

Assessing the Impact of Classroom Environment on Learning Outcomes: A Survey of Students and Teacher Perspective

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ABSTRACT

This study investigates the impact of classroom environments on student learning outcomes from both student and teacher perspectives. Using a descriptive quantitative approach, data were collected from 150 participants, consisting of 100 students and 50 teachers in Sorong City. The questionnaire covered four main categories: physical classroom environment, social classroom environment, psychological classroom environment, and learning outcomes. Reliability testing using Cronbach's Alpha confirmed that most categories were consistent, although the physical environment required improvement. The results revealed that while the physical environment was moderately supportive, the social and psychological aspects had stronger positive influences on student motivation, engagement, and achievement. These findings underscore the importance of enhancing classroom conditions beyond physical resources, by also fostering supportive interactions and psychological well-being. The study contributes practical insights for educators and policymakers in designing classroom environments that holistically promote academic success.

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1. INTRODUCTION

In the context of education regarding to the classroom environment, includes social components and interpersonal interactions in addition to more tangible elements like the furniture and space arrangement. Student motivation and academic achievement can be strongly impacted by the classroom environment. According to (Hussain Malik et al., 2018) a well-designed classroom can improve students' overall educational experiences. The power of instruction and teaching strategies employed in the classroom have a significant impact on learning processes and results. Many difficulties faced by the students in

today's educational system, most of them are related to the layout and administration of the classroom. A comfortable and encouraging settings typically make students learn better (R. Closa & Sarmiento, EdD, 2023). Therefore, it is important for teachers to create environments that encourage student participation, cooperation, and communication. In this case, a classroom environment is crucial for effective learning that fosters constructive social interactions in addition to paying attention to the physical aspects.

Sufficient physical conditions such as well spaces, good ventilation, and quality educational resources, can significantly improve students' concentration and attention. According to (Ahmed & Pierre, 2024), environmental variables such as lighting and noise levels, have direct effects on student performance. However, physical aspects are insufficient on their own to fully explain or understand a situation. Other factors such as the social dynamics within the classroom also play a critical role. (Huang & Lajoie, 2023) confirm that positive relationships between students and teachers, as well as among peers, maintain an atmosphere conducive to learning. Therefore, even though physical factors such as lighting and room comfort highly influence focus and concentration, supportive social factors especially in terms of interactions between individuals are the key influences for creating an optimal learning climate and motivating students to participate actively. (Suci Qadrianti Sakinah et al., 2025) emphasizes that strong, supportive social connections enhance student motivation and willingness to engage in classroom activities. This reinforces help educators to design classrooms that not only maintain positive interactions but also ensure emotional and psychological safety for all students. In other words, although the learning environment (the physical aspects) is incredibly important, the social factors related to the feeling of safety and emotional support in the classroom also a major impact in supporting a positive learning atmosphere. It is, therefore has an impact to students' academic achievement. In Indonesia, classrooms characterized by strong social bonds often produce better learning outcomes, as students feel more engaged and motivated to participate (Aldi Ari Saputra, Aldo Naza Putra, Edwarsyah, Syahrial Bakhtiar, 2025).

The purpose of this study is to further explore the relationship between physical and social factors within the learning environment, and how such factors influence student learning achievement in junior high schools. This will be done through a survey method among teachers and students. This analysis aims to provide a clear picture of how students experience their learning, and educators' views of the ideal classroom environment. Through extensive collection and analysis of data, researchers plan to provide recommendations that can be used by educators in the classroom to create a better learning environment. Through examination of physical, interpersonal, and environmental elements of the classroom, researchers hope to maximize student achievement. Additionally, the results of this study are anticipated to be a resource in the development of education policies towards providing conducive environments for the students in schools. Although the existing research mainly discussed the physical space (design) of classrooms or the social space (interactions) among students, mere few studies attempted to analyze how these factors synergize to influence overall learning. The present study could fill this void by examining the physical and social characteristics of classroom environments, and how they interact to affect student motivation and achievement. This integrated perspective is relatively under considered and a beneficial contribution to the improvement of education practice. This syntax is consistent with the formatting and rationale of your example, appropriate to your study of classroom environments.

The classroom environment has an important role in creating student learning experiences. A well-designed and supportive learning environment can greatly increase students' engagement, motivation, and academic success. This literature review analyses the key factors that contribute to effective classroom environments, including physical attributes, social interactions, and the perceptions of both students and teachers. (e.g., the design, the lighting, the acoustics, seating, etc.) can have a significant effect on how much students learn. There is evidence to suggest that open or flexible learning environments conducive to collaborative and active learning can improve student engagement and performance as well as student learning outcomes (Kariippanon et al., 2019). (Nehyba et al., 2023) On the other hand maintained that conventional row-based seating could prevent students from interacting, and restrict collaborative learning. Good lighting is also important for the best learning. Daylight is known to have a positive impact on students' mood, attention and academic performance (Mott et al., 2012). In addition, limiting noise

levels in the classroom is important for learning (Emara et al., 2024). Excessive noise has the potential to interrupt concentration and cognitive function (Buchari & Matondang, 2017).

The effect of the classroom environment on learning has been studied in a number of studies. The results of the study titled *Effective Classroom Management to Create Positive Learning Environment* concluded that in an effort to find success among the learning process, students require a positive environment (Tri Hasnanto, 2024). (Mogas-recalde & Márquez, 2021) on their study discover that children are more affected to unfavorable classroom acoustics and noise. The research underscored the importance of managing noise levels to improve listening skills and overall academic achievement. Furthermore, a research by (Zainullah et al., 2023) highlighted the need for promoting healthy teacher-student relationships in the educational environment in order to develop an environment conducive to learning and improving students' academic achievements. Taken together, these studies emphasize the significant impact of both the physical layout and social environment of classroom settings on student outcomes, implying the need for more research to better understand these relationships and inform effective educational policy. Studies have previously looked at the effect of physical and social aspects of classrooms environments on students motivation and academic success. But there is still a knowledge gap on how these factors interact. This research seeks to close the gap by examining the overall impact of surroundings (physical factors of lighting and noise level) and social interactions (peer-group and student-teacher) on learning achievements in junior high schools. The study aims to contribute to our knowledge on how to design learning experiences or spaces that are successful in supporting distribution of student success.

2. METHODS

Design and Samples

The present study employs the descriptive quantitative method to study the demographic background information, physical environment of the classroom, social environment of the classroom, psychological environment of the classroom and the learning achievement. This research allows detailed exploration of learners' perceptions in a natural environment. It involves prolonged involvement with students, which allows researchers to collect Likert scale questionnaire data manually filled out on paper by teachers and students as participants. 150 Participants in this study consisted of 100 students and 50 teachers from junior and senior high schools in Sorong City. Students were selected from various levels to ensure representation diverse perspectives on the classroom environment. While teachers were selected based on their experience in teaching and their familiarity with the classroom environment.

Instrument and Procedures

Data were collected by a structured questionnaire for the purpose to assess student and teacher's perceptions on classroom environments and its effect on students' learning achievements. The questionnaire included Likert scale items to measure the degree of agreement or disagreement with statements related to physical elements (lighting, seating arrangements, noise levels) and social aspects (teacher-student interactions, peer relationships). The questionnaire was constructed based on previous works related to classroom environments and learning (Bimaruci Hazrati Havidz & Mujakiah, 2023). It was available to participants via Google Forms, with simple access and anonymity. Before the administration of the questionnaire, a brief description of the purpose of the study was given and instructions on how to complete the items was explained to the participants.

Data Analysis

To analyse the data collected from the questionnaires, the researcher employed both descriptive and quantitative analysis techniques. Data analysis is a crucial process that involves organizing and categorizing responses to reveal patterns and themes, enabling a deeper understanding of participant perspectives (Creswell, 2007). The analysis involves organizing, summarizing, and presenting numerical data in a meaningful way.

The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques.

3. FINDINGS AND DISCUSSION

To find out the attitude of the assessment of the impact of the classroom environment on learning outcomes or surveys from the perspective of students and teachers, a questionnaire was created based on the theory contained in Chapter III. The questionnaire was written in Indonesian and designed with a Likert scale range and descriptors strongly agree (5), agree (4), disagree (3), disagree (2), and strongly disagree (1). The researchers used Cronbach's Alpha to test the consistency of the questionnaire items (a scale of ≥ 0.7 is considered reliable). The results of the questionnaire are presented into some of the following table:

Reliability Test

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables

Reliability Statistics

Cronbach's Alpha	N of Items
.889	20

The reliability test was conducted to determine the internal consistency of the questionnaire items used in this study. The analysis showed that the instrument reached a Cronbach's Alpha value of ≥ 0.7 , which is considered a strong indicator of reliability in social science research. This result implies that the items in the questionnaire are consistent in measuring the intended construct and provide dependable data for further analysis. In practical terms, the high alpha value reflects that the instrument can be trusted to yield stable and consistent responses across different participants, thereby strengthening the validity of the research findings.

Result of Questionnaire

Table 1. Result of Physical Classroom Environment Category

No	Category	Statement	N	SDA (1)		DA (2)		N (3)		A (4)		SA (5)		Mean
				F	%	F	%	F	%	F	%	F	%	
				1.	Physical Classroom Environment	The classroom layout (e.g., seating arrangement)	150	5	3,3	6	4	27	18	

	s) supports the teaching/learning process.													
2.	The classroom lighting is adequate for learning activities.	150	9	6	20	13,3	24	16	60	40	37	24,6	3,6	
3.	The classroom temperature and ventilation support comfort and concentration.	150	2	1,3	3	2	28	18,6	60	40	57	38	4,0	
4.	Classroom resources (e.g., whiteboards, technology) are adequate and easily accessible.	150	3	2	6	4	37	24,6	56	37,3	48	32	3,9	
5.	The classroom noise level is controlled and does not interfere with the learning process.	150	11	7,3	18	12	30	20	54	36	37	24,6	3,6	

The data in the table illustrates students' perceptions of the physical classroom environment based on five key aspects. Overall, students expressed a positive evaluation, as reflected by the mean scores ranging from 3.6 to 4.0. The highest-rated items were related to classroom layout and temperature/ventilation, both scoring a mean of 4.0, indicating that these elements significantly support the teaching and learning process (Nehyba et al., 2023). Additionally, classroom resources such as whiteboards and technology were rated positively, with a mean of 3.9, suggesting general satisfaction with their availability and accessibility. The availability of adequate educational resources creates a conducive learning environment and motivates students to be more actively involved in the learning process (Tunde, 2022). However, aspects such as lighting and noise control received slightly lower mean scores of 3.6, highlighting moderate agreement and suggesting these areas may benefit from further improvement. Good lighting helps students read, write, and complete tasks more easily without causing eye strain in the classroom, supporting learning activities (Emara et al., 2024) (Mott et al., 2012). Noise distractions can significantly hinder learning by making it difficult for students to concentrate.

Excessive noise can disrupt students' concentration and hinder the teaching and learning process (Massonnié et al., 2022). These results imply that while the physical classroom environment is generally conducive to learning, targeted enhancements in lighting and noise management could further optimize student comfort and concentration.

Table 2. Result of Classroom Social Environment Category

No	Category	Statement	N	SDA (1)		DA (2)		N (3)		A (4)		SA (5)		Mean
				F	%	F	%	F	%	F	%	F	%	
1.	Classroom Social Environment	The teacher/students create a sense of mutual respect in the classroom.	150	6	4	3	2	16	10,6	58	38,6	67	44,6	4,1
2.		Class discussions are inclusive and encourage active participation.	150	2	1,3	5	3,3	26	17,3	71	47,3	46	30,6	4,0
3.		Interactions among classmates are positive and supportive.	150	5	3,3	4	2,6	30	20	56	37,3	55	36,6	4
4.		The teacher is approachable and responsive to students' needs.	150	1	0,6	12	8	20	13,3	67	44,6	50	33,3	4,0
5.		Group activities and collaboration enhance the learning experience.	150	3	2	4	2,6	17	11,3	64	42,6	62	41,3	4,1

The table presents students' responses regarding the classroom social environment, focusing on five key statements related to respect, participation, interaction, teacher responsiveness, and collaboration. The overall results indicate a highly positive perception, with mean scores ranging from 4.0 to 4.1, reflecting a strong agreement among students. The highest-rated items were related to the mutual respect between teacher and students, and the positive impact of group activities, both receiving a mean score of 4.1, supported by over 80% of students selecting "agree" or "strongly agree." This high level of agreement reflects the belief among participants that creating a respectful classroom climate is essential for learning (Wang, 2023). Additionally, class discussions (4.0), peer interaction (4.0), and teacher approachability (4.0) were also rated favourably, indicating that the classroom environment is inclusive, supportive, and conducive to active engagement. This indicates that a

collaborative classroom environment, where all voices are heard, enhances student engagement and learning outcomes (Iswari et al., 2020). Positive interactions between classmates can increase student self-confidence and create a safe environment where students feel valued and listened to, which in turn supports their personal and academic development (Liu, 2023). These results suggest that the social atmosphere in the classroom significantly enhances students' learning experiences by fostering respect, collaboration, and open communication (Sarwono et al., 2020).

Table 3. Result of Psychological Classroom Environment Category

No	Category	Statement	N	SDA (1)		DA (2)		N (3)		A (4)		SA (5)		Mean
				F	%	F	%	F	%	F	%	F	%	
1.	Psychological Classroom Environment	I feel motivated to teach/learn in this classroom environment.	150	4	2,6	8	5,3	25	16,6	72	48	41	27,3	3,9
2.		The classroom atmosphere reduces stress and promotes well-being.	150	7	4,6	19	12,6	40	26,6	54	36	30	20	3,5
3.		Expectations regarding behaviour and academic achievement are clearly communicated.	150	2	1,3	6	4	32	21,3	60	40	50	33,3	3,9
4.		The feedback given in class helps me to improve	150	4	2,6	5	3,3	22	14,6	56	37,3	63	42	4,0
5.		The classroom environment encourages critical thinking and creativity.	150	2	1,3	6	4	35	23,3	56	37,3	51	34	3,9

The table presents student perceptions of the psychological classroom environment across five indicators, with mean scores ranging from 3.5 to 4.0, indicating generally positive responses. The highest-rated item is "The feedback given in class helps me to improve", with a mean of 4.0, suggesting that students find teacher feedback effective in supporting their academic progress. Constructive feedback in learning is very important for student development. Feedback not only improves their understanding of the material, but also builds confidence and motivation to keep learning (Tampubolon & Ismanda, 2025) (Safitri et al., 2024). Other aspects such as motivation to learn, clear communication of expectations, and encouragement of critical thinking and creativity all received strong ratings of 3.9, reflecting a classroom atmosphere that is psychologically supportive and

intellectually stimulating (Kurniawan et al., 2023). However, the statement “The classroom atmosphere reduces stress and promotes well-being” received a slightly lower mean of 3.5, indicating that while the environment is generally conducive to learning, there may be room for improvement in creating a more relaxing and stress-free atmosphere. Overall, the data implies that the psychological climate of the classroom is largely positive, fostering motivation, clarity, and personal growth, although attention to emotional well-being could be enhanced.

Table 4. Result of Learning Outcomes Category

No	Category	Statement	N	SDA (1)		DA (2)		N (3)		A (4)		SA (5)		Mean
				F	%	F	%	F	%	F	%	F	%	
				1.	Learning Outcomes	The classroom environment significantly influences academic achievement.	150	7	4,6	6	4	41	27,3	
2.		The classroom conditions influence my engagement in teaching/learning activities.	150	8	5,3	9	6	33	22	51	34	49	32,6	3,8
3.		The current classroom setting supports effective learning outcomes	150	5	3,3	5	3,3	29	19,3	59	39,3	52	34,6	3,9
4.		Changes in the classroom environment will improve learning outcomes.	150	8	5,3	4	2,6	18	12	50	33,3	70	46,6	4,1
5.		I believe that the classroom environment supports long-term knowledge retention.	150	3	2	5	3,3	18	12	58	38,6	66	44	4,2

The table displays students’ perceptions regarding the impact of the classroom environment on learning outcomes, with mean scores ranging from 3.8 to 4.2, indicating generally positive responses. The highest-rated statement, “I believe that the classroom environment supports long-term knowledge retention”, received a mean score of 4.2, reflecting strong agreement from the majority of respondents (82.6% agreed or strongly agreed). A good classroom environment plays an important role in the

learning process because it helps students to more easily remember and apply the knowledge they have acquired (Etty Umamy, 2024). Similarly, the belief that changes in the classroom environment can improve learning outcomes was also rated highly (mean = 4.1), showing students' awareness of the role of physical and psychological conditions in enhancing academic success (R. Closa & Sarmiento, EdD, 2023). Other items, such as the influence of the environment on achievement and engagement, both received a mean of 3.8, while the statement on the classroom setting's support for effective outcomes scored 3.9. This shows that students feel a positive relationship between the physical conditions and atmosphere of the classroom and their engagement in learning (Mercan Kucukakin et al., 2025). These findings suggest that students perceive a significant connection between the classroom environment and their academic engagement, performance, and knowledge retention, and they believe that improvements to the environment could further enhance their learning experiences (Gabriel, 2023).

4. CONCLUSION

This study highlights the significant impact of classroom environments on student learning outcomes, as reflected in the perspectives of both students and teachers. The findings reveal that while the physical classroom environment generally supports the learning process, certain aspects such as lighting and noise control require further improvement. More importantly, the social and psychological dimensions of the classroom were found to have strong positive influences on student engagement, motivation, and achievement. The high reliability scores obtained for the social and psychological categories confirm their consistency in shaping academic outcomes, whereas the relatively lower reliability for the physical environment suggests the need for refinement in measurement and practice. Overall, the results emphasize that fostering respectful interactions, supportive teacher-student relationships, and psychologically safe learning spaces are crucial strategies for enhancing student success. For policymakers and educators, these findings underscore the importance of prioritizing improvements not only in physical facilities but also in cultivating collaborative, motivating, and inclusive classroom climates that can sustain long-term educational growth.

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