

Identifying Learning Facilities at Kb Anyelir as a Learning Resource Environment

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ABSTRACT

This study aims to identify and analyze the learning facilities at KB Anyelir in Samarinda as an effective learning resource environment that supports holistic early childhood development. Using a qualitative descriptive approach, data were collected through observation, in-depth interviews, and documentation involving the principal, teachers, and parents as key informants. The findings reveal that KB Anyelir possesses well-organized and age-appropriate indoor and outdoor facilities designed to create a safe, engaging, and stimulating environment. Indoor facilities include bright, well-ventilated classrooms equipped with educational play tools such as blocks, puzzles, drawing materials, and thematic learning media. Outdoor areas consist of playgrounds, gardens, and natural exploration spaces that promote physical, social, and emotional development. The institution also emphasizes cleanliness, health, and the integration of environmental learning through activities like gardening, observing nature, and recycling projects. Parental and community involvement, alongside teachers' creative use of learning environments, plays a crucial role in maintaining and optimizing facilities. The study concludes that the success of KB Anyelir in creating a conducive learning environment is determined not only by physical facilities but also by social participation, effective management, and the teachers' ability to design meaningful, child-centered learning experiences. Continuous maintenance and collaborative engagement among all stakeholders are essential to sustain an inclusive, safe, and inspiring educational environment for early childhood development.

Keywords: *Develop Factors; English speaking skill; English speaking problems; Student.*

INTRODUCTION

Learning facilities in Early Childhood Education (ECE) are a fundamental and critical element for creating a conducive, safe, and stimulating environment essential for maximizing child development. Numerous studies affirm that the provision of adequate facilities and infrastructure significantly correlates with increased children's interest, engagement, and participation in the learning process (Fatima, 2024; Daryana, 2023). Quality facilities not only boost motivation but also positively impact children's future academic achievement (Ningtyas, 2021; Marhamah et al.,

2021). An interactively designed learning environment, encompassing varied teaching materials and safe play areas, is proven to enhance engagement and foster meaningful learning experiences (Auliya et al., 2025; Limbong et al., 2024).

The physical dimension of ECE facilities is critical, requiring a design that ensures a child-friendly, safe, and aesthetically attractive environment. An ideal learning space must prioritize comfort and safety, supported by optimal lighting, the use of bright colors, and secure materials (Berris & Miller, 2011; Read, 2019). Effective physical design contributes significantly to children's psychological development by helping them feel confident and comfortable during interactions (McChesney & Clarkin-Phillips, 2020). Furthermore, adequate infrastructure includes clean and organized classrooms (Nugroho & Samidjo, 2013) and sufficient play facilities, essential for promoting learning through play, the most effective method for early childhood development (Sudarti et al., 2024).

Beyond the physical space, facilities must incorporate a diversity of media and learning resources. Classrooms should facilitate active exploration using various teaching aids, books, and media to cater to individual learning styles (Read, 2019; Sudarti et al., 2024). The quality of these resources directly impacts learning outcomes (Marhamah et al., 2021). An equally vital non-physical dimension involves utilizing the surrounding environment as a learning resource. Research indicates that using the environment, such as parks or markets, provides positive stimulation, enhances learning relevance, and builds environmental awareness (Wulandari, 2020; Dewi, 2021). Integrating local cultural elements (stories, traditions) further aids in developing the children's identity and sense of community belonging (Anwar et al., 2023).

The effective utilization of facilities is highly dependent on social dimensions, particularly the active involvement of parents and the community. Parental support positively influences children's learning motivation and ensures comprehensive home-school support (Hayati & Pahlevi, 2022). Community involvement in facility planning can strengthen ownership and optimize local resource use (Iskandar & Gandarum, 2019). Crucially, teacher professional development is key to maximizing existing infrastructure. Teachers' competency in managing and utilizing facilities significantly determines learning success (Hayati & Pahlevi, 2022). Training programs (e.g., IHT) are necessary to enhance teachers' skills in leveraging the school environment as an enriching learning resource (Memet, 2020).

Given the complex interaction among physical design, resource diversification, environmental utilization, and the pivotal roles of parents and teacher competence, a comprehensive identification and evaluation model is necessitated. Therefore, this study is structured around three core questions: (1) What are the key elements of ECE learning facilities (physical, resource, and social)

that support optimal child development? (2) What are the most effective strategies for integrating the surrounding environment and the active role of parents/community as learning resources? (3) How can a sustainable learning facility evaluation model be implemented in ECE? The main objective is to provide a detailed identification of these elements, analyze effective integration strategies, and formulate a comprehensive evaluation model to ensure a conducive and optimal ECE environment.

METHODS

Subjects of Research

The research subjects included all parties actively involved in the learning process implementation at KB Anyelir in Samarinda City. The primary informants for in-depth data collection were the Head of the Institution, classroom teachers, and selected parents. This purposive selection was based on the premise that these individuals possessed relevant and in-depth information regarding the management, utilization, and support mechanisms concerning learning facilities as an early childhood learning environment. Furthermore, the children of KB Anyelir served as the subjects of indirect observation concerning their engagement with and use of the facilities during instructional activities. Instruments and Interview Questions

Instruments

This study utilized a descriptive qualitative approach to investigate individuals directly involved in the learning process at KB Anyelir. The research instruments comprised three key elements: observation guidelines, semi-structured interview guidelines, and supporting documents. The observation guidelines were systematically employed to directly assess the condition of learning facilities, classroom layouts, the availability and quality of Educational Play Equipment (APE), and the ways teachers and children utilized these resources during the learning process. The semi-structured interview guidelines were designed to elicit in-depth information from the institution's leadership, teachers, and parents regarding the management of learning facilities, maintenance of infrastructure, and parental support strategies for meeting children's educational needs. Finally, documentation, including facility photographs, inventory lists, and institutional records, was utilized to corroborate and strengthen the data obtained from observation and interviews.

Data Collection

Data collection was executed through the integrated application of three established techniques: observation, in-depth interviews, and documentation. Direct observation was performed within the school environment to capture the authentic conditions of the learning facilities and their practical use in supporting children's

play and learning activities at KB Anyelir. In-depth interviews were conducted with the principal, teachers, and a sample of parents to gather comprehensive information regarding the management of educational facilities and infrastructure, as well as the support provided to enhance the learning process. Documentation served as a supplementary source, involving the collection of school archives, activity photos, and facility inventory data. These three techniques were applied in an integrated manner to ensure a complete and holistic understanding of how learning facilities function as an effective, safe, and enjoyable learning resource environment for early childhood.

RESULTS AND DISCUSSION

Observations and interviews with the Head of the Institution indicate that KB Anyelir possesses learning facilities that are comprehensive, appropriate, and aligned with the developmental needs of early childhood. These facilities and infrastructure are deliberately designed to create an environment that is enjoyable, safe, and supportive of children's holistic growth. The facilities are categorized into two primary types: indoor and outdoor provisions..

Adequacy of Physical Facilities and Infrastructure

The indoor facilities include clean, bright, and well-ventilated classrooms. Each room is arranged according to the weekly learning theme, enhancing children's curiosity and motivation. Classrooms are equipped with a variety of Educational Play Tools (APE), such as building blocks, puzzles, art supplies, simple science media, and thematic play items used in learning centers (sentra).

The outdoor facilities consist of a spacious play area featuring slides, swings, seesaws, and a small garden that serves as an outdoor exploration site. This area is vital for supporting children's gross motor development, body coordination, and social skills through collaborative play, reinforcing findings by Berris & Miller (2011) regarding the influence of physical design on engagement. Furthermore, KB Anyelir prioritizes environmental hygiene through segregated restrooms, strategically placed washbasins, and the daily practice of Clean and Healthy Living Behaviors (PHBS), underscoring the institution's commitment to early hygiene education and responsibility.

Utilization of the Environment as a Contextual Learning Resource

KB Anyelir effectively utilizes the surrounding environment as a contextual learning resource, consistent with the principle of learning by doing. Children learn not merely through instruction but via direct, hands-on experiences, such as planting activities in the school garden, observing small animals, and creating crafts from recycled materials.

This approach fosters curiosity and environmental awareness, aligning with

research by Dewi (2021) and Farina (2025) which posits the immediate environment as a "living laboratory" that promotes natural and meaningful learning. By leveraging the environment, children better grasp abstract concepts through interaction with real objects. This contextual learning is crucial for developing not only cognitive aspects but also affective and social skills, including responsibility and empathy (Lailan, 2023). This balance between structured activities and exploratory experiences, supported by a rich learning environment, significantly enhances learning motivation and outcomes (Irwandi & Fajeriadi, 2020).

Impact on Learning Quality and Management Support

The comprehensive learning facilities at KB Anyelir have a positive impact on the quality of child learning. Safe, attractive, and developmentally appropriate facilities cultivate an active, creative, and joyful learning atmosphere, evidenced by high child participation and noted improvements in communication, social, and motor skills. This supports established literature confirming that adequate facilities are a significant predictor of children's motivation and learning achievement (Hayati & Pahlevi, 2022; Marhamah et al., 2021).

The success is also rooted in robust management and professional execution. Teachers act as facilitators, motivators, and innovators, designing thematic project-based activities that integrate science, art, and social elements, in line with child-friendly educational strategies (Limbong et al., 2024). The institution maintains a high commitment to facility quality through participatory planning, involving foundation funds, scheduled maintenance, and active parental and community participation (e.g., kerja bakti—community service). This shared ownership model, advocated by Iskandar & Gandarum (2019) and Prihatmi et al. (2022), ensures facilities meet the needs of users (children and teachers). Furthermore, management actively fosters a positive psychological environment by promoting supportive teacher-child interactions, which is crucial for increasing children's participation and self-confidence (Haris et al., 2024).

Based on the findings and discussion above, the success of KB Anyelir in creating a conducive learning environment is attributable not solely to the physical assets, but equally to the social and managerial aspects. The active engagement of teachers, institutional leadership, and parents is the primary key to ensuring that every child receives a joyful and meaningful learning experience. This outcome validates the concept that the learning space "speaks" (McChesney & Clarkin-Phillips, 2020)—the layout, structure, and supporting social dynamics inherently shape the children's cognitive and emotional experiences. Thus, facilities are recognized not merely as supporting tools but as an integral component of the entire early childhood education process.

CONCLUSION

The findings demonstrate that the learning facilities at KB Anyelir are an integral component of a holistic and effective ECE system. The institution successfully utilizes both well-maintained indoor and outdoor environments to promote comprehensive child development, prioritizing play, exploration, and direct experience as primary learning methods. Key to this success is the strategic integration of the physical environment, which includes dedicated spaces for health and safety (e.g., hygiene facilities), and the optimal use of the surrounding area as a contextual learning resource. Furthermore, the effectiveness of these facilities is driven by the central role of teachers as expert facilitators and is sustained by the integration of sound institutional management, leadership support, and active parental/community participation. Ultimately, KB Anyelir's environment serves not merely as a supportive setting but as an essential and sustainable element of the educational process that intentionally shapes children's character, independence, and creativity..

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