

Learning Environment Conducive to Elementary School Student Learning Achievement: SLR

Evanka Apriliana Bitalika¹, Candra Utama²

¹Primary Teacher Education, State University of Malang, Malang, Indonesia

² Primary Teacher Education, State University of Malang, Malang, Indonesia

*email: evanka.apriliana.2301516@students.um.ac.id

Keywords

Conducive learning environment, elementary school students,

SLR

Abstract

This study aims to analyze the influence of a conducive learning environment on the learning achievement of elementary school students through the Systematic Literature Review (SLR) approach. A total of 15 articles were searched in 2020-2025 using Google Scholar, and 5 articles were analyzed in depth according to inclusion criteria. The results of the study show that a learning environment that is physically, psychologically, and socially supportive contributes significantly to increasing student motivation, concentration, and involvement in the learning process. Physical facilities such as comfortable classrooms, adequate study aids, and good ventilation and lighting play an important role in creating learning comfort. On the other hand, positive interpersonal relationships between teachers and students, as well as a collaborative and inclusive school culture, have been shown to strengthen students' enthusiasm for learning and academic achievement. Therefore, a holistic approach that integrates these three aspects is key in creating an optimal learning environment at the primary school level

1. Introduction

Basic education is a very important foundation to improve the quality of human life in the future. One of the important factors that affect the success of the educational process in elementary school is the educational environment, which includes not only physical aspects such as facilities and infrastructure, but also psychological and social aspects that can inspire students to learn more effectively. Law of the Republic of Indonesia Number 20 of 2003 Chapter I Article I concerning the National Education System states that education is a conscious and planned effort to support the learning process and the teaching process so that students actively develop their potential. According to the 2018 PISA report from the OECD, Indonesia is ranked 74th out of 79 countries in terms of reading comprehension, 73rd for mathematics, and 71st for science. The average Indonesian student is below the OECD average, which indicates that there is a need for significant improvements in the school system, including the learning environment.

The role of a conducive learning environment in schools greatly contributes to students' academic achievement and creativity. The ideal environment is one that suits the characteristics and mindset of the students. A good classroom environment must pay attention to the class level and the subject matter to be taught. In this case, the teacher functions as a classroom manager, both in the arrangement and during the learning process. In another opinion, the learning environment is seen as all factors that affect the sensitivity of the subjects taught, especially teachers and students as the first step in the educational process in schools (Zaturrahmi, 2019). According to Saroni (Djamal 2011: 110), the learning environment includes all things related to the place where the learning process is carried out. Hambalik (2004: 195) also explained that the learning environment in schools includes everything that is around the school and has a certain meaning and influence on students. From these various opinions, it can be concluded that the learning environment at school is a diverse condition and has a significant meaning and impact on students, especially in the implementation of learning activities that have the potential to affect their academic achievement.

Observations in several elementary schools show that a less supportive learning environment can have a negative impact on student learning outcomes. For example, a cramped classroom environment, poor ventilation, and a lack of positive interaction between teachers and students can

reduce motivation to learn. On the contrary, a clean environment, well-maintained facilities, and harmonious relationships among all school residents can improve student enthusiasm and learning outcomes.

This research using the literature analysis method is very helpful in describing the relationship between the school environment and student learning outcomes. Through the analysis of several related studies and literature, the factors that affect the school environment and their impact on students' academic achievement at the elementary school level can be identified. Some studies show that a tidy physical environment can affect students' motivation and learning style. A neat and clean classroom will increase students' focus and motivation while fostering a more comfortable atmosphere. A safe and well-managed school will provide a supportive and encouraging environment for students and staff, which is essential for creating an effectual learning environment. Schools with well-functioning facilities will make it easier for teachers and students to carry out the teaching process. The monitoring and evaluation process will be easier to carry out if there are good, met, orderly educational standards, and their implementation is in accordance with standards.

The concept of "conducive learning environment" will be operationalized in three main aspects in this study. The physical aspect includes the availability of adequate learning facilities, such as comfortable classrooms, good ventilation, adequate lighting, and durable learning aids. The psychological aspect is related to the positive interpersonal relationships between teachers and students, as well as between students, which results in stimulating and encouraging learning strategies. In contrast, social responsibility refers to an inclusive, participatory, and collaborative school culture in which all students actively participate in the learning process.

Based on this background, this study formulates the main problem, namely: "How does a conducive learning environment affect the learning achievement of elementary school students? Therefore, the purpose of this study is to analyze the influence of the physical environment of the classroom on the academic achievement of students in elementary school.

2. Method

This study uses the Systematic Literature Review (SLR) to analyze the influence of a conducive learning environment on student achievement in elementary school. It begins with a research that includes the formulation of the main research questions of this study, namely how the key characteristics of the learning environment affect students' academic performance in elementary school and the most significant environmental factors correlate with improved academic achievement. The SLR protocol is structured by establishing criteria for critical analysis, databases, and literature reviews, as well as by utilizing thematic analysis to identify research findings.

The data source consists of scientific articles obtained from databases such as Google Scholar, with inclusion criteria that include articles that discuss a conducive learning environment in elementary schools. Systematic literature review It is a research method that uses literature topics that are systematically searched in existing journal databases as a way to synthesize various scientific evidence. The data collection process includes identifying articles with relevant keywords, conducting initial analysis based on abstracts and titles according to inclusion and exclusion criteria, and conducting final analysis through content review and research methodology. Data analysis is done by gathering important information from each article, conducting qualitative synthesis to identify patterns and trends, and interpreting the results to provide a holistic picture and practical implications for improving the learning environment. To ensure the validity and reliability of the research results, a strategy of source triangulation and peer review is applied. This SLR method is expected to provide an in-depth understanding of how a conducive learning environment can improve the learning achievement of elementary school students.

3. Results and Discussion

Based on the results of research and analysis of several scientific articles that discuss important criteria, it was found that a conducive learning environment has an important role in improving student learning outcomes at the elementary school level. The results of the analysis were classified based on the physical, psychological, and social criteria used by each article, as well as their impact on student motivation and learning outcomes. There is a striking difference between articles that

discuss physical facilities and articles that deal with topics related to emotions and school. All of this suggests that a holistic approach that addresses these issues is more effective in raising academic standards. The articles analyzed in this study show a consistent relationship between the learning environment and increased motivation, motivation, and academic achievement. student. All of this systematic research supports the idea that a conducive learning environment is not just about providing physical facilities, but also considering the emotional and social factors that affect students' learning experiences. While physical factors are a fundamental component of comfort, learning will not run efficiently without the support of teachers and a supportive school culture.

The physical environment is one of the key factors that has a long-term impact on the effectiveness and comfort of the learning process. Facilities such as good lighting, adequate ventilation, spacious classrooms, and cleanliness and neatness of the room greatly affect students' concentration and motivation in learning. In addition, the existence of complete learning aids also contributes to the creation of a conducive learning atmosphere. Some research indicates that students who study in schools with adequate facilities tend to achieve higher academic achievement compared to those in less supportive environments. On the other hand, poor physical conditions such as cramped classrooms, uncomfortable temperatures, and lack of learning tools can significantly reduce students' enthusiasm for learning.

In addition to the physical aspect, the social and psychological environment also plays an important role in student learning outcomes. Good and positive relationships between teachers and students, empathy, open communication, and respect for individual differences help build students' confidence and emotional security. This is very important for elementary school children who are in the social and emotional development phase. A participatory, collaborative school culture that engages parents and encourages cooperation between teachers and students contributes to creating a dynamic and engaging learning environment. Therefore, a holistic approach that includes integrated physical, psychological, and social improvement is urgently needed. Efforts to improve the quality of basic education need to be carried out jointly by schools, teachers, and policy makers to create an optimal learning environment and support students' academic potential to the maximum.

Based on the analysis of 15 selected articles, the researcher has carried out a literature review study by identifying as many as 10 articles relevant to the research topic from google scholar. From this number, 5 articles were selected that specifically discussed the learning environment that is conducive to the learning achievement of elementary school students. The selected articles will then be analyzed in more depth and grouped according to the purpose of writing and the title of the article, in order to support systematic discussion. The article selection strategy carried out by the researcher can be seen in Table 1. The following:

Table 1. Article Selection Strategy

No	Discussion Categories	Search Engines	Search Results
1	Search year 2020-2025	<i>Google Scholar</i>	15
2	Relevant titles		10
3	Selected and discussed articles		5

The articles selected for analysis are publications that are in accordance with the category that has been set by the researcher, namely focusing on findings related to the learning environment that support the improvement of learning achievement of elementary school students. Five of them show different approaches in creating a conducive learning atmosphere. The selected articles are then categorized and presented in Table 2. The following are the results of an analysis of articles relevant to the topic of a conducive learning environment and its influence on the learning achievement of elementary school students:

Table 2. Findings and Solutions related to a conducive learning environment

Article	Research Methods	Findings	Solution
The Importance of a Conducive Learning Environment for Elementary School Students Setiawan & Mudjiran, (2022)	Qualitative Description and Literature Study	Research shows that a conducive learning environment has a great influence on students' comfort and enthusiasm in learning. Physical environments such as spacious, clean, and well-organized classrooms, as well as social environments such as positive interactions between teachers and students, contribute greatly to improved learning achievement. The results of the questionnaire also show that the majority of elementary school students want a fun, spacious, and creative environment. Teachers, parents, and the community need to work together to create a good learning environment.	This article suggests that teachers and schools organize classrooms neatly, cleanly, and comfortably to create a fun learning atmosphere. Additionally, it is important for teachers to build a welcoming environment through open communication and non-authoritarian interactions. Teachers should also provide space for students' creativity and agree on class rules together to encourage a sense of collective responsibility. With this approach, the learning environment will support students' academic and social-emotional development.
The Influence Of School Environment on Students' Learning Interests in Elementary School Deni Kurniawan, (2022)	Qualitative Description	This research confirms that the school environment plays a significant role in shaping students' learning interests which have a direct impact on their academic achievement. Adequate physical facilities, positive teacher- student interaction, conducive classroom atmosphere, and parental support are important factors. A comfortable school environment can increase students' motivation and concentration in learning, while a less supportive environment actually hinders students' learning development.	This article suggests that teachers are expected to be able to recognize changes in students' interest and enthusiasm for learning periodically, as well as adjust the learning approach used. In addition, it is important to maintain the neatness, cleanliness, and comfort of the classroom as physical factors that affect students' mood in learning. A supportive environment must be built through good communication between all school residents and the active involvement of parents in supporting children to learn at home.
The Influence of the Learning Environment on the Academic Achievement of Elementary School Students Sutrisnawati Mehora et al. (2024)	Case Study Methods (observation and interview)	The results of the study show that students from SDS Muhammadiyah Pomalaa have higher achievements than other schools because they are supported by a good learning environment and an active role of teachers. The highest percentage is found in artistic and emotional skills at 72%, and language skills at 68%. Factors that affect student achievement include the availability of facilities and infrastructure, teacher-student interaction, family support, and a supportive social environment	The researcher Suggests improving learning facilities, teacher training to create a positive learning atmosphere, and collaboration between schools and parents to create a conducive learning environment.
Positive Environmental Analysis in Supporting Effective Learning and Harmonious Class Management at SMA Negeri	Qualitative	Research shows that in science classes, a conducive classroom atmosphere is important in supporting learning, while in social studies classes, good	The solutions offered by the author are more focused on the importance of classroom management and student involvement in the school program. Effective

1 Gedeg Febriani et al. (2025)		classroom management is the dominant factor. Non-academic programs have also been shown to increase student engagement	classroom management is carried out by creating an orderly and conducive classroom atmosphere, as well as providing a space for interactive learning. Non-academic programs such as classroom cleanliness competitions, cultural activities, and student participation in maintaining the school environment are highly recommended to build students' involvement and sense of belonging to the learning environment. Harmonious collaboration between teachers, students, and the school will create an atmosphere that supports academic growth and student character.
The Relationship Between Conducive Learning Environments With Student Learning Achievement in Science Subjects Iber, R. (2022)	Qualitative Descriptive	The results of the study show that a conducive learning environment has a great influence on student performance. Important factors include the physical condition of the classroom, the social- emotional climate, technology-based methods, parental support, and the quality and motivation of teachers. Adequate facilities support learning outcomes, but teacher creativity remains key, especially in schools with limited facilities. A safe and supportive classroom atmosphere encourages students to actively ask questions and try, thereby increasing understanding and enthusiasm for learning, especially in science subjects	Solutions offered include improving Science learning facilities, teacher training to create active and enjoyable classrooms, integration of technology in learning, active involvement of parents and the community, and policies that support teacher well-being and motivation. This holistic approach is considered effective in improving the quality of the learning environment as well as the academic achievement of students, especially in science subjects.

Based on the results of the analysis of the five selected articles, it shows that a conducive learning environment consistently has a positive effect on student learning achievement at the elementary school level. A physical environment, such as a comfortable, clean, and organized classroom, has been proven to increase students' motivation and concentration while studying. In addition, a good relationship between teachers and students, a safe and supportive classroom atmosphere, and the active involvement of parents and the community are important aspects of the psychosocial environment that strengthen the learning process.

Each article emphasizes that a holistic approach that includes improving facilities and infrastructure, improving the quality of teaching, active and interactive learning methods, and a participatory school culture are key to creating an optimal learning atmosphere. These studies also highlight the importance of collaboration between all parties, including schools, teachers, parents, and policymakers, in building an environment that encourages students to actively learn and achieve

3.1. Conclusion

Based on a systematic analysis of the various literature reviewed in this study, it can be concluded that a conducive learning environment is very important to improve student learning achievement and has a significant contribution to the achievement of elementary school students. The implications of these findings support the creation of more integrated education policies in the management of the school environment, as well as create opportunities to develop intervention

models based on local contexts to improve the quality of basic education. A conducive environment not only focuses on providing physical facilities such as safe, healthy, and well-ventilated classrooms, as well as easy-to-use educational tools, but also includes psychological and social aspects that are no less important. Physically, the comfort of the study room has a great effect on students' concentration and motivation. Good spatial planning will help students focus more and feel safe while studying.

Psychological aspects, such as positive interpersonal relationships between teachers and students, as well as between students, foster healthy emotional behaviors that are very important in the developmental stages of a child's school life. A teacher who can communicate empathic, motivate, and create an engaging learning environment will improve student learning outcomes and engagement. In addition, social factors also play a role in creating a positive learning environment. An inclusive, participatory, and collaborative school—especially if there is a sense of belonging among students and the general public—will make students more eager to learn, more confident, and more eager to learn. For this reason, a holistic approach that pays attention to physical, psychological, and social aspects is very important in creating the best learning environment.

The overall findings of this article are that students' academic success is not only determined by individual abilities or teaching methods alone, but is also strongly influenced by the quality of the environment in which they study. Therefore, collaboration between schools, teachers, students, and the community is essential to develop learning strategies that can maximize students' academic potential.

Author Contributions

Evanka Apriliana Bitalika: Conceptualization, Data curation, Methodology, Writing - original draft. Candra Utama: Supervision, review & editing, Validation. All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The authors declare that they have no known financial or personal relationships that could have appeared to influence the work reported in this article. This includes (but is not limited to): no employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, or grant funding related to this study.

Acknowledgement (Optional)

Recognize those who helped in the research, especially funding supporter of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or may another supporter, i.e. Proofreaders, Typists, and Suppliers, who may have given materials. Do not acknowledge one of the authors names.

References

- Adiyana, A., Wahyuningsih, & Djazari, D. (2022). The Relationship Between A Conducive Learning Environment And Student Learning Achievement In Science Subjects. *Juanga: Journal Of Religion And Science*, 8(2), 211–217.
- Fitriyani, H., & Raharjo, S. T. (2020). The Learning Environment And Its Impact On Academic Achievement: A Systematic Review. *Journal Of Educational Studies*, 12(3), 99–110.
- Hanipah, Aulia Dini, Titan Nurul Amalia, And Dede Indra Setiabudi. "The Urgency Of A Conducive Learning Environment In Encouraging Students To Learn Actively." *Education: Journal Of Social Humanities And Education* 2.1 (2022): 41-51.
- Haruna, M. (2019). The Influence Of The Learning Environment In Schools On Student Learning Achievement In Indonesian Language Subjects Grade Iii Elementary School. *Select Education Journal*, 2(1), 55-67.
- Mehora, S., Jusnydar, J., Rahlia, S., & Nurtani. (2024). The Influence Of The Learning Environment On The Academic Achievement Of Elementary School Students. *MOKULA: Journal Of Educational Science And Physical Sciences*, 1(1), 16–22. <https://journal.usn.ac.id/index.php/MOKULA/article/view/158>
- Norlita, D. (2023). Systematic Literature Review (Slr) :P Character Education In Elementary School. *Jispendiora Journal*, 212-213.

- Sari, R. P., & Kurniawan, D. A. (2021). The Relationship Between Learning Environment And Student Learning Motivation In Elementary School. *Journal Of Basic Education*, 9(2), 123-130.
<https://ejournal.upi.edu/index.php/psd/article/view/39007>
- Setiawan, Herdi, And Mudjiran Mudjiran. "The Importance Of A Conducive Learning Environment For Elementary School Students." *Journal Of Education And Counseling (JPDK)* 4.6 (2022): 7517-7522.
- Yantoro, Y. (2025). Positive Environmental Analysis In Supporting Effective Learning And Harmonious Classroom Management At SMA Negeri 1 Gedeg. *BIMA*, 3(1), 277.
- Zaturrahmi. (2019). Learning Environment As Classroom Management: A Literature Review. *E-Tech*, 7(IV).