives, critical theory, critical pedagogy and postmodernism, equality and excellence, gender and education, cultural diversity and multicultural education, and alienation in schools, the relevance of the sociology of education for policy formation and educational planning (Saha, 2001).

Curriculum

From the 1947 Curriculum, which has a religious meaning, to the 2013 Curriculum, which is derived in a way determined by society, the 2013 Curriculum emphasizes the character of certain students on the second day, which is intended to provide insight into the current crisis. According to the character- and competency-based 2013 Curriculum, this group of people is different from other groups because it is more competitive, and most of them have added value, selling value, and selling points that can be used by other countries in the United States, making this group stronger than other groups in the global economy. This is because the implementation of the 2013 Curriculum is intended to foster individuals who are productive, creative, innovative, and have character. In addition, during Curriculum 2013, students work hard to help you. Students will use logic skills in solving a problem. Religious elements are also given or included to form students with character in Curriculum 2013. Elements of social life, nation and state.

Primary School Student Characters

In general, the characteristics of elementary school students are the differences between what a five-year-old can do and what a ten-year-old can do. Taking into account the characteristics of the average child that are relevant for language teaching, teaching young learners requires knowing all the developmental differences. Understanding these differences can help teachers to develop the working methods and systems that I will use in the teaching process. Student characteristics are divided into two groups:

- (a) Five to seven year olds have characteristics such as being able to talk about what they do, they can tell about what they have done or heard, they can plan activities, they can argue for something and tell why they think what they think, they can use logical reasoning, they can use their vivid imagination, they can understand direct human interaction. Another characteristic of students is that they know that the world is governed by rules. They may not always understand rules, but they know that they are there to be obeyed and rules help create a sense of security. They grasp situations more quickly. They have a very short attention span and concentration, young children sometimes have trouble knowing what is fact and what is fiction. And they often like to play and work alone, but in the company of others. The world of adults and the language of children are not the same, they rarely admit that they don't know something. Young children cannot decide for themselves what they learn, young children like to play and learn best when they enjoy themselves, and young children are enthusiastic and positive about learning.

- (b) As a result of the characteristics of eighties-year-olds, individuals have a well-informed view of the world; individuals can distinguish between fact and fiction; individuals are true to the word. If one wants to understand why one does what one does, these are facts that will help.

RESEARCH METHOD

Researchers use qualitative research methods to examine how research data, field notes, and documentation are found, collected, processed, and analyzed in qualitative research to find clear patterns (Harahap, 2020). Phenomenological studies try to find out people's perceptions, perspectives and understandings related to certain events through in-depth and unstructured interviews. Ethnography is a person's description or view of a culture or social system that develops in a community. Research is closely related to the existence of research topics (Gunawan, 2022). This is because research is carried out because there are problems that need to be solved, namely research is carried out to solve problems that arise. The informants of this research are teachers, principals and individuals involved in the implementation of the program. The location in this research is SD Negeri 106833 Wonosari, which is located in Wonosari Tanjung Morawa Village, Tanjung Morawa District, Deli Serdang Regency, North Sumatra Province, Postal Code 20362. The subjects in this study were students of SD Negeri 106833 Wonosari.

RESULT AND DISCUSSION

In this study, researchers examined SD Negeri 106833 Wonosari with the aim of knowing the sociology of education in SD Negeri 106833 Wonosari. The results of the observation findings are as follows:

Table 1. School Information

National School Identification Number	10215048
Education Level	SD
School Status	Negeri
School Address	Dusun I Wonosari village, Tanjung Morawa subdistrict, Deli Serdang regency, North Sumatra province, zip code 20362
<i>License and Establishment</i>	
School Establishment Decree	006 TAHUN 2018
Date of Decree of Establishment	2018-02-14
Ownership Status	Negeri
Operational License	006 TAHUN 2018
Date of Operational License	2018-02-14
<i>School Information</i>	
Accreditation	A
Curriculum	2013
Name of Principal	Isriani, S.Pd
Time of Operation	Combination
BOS Status	Willing to Accept
Email	Sdn106833wonosari@gmail.com

Source: compiled by author

The number of teachers in this school is 16 teachers consisting of 2 male teachers and 14 female teachers. Then the number of students in this school totals 163 students with 143 male students while 123 female students.

Table 2. Facilities and Infrastructures at SDN 106833 Wonosari, Tanjung Morawa District

Facilities and Infrastructures	Number
Classroom	8
Library	1
Leader Room	1
Teacher Room	1
Worship Room	1
UKS Room	1
Canteen	1
Toilet	3
Sports Field	1
Total	18

Source: author

From the interviews regarding the relationship between teachers and students, it was found that teachers and students are not only givers and seekers of knowledge. At that time, the teacher is very important in order to provide a role model to students. When teachers are further away from students, various misunderstandings will arise. Therefore, teachers can communicate with students. The benefits are such as easier to get information from students, easier to deliver material, can more freely monitor student development, easier to manage classes and students.

The relationship between parents and teachers is the most important meeting moment between teachers and students. If the relationship between teachers and students is unsatisfactory, there will be consistency in behavior and communication between them, and teachers will be able to handle the situation in a satisfactory way. Students can help the teacher and understand that the teacher is a very important person in controlling learning in the classroom.

According to the findings that have been obtained from observations and interviews, the current condition of facilities and infrastructure at SD Negeri 106833 Wonosari SD Negeri 106833 Wonosari. National School Identification Number 10215048. This school has accreditation A, with the curriculum used is the 2013 curriculum. The principal of SD Negeri 106833 Wonosari is Asriani S.Pd. The time of this school is a combination and is willing to receive BOS funding assistance.

As a result of the school's participation in the activities of SD Negeri 106833 Wonosari, student facilities and infrastructure are shared with the class. This is done by SD Negeri 106833 Wonosari to help the community which includes eight classes, one library, one leader, one teacher, one worship, one UKS, one canteen, three toilets, and one sports field. In order for students to perform various activities, such as scouts, karate, dance and nasyid, it is necessary to practice with instructors.

The nature and character of the school as a whole is an important part of students' education. In the end, it gave birth to a new approach to studying the curriculum in schools. This article refers to the "New Sociology of Education", which was published on the same day as "Sociology of Curriculum". The following is an example of a single curriculum that should be discussed with you given that the nature and characteristics of the environment have a positive impact on student performance in school. As a result, Curriculum is considered as a design that distinguishes between the materials used to teach and/or the materials used to teach students. Furthermore, sociology is the study of human behavior and social behavior. Consequently, the literature available today suggests that sociology is a branch of science capable of describing the various processes that can be undertaken in relation to technology, society and manufacturing.

From the results of this study, it can be seen that the school and community environment are inseparable, which corresponds to curriculum and sociology. It is important to note that it is the contemplation of socially sourced learning designs that distinguishes the sociological grounding guidelines of curriculum development from other forms of grounding. Education is a research process that involves deep conversations with a variety of people. Teaching and learning about knowledge that can be used to improve people's lives now and in the future. Given the fact that people can hide and be found through the use of culture, people would not exist without it. In

addition, cultural societies do not exist. Culture identifies a number of patterns of behavior and attitudes of community members that are being used and will be discussed with a number of community members.

In this study it was found that the curriculum taught in this school is called “Curriculum 2013”, and is based on character and competence. This course is intended to teach students how to be a better human being, how to be a better nation, and how to be a better nation compared to other nations in the world. As a result, the nation in question will be stronger than other nations in the world. This is because the implementation of Curriculum 2013 is intended to foster individuals who are productive, creative, innovative and have character. In addition, during Curriculum 2013, students work hard to help you. To get a certain amount, students will most likely be influenced by the log. Religious elements are also given or included to form students with character in Curriculum 2013. The focus of the 2013 Curriculum is on increasing the diversity of educational processes and educational knowledge delivered to a wide range of students while maintaining a high level of competency in each course.

To motivate SD Negeri 106833 Wonosari students to work with teachers, parents, and even other students, an inter-class hub was created. The best hubs can serve as motivators, enabling desired actions. Good relationships can serve as a guideline for others. This is done by consulting with teachers and assistant teachers to find out how to help each other during the learning process. Then certainly also the relationship between teachers and students. The interaction that occurs between teachers and students is one that can be used to improve the status of women in society. Good relationships between students and good teachers can serve as a source of motivation for students during the student learning process.

Behind the school walls, there are complex relationships that determine student learning. The dynamics of the teacher-student relationship is the main foundation. Teachers, in addition to teachers, are role models who deserve respect. Open and supportive communication is key to avoiding misunderstandings and building enthusiasm for learning. The role of parents is equally important. Close cooperation between parents and teachers in creating a conducive learning environment is crucial. Active involvement of parents, both in the learning process at home and communication with teachers, has been proven to boost student motivation and achievement. Adequate school facilities and infrastructure are like cogs in the teaching and learning process. Complete and well-maintained facilities can support learning activities and increase student activeness. Conversely, lack of facilities can hinder the learning process and reduce interest in learning. Therefore, the government's attention to the fulfillment of proper school infrastructure is an important factor in improving the quality of education. The 2013 curriculum was designed with the aim of shaping students' character and competencies. However, the curriculum needs to be adapted to the social and cultural context of the local community to make it more relevant and meaningful to students. This is where the sociology of education comes into play. By understanding the social dynamics in the school environment, more effective learning strategies can be formulated.

Relationships between students should not be overlooked. A positive and supportive learning environment can be created by establishing good relationships between students. Cooperation in learning and positive interactions can increase motivation and learning achievement. Teachers, as facilitators, need to encourage positive interactions and cooperation between students to create a conducive learning atmosphere. Improving student learning engagement is a collective effort that requires the cooperation of various parties. Understanding the complex dynamics of teacher-student relationships, the role of parents, the impact of infrastructure, curriculum, and relationships between students through the lens of sociology, paves the way for more appropriate and effective strategies in achieving these goals.

CONCLUSION

From the findings and discussion, educational facilities can improve educational outcomes. These are identified and considered in the design process, providing a strong basis for expanding the provision of good education for students. Educational institutions are often designed to impress, but the factors that support or inhibit students' ability to learn are much more important. Hence, the physical environment is unfamiliar, and chaotic or boring. Evidence suggests that many of the factors that influence whether an environment is healthy (as discussed in the previous section) also have a significant impact on learning. Furthermore, these findings suggest that there is significant potential for many existing schools to be efficiently upgraded and for new schools to be designed in ways that facilitate learning is important. Furthermore, the relationship between teachers, students and parents is crucial to increase students' motivation to learn. Student activeness in learning at school is influenced by various interrelated factors, such as teacher-student relationships, the role of parents, school infrastructure, curriculum, and relationships between students. A sociological approach can help understand the social dynamics in the school environment and formulate appropriate strategies to improve student learning activeness.

REFERENCES

- Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. Longman.
- Earthman, G. 2002. *School Facility Conditions and Student Academic Achievement*.
- Fadillah, R., & Aliyyah, R. R. 2024. Pengelolaan Sarana dan Prasarana Sekolah. *Karimah Tauhid*, 3(3), 3164–3176. <https://doi.org/10.30997/karimahtauhid.v3i3.12248>
- Güleç, S. 2020. Problem Solving Skills in Social Studies Education and Problem Solving Skills of Social Studies Teachers. *Journal of Education and Training Studies*, 8(3), 48. <https://doi.org/10.11114/jets.v8i3.4686>
- Gunawan, I. 2022. *Metode Penelitian Kualitatif: teori dan praktik*. Bumi Aksara.
- Maksum, A. 2013. *SOSIOLOGI PENDIDIKAN*. UIN Sunan Ampel Surabaya.
- Maliha, S., Arafah, M., & Raudina, R. P. 2024. Implementasi Fasilitas Sekolah Pada SMA Se-Medan. *Jurnal Bima: Pusat Publikasi Ilmu Pendidikan Bahasa Dan Sastra*, 2(1). <https://doi.org/https://doi.org/10.61132/bima.v2i1.571>
- Mea, F. 2024. PENINGKATAN EFEKTIVITAS PEMBELAJARAN MELALUI KREATIVITAS DAN INOVASI GURU DALAM MENCIPTAKAN KELAS YANG DINAMIS. *Inculco Journal of Christian Education*, 4(3).
- Norris-Holt, J. 2001. Motivation as a Contributing Factor in Second Language Acquisition. *The Internet TESL Journal*, 7(6).
- Palupi, A. N., Susanto, S., & Pangestu, W. T. 2022. PENGARUH FASILITAS BELAJAR TERHADAP HASIL BELAJAR SISWA KELAS V TEMA PERISTIWA DALAM KEHIDUPAN DI SDN 2 MEGERI. *JURNAL PENDIDIKAN DASAR*, 10(1), 143–152. <https://doi.org/10.46368/jpd.v10i1.405>
- Saha, L. J. 2001. Educational Sociology. In *International Encyclopedia of the Social & Behavioral Sciences* (pp. 4327–4333). Elsevier. <https://doi.org/10.1016/B0-08-043076-7/02366-4>
- Sani, Kurinasih, B., & Imas. 2014. *IMPLEMENTASI KURIKULUM 2013 KONSEP & PENERAPAN*. Kata Pena.
- Santrock, J. W. 2014. *Essentials of Life-Span Development* (3rd ed.). McGraw-Hill Education.
- Schunk, D. H., & Zimmerman, B. J. 2006. *Motivation and self-regulated learning: Theory, research, and applications*. Lawrence Erlbaum Associates Publishers.

- Siregar, S. H., & Tambunan, A. M. 2020. DINAMIKA METODE MENGAJAR GURU MENGGUNAKAN SARANA DAN PRASARANA SEKOLAH. *Equity In Education Journal*, 2(2), 88–95. <https://doi.org/10.37304/eej.v2i2.1859>
- Widodo, S., & Anang Darmawan, A. 2019. Enhancing the Social Problem Solving Skill by Implementing the Social Inquiry Learning Model in Primary School. *International Journal of Theory and Application in Elementary and Secondary School Education*, 1(2), 95–114. <https://doi.org/10.31098/ijtaese.v1i2.42>
- Zaitun. 2014. *Sosiologi Pendidikan* (1st ed.). LPPM.