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INTERIOR OF THE STUDY AND PLAY ROOM: ITS RELATIONSHIP TO THE PHYSICAL DEVELOPMENT OF THE CHILD'S MOTOR

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ABSTRACT

This study aims to find out the early childhood motor development contained in RA Rabbani Islamic School, how to implement the interior of the learning room and play on the physical development of children's motor and see the relationship. The research was conducted at RA Rabbani Islamic School located in Medan City, Medan Helvetia Subdistrict. The method used is qualitative with a phenomenological approach and data collection techniques through observation, interviews, documentation. Then, researchers perform data analysis techniques to compile the data obtained and finally, namely performing data validity techniques through source triangulation, engineering triangulation and time triangulation. The results showed that children's motor development is at a level of developing as expected, because in the implementation of the interior of the study and play room at RA Rabbani Islamic School is very concerned about the shape, color, lighting, texture, variability, material concept, and size of the interior, therefore there is a connection between the interior of the study room and play on the physical development of early childhood motor, From 15 children, there are 11 children who have achieved development as expected (BSH), and 4 children who are very well developed (BSB). If indicated, then the average value is 86, meaning that it has exceeded the value limit of 80, which is determined as the completion value of development achievements.

Keywords: Interior, Study and Play Room, Motor Physique

INTRODUCTION

Early age is the best learning age in providing coaching for optimal child growth and development through care and nurturing. So, in essence, children need a variety of assistance and services from more mature people, both spiritual and physical needs.

Early childhood education is carried out before entering the elementary school level, at the kindergarten (Kindergarten) or RA (Raudhatul Athfal) level which is called the formal path. At this level, it is better for every education unit to know the stages of development and growth because all the efforts it makes must be based on the stages of child growth and development in order to get maximum results in the development of their potential. This is in accordance with the history of the establishment of early childhood education for the first time, namely in the UK which is motivated by massive industrial development at that time, so that the need for young workers who have the expertise to support the development of industry in the country, of course this is to reduce the unemployment rate and eradicate poverty (Peter, 2015, p. 5).

Therefore, the government began to establish education for early childhood, by providing a health service and also to make it easier for them to learn to prepare for the elementary school level so that children are more intelligent in various aspects, both cognitive, language, socio-emotional, artistic, motor, and religious aspects. It turns out that in Indonesia too, the main goal is to form quality Indonesian children (Kemendikbud, 2014, p. 6). with the issuance of Government Regulation of the Republic of Indonesia Number 4 of 2022 on the amendment of government regulation number 57 of 2021 concerning National Standards of Education at the early childhood level, where the achievements of its development have been added to the values of Pancasila in it, as a refinement of the previous development aspects (Kementerian Sosial & Negara, 2014, p. 3).

Speaking of aspects of motor development, which became the main scope in this research discussion. Motor development is an important aspect to develop, because in motor development will affect many other developments. Such skills in motion will make it easier for children to do some activities such as kicking, throwing, pushing, tying, hitting, jumping, running, writing, drawing, coloring, dancing, and so on. Motor skills are divided into two types of skills, which include: a) locomotor movements, namely in the form of child movements when running, gliding, jumping, walking and tiptoeing and so on, b) non-locomotor movements, namely in the form of child movements when pushing, pulling, throwing, catching, skipping, swinging and so on (Nurul, 2020, p. 21). This, has great benefits in the life of the child, especially building life independence in all aspects.

With the above basis, motor in English is called motor ability which means the ability to move. Where in terminology it is interpreted as a very important activity for humans, because movement can realize human hopes or desires, whose performance is assisted by the role of nerves that coordinate with each other (Nurul Amelia, 2020, p. 10). For this reason, motor development is classified again into two, namely fine motor and gross motor. Gross motor is a movement skill that uses large muscles, the purpose of movement accuracy is not important but smooth coordination in movement is the most important thing. Fine motor is a skill that requires control of the small muscles of the body to achieve the goal of the skill (Aula, 2017, p. 6).

As for the characteristics of early childhood motor physical ability is shown by the child can control his running movements so that it is more agile, the child can jump while doing other movements, the child can throw by adjusting the strength of his feet, the child can catch a small ball using the palm of his hand, the child can skillfully climb

and clear the stairs, the child can ride a two-wheeled bicycle. While the skills on fine motorry are shown by children can use their stairs to be creative such as cutting, lining, coloring and so on and children can coordinate their eyes and hands, the better to take care of themselves with a little parental supervision, such as brushing teeth, combing, buttoning clothes, tying shoelaces, and so on (Hildayani, 2019, p. 3.19).

In early childhood motor development, there are many factors that affect it, as in the theory of dynamic systems, where motor development is very dependent on the nervous system, physical properties of the body, possible movements, goals to be achieved by the child and support from the environment for the development of motor skills (Santrock, 2007, p. 275).

Thus, for the fulfillment of motor development needs towards optimization in early childhood. So, the school should create an interesting learning and play room interior in support of these developments. Of course, this starts with the design, because the design of one of them can meet the needs of space (Kaplama, 2015, p. 315). Then, the word interior in KBBI means the inside of the building or space, the order of furniture or decoration in the inner space of the building, meaning the interior covers the contents or furniture that is in the space (Sigit, dkk, 2020, p. 54). The classroom has a great influence on the growth and development of children.

Space can be interpreted as the most important material in interior design design. Space becomes the most important part of design design, in the room there are room-forming corners in which there are elements of the design itself consisting of shape, color, lighting, texture, balance of conformity of variations. Children are very close to the world of play, because there are many experiences and impressions that can make him maximize his ability. Therefore, the interior of the study and play room determines how children learn to achieve their movement skills, by going through the learning and play system is the best way to be given to preschoolers to improve children's gross and fine motor skills (Nathalia et al., 2019, p. 242). Thus, the role of an enriching environment will result in better learners in situations that require problem solving, while a debilitating environment will result in slow learners with low interests (Mike, 2016, p. 79).

This is where the role of teachers is demanded to be able to provide opportunities for children to practice, facilitate with the media, provide stimulation for motor physical development continuously to involve various kinds of movements that can be mastered by children in their motor development, either directly or indirectly in one stimulation (Fitriani, 2018, p. 31).

The above opinion, reinforced by the results of research conducted by Astrini (2020, p. 15), Showed that based on the results of the analysis, it was found that there was an influence of the interior elements of the study and play room which included color, wall decoration, floor texture, and layout, and the size of furniture contained in the Malang Pembina State Kindergarten on early childhood psychomotors. This study was conducted on children aged 4-6 years, namely in groups A and B, with the title *kaijan* a broader study that is not just about cognitive, affective and psychomotor. While the research that will be conducted only on children aged 5-6 years is group B, with a more specific study of motor physics, although the essence is the same as psychomotor is about the development of motion skills with qualitative methods.

Based on the results of initial observations made at RA Rabbani Islamic School about early childhood motor development contained in the school is in good development or average motor development of children there, being in development according to expectations (BSB), such as grasping, capturing, throwing, drawing,

cutting in the atmosphere of playing while learning, while still paying attention to interior design in the form of shapes, Lighting color, texture, balance and suitability variations that support children's play activities. So that it makes it easier for teachers to carry out the teaching and learning process to achieve the goals stated in the achievement of indicators.

On this basis, researchers are interested in studying more deeply about "The Interior Relationship of The Learning Room and Play on The Physical Development of Children's Motor In RA Rabbani Islamic School". The purpose of this study is to find out the motor development of early childhood contained in RA Rabbani Islamic School, and how the implementation of the interior of the study and play room to the physical development of children's motor and to see the relationship between the interior of the study room and play to the physical development of children's motor. Thus, the results of this study are expected to be an input for the principal to pay attention to and apply interesting interior design to develop the motor stability of early childhood and for teachers themselves, it is hoped that it can involve the use of attractive interior villages for early childhood motor development and for researchers, it is expected to study deeper and broader research on the influence of interior design on children's motor development. early age, especially age 5-6 years.

RESEARCH METHOD

This research uses qualitative methods, which are shown to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Nana Syaodih, 2010, p. 60). The data related to this study used field studies with a phenomenological approach. As for qualitative data sources in the form of the display of oral or written words observed by researchers and objects observed to the details in order to capture the meaning implied in the document or objects (Arikunto, 2010, p. 20). This means that qualitative selection is due to explain the complex picture, examine words, detailed reports from the respondent's views and conduct studies on natural situations. In qualitative research researchers are key instruments.

In this study, researchers chose RA Rabbani Islamic School. Because the location is close and easy to find the information needed in accordance with the purpose of the research. In addition, the study room at RA Rabbani Islamic School also has an interior design that suits children. The object in this study is RA Rabbani Islamic School Medan Helvetia Subdistrict. While the research subjects are principals, teachers, students and infrastructure RA Rabbani Islamic School. The data collection techniques used are: observation, interview, documentation. Observation is the basis of all science and in quantitative research is carried out in a structured manner. Interview is a data collection technique by preparing alternative written questions at the time of answering all will be prepared. The tools used in the interview are tape recorders, pictures, brochures and others. Meanwhile, documents are defects of events that have passed in the form of writings, drawings and monumental works from the place studied. Then, researchers perform data analysis techniques to compile the data obtained and finally, namely performing data validity techniques through source triangulation, engineering triangulation and time triangulation.

RESULT AND DISCUSSION

Early Childhood Motor Development

Based on research conducted at RA Rabbani Islamic School in early childhood with an age range of 5-6 years or precisely those who are in group B through observation, interviews and documentation. Thus, it was found that the physical

development of children's motor in Raudhatul Athfal was included in the category of developing as expected (BSH).

As for the number of children in RA Rabbani Islamic School is 15 children, almost more than half the number of children have shown behavior: a) can grasp the given game tools: this can be seen in children who have been able to grasp and catch the ball, draw, throw, and cut, b) children can grasp the writing equipment provided: this can be seen from the child who shows the ability to grasp the pinsil, crayons, rulers and holding erasers correctly, c) children can catch a ball without rocks: this can be seen when the child is playing games together with his friend, d) the child can throw objects around him: this can be seen from the child's attitude while on the move in class, when being played, the child is able to throw a game on his friend, e) the child can draw limbs: This is seen from the attitude of some children during the activity of drawing body members, f) children can draw beautiful nature: this can be seen from the free drawing activities carried out by children and many children who choose to draw beautiful nature, g) Children can cut the straws given: This can be seen from the behavior of children who can do straw cutting activities when given by teachers without being helped by educators or friends, h) the child can cut following the shape: this can be seen from the child's behavior when he wants to cut according to the pattern given by the teacher, the cutting activity is in accordance with the existing line. It can also be seen when holding the ruler properly, cutting paper, the child does not ask the educator for help to do so.

Thus, the achievements of motor physical development of group B children in RA Rabbani Islamic School which has been at the stage of developing as expected, namely including the ability to grasp, catch, throw, and cut. This is in line with the results of interviews conducted to one of the teachers, which revealed that :

“I have been teaching at RA Rabbani Islamic School for a long time, and indeed the school is very concerned about the interior of the play room and learning to develop aspects of child development and the results are very satisfactory, because the motor physical development develops according to expectations shown through various activities.”

The above statement, in line with the results of observations made by researchers in the field. The same research has also been done, and the results show that the development of children's creativity is very dependent on the principles of the child's room design, which include: child comfort, a room that arouses the child's curiosity or challenges, a room that suits the needs of the child and flexible (Reza et al., 2015, p. 45). The meaning of creativity here is about the movement or physical motor of the child. Therefore, comfort is an important factor, as the results of research conducted by Widyakusuma (2011, p. 52) which suggests that the interior can affect human psychology and its behavior.

Implementation of The Interior of The Learning Room and Early Childhood Play

In creating the interior of the study and play room at RA Rabbani Islamic School, it is necessary to implement good of course what has been planned and conceptualized must be implemented appropriately and correctly, in order to achieve learning goals on the indicators of child development, especially motor physical development in order to optimize the potential of children. The interior of the study and play room contained in RA Rabbani Islamic School in supporting the physical development of early childhood motor, namely including:

First, form: In the classroom there is a form that can develop the child's motor physique with various forms in children's knowledge such as cloud shapes, stars, fruits, animals, there is even a form of coronavirus in RA Rabbani Islamic School. The concept of form contained in RA Rabbani Islamic School is to apply an Islamic form and affixed to the wall and with other general knowledge matters.

Second, color: As for the color variations in the children's study room at RA Rabbani Islamic School with a colorful atmosphere that makes children feel comfortable during learning. In line with research conducted by di Stankovic et al (2015, p. 749), the Resurgence of Indoor Environment of Preschool Building conducted on 32 schools in the southeastern region of Serbia, shows that color in the architecture of preschool facilities is very important in supporting the comfort of children's learning, therefore it must have the right aesthetics with the right nuances in supporting the quality of the educational unit itself. In the concept of color that is, with bright and interesting colors to create a sense of child's pleasure in the classroom, namely with cheerful and varied colors so that children are eager to learn. Because color builds the child's focusing power or distracts (Nathalia et al., 2019, p. 243). On the children's bookshelves there are green, pink and yellow colors and the walls of the classroom are blue and there are also colorful colors. This is all in accordance with the basis of following the laws of physical and mental development of the child (Xiaoxian & Meicheng, 2021, p. 236).

Third, lighting: In accordance with the results of mini research conducted by researchers, that the lighting in the classroom does not interfere with the child's learning process. Because the direction the light is aimed at, it does not hit the child's view when learning. And the light generated makes the class not too dark. As the results of the study showed that the comfort of circulation affects the zoning area and area based on the needs of facilities and activities (Interior, 2017, p. 103). Thus, lighting is included in the category of being in accordance with the needs of children, according to user factors (Adistya et al., 2015, p. 30).

Fourth, texture: The texture of a comfortable classroom with a size that is not too small and also not too large can be interpreted as the size of the child's study room enough to do learning and if the child plays in learning activities can also allow children not to feel narrow.

Fifth, conformity of variations: In the classroom teachers also hold varieties during learning by using variations of learning using playing techniques and by using interesting media. With the conformity of variations of learning activities in the learning room will be more attractive to children and more meaningful for children. In this case, with the variation in learning, children attract the attention of children and children can also develop their motor physical abilities.

Sixth, material concept: In the concept of material, it is used materials that are not dangerous and do not threaten the existence of children in the room, so the child will be safely awake safely.

Seventh, the concept of air conditioning: Comfort in a class cannot be separated from a calm atmosphere that is safe and peaceful and neat. Well, as for the purpose of this deliberation, among others, where the concept in this airing, in accordance with the results of research researchers that in this education unit, the air is felt through window distillation, doors are opened and the wind that blows into the classroom, and this class does not have air conditioning to further optimize comfort and coolness in the classroom.

Eighth, size: With a fairly broad class size can do learning that is comfortable and also fun for children during learning, this needs to be considered in conditions of that size. Learning and play spaces for children have a considerable share. A child can learn and while playing comfortably if they are in a spacious room, neat arrangements, proper lighting and a clean room. The application of room-forming elements in the education unit is in accordance with the purpose of learning, namely creating a learning environment that fosters creativity and safety. This is realized by the use of marble materials on the floor, the use of inconspicuous wall paints and sufficient room lighting. From the results of research conducted where 99% of respondents assessed the condition of the study and play room in the education unit was good enough.

Furniture is the most important part of a room. The type and size of furniture must also be adjusted to the needs of the child. The Education unit has also provided the furniture needed for the implementation of learning. The furniture (tables, chairs, shelves, etc.) has been adjusted to the needs of children and uses safe and attractive materials. The size of the furniture in the study and play room in the education unit can be seen in table 1 below :

Table 1. RA Rabbani Islamic School Furniture Size

FURNITURE	SIZE		
	P	L	T
Study and play room	6 m	3 m	2,5 m
Children's table	120	75	47-50
Child seat	32-35	27-30	30
Storage rack of goods child (locker)	30	30	70
APE storage rack	100	50	65

The child's table measures p = 120 cm, l = 75cm, and t = 47-50cm. Child seats are p = 32-35cm, l = 27-30 cm, and t = 30 cm. Racks for storage APE = 100 cm, l = 40 cm, and t = 65 cm. The storage shelf of children's luggage (locker) which is a large shelf in the form of boxes, the size of each box is p = 30 cm, l = 30 cm, and t = 75 cm (two levels). The height of the table for children's play activities carried out by standing is about 50-60 cm.

Thus, it turns out that the implementation of the interior of the learning room and children's play in supporting motor physical development has been carried out well, because it is in accordance with the principles of the interior design of the classroom itself. Based on the results of research in the Iranian state on the educational unit shows that the development of children's creativity is very dependent on the principles of child room design, which includes: child comfort, a room that arouses the child's curiosity or challenges, a room that suits the needs of the child and flexible (Reza et al., 2015, p. 45).

The Interior Relationship of the Study Room and Play Against The Physical Development of Early Childhood Motor

Based on the explanations that have been presented above, regarding the development to the implementation of the interior of the study room and play in developing the physical aspects of early childhood motor in group B with an age range

of 5-6 years at RA Rabbani Islamic School, through the processing of kuantitative data processed using a description test, table 2, shows that :

Table 2. Test Trial Assessment Results

No	Name	Sum	Value	Information
1	A	31	88	BSH
2	B	28	80	BSH
3	C	30	85	BSH
4	D	28	80	BSH
5	E	33	94	BSB
6	F	33	94	BSB
7	G	34	97	BSB
8	H	30	85	BSH
9	I	30	85	BSH
10	J	32	91	BSB
11	K	29	82	BSH
12	L	28	80	BSH
13	M	31	88	BSH
14	O	28	80	BSH
15	P	30	85	BSH
Number of scores		458	1294	
Average		86		
Median		85		
Highest score		97		
Lowest value		80		
Mood		80 and 85		
Standard deviation		5		
Mean		86		

Based on statistical calculations that the motor physical development of group B children in RA Rabbani Islamic School is an average score of 86, median 85, mode 80 and 85, standard deviation 5. Based on the results obtained show that the child's motor physical development is in the category of BSH (Developing As Expected). If viewed in the form of an image diagram, it is presented as follows:

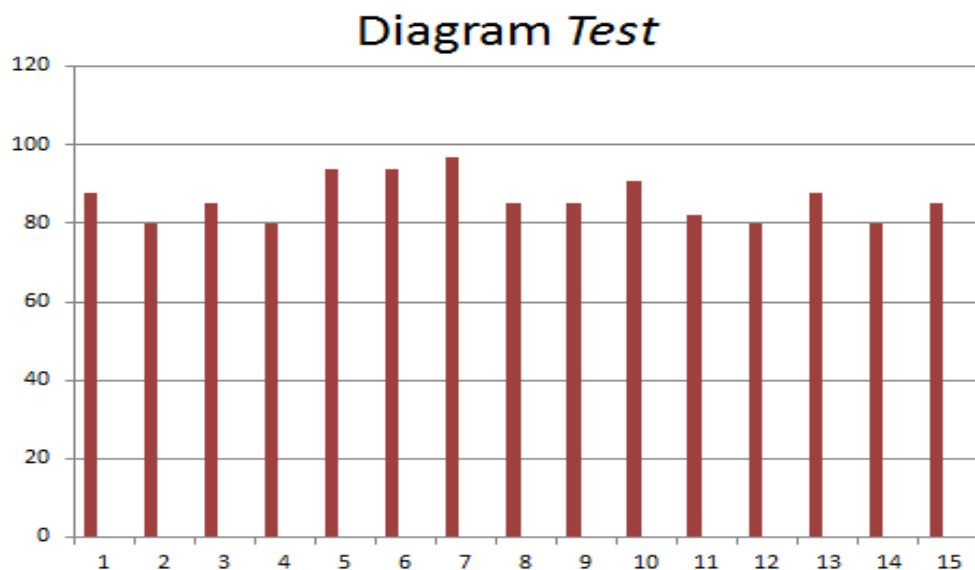


Diagram Figure 1. Child Motor Physical Development Test

Thus, based on data on the physical motor development of children associated with the interior of the classroom and playground at RA Rabbani Islamic School, it can be known that of the 15 children, there are 11 children who have reached the level of developing as expected (BSH), and 4 children who have reached a very good development level (BSB). If indicated, then the average value is 86, meaning that it has exceeded the limit of 80 values, which is determined as the value of completion of developmental achievements. This shows that there is a relationship between the interior of the study and play to the physical development of early childhood motor at RA Rabbani Islamic School.

CONCLUSION

Based on the results of research and discussion, it was found that the physical development of early childhood motor motor at an early age level at the level of developing according to expectations (BSH) which includes the ability of children to grasp the given game tools, grasp the writing equipment provided, catch balls without rocks, throw objects around them, draw limbs, draw beautiful nature, cut the given straws, and can cut following the shape. This is because in the implementation of the interior of the study and play room at RA Rabbani Islamic School is very concerned about the shape, color, lighting, texture, variability, material concept, and size of the interior. Therefore, there is a connection between the interior of the study room and play on the physical development of early childhood motor, which is shown from 15 children, there are 11 children who have achieved development as expected (BSH), and 4 children who develop very well (BSB). If indicated, then the average value is 86, meaning that it has exceeded the limit of 80 values, which is determined as the value of completion of developmental achievements.

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