



Students' Learning Environment: A Descriptive Study of Social and Physical Dimensions

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ABSTRACT

This study aims to provide a comprehensive description of students' learning environment, focusing on both social and physical dimensions, including the use of instructional media in the learning process. The research employed a quantitative descriptive approach involving 35 students selected through total sampling. Data were collected using a structured Likert-scale questionnaire designed to measure two main indicators: the social learning environment, which includes parental involvement, teacher support, and peer interaction, and the physical learning environment, which encompasses classroom facilities and the use of instructional media. The findings indicate that the social learning environment is generally perceived as supportive, with most students experiencing positive interactions with parents, teachers, and peers, although the level of support has not yet reached an optimal condition. Similarly, the physical learning environment and instructional media are largely considered adequate in supporting the learning process. The availability of facilities and the use of varied instructional media contribute to improving students' understanding and engagement, although disparities in students' perceptions suggest that the effectiveness of these elements is not evenly experienced. Overall, the study reveals that while the learning environment has supported the educational process to a certain extent, there is still room for improvement in ensuring a more consistent and optimal learning experience for all students. These findings highlight the importance of strengthening both social and physical aspects of the learning environment through enhanced parental involvement, effective teacher support, collaborative peer interaction, and the strategic use of instructional media. Such efforts are essential for fostering a more inclusive and effective learning environment that supports student engagement and academic success.

Keywords: learning environment, social support, instructional media, student engagement, classroom environment, education

INTRODUCTION

The learning environment is a fundamental determinant of the effectiveness of the educational process, influencing both student engagement and learning outcomes. In contemporary educational perspectives, the learning environment is no longer viewed merely as a physical space where instruction takes place but rather as a complex system encompassing social, psychological, and physical dimensions. An effective learning



environment emerges from dynamic interactions among various components, including students, teachers, peers, parents, and the available facilities and instructional media (Nasra et al., 2024; Nurfausiah et al., 2024). Harmonious interactions among these elements contribute to more meaningful and sustainable learning experiences.

From a theoretical standpoint, the social learning environment plays a crucial role in shaping the quality of learning. Parental involvement, for instance, extends beyond monitoring students' academic activities and contributes to the development of positive attitudes, motivation, and learning habits. Parents who are actively engaged in their children's education tend to foster self-regulation and academic responsibility (Gamez et al., 2024). Similarly, teacher support is a key factor in creating a conducive learning atmosphere. Teachers who establish positive interpersonal relationships with students are more effective in enhancing engagement across cognitive, affective, and behavioral dimensions (Akib et al., 2024; Ramadhani & Hasyim, 2024).

Peer interaction is another essential component of the social learning environment. Relationships among students contribute to a sense of belonging, emotional support, and opportunities for collaborative learning. Learning environments that promote collaborative interaction have been shown to enhance student engagement and deepen understanding of learning materials (Nasrullah et al., 2024; Wahyuni et al., 2024). In some contexts, peer support has even been identified as one of the most influential factors in promoting student engagement compared to other forms of social support.

In addition to social factors, the physical learning environment and the use of instructional media play a significant role in enhancing learning effectiveness. A comfortable, safe, and well-equipped physical environment enables students to focus more effectively and remain motivated in their learning activities. Factors such as lighting, classroom layout, noise levels, and the availability of learning resources directly influence students' comfort and concentration. A well-designed physical environment not only improves learning satisfaction but also contributes to better academic performance.

In the digital era, instructional media have become increasingly important in creating effective learning experiences. Media in various forms, including visual, audio, and digital technologies, facilitate students' understanding of abstract and complex concepts. The use of diverse instructional media also enhances students' motivation and engagement by providing interactive and stimulating learning experiences. The integration of technology, such as multimedia tools and digital platforms, has been shown to significantly improve student engagement and learning effectiveness (Sasson & Rimon, 2025).

However, the effectiveness of the physical environment and instructional media depends not only on their availability but also on how they are utilized within appropriate pedagogical strategies. Even the most advanced technologies may fail to produce meaningful outcomes if they are not effectively integrated into the teaching process. Therefore, teachers play a crucial role in ensuring that instructional media are used in ways that truly support learning.

Despite the recognized importance of learning environments, variations in the quality of social and physical environments are still observed in practice. Differences



in social support, interaction quality, and the utilization of facilities and instructional media indicate that learning environments are dynamic and context-dependent phenomena influenced by multiple factors. Consequently, there is a need for empirical investigation to better understand the actual conditions of learning environments experienced by students.

Based on these considerations, this study is designed to provide a comprehensive description of students' learning environments, encompassing both social and physical dimensions as well as the use of instructional media.

METHODS

This study uses a quantitative approach with a descriptive design, which aims to describe the conditions of the student learning environment based on social and physical aspects and learning media. The descriptive approach was chosen because this study does not aim to test the relationship between variables, but to explain the empirical conditions that occur based on the data obtained from the respondents. The population in this study is students of the Class of 2021 of the Office Administration Education Study Program, State University of Makassar. The sampling technique was chosen in a random, with a total of 35 respondents.

Data was collected using a questionnaire instrument prepared in the form of a Likert scale with a score range of 1 to 5, which describes the level of respondents' approval of each statement. This instrument is used to measure the learning environment of students based on the indicators that have been set.

The variables of the learning environment are operationalized into two main indicators, namely:

1. A social learning environment, which includes support from parents, teachers, and peers in the learning process. This indicator is measured through statements related to parental attention, interaction between students, and the role of teachers in providing motivation and creating a conducive learning atmosphere.
2. Physical environment and learning media, which includes the availability of facilities and the use of learning media to support the learning process. This indicator is measured through statements related to the completeness of facilities, the variety of learning media, and the effectiveness of media use in helping students' understanding.

The data that has been collected is analyzed using descriptive statistics, which include the calculation of mean values, percentages, and frequency distribution. The results of the analysis were then categorized into five levels, namely very good, good, fair, poor, and very poor, to describe the conditions of the student learning environment.



RESULT AND DISCUSSION

1. Social Environment

The results of the analysis on social environmental indicators showed that most of the respondents were in the good and quite good category. In detail, as many as 54% of respondents were in the good category, while 46% were in the fair category. Meanwhile, there were no respondents in the very good, poor, or very poor categories.

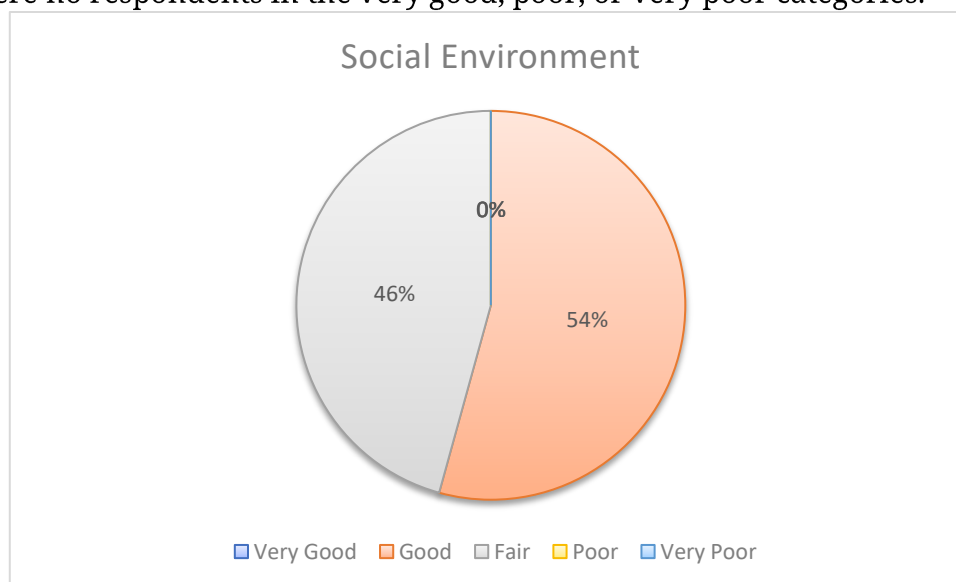


Figure 1: Overview of Social Environment

Source: Data processing, 2026

This distribution shows that the social learning environment of students in general is in a fairly conducive condition, although it has not reached a very optimal level. Dominance in the good category indicates that support from parents, teachers, and peers has played a positive role in the learning process. Social interactions such as discussions with friends, help in completing assignments, and motivation from teachers are factors that contribute to creating a supportive learning environment.

However, the absence of respondents in the very good category shows that the quality of the social environment still has room for improvement. The existence of respondents in the category of good enough also indicates that the social support received has not been fully consistent or has not been felt optimally by all students.

Thus, it can be concluded that the social learning environment has been in good condition, but still needs strengthening, especially in improving the quality of interaction and more equitable support in order to be able to achieve a more optimal category.

The social learning environment represents a crucial external factor influencing students' engagement and academic achievement. Parental involvement, for instance, plays a significant role in shaping students' learning habits and promoting cognitive engagement. Active parental support encourages students to take responsibility for their learning and develop self-regulation skills (Aswari et al., 2025; Lestari et al., 2025;



Okafor, 2025). This aligns with the findings of the present study, where parental attention contributes to the development of a supportive learning environment.

Furthermore, teacher support is a key component in fostering a positive social learning environment. Teachers not only deliver instructional content but also function as facilitators who create an enjoyable learning atmosphere and motivate students. Previous studies have demonstrated that teacher support is closely associated with students' cognitive, affective, and behavioral engagement (Ansong et al., 2017). In this study, the predominance of the good category indicates that teachers' roles in motivating students and creating a conducive classroom environment have been relatively effective.

Peer interaction also plays a vital role in shaping the social learning environment. Positive peer relationships enhance students' sense of belonging, provide emotional support, and encourage active participation in learning activities. Research suggests that peer support is one of the most influential factors in promoting student engagement, as it fulfills essential psychological needs such as relatedness and social connectedness (Zhu et al., 2024). This is reflected in the findings of this study, where students engage in discussions and collaborative problem-solving.

However, the absence of the very good category indicates that the quality of the social learning environment has not yet reached its full potential. The presence of respondents in the fair category suggests that social support is not evenly experienced by all students. This may be influenced by variations in interaction intensity, communication quality, and the level of support provided by different stakeholders.

In conclusion, the social learning environment has contributed positively to the learning process but still requires further improvement. Strengthening parental involvement, enhancing teachers' roles as motivators, and promoting collaborative peer interactions are essential strategies to create a more optimal learning environment that supports student engagement and academic success

2. Physical Environment

The results of the analysis on indicators of the physical environment and learning media showed that most of the respondents were in the good category. In detail, as many as 28 respondents were in the good category, followed by 6 respondents in the fair category, and 1 respondent in the poor category. Meanwhile, there were no respondents in the very good or very poor categories.

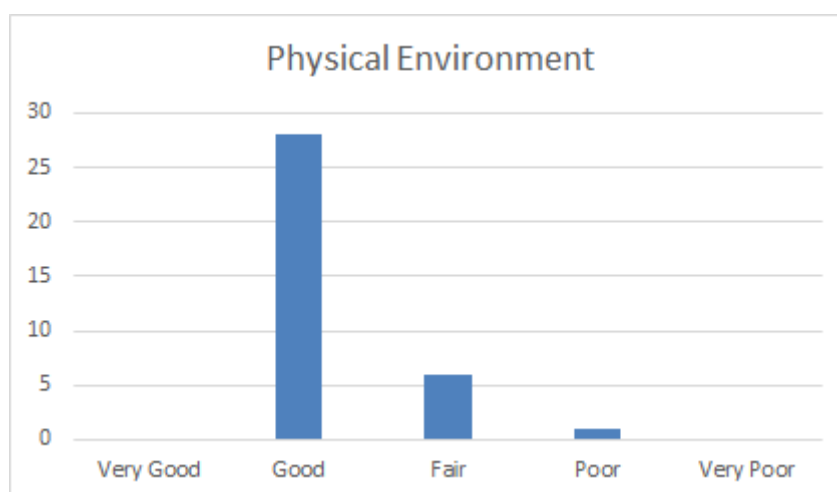


Figure 1: Overview of Physical Environment

Source: Data processing, 2026

This distribution shows that the physical environment conditions and the use of learning media in general are at a good level. The availability of facilities and the use of learning media by teachers are considered to be able to support the learning process effectively. This can be seen from the dominance of respondents in the good category, which indicates that the learning media used is enough to help increase students' interest and understanding.

However, there are still a small number of respondents who are in the category of good and low, which shows that not all students feel the benefits of learning facilities and media optimally. This condition can be caused by variations in media use, limitations of certain facilities, or differences in students' perceptions of learning effectiveness.

Thus, it can be concluded that the physical environment and learning media are in good condition, but still need to be improved in order to provide a more equitable and optimal learning experience for all students.

The physical learning environment is a critical component in shaping effective learning experiences. Classroom conditions, availability of facilities, and overall environmental comfort directly influence students' concentration, satisfaction, and academic performance. Previous research has shown that well-designed learning environments, including appropriate lighting, layout, and facilities, can significantly enhance student engagement and learning outcomes (Hao & Florez-Perez, 2021). This aligns with the present findings, where the predominance of the good category indicates that most students perceive their learning environment as supportive.

In addition, instructional media play a strategic role in improving learning effectiveness. The use of visual aids, multimedia tools, and digital technologies has been shown to facilitate students' understanding of complex concepts, increase learning motivation, and create more interactive learning experiences (Adenle & Ughelu, 2014). In this study, the use of varied instructional media is perceived to enhance clarity in content delivery and stimulate students' enthusiasm for learning, as reflected in the dominant good category.



The integration of technology further contributes to the development of adaptive and modern learning environments. Studies have demonstrated that interactive multimedia, digital learning systems, and smart classroom environments can significantly improve student engagement and motivation (Bdiwi et al., 2019). However, the effectiveness of instructional media depends not only on their availability but also on how they are integrated into appropriate pedagogical strategies.

At the same time, the presence of respondents in the fair and poor categories indicates that not all students experience the benefits of the physical environment and instructional media equally. This may be due to limitations in facilities, inconsistencies in media utilization, or differences in students' perceptions of instructional effectiveness.

In conclusion, the physical learning environment and instructional media have contributed positively to the learning process but still require improvement to ensure more equitable and optimal outcomes. Enhancing facility quality, diversifying instructional media, and integrating technology with effective teaching strategies are essential steps toward creating a more supportive and engaging learning environment that promotes both student motivation and learning effectiveness.

CONCLUSION

This study aimed to describe students' learning environment by examining both social and physical dimensions, including the use of instructional media in the learning process. The findings indicate that, in general, the learning environment is perceived as supportive, both in terms of social interactions and physical facilities. The social learning environment, reflected through parental involvement, teacher support, and peer interaction, demonstrates a positive contribution to the learning process, although it has not yet reached an optimal level. Similarly, the physical learning environment and instructional media are considered adequate in facilitating learning activities, particularly in enhancing students' understanding and engagement.

However, the findings also reveal that the quality of the learning environment is not experienced uniformly by all students. Variations in perceptions indicate that certain aspects, such as the consistency of social support and the effective use of instructional media, still require improvement. This suggests that while the learning environment has fulfilled its basic role in supporting the educational process, it has not yet fully functioned as an optimal and inclusive system that accommodates all students' needs.

Therefore, it is necessary to strengthen both social and physical aspects of the learning environment. Efforts should focus on increasing parental involvement, enhancing teachers' roles as facilitators and motivators, fostering collaborative peer interactions, and optimizing the use of instructional media through appropriate pedagogical strategies. By addressing these aspects, the learning environment can be developed into a more effective, equitable, and sustainable system that better supports student engagement and academic success.



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