

The Influence of the Learning Environment in Shaping Early Childhood Learning Motivation

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Abstract. Early childhood learning motivation is the most important development in learning aspect motivation. The learning environment greatly influences the learning process, which must create a conducive and supportive environment, because it significantly affects early childhood learning motivation. Early childhood learning motivation is influenced by various factors, which include parental support, teacher quality, and adequate facilities. Therefore, early childhood learning motivation must be created, because it greatly affects their enthusiasm for learning. The purpose of this paper is to analyze the effect of learning environment on early childhood learning motivation, with several factors considered. This study found that the interaction between parents and children, teachers and children, friends and children greatly influences early childhood learning motivation. This research has significant implications for developing appropriate learning strategies, thus providing high learning motivation for early childhood. The research method used is the literature method with journal and observation collection techniques. Which from the results of this study strongly proves that the learning environment and motivation for early childhood is very influential on themselves for the next level.

Keywords: *Learning Motivation, Learning Environment, Early Childhood, Education*

Abstrak. Motivasi belajar anak usia dini merupakan pengembangan yang paling penting dalam Motivasi aspek pembelajaran. Lingkungan pembelajaran sangat mempengaruhi proses belajar, yang mana harus menciptakan lingkungan yang kondusif dan mendukung, karena hal tersebut mempengaruhi motivasi belajar anak usia dini secara signifikan. Motivasi belajar anak usia dini di pengaruhi berbagai faktor, yang mana di antaranya adalah dukungan orang tua, kualitas guru, dan fasilitas yang memadai. Oleh karena itu, motivasi belajar anak usia dini harus di ciptakan, karena sangat mempengaruhi rasa semangat mereka untuk belajar. Tujuan penulisan ini adalah untuk menganalisis pengaruh lingkungan belajar terhadap motivasi belajar anak usia dini, dengan beberapa faktor-faktor yang di pertimbangkan. Penelitian ini menemukan bahwa interaksi orang tua dan anak, guru dan anak, teman dan anak sangat mempengaruhi motivasi belajar anak usia dini. Penelitian ini memiliki implikasi yang signifikan untuk mengembangkan strategi pembelajaran yang sesuai, sehingga memberikan motivasi belajar yang tinggi untuk anak usia dini. Metode penelitian yang di gunakan adalah metode litelatur dengan teknik pengumpulan jurnal dan observasi. Yang mana dari hasil penelitian tersebut sangat membuktikan bahwa lingkungan belajar dan motivasi terhadap anak usia dini sangatlah berpengaruh terhadap diri mereka untuk jenjang selanjutnya.

Kata Kunci: *Motivasi Belajar, Lingkungan Belajar, Anak Usia Dini, Pendidikan.*

Introduction

In today's world, character development, intelligence, and children's social skills are essential components of early childhood education. Because in this stage, children are in their golden age – a period marked by a high level of curiosity and a strong ability to quickly grasp and understand the lessons being taught (Iqbal et al., 2023). One of the main factors influencing the learning motivation of early childhood is the learning environment (Erita et al., 2023; Wulan et al., 2023). A child's enthusiasm and desire to learn are greatly affected by a supportive environment, while an unsupportive and non-conducive environment can hinder their cognitive and emotional development.

The learning environment encompasses everything within a child's surroundings that influences their learning and thinking process, both physically or psychosocially (Rahman et al., 2023). Physical learning environments include study facilities, availability of learning tools for children with limitations, and comfortable spaces – all of which greatly affect children's motivation to learn. On the other hand, psychosocial environments include interactions with teachers, parental support, and the social atmosphere among peers. Learning motivation in early childhood is driven by both internal and external encouragement, which fosters children's interest in learning (Tastury, Nurasiah & Azis, 2024). Therefore, a supportive environment not only nurtures this motivation but also provides meaningful knowledge that remains embedded in their minds over time.

Motivation to learn is a person's inner drive or desire to achieve learning goals. According to Vroom's expectancy theory, motivation comes from an individual's belief in their ability to learn and achieve their goals (Julaiha et al., 2023). Bahrudi Efendi Damanik argues that the condition of the learning environment significantly affects a child's activeness and effectiveness in learning, which indirectly influences the level of their learning outcomes. The learning process and surrounding environment have a direct impact on the results and efforts of children in learning. Learning is a continuous activity as long as humans exist. It is natural to encounter obstacles during learning, which can greatly affect learning outcomes (Imtikhani Nurfadilah, 2021). Mendari and Kewal identified several factors influencing learning outcomes: (a) Internal factors, such as physiological conditions including physical and sensory health, and psychological conditions such as the desire to learn, the urge to express abilities, and cognitive drive. (b) External factors, including teachers, facilities, infrastructure, and school management (Nurma, 2022).

Early childhood education is the foundational stage of education that lasts until children are six years old. This process shapes their mental and physical development, preparing them for the next levels of education. It serves as a stage to optimize children's growth and development according to their individual pace. Learning motivation is not static; it can be influenced by many factors, either from within the child or from their environment. One of the most influential external factors on children's learning motivation is the family environment. The family is the first place where children learn values, norms, and habits, and the atmosphere at home greatly supports their motivation to learn (Harizal Pranata, Maya Sari & Rati Junianti, 2021; Ilham et al., 2023).

In addition, the school environment also plays a pivotal role in a child's motivation to learn (Suwanto & Rahman, 2022). Interactions with teachers, peers, and teaching methods are significant factors in enhancing children's learning motivation. Engaging and enjoyable learning methods are essential as they can increase children's enthusiasm for learning (Ardiana, 2022).

Based on this background, this study aims to analyse the influence of the learning environment on early childhood learning motivation. This research also seeks to identify the main factors that hinder and influence, as well as those that support, early childhood learning motivation. Therefore, teachers and parents are expected to pay attention to the conditions and atmosphere in which children learn. This approach will help lay a strong and structured foundation for their future thinking.

Methodology

The research method used in this study is the literature review method, which aims to analyze and collect information from various relevant sources regarding the influence of the learning environment on early childhood learning motivation. The literature review process begins with formulating a clear and specific research question, followed by developing a source search strategy, such as determining keywords, selecting databases or journals, and setting inclusion and exclusion criteria to ensure only relevant and quality sources are used. After that, the researcher conducted a literature search and selection, reading in depth, and evaluating each source based on its credibility and methodology. The information obtained was then organized and synthesized thematically to find patterns, differences, and gaps in existing research. The results of this synthesis are presented in the form of a critical discussion that connects

the main findings with the research objectives, and ends with conclusions and suggestions for future research. Thus, this literature review method provides a strong and comprehensive theoretical foundation in understanding the relationship between learning environment and early childhood learning motivation.

Results and Discussion

Understanding the Learning Environment

The environment plays the third most important role after teachers in a child's life. It is through the environment that children learn cleanliness, orderliness, discipline, independence, helpfulness, perseverance, and other values. The environment is a crucial aspect in supporting children's development, as it influences everything – comfort, calmness, happiness – all of which enable them to interact well with their surroundings. A learning environment is a space and platform where children can learn, create, explore, experiment, express themselves, and more by developing their behavior within that environment (Haerani et al., 2025).

A neat, comfortable, and safe physical environment is one of the important elements in supporting the learning process of early childhood. Children at this stage are very sensitive to their surroundings. A well-organized learning space can create a conducive atmosphere where children feel valued and their needs are taken care of. Cleanliness, orderliness, and safety in the environment will make children feel calm and more able to concentrate on the activities provided.

A visually appealing learning space also influences children's enthusiasm and interest in learning. Bright colors used on walls, furniture, and learning materials stimulate visual senses and enhance the appeal of the classroom. Child-friendly layouts, such as small tables and chairs that are appropriate for children's height, help them feel more comfortable and independent. Additionally, activity corners like reading corners, art corners, or role-playing corners provide varied activities that prevent children from getting bored easily.

Adequate lighting, whether from natural or artificial sources, also plays a significant role in creating a healthy and enjoyable learning environment. Good lighting supports children's vision in observing objects, reading books, and completing simple tasks (Ulfiah et al., 2024). Insufficient light will make children tired quickly and reduce the effectiveness of learning.

Equally important is the availability of educational toys appropriate for the child's age and developmental stage, which are crucial in supporting the process of learning through play. Young children learn through exploration, so the availability of educational toys such as building blocks, puzzles, simple musical instruments, and drawing tools will greatly help stimulate their motor, cognitive, social, and emotional skills. These toys also encourage children to be active, interact, and develop their natural curiosity.

Overall, a well-designed physically stimulating environment creates a fun and positive learning atmosphere for young children. This ultimately contributes significantly to enhancing learning motivation, developing foundational skills, and shaping children's character from an early age. Therefore, the role of educators and educational institution administrators is vital in designing and maintaining an ideal learning environment for children.

The environment is the most significant medium in enhancing children's learning motivation. According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009 on Early Childhood Education Standards, facilities and infrastructure in early childhood education (PAUD) must meet several criteria: 1) safe, comfortable, well-lit, and meet child health standards; 2) appropriate to the developmental stages of children; and 3) utilize existing potential and resources, including recyclable or reusable materials. The environment is thus emphasized as a key factor in building a solid foundation for children's physical, mental, and emotional development (Khairani et al., 2023).

Understanding Learning Motivation

Etymologically, the word "motive" originates from the English word "motion," meaning "movement" or "something that moves." Thus, motivation is closely linked to the concept of movement, referring to one's actions or behavior. In psychology, motivation is defined as a stimulus, drive, or reference point that encourages individuals to act. It consists of two components: a driving or need element and a goal element. Motivation acts as a force that influences a person's behavior or actions in achieving specific goals or outcomes. In this context, motivation is viewed as a mental drive that directs and encourages individual behavior. It involves stimulating, channeling, and guiding individuals' attitudes in the learning process (Ardiansari & Dimiyati, 2021).

The Influence of The Learning Environment on Early Childhood Learning Motivation

Learning motivation can be defined as the drive within a child to achieve internal desires. According to Hurlock, learning motivation is the desire that drives children to learn and interact with their environment. McInerney adds that this drive and desire originates from within the child and usually arises when they are engaged in activities within their environment (Rukiyah et al., 2022). Based on the aforementioned arguments, it can be concluded that motivation is a key factor influencing children's learning. The higher the quality of motivation provided, the greater the desire to learn. Therefore, parents and teachers play a central role in providing this motivation.

From interviews conducted at RA Al Muslimin Palangkaraya with parents and teachers, it was revealed that environment, facilities, learning methods, motivation, and family support greatly influence a child's mindset and enthusiasm for learning. When asked how they support their children, parents stated that they schedule study time every night, provide emotional support, and create a comfortable and adequate learning space (Fatmawati et al., 2023). Additionally, they accompany their children during learning activities and consistently give rewards and praise for their achievements.

Teachers, as the second most important factor in learning, also have a vital role. One of the most experienced teachers emphasized that a safe environment is the top priority, followed by engaging teaching methods (Dwi Puji Astuti, 2024). She also mentioned conducting regular assessments to help students channel their talents. According to her, fairness from teachers is essential in maintaining children's emotional well-being.



1.1 School celebration photo with students



2.1 Praying together with teachers and students

Teaching young children through practical experience is beneficial because it creates lasting learning experiences, which can trigger their intrinsic motivation. A lack of motivational support from parents can hinder early cognitive development and negatively impact future academic achievement (Tursina, n.d.)

Afoma R. Okudo Christy Omotuyole stated that the learning environment at school should cater to all of the children's diverse needs (Sari, 2023). Early childhood is a stage of growth and development that significantly impacts future life. Suryana describes early childhood as a time of process and development, where parental figures serve as primary role models, making the family the foremost learning environment for nurturing learning motivation (Santina et al., 2021).

Children are active constructors of their own knowledge. They build this knowledge through learning, play, and discovery – all of which are experienced in their surrounding environment (Nursarofah, 2002).

The quality of early childhood education outcomes is largely determined by the educators' ability to deliver knowledge engagingly, fostering curiosity and enthusiasm. Teachers are expected to educate through collaboration, communication, creativity, innovation, and problem-solving, enabling children to adapt to future challenges (Aidil, 2018)

Early childhood is a stage of broad cognitive and emotional development. It is during this time that children begin regulating their emotions and interactions. A positive environment fosters healthy emotional development, whereas an unwelcoming environment can negatively affect a child's emotions and character. Optimal education must include processes that develop children's potential. Early childhood education serves as the foundation for growth and development before entering later stages of maturity. It is the first educational stage that guides children to develop their skills and abilities for the future, highlighting the importance of the teacher's role (Putri & Hibana, 2024).

During early childhood development, emotional aspects of the environment must be closely monitored by both parents and educators. They must consistently provide attention, as children's emotions at this stage are highly influential. Educators and parents should be aware of both positive and negative behaviors of children and their surroundings. Early childhood is a time of rapid growth when children begin to feel and express their emotions.

The process of learning and interaction between students and teachers within the learning environment is essential. Early childhood education is a crucial investment and a foundation for future learning. Therefore, parents must provide quality education for their children. Rapid development during early childhood is significantly influenced by both school and home environments. Educators must consistently devise strategies to foster optimal development, as early childhood growth affects future stages of life (Julaiha et al., 2023).

The home environment plays a pivotal role in motivating children to learn. Parents must be fair and sensitive, as children at this stage are very emotionally receptive to their surroundings. Good, skilled, and quality parenting is a parental responsibility. Parenting styles strongly influence a child's thoughts and mental state. When parents create a nurturing and comfortable environment, it positively affects the learning process.

Much of children's education occurs in schools, making teachers equally responsible for shaping children's character. Effective collaboration between parents and teachers within the environment supports children's experiences and potential, enhancing their intelligence.

Character formation and education are crucial in shaping children's understanding of their environment. School acts as a character-building environment

alongside family and society. Thus, parents must carefully choose appropriate surroundings for their children, as these affect future motivation and ambitions

In the learning process, teachers must create a positive learning environment that enables children to relate their lessons to real life. Early childhood education encompasses holistic aspects of development and thus requires a well-designed environment. Childhood is a critical period where environmental experiences leave lasting impressions. Therefore, the role of both parents as educators is vital in motivating children's education. Environmental influences are particularly strong during this phase when children use sensory perception to differentiate their surroundings.

Building an intelligent generation does not mean forcing children to follow parental desires. Allowing children to explore their own potential is a more effective step. Providing a comfortable, effective, natural, and healthy environment motivates their learning levels. Parents who provide quality education within the home environment significantly influence children's motivation and development, especially social development. Through observing the world around them, children begin to form aspirations for the future.

Early childhood education is mandated by the National Education Law of 2003, Article 1 Paragraph 14, which states that early childhood education is an effort to nurture both physical and spiritual growth and development to prepare children for the future. Therefore, parents must provide a good and comfortable environment (Aidil, 2018).

The goal of early childhood education is to improve and develop children's potential. It is evident that children can discover their talents through the surrounding environment, whether through play or instructional activities. Early childhood growth and development occur naturally within their environment.

Busy working parents can negatively affect their children's development if they fail to make time for them. Early childhood is when children retain experiences in memory, and lack of parental involvement in learning significantly impacts their motivation.

Conclusion and Suggestions

Based on the numerous journal articles and research studies, it can be concluded that fostering intelligent and skilled children's character greatly emphasizes the importance of motivation within the learning environment. This means providing comfort, calmness, encouragement, and a strong desire to learn—all of which stem from

a positive environment. First, the family serves as the environment to motivate a child's learning. The support and guidance from both parents in the learning process consistently spark enthusiasm in children. Secondly, teachers also play a crucial role. They must provide learning experiences that continuously stimulate curiosity. A teacher's method of delivering and explaining material greatly influences students' learning motivation. When a teacher successfully communicates information clearly, students can easily absorb it, and this fosters a desire to keep learning to satisfy their curiosity. This ongoing interest leads to a consistent enthusiasm for learning.

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