

Triggering Interest in Learning through Environmentally Based Space Management

Istifadah^{1*}, Lailatul Usriyah², Riyas Rahmawati³

¹Islamic Educational Management Department, Universitas Islam Negeri Kiai Haji Achmad Siddiq, Jember, East Java, Indonesia

²Islamic Educational Management Department, Universitas Islam Negeri Kiai Haji Achmad Siddiq, Jember, East Java, Indonesia

³Islamic Education for Early Childhood Department, Universitas Islam Negeri Kiai Haji Achmad Siddiq, Jember, East Java, Indonesia

E-mail: istifadah@uinkhas.ac.id¹, lailatulusriyah1978@uinkhas.ac.id², riyas.rahmawati@uinkhas.ac.id³

DOI: <http://doi.org/10.33650/al-tanzim.v7i4.6841>

Received: 31 August 2023; Received in Revised Form 19 September 2023, Accepted: 24 October 2023, Available online: 04 November 2023

Abstract:

Interest in learning is still a classic problem teachers face in the learning process. The learning environment is one of the school resources that has the potential to arouse students' interest in learning. This research aims to explore and investigate how the design of the physical environment of classrooms or study rooms at the Alam Nurul Islamic School (SANI) Jember can influence students' interests. The research focus was analyzed using the theories of Tomkins, Renninger, Hidi, and several other relevant theories. This research uses a qualitative descriptive method, where data collection is carried out through observation, interviews, documentation, and photography. Data analysis uses the theories of Milles, Huberman, and Saldana with three steps, namely data condensation, data presentation, and verification. The SANI learning environment is managed with the nature-based school concept by utilizing and optimizing the characteristics of the school environment, such as context, content, and learning processes. In this research, strategies, and interventions in the planning and substance of natural environment-based space management by creating a natural learning environment infrastructure can increase students' motivation, attention, and learning experience and potentially increase student interest and engagement.

Keywords: *Environmentally Based Space Management, Triggering Interest in Learning, Natural School*

Abstrak:

Minat belajar masih menjadi masalah klasik yang dihadapi guru dalam proses pembelajaran. Lingkungan belajar merupakan salah satu sumber daya sekolah yang berpotensi membangkitkan minat belajar siswa. Penelitian ini bertujuan untuk mengeksplorasi dan menginvestigasi bagaimana pengaturan desain lingkungan fisik ruang belajar di Sekolah Islam Alam Nurul (SANI) Jember dapat mempengaruhi minat belajar siswa. Fokus penelitian dianalisis menggunakan teori Tomkins, Renninger & Hidi, dan beberapa teori lain yang relevan. Penelitian ini menggunakan metode deskriptif kualitatif, dimana pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan fotografi. Analisis data menggunakan teori Milles, Huberman, dan Saldana dengan tiga langkah yaitu kondensasi data, penyajian data, dan verifikasi. Lingkungan pembelajaran SANI dikelola dengan konsep sekolah berbasis alam dengan memanfaatkan dan mengoptimalkan lingkungan sekolah, seperti konteks, isi, dan proses pembelajaran. Dalam penelitian ini ditemukan bahwa strategi dan

intervensi dalam perencanaan dan substansi manajemen ruang berbasis lingkungan alam dapat meningkatkan motivasi, perhatian, dan pengalaman belajar siswa. Dengan menciptakan sarana dan prasarana lingkungan belajar yang alami, secara potensial pendidik dapat meningkatkan minat dan keterlibatan siswa.

Kata Kunci: *Manajemen Ruang Berbasis Lingkungan, Pemicu Minat Belajar, Sekolah Alam*

Please cite this article in APA style as:

Istifadah, Usriyah, U., Rahmawati, R. (2023). Triggering Interest in Learning through Environmentally Based Space Management. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1161-1176.

INTRODUCTION

Interest in learning is an essential factor in the learning process discourse (Meyanti et al., 2019). The carrying capacity of interest will increase students' perceptions and ensure their ability to succeed in learning (Jaeger & Adair, 2014). How educators understand and interpret the term interest has significant consequences for various types of children's learning experiences during their educational process (Hedges, 2022). In general, researchers refer to the concept of interest, characterized by affective and cognitive components related to the emotional experience of being involved based on the individual's interaction with the environment. The learning environment, the physical learning facilities, and the infrastructure contribute significantly to the student's learning process. Unfortunately, the physical environment of the school is only underestimated, and its powerful effect needs to be addressed in the learning process (Taylor & Enggass, 2009).

Redesigning the learning environment is a significant change that is taking place to redefine pedagogical critical skills. This suggests that environment-based learning can close the outcome gap because it allows students to connect and integrate what they learn into their environment. One of the basic principles of educational facilities and infrastructure is that they must support the implementation of active, creative, collaborative, fun, and effective learning (Kemendikbud RI, 2021). On the other hand, the current procurement of educational facilities and infrastructure only fulfills aspects of mere availability and space requirements. Meanwhile, the vitality aspect of space as a trigger for interest in learning still needs to be a severe consideration in managing the learning environment. Thus, it is essential to have a system for managing the physical learning facilities and infrastructure (Istifadah, 2021). Managing an educational institution must be distinct from managing learning because space is a vital asset to accommodate all learning activities in an educational institution or institution (Istifadah, 2021) that have an impact on the learning process (Oblinger, 2017). In the last decade, there have been several advances in spatial thinking related to learning spaces for the future as a basis for managing learning as an information component that offers design, improvement, and innovation (OECD, 2017). This provides feedback on design principles to shape the learning environment more broadly. Natural environments are ideal for children to engage (Wilson, 2008).

The problem of learning space is not something new, but it is still interesting to study, especially in the context of Islamic boarding schools. In general, the condition of learning space in Islamic boarding schools still needs to be improved. Although there have been efforts to improve, the physical development of

pesantren has yet to develop a specific pattern because it was done haphazardly from the start (Wahid, 2001). Many previous studies have been conducted, but most still need to discuss the relationship between the environment and learning interests. Most of the research in this field focuses on learning media (Nursyam, 2019). Meanwhile, other researchers focus on learning models and factors influencing interest in learning (Meyanti et al., 2019; Dewi & Lestari, 2021). Because of this, this research seeks to reveal how learning spaces exist in Islamic boarding schools, especially space management, and its relation to interest in learning among students, with the hope of contributing to formulating a model for managing space in Islamic boarding schools.

This research was conducted at the Alam Nurul Islam School (SANI), one of the educational institutions under the auspices of the Nurul Islam Islamic Boarding School (PP. NURIS) in the District of Jember East Java which was cared for by Kiai Haji Muhyiddin Abdussomad. The current condition of the physical environment of the SANI learning space shows a significant improvement indoors and outdoors. There is a visible pattern and spatial arrangement. Based on preliminary research information, it indicates an awareness of the importance of managing space in the context of the natural environment around Islamic boarding schools. Unlike other Islamic boarding schools, SANI's learning space layout is designed openly (open plan) with an environment-based concept. The indoor learning space is not designed in a closed manner but is open and visually blends with the surrounding natural environment. As for the outdoor space, it is designed thematically with Indonesian fruits. In some corners, the outdoor space has shade trees, several gazebos, and children's playgrounds.

Overall, the SANI learning environment looks greener than other physical environments at the PP. NURIS. SANI initially planned for early childhood education (PAUD and TK), was eventually used as a shared learning space by the entire pesantren community. SANI outdoor space is a favorite place for students to study, memorize the Qur'an, and other Islamic boarding school activities. Kiai Muhyidin also prefers to give lectures for Ma'had Aly students at the SANI gazebo. Furthermore, this place is also used as an Aswaja study room for all levels of education in PP. NURIS. Some of the descriptions above make SANI's learning space different from most learning spaces in other Islamic boarding schools. Thereby attracting the researcher to choose SANI as a research location to reveal the spatial management pattern applied.

RESEARCH METHODS

The research was conducted at the SANI under the auspices of the Nurul Islam Islamic boarding school, located at Number 48 Pangandaran Street, Antirogo Jember, East Java. This qualitative research is presented in the form of descriptive words. Selected informants collect data because they have rich knowledge or sources to explore and research. Data collection uses observation and interviews, with data validity techniques using source triangulation and data validity checking techniques by comparing interview results with research objects. This research used 2000 Islamic boarding school students as resource persons and interviewed ten informants consisting of Islamic boarding school caregivers and

ustadz and ustadzah. The collected data is identified from the same period based on interviewed informants and analyzed according to the concentration and research objectives. Content analysis is carried out to understand the meaning of using the environment as a learning resource. The analysis results are interpreted based on relevant theory and previous research to what extent the environment can trigger students' interest in learning.

RESULTS AND DISCUSSIONS

The current condition of learning spaces in Indonesia still needs to be improved and needs to continue to be improved both in quantity and quality. The latest data shows that there are still many classrooms in a damaged condition, whether lightly, moderately, or heavily damaged. In sequence, it was stated that 54% of elementary school classrooms, 48% of middle and vocational school classrooms, and 46% of high school classrooms were damaged (Direktorat Statistik Kesejahteraan Rakyat, 2021).

Table 1. Classroom Conditions in Indonesia

Elementary School	27%	54%	9%	10%	1063
Junior High School	35%	48%	9%	8%	358
Senior High School	45%	46%	5%	4%	163
Vocational School	48%	48%	3%	2%	166

(Source : Renstra Kemendikbud RI, 2020-2024)

So what is the condition of the learning environment at SANI? Based on the results of observations, several findings were obtained as follows.

Physical, Socio-cultural, Academic Environment, and Learning Atmosphere

After making several visits to the location, the new researcher was able to deepen the data collecting by conducting observations and interviews with caregivers, ustadz, ustadzah, and students. The SANI area consists of three levels of PAUD, TK, and MI education which are combined with a fairly large playground and is equipped with several playgrounds, shade plants, and several gazebos.



Figure 1. SANI Physical Environment
(Source : Researcher, Observation April, 2022)

Among the exciting things about the features of SANI's physical environment are: First, there is an open space (outdoor space) for a reasonably large playing area (playground) and learning. As a SANI orientation center, this space is equipped with supporting elements, chairs, and tables formed with the theme of Indonesian fruits and children's play areas. Besides that, in several corners of this open space, gazebos are presented, which are multifunctional, apart from being shelters and waiting rooms for parents of students; at other times, they are also used as places of learning (Observation, 8 April 2022).



Figure 2. SANI Playground
(Source: Researcher, Observation April, 2022)

Second, the shape and appearance of the kindergarten classroom. Unlike other classrooms, this two-story kindergarten classroom was built in an open plan, open and integrated with the surrounding nature. Even though the main structure of this building uses reinforced concrete, the finishing of the columns and floors uses wood-tone materials, giving a natural impression.



Figure 3. Kindergarten classroom
(Source: Researcher, Observation April, 2022)

Seeing the description above, an awareness of a sense of plan has been built to manage the SANI learning environment in a more organized and conceptual manner. This assumption can be emphasized, among others, as illustrated by the field observation notes and photo documentation above, as well as the results of direct interviews with caregivers, ustadz, and ustadzah PP. NURIS emphasized the need to organize Islamic boarding schools with better planning. Kiai Muhyiddin said, "like the one at SANI and the new buildings recently, almost everything has been designed and planned better". Meanwhile Ustadz Kusairi

said, "From the beginning, SANI has had the concept of a natural school, so that learning is not only indoors but can also be done outdoors" (Researcher, SANI Gazebo on April, 2022).

In Islamic boarding school traditions and culture, kiai are the main actors as decision makers in every policy in Islamic boarding schools. Apart from acting as *uswah*, every utterance of the kiai is an order that must be obeyed and carried out by all members of the Islamic boarding school. This tradition, without exception, also penetrates into aspects of spatial management related to what should be built?, when should it be started?, where is it located?, and where should it face. These patterns are reflected in the results of an interview with Kiai Muhyiddin, who said, "I am only limited to the final decision. In the past, when Islamic boarding schools were still not this big. Indeed everything is still me, but not anymore." (Researcher, interview at the SANI Gazebo on April, 2022). Based on the informant's statement above, it can be seen how the pattern of space management occurs in PP. NURIS, kiai is the leading actor in the space planning process. However, something is interesting to be found in this regard.

Ning Kholidya and Gus Rahmat's love for nature is reflected in their desire to bring students closer to nature. This is reinforced by his plan to make the SANI area an Indonesian fruit garden. This is illustrated by a fairly large plant nursery area north of the SANI area. Apart from making it easier to meet vegetation needs, this nursery area is also helpful for students to learn about nature. To meet the needs of certain plants, it is not uncommon for Ning Kholidya to go out on his own to hunt for the types of plants he wants. Apart from that, to care for the entire SANI garden area, he specifically called in professionals who understand plant problems.



Figure 4. SANI Plant Nursery Area
(Source: Researcher, observation April, 2022)

"The development of the school team's thinking, which is implemented in the form of how learning can take place without burdening the children, while also feeling good about learning." In line with the statement above, "Yes, want to make the pesantren more to nature. Children learn more from nature. So we want to provide a comfortable place for children" (Researcher, interview at Gumuk SANI on April 22, 2022). Apart from the physical and socio-cultural environments, the SANI academic environment also supports creating environment-based learning. This can be seen by using the SANI park area as a learning space for Aswaja learning for all PP. NURIS students. Apart from that, the SANI gazebo is Kiai

Muhyiddin's favorite place when lecturing Ma'had Aly students. The SANI outdoor space is also a favorite place for students to practice memorizing tahfidz and practice to prepare for competition events.

Regarding this, Kiai Muhyiddin said, "Yes, we are still looking for a model, what method to use, so that what has been planned in the curriculum is by what is expected". Meanwhile, Ning Kholidya said, "But now Aba and Umi are also using this for Aswaja learning, and the children look at the home and happy." Kiai Muhyiddin and Ning Kholidya's statement above is supported by the statement of Ustadzah Karina who said, "As far as I know, there are lots of games at SANI. So they do not just get the theory, but also practice directly". The aim of a nature-based school can also be observed by the inclusion of natural environmental content as part of the daily routine learning activity program carried out at SANI as follows: morning greetings, gymnastics, reciting the Koran, natural learning, private learning, eating, bathing, sleeping, natural recitation, wudhu practice, and prayer practice.



**Figure 5. Ma'had Aly's lecture at the SANI Gazebo
(Source: Researcher, observation April, 2022)**

In addition to formal learning, learning activities at SANI also develop the concept of learning while playing, supported by the condition of the natural environment around SANI, which is very supportive. Ustadzah Karina said, "This natural school begins with Aswaja lessons by the kiai, or nyai, not just recitation or learning, and they go straight home. Indeed, from the nanny herself, every morning, she was told to play. So the children were immediately impressed by the fresh taste. Just look at the time to leave, happy, happy". (Researcher, interview at the PAUD Office in April 2022). Based on interviews with several junior high school students, the answers were relatively the same that SANI was a favorite place in PP. NURIS to study other than in class. Most of the students said that their interest in learning was increasing. At the same time, others say that studying at SANI is fresher and more comfortable.

SANI Environmental-Based Space Management Process

Land is one of the most significant assets owned by an institution or institution. The way it is managed and allocated must be controlled. The basic concept of space management is to provide services and how to manage space resources effectively and efficiently (Pratama et al., 2018). Space management is a

process for determining efficiency, space allocation, space-related problems, and issues, including monitoring current space usage that can be approached with traditional engineering following the process: defining the problem, analyzing the problem, determining space requirements for all activities, evaluating alternatives, selecting the preferred design, and implementing the design (Tompkins, 2010).

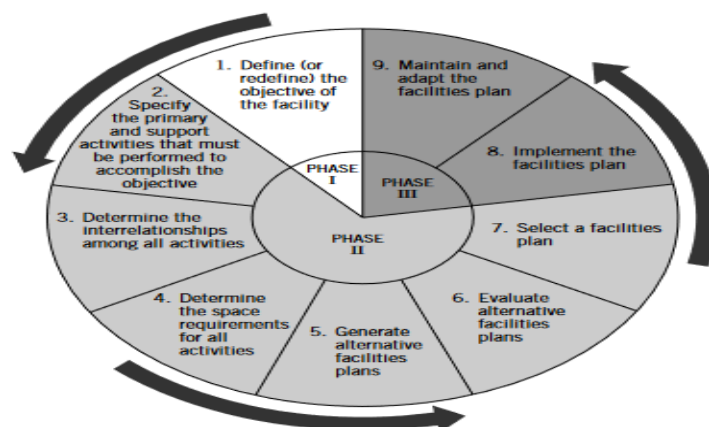


Figure 6. Facility Planning Process
(Source : Tomkins, 2010)

Meanwhile, Brauer said that the User Requirement Method (URM) is a process for determining the needs of a building or facility. There are three main steps in the user requirements method (URM), namely, operational analysis and user activity, determining user needs, and communication of user needs (Brauer, 1992). Kathy O. Roper et al. said that several essential planning elements contribute to the ability of facility managers to manage space effectively and predict efficient use. The primary considerations are as follows: amount of space, type of space, configuration of space, and utilization of space (Roper et al., 2014). Planning must meet building technical standards and requirements to produce the physical form of a building with the image of a private agribusiness Islamic boarding school (Hartono, 2014). The space management process should include keeping a regularly updated estate inventory, measuring space utilization, and space allocation and requirements (Rymarzak, 2014).

As is generally the tradition of the birth of pesantren, initially, the spatiality of PP. NURIS grew unmanaged without planning. Limited land and the lack of financial capacity lead to priority scales and a gradual process of effort, patience, and trust in developing Islamic boarding school facilities and infrastructure. Awareness of the importance of space management (planning) arises because of the development in the number of students, the extent of land ownership, and the variety of space needs. This aligns with the opinion that planning is an essential process in an organization or educational institution (Novita, 2017). With planning, organizations or institutions will find it easier to find directions toward achieving goals (Barker, 2013). This spatial awareness also aligns with the opinion that space management is managing space resources and providing services in creating an environment to support the goals of Islamic boarding schools.

At the beginning of the development of pesantren, the Kiai were the main actors in terms of spatial policy. Typologically, this pattern is top-down planning.

Interestingly, this process is always preceded by asking for the blessing of parents and asking for guidance from role models. The typical tradition of this pesantren is a recommendation of spirituality as a step of identification and agreement on the problem or goal, which is the initial process formulated by Eartman. In another vein, this typical pesantren tradition can also be said to define the problem, the initial phase of the Tomkins formula. However, when the pesantren has developed, both in terms of the number of students and the area of land, the need for space management has become increasingly prominent. At this point, the kiai's role as the leading actor in managing space begins to recede.

Moreover, with the birth of the Nurul Islam Natural School (SANI) concept of environment-based learning, initiated by the caretaker council, planning began to play a role. Related to this, Kiai Muhyiddin said, "In the future, this must be planned. After my children were grown enough to take care of this Islamic boarding school, I started inviting and asking for help from people who could design and plan. Yes, at first, we ignored this, but it turned out that the Islamic boarding school looked more organized.

The statement above can be assumed to be a new awareness among PP. NURIS about the importance of space management, especially planning aspects. This confirms Eartman's thesis, which says that "organizations could not successfully pursue a goal without some sort of planning." With planning, organizations or institutions will find it easier to find directions toward achieving goals. The importance of planning as a process in space management is always emphasized by research results (Rymarzak, 2014; Novita, 2017; and Istifadah, 2021). Besides that, Kiai Muhyiddin's statement above can also be assumed as a typological change, where previously all policies including space were the domain of the kiai (top-down). However, in the case of SANI, ideas came from the bottom-up committee, and there was delegation of planning (brainstorming) to professional staff, while Kiai's role was to approve the final approval.

Environment-based space management at SANI can be observed and found in the following statements; "development of thinking, how learning can take place without burdening the children. Do not feel restricted, and at the same time enjoy learning. "Yes, want to make the Islamic boarding school more natural. Children learn more from nature. So we want to provide a comfortable place for children". "For that one, from the start, we have the concept of natural school (SANI); we design for learning not only indoors, but education can also be outdoors." The statements above can be assumed as the initial process in space management, especially planning educational facilities. If examined, what was conveyed by both Kiai Muhyiddin, Gus Rahmat, and ustadz Kusairi above implies a user requirement related to analyzing operations and defining requirements as Brauer's opinion and is in line with analysis and determined as Tomkins' opinion. At this point, the idea of how learning becomes enjoyable and not a burden, learning is more to nature, learning is not only indoor but also outdoor implicitly is an operational analysis and determines needs as well as analysis and determination regarding the nature of the Nurul Islam Nature School (SANI). This is also in line with Eartman's planning step as a process of identification and agreement on the problem or goal.

Please look at some of the statements above; it can be said that it further clarifies the existence of an identification process in which learning becomes more enjoyable and closer to nature. "Learning effectiveness can be achieved with a pleasant atmosphere." Setting up a learning environment must be made attractive so that students will feel safe and comfortable to learn (DePorter & Hernacki, 1993). Extracting prioritized information is information about the physical condition of the natural environment around SANI and outdoor learning spaces.

The substance of Environmental Based Space Management SANI

Taylor and Enggass' perspective in looking at the physical environment of the school encourages a new paradigm in developing a curriculum that departs from the following three fundamental questions: The Context, The Content, and the Learning Processes. (Taylor & Enggass, 2009). Substantially, SANI's environment-based space management can be approached through the physical environment and the quality of the environment as an active and integral part of the learning process. Related to this, Taylor Enggass said that space will functionally and aesthetically support learning if designed based on context, content, and learning process formulas. What Taylor and Enggass said above can be used as a basis for observing phenomena that occur in the management of SANI classrooms. Related to this can be seen in the following statements; "because there are many children, so every few days alternately being in an outdoor space like this, open. So they do not get stressed when they are in space". "This natural school begins with learning Aswaja by kiai, or nyai. Indeed, from the nanny herself, every morning, No just recitation or learning Already direct go home, of course, told to play".

Several statements above give assumptions about the learning-based natural environment in SANI space management. Next, the discussion substance SANI space management will parsed based on the Taylor & Enggass formula as follows. First, Learning Context. As Kiai Muhyiddin said, "Several days very in a manner alternate is in an outdoor space like this, open." This statement, in a manner, contains meaning contextual about interaction learning with the environment nature. Assumption learning context this emphasized return with Kiai Muhyiddin's following statement said, "If see spaciousness broad, then atmosphere co, the weather cold, then wind smoothly, of course, child school right his heart that more roomy. So no, there is a burden, even happy." This statement emphasizes context learning because it describes a clear background physique and unique parameters from the learning environment. Taylor Enggass's opinion says, "Context is the physical setting where learning occurs: the built, natural, and cultural environment."

Assumption exists in the learning context in Kiai. Muhyiddin's statement above is supported by Utadz Kusairi, who says, "because precisely when outdoors children happier. The enthusiasm is higher. Right if in class they bored" Response from the user (user) separately direct about experience study at SANI the more strengthen meaning theoretical from vitality learning context. Moreover, Gus Rahmat said, "Even children conclude Study in the classroom with study above hump this or in nature, delicious and in nature." Gus Rahmat's narrative above shows a comparison of students' learning experiences. Thus, kindly empirically,

students give testimony that there is more to learn in nature than studying within class. This, along with the opinion that the condition of the learning environment's connection is relational with student achievement and behavior (Earthman, 1998). Because of that, the natural environment must be seen as an essential component of children's learning environment (Cosco et al., 2010). What can be caught from several informant statements above is a fact empirical about the same relative emic view from caregivers and users when alluded to about substance space management based environment. Reality is based step on the fact that the natural environment has become part of the learning context at SANI because experience in the natural environment gives a chance to look after growth in all developmental domains, including adaptive, aesthetic, cognitive, communication, sensorimotor, and socioemotional (Wilson, 2008).

Second, Learning content. Taylor & Enggass say that planning must learn standards and benchmarks measuring institution content or referring institutions to national education for choosing draft or theme cross-discipline for built-in school design (Taylor & Enggass, 2009). In this context, the concept theme of cross-discipline can be observed in the following Statement; "Yes, it is still looking for, that how the model, how the method, sometimes on top dune there, or in this gazebo, moving around that is it so reduce boredom." But now by Aba and Umi, this is also used for learning Aswaja". "This natural school started with learning Aswaja by kiai, or nyai". See the informant's statement by Kiai Muhyidin, Ning Kholidya, and Ustadzah Karina above. It can be assumed that learning Aswaja at SANI is a content cross-given discipline for all students. Previously, this material was carried out in each class at each level of education. However, with the existence of SANI, learning Aswaja centralized in SANI as statement Ustadzah Karina, "This natural school started with learning Aswaja by kiai, or nyai." Do not settle on one place, but move throughout the SANI area. Kiai Muhyiddin said, "Sometimes at the top dune there, or in this gazebo, moving around reduces saturation." Kiai Muhyiddin's statement above was confirmed by Ning Kholidya, who said, "But now by aba and umi, this is also used for learning Aswaja."

Election Aswaja material as content across the discipline at SANI is very suitable and supportive with discourse understanding idea draft from the concrete to the abstract as Taylor & Enggass opinion says that, "a concept is an idea or understanding, from the concrete to the abstract." Aswaja is a traditional Islamic boarding school socio-culture based on characteristics especially, Aswaja is attitude *tawassuth* (middle) and or *i'tidal* (balance) (Hamzah, 2017). According to Taylor and Enggass, balancing one's shades of philosophy suggests justice or even an approach to challenging life Or a sense of justice. Meaning essential balance move from concrete to abstract and amplified with increasing subtlety moment student explore lots of meaning in the broadest sense that can be applied to various situation learning material (Taylor & Enggass, 2009). Allocation of SANI as a learning space Aswaja is very suitable because, according to Wilson, features existing in nature allow cultivating development not only cognitive and aesthetic but also encourage the development of communication, sensorimotor, and socioemotional (Wilson, 2008).

The meaning underlying the description of the analysis above can be interpreted to mean that, in the substance of environment-based space management at SANI, there is the presence of ongoing learning content at SANI, as stated by Ustadzah Karina, "formerly it is indeed in the dune. Moreover, now more expanded again exists natural school as possible later developed, because this still includes new. Emphasis on learning Aswaja at SANI can be interpreted as content learning is a substance management room-based environment, as Taylor & Enggass's opinion. Whereas possibility development is more broad on the material, other content emphasizes excavation information.

Third, the Learning Process. Taylor & and Engas say that. "learning processes are how we learn, or different ways of learning. The difference gives important implications for method learning and designing the space needed (Taylor & Enggass, 2009). The phenomenon learning process above Can be observed in the following statements; "we try to hold teaching and learning activities in outdoor spaces like this." "Outdoors space This is needed by kindergarten or Playgroup institutions or those of the same age. There is just no close possibility of institutions like middle school or high school. Indeed, there is learning it outdoors". "at SANI, a lot like games. So they are that not only got theory, but direct practice".

Based on the statements above, it can be assumed that there are different ways of learning at SANI, as Kiai Muhyiddin's statement, "We endeavor to organize activity study teach it is in the outdoors space like this." Ustadzah Karina confirms this statement by saying, "So they no only got theory, but direct the practice." Although outdoor learning has already been implemented in several schools, this matter is still in different ways in the learning process. Remember, in general, learning moments are still held indoors. A learning process like this is worthy of discussion more in a context learning environment, as proclaimed by SANI. Thus, the existence of outdoor space at SANI is a manifest substance management room-based environment because it applies different ways of learning by utilizing the natural environment as a source of learning.

SANI Learning Environment As Trigger Student's Learning Interest

Renninger & Hidi said interest is circumstances psychology and disposition existing motivation internally to someone. Typologically, interest consists of situational interests and individual interests. Situational interest is the beginning phase characterized by focused attention on specific content. Whereas individual interests are relative trends that last long for involved return with content from time to time (Renninger & Hidi, 2019). Triggering interest will build involvement (Rotgans & Schmidt, 2014); a study confirms that triggering interest shows a consistent meaningful connection between students and the environment (Renninger & Hidi, 2016). To discuss more carry on about matter, This can observed in the following statements; "Because precisely when outdoors. That children are more happy. His enthusiasm more high, and when being outside children are more enthusiastic. Well done, interest nor in a manner performance clear, there is an improvement. "Thank God it is positive, really. They feel, yes,

plus feel at home". So, children That impressed direct fresh it feels like. Departure time looks, happy, happy".

Thus statement above can be assumed that SANI outdoor space can trigger students' situational interest. Empirical facts show that students' enthusiasm increased when they were in the SANI outdoor space, as explained by Ustadz Kusairi. Trigger facts situational interest this strengthened with what was conveyed by ustadzah Karina that hue students behavior become happy so leave to the SANI area. Based on observation is also possible assumed happen triggering students' interests. This is seen with several students who use SANI outdoor space as a place to exercise, memorize tahfidz, and practice for preparation of events and competitions in boarding school (Researcher, observation April 8, 2022). Thus, it can interpreted that the existence of SANI outdoor space shows potency as triggering situational interest nor students' interests as the opinion of Renninger & Hidi, who said that "studies that discuss triggering and maintenance interest in a manner consistent show connection important between students and the environment".

The discussion results regarding aspects of process, substance, and triggering students' interest in learning through environment-based space management at SANI above can contribute to the treasures of Islamic education as follows. Firstly, such research can provide insights into the impact of environmentally friendly spaces on student interest in Islamic education. By studying the relationship between the physical environment and student engagement, researchers can identify how natural lighting, comfortable seating arrangements, and aesthetically pleasing surroundings can positively influence student interest and motivation in learning about Islamic education. Secondly, research in this area can help identify effective strategies for incorporating environmental elements into Islamic education management. By examining successful case studies and best practices, researchers can provide recommendations on how to design and manage educational spaces that promote sustainability, environmental awareness, and Islamic values.

Furthermore, research on environmentally based space management and student interest in Islamic education can contribute to the development by generating empirical data and conducting rigorous analysis; researchers can provide policymakers and educational institutions with valuable insights on the importance of creating conducive learning environments that align with Islamic principles and promote environmental stewardship. It is important to note that the specific contributions of research in this area may vary depending on the context, location, and cultural factors. Therefore, conducting further research and collaborating with experts in Islamic education management and environmental studies can enhance the understanding and application of these findings.

CONCLUSION

Space management based on the environment can stimulate student interest in learning. By creating a comfortable and engaging atmosphere, students feel at home, and their enthusiasm and performance improve. Overall, the natural school concept with outdoor learning spaces has proven effective in fostering

student interest and creating a positive learning experience. From this, the environment, both physical and non-physical, is a potential asset as a primary source of learning. The environment is a hidden curriculum as an active part of the context, content, and learning process. The phenomenon of the school-based environment at SANI can be used as a model for other Islamic boarding schools to stimulate students' interest in learning. This can also increase insight and references regarding space management for elementary, middle, and high school level schools and the equivalent. Further research is needed regarding learning environment innovation as a new insight into space management for elementary, middle, high school, and equivalent levels.

ACKNOWLEDGEMENTS

Thank you to all parties who have supported this research, especially the SANI and the Nurul Islam Jember Islamic boarding school caregivers. The authors thank the reviewers who carefully and critically reviewed an earlier version of this article and provided many helpful comments.

REFERENCES

- Atkin, B., & Brooks, A. (2009). *Total Facilities Management* (3rd Edition). Blackwell Publishing Ltd.
- Barker, I. C. (2013). *A Practical Introduction to Facilities Management*. Dunbeath, Caithness, Scotland: Whittles Publishing.
- Brauer, R. L. (1992). *Facilities Planning: The User Requirements Method* (2nd ed). New York: American Management Association.
- Cosco, N. G., Moore, R. C., & Islam, M. Z. (2010). Behavior Mapping: A Method for Linking Preschool Physical Activity and Outdoor Design. *Medicine & Science in Sports & Exercise*, 42(3), 513–519. <https://doi.org/10.1249/MSS.0b013e3181cea27a>
- DePorter, B., & Hernacki, M. (1993). *Quantum Learning: Unleash the Genius within You*. London: Piatkus.
- Dewi, S. L., & Lestari, T. (2021). Pengaruh Metode Mengajar terhadap Minat Belajar Siswa Sekolah Dasar pada Pelajaran Matematika. *Jurnal Pembelajaran Matematika Inovatif*, 4(4). <https://doi.org/10.22460/jpmi.v4i4.755-764>
- Direktorat Statistik Kesejahteraan Rakyat. (2021). *Statistik Pendidikan 2021*. Badan Pusat Statistik.
- Earthman, G. I. (1998). *The Impact of School Building Condition and Student Achievement and Behavior*. Presented at the European Investment Bank/Organization for Economic Coordination and Development, Luxembourg. Luxembourg.
- Earthman, G. I. (2009). *Planning Educational Facilities: What Educators Need to Know* (3rd ed). Lanham, Md: Rowman & Littlefield Education : Published in partnership with the Association of School Business Officials International.
- Hamzah, M. (2017). *Pengantar studi aswaja an-nahdliyah* (Cetakan 1). Sewon, Bantul, Yogyakarta: Penerbit dan distribusi, LKiS.

- Hartono, D. T. (2014). *Pondok Pesantren Modern Berbasis Agroedukasi di Kabupaten Demak*.
- Hedges, H. (2022). *Children's Interests, Inquiries and Identities: Curriculum, Pedagogy, Learning and Outcomes in the Early Years* (1st ed.). London: Routledge. <https://doi.org/10.4324/9781003139881>
- Istifadah. (2021). *Manajemen Ruang dalam Perspektif Pesantren*. Sleman: Komojoyo Press.
- Jaeger, M., & Adair, D. (2014). The Influence of Students' Interest, Ability and Personal Situation on Students' Perception of A Problem-Based Learning Environment. *European Journal of Engineering Education*, 39(1), 84–96. <https://doi.org/10.1080/03043797.2013.833172>
- Kemendiknas RI. *Kemendiknas RI*, (2021).
- Meyanti, R., Bahari, Y., & Salim, I. (2019). Optimalisasi Minat Belajar Siswa melalui Model Pembelajaran Problem Solving. *Proceedings International Conference on Teaching and Education (ICoTE)*, 2(2), 262. <https://doi.org/10.26418/icote.v2i2.38239>
- Novita, M. (2017). Sarana dan Prasarana yang Baik menjadi Bagian Ujung Tombak Keberhasilan Lembaga Pendidikan Islam. *Nur El-Islam*, 4(2), 97-129.
- Nursyam, A. (2019). Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi. *Ekspose: Jurnal Penelitian Hukum dan Pendidikan*, 18(1), 811–819. <https://doi.org/10.30863/ekspose.v18i1.371>
- Oblinger, D. (Ed.). (2017). *Learning spaces*. Wahington, DC Boulder, CO: Educause.
- OECD. (2017). *The OECD Handbook for INNOVATIVE Learning Environments*. OECD. <https://doi.org/10.1787/9789264277274-en>
- Pratama, S. R., Nirawati, & Andria, M. (2018). Penerapan Arsitektur Ekologis Pada Perancangan Pesantren Agrobisnis di Karanganyar. *Senthong*, 1(2), 171–178.
- Putri, M. L., & Sukma, E. (2020). Penerapan Pembelajaran Tematik Terpadu Menggunakan Model Discovery Learning di Kelas IV SDN 15 Sungai Geringging Kabupaten Padang Pariaman. *Jurnal Pendidikan Tambusai*, 4(3), 2214-2222.
- Renninger, K. A., Bachrach, J. E., & Hidi, S. E. (2019). Triggering and Maintaining Interest in Early Phases of Interest Development. *Learning, Culture and Social Interaction*, 23, 100260. <https://doi.org/10.1016/j.lcsi.2018.11.007>
- Renninger, K. A., & Hidi, S. E. (2016). *The Power of Interest for Motivation and Engagement* (1st ed.). and Suzanne Hidi. Description: New York, NY : Routledge, 2016. |: Routledge. <https://doi.org/10.4324/9781315771045>
- Renninger, K. A., & Hidi, S. E. (2019). *The Cambridge Handbook of Motivation and Learning* (1st ed.). Cambridge University Press. <https://doi.org/10.1017/9781316823279>
- Roper, K. O., Payant, R. P., & Cotts, D. G. (2014). *The Facility Management Handbook* (Fourth editon). New York: American Management Association.
- Rotgans, J. I., & Schmidt, H. G. (2014). Situational Interest and Learning: Thirst for Knowledge. *Learning and Instruction*, 32, 37–50. <https://doi.org/10.1016/j.learninstruc.2014.01.002>

- Rymarzak, M. (2014). University Space Management Exemplified by Selected European Entities. *Real Estate Management and Valuation*, 22(2), 22–29. <https://doi.org/10.2478/remav-2014-0014>
- Taylor, A. P., & Enggass, K. (2009). *Linking Architecture and Education: Sustainable Design for Learning Environments*. Albuquerque: University of New Mexico Press.
- Toenlio, A. J. (2021). *Pendekatan Penelitian Kualitatif Bidang Pendidikan. Landasan, Teori, dan Panduan*. Malang: Ahlimedia Press.
- Tompkins, J. A. (Ed.). (2010). *Facilities Planning* (4th ed). Hoboken, NJ: J. Wiley.
- Wahid, A. (2001). *Menggerakkan tradisi: Esai-esai pesantren*. LKis. Retrieved from https://books.google.co.id/books?id=E1e_6PDmZ7sC
- Wilson, R. A. (2008). *Nature and Young Children: Encouraging Creative Play in Natural Environments*. London; New York: Routledge. <https://doi.org/10.4324/9780203940723>