

The Effect of Sinar Dharma School's Study Room's Interior Elements on Children's Development

Gina Levina¹ Eddy Supriyatna Marizar^{1*} Maria Florencia¹

¹Interior Design Department, Faculty of Arts and Design, Tarumanagara University, West Jakarta 11440, Indonesia

*Corresponding author. Email: eddysmarizar@yahoo.com

ABSTRACT

Age 4-6 are the most decisive age in this life which need more concern on children development quality especially on the environment (learning and playing space interior) that also acts as a creativity stimulus in cognitive, affective, and psychomotor aspects. There are three aspects actively involved in children development that help to reach optimal enhancement, which are activity program, teaching quality, and physical environment. So that, school needs to provide a proper and suitable space for every learning activity which stick to the child development. From this research paper we get more knowledge and know how to implement interior elements that has an active impact to stimulate children creativity development. For dealing with this, we first collect every related literature from books, e-books, and paper, then analysed about the impact of interior elements on children development.

Keywords: Children, kindergarten, development, creativity, space

1. INTRODUCTION

Kindergarten is a starting level of formal education for 4-6 years old children, so it is necessary to create an atmosphere that is comfortable, safe, and enjoyable for children [7]. It is known that in the age interval from four until six years old is the most decisive period in life which impact to the children development quality or we called it as golden age phase [3]. This age is a sensitive period of children, when they begin to accept any various development efforts [3]. Children development consists of three aspects, such as cognitive, affective, and psychomotor [1]. Cognitive aspect relates to mental activities in obtaining, processing, organizing, and using knowledge. Affective aspect relates to feelings and emotions of children, while psychomotor is related to physical activity which also affects the child's mental [1]. All of these aspects are closely related to the development of children's creativity which needed by everyone because this initiates competent and formable human resources [3]. Internal and external encourage that is stimulate and potential is much needed in purpose to create children's creativity [3]. It can be seen how important it is to pay a special attention to the children who are experiencing their first phase of life in kindergarten. There are some factors that involved in supporting children's development in kindergarten, such as teacher's quality, activity programs, and physical environment [2]. In order to make the activity program runs well and get the optimal children development, it needs to be provided by a comfort and enjoyable classroom as suitable yet complete physical environment. Colours and interior elements that are suitable and comfortable in children spaces could create a

supporting space for children's activity that can help to reach an optimal development to the children [7].

This research paper will discuss about the effect of interior elements in the kindergarten space deeply, because in that age, children spend a lot of time in their learning or playing space. Kindergarten classroom must be cheerful and not causing stress, also can increase children's creativity. Because most of their time is spent in school.

The problem found is the lack of space for children to imagine and design learning spaces that are related to the needs of children or students. And the suggestion from the writer is that a good kindergarten classroom is to minimize items or furniture that are lacking in multifunctionality. So that the room can have a part that can provide opportunities for children to imagine creatively [7].

The purpose of this paper is to get to know how to implement an interior element that could stimulate children's creativity development from cognitive aspect, affective aspect, to psychomotor aspect.

1.1. Related Work

Children are prospective future generations of nations and countries where children must be creative and have potential intellectual abilities. Children's growth and development is related to the creativity development that begins from early age which will become the basics for creativity development in the next phase of life [3]. Children spend a lot of time in their classrooms.

Child development consist of three aspects, they are cognitive, affective, and psychomotor. Children's development is also influenced by kindergarten's studying and playing room interior. Creativity needs to be

stimulated since the early of age (since 4 years old) because in that age children has reached half of their intelligence [4].

To assess the level of creativity in children according to the children development level, for example in pre-school age, if the children's work is assessed by adult, probably it will be assessed as a not creative work because it has been made before by other people, but for the children their self, that work is new, never been made before, and not an imitation, then it can be concluded as a creativity of children [3].

Setting/space that can improve child creativity is division of playing room into some areas (at least 5 areas) with different theme such as block/construction area, art area, quiet area, house area and centre area, equipping each area with playing tools according to the area theme, use of area divider, placing drawing board/media in art area and giving floor cover in each area.

Children space design in kindergarten needs to be thought in a perfect way. From the main interior element which is wall that should not has a lot of embellishments or patches that can cover the medium for children's imagination. The wall can be designed in a different way that can stimulate all the children, for example half of the height of the wall affixed to the material can be removed or repainted or a full section of the wall can be used as the scribble's media. Not only on paper or board media which can used as a media that can express their creativity, because media is just a limit for them.

Physical elements of playing room setting as indicator of early age child creativity source are fixed elements (wall, floor, windows & room corner), semi fixed elements (window curtain, toy rack, table, chair, area divider, cribs) and non-fixed elements (playing activity and playing tools) [3]. Accommodating the activities and designing the facilities in the learning spaces are thus important factors to consider. Factors that play a role in supporting child development in kindergartens are the quality of the teacher, the program of activities and the physical environment. So that the program of activities can run well and optimal child development, it needs to be supported by the classroom as part of the physical environment, which is in accordance with the needs and development of children [7].

As a formal pre-school education centre, a kindergarten can contribute in building a strong foundation in a child's development in terms of character, behaviour, knowledge, skill and creativity [6]. Kindergarten study rooms should be full of fun, not make children depressed, and increase children's creativity [7]. The interior elements on studying and playing rooms have effects toward kindergarten students' cognitive (creativities), affective (pleasures), and also psychomotor (activities) [1].

1.2. Our Contribution

This paper presents some impact and effects of learning space, classroom, playground interior elements in Sinar Dharma Kindergarten towards the student, and shows us how to implement interior elements criteria that can stimulate children creativity development from all aspects, such as cognitive, affective, and psychomotor. Also, give all the reader knowledge about how the interior elements affect the children's development in many aspects.

This paper can be used as a guidance in the future for designers when they need to implement the interior element which good for children development and enhancement, so that the design could has their own value which will be useful in the future for children's development.

1.3. Paper Structure

The rest of the paper is organized as follows. Section 2 introduces the preliminaries used in this paper, which include children development achieve indicator and its explanation. Section 3 presents an explanation method that is used for this research paper and the reason why the researcher chose the method. Then, the explanation of finding and discussion are extended in Section 4, in more detail explanations. Section 5 concludes all of the research paper and presents direction for future research that will be used as a guidance.

2. BACKGROUND

2.1. Children Achievement Target Indicators

Table 1 Achievement Target Indicators

Aspects	Achievement Indicators
Cognitive	✓ Classify objects based on its color.
	✓ Classify objects in to the same group.
	✓ Pattern Recognizing
	✓ Sort objects based on five primary colors.
Psychomotor	✓ Do some various motoric activities which balanced, controlled, and agile.
	✓ Do some activities that prove the child is able to make grained movements.
	✓ Move in coordinated way.
	✓ Able to cut paper and arrange beads.
	✓ Able to point objects based on its classification.

Affective	<ul style="list-style-type: none"> ✓ Socialize and play actively with friends. ✓ Able to communicate their feelings. ✓ Able to speak only good words and be virtuous.
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3. METHODS

The research method used in this research paper is a qualitative and descriptive research method by conducting literature studies related to child development and the impact of interior elements obtained from journal and paper references, as well as e-books obtained. Qualitative research is the type of research that produces findings that cannot be achieved or obtained using statistical procedures or other ways of quantification (measurement), in general can be used for research on community life, history, behaviour, organizational functioning, social activities, and others. This method chosen by the researcher because this research paper aims to determine the effect of Sinar Dharma School’s classroom’s interior elements on children’s development including of its criteria and also based on the experience of the researcher who have seen the current condition of the classroom or learning space. After collecting some of literature data, we simplified and summarized data as we called it reduction process. This process needs to be done to suit literature and the purpose of this paper.

The method of analysing for the data is to produce through observation and literature review, in which the theories encountered can be a source of knowledge of the characteristics and quality of interior elements criteria for children that can stimulate them which will implement in Sinar Dharma Kindergarten.

From all the methods done by the researcher, it can make all the reader of this paper could understand this research paper easier.

4. FINDINGS AND DISCUSSIONS

The most decisive period in life that determines children’s development is the first five years of their age (golden age), which requires much of stimulation and experience in their environment [1]. Children’s world is dominated with playing activity that also involve in their creativity level naturally in every aspect, such as cognitive, affective, and psychomotor. These three aspects will automatically improve when they play with their friends of the same age [6]. Children have a different environmental need compare to the adult, they need not only a beautiful environment, but the more creative the more they need. Children need some facilities including playing area that has value and could provide a comfortable yet safe environment which stimulate children’s creativity simultaneously [5]. Children like to do some exploration using their hands by manipulating things around them, especially about their toys. That’s why, learning and

playing facilities has to be completed and well provided to get stimulate children’s psychomotor [2].

They are way more interested on what they see and this is called as an important learning process which is closely related to the developmental stage of children who are still interested in visual. The children’s creativity development not only influenced by the psychological environment; however, the physical environment also takes a big part in it. External factors (physical environment) which can affect children’s development are playing facilities and other facilities that must support children to do some explorations and experiments which are the main factor in their creativity [4]. One of the external factors that involved in the development of children’s creativity is the school or classroom where the interaction between teachers and children happens [8].

External factors (physical environment) that affects children development is the school facilities that has to be provided to stimulate the experimentation and exploration which is an essential element in creativity because the playroom has a certain value for children, in the context of interior design, psychologically environment can motivate and stimulate children to play while learn according to their development.

That area/space could affect the children’s development through the quantity and quality of useful interior elements that can used by the children for their activity, for example by using semi-fixed elements that can change or move its element [4]. Interior finishing takes a big part towards the children compare to the building exterior. Also, the types materials used in interior finishes could determine children’s responses to the interior itself. The things included in interior finishing are textures, floors, ceilings, wall sign and art, furniture.



Figure 1 The Used of Creative Interior Elements- Main Play Space

Source <https://segd.org/nubo-chatswood>



Figure 2 The Used of Creative Interior Elements- Interactive Wall
Source <https://www.designboom.com/architecture/creative-crews-school-for-blind-pattaya-thailand-06-03-2019/>



Figure 5 The Used of Creative Interior Elements- Sensory Wall in Minnesota Children’s Museum
Source <https://id.pinterest.com/pin/670121619526574466/>



Figure 3 The Used of Creative Interior Elements- The Interactive Exhibition in National Gallery Singapore
Source <https://www.flickr.com/photos/25802865@N08/48342627866>



Figure 4 The Used of Creative Interior Elements- Montessori Miami
Source <http://www.thepod22.com/gallery/>

Indicators of achievement target and the space impact theory on children’s development is a space/room that consider about the safety and health of the games, children’s happiness, as well as the opportunities to explore and involve in learning that can use to develop the main three aspects (cognitive, affective, and psychomotor). The proper area which can stimulate children is an area that provide some areas to run their own activity, such as entry zone, messy zone, active zone, and quiet zone [5]. Classroom/ space decoration is not only an extra in learning process, but also contribute as a comfort aspect and stimulate children’s imagination. The selection of interior elements in kindergarten learning space is indeed different from the others.

The needs of children in a space is space that is able to provide a warm, comfortable, free, stimulating, yet safe atmosphere, so that they can move, imagine freely, be motivated and inspired in every activity through the atmosphere of space they feel and also has a good impact for their psychological development.

Therefore, the design arrangement must encourage the children to the positive development, so that the child could grow up healthy and creative and all of it stars from the education system from each school, including all of the facilities as well as the impact of those interior elements in the classroom or space which used by the children [7].

Planning and space requirements needs to consider about the number of children, age, group size, number of

teachers or care giver, curriculum orientation, and all the activities that need to be done by all the student.

The space for children divided into some areas which will provide a stimulus for children to play because they have some of choices of play activities because if the space itself does not well organized will create some problems that will cause bored feeling towards the children.

5. CONCLUSIONS

Based on the paper research that has been carried out through literature study by collecting some of references such as books, e-books, papers, and journals, also all the process that has been done by the researcher, it can be concluded that a learning spaces that suitable for a Kindergarten especially for Sinar Dharma Kindergarten needs to implement a concept which has something new by using some of creative interior element criteria in purpose to stimulate children's development in all aspects (cognitive, affective, and psychomotor) that impact the children's creativity.

Besides of that, some things that also needs to be considered for a space that will be used by 4-6 years children is their lesson or their curriculum at the school. The design itself needs to be act as a helper and a stimulus for their development in studying and also needs to indicate a significant influence of the setting of playing room on the creativity improvement in early age children. Physical elements of playing room setting as indicator of early age child creativity source are fixed elements (wall, floor, windows & room corner), semi fixed elements (window curtain, toy rack, table, chair, area divider, cribs) and non-fixed elements (playing activity and playing tools).

The implementation can be done by applying a creative spot in the room/space, such as sensory wall or interactive wall design that consists of various games in many media which can help children to improve their ability in arranging colours or shapes, grouping shapes and pattern on the wall which could increase children's interest in learning, playing, and socializing with their environment actively. As we know that 4-6 years old children like to scribble everything by using different kind of media which they can use, and the most often media that they used for scribbling is found on wall or around it.

The recommendation form of a space setting (configuration) is a square space that divided up for at least five areas of it (block area, quiet area, art area, home area, and central area) and put some room divider, give floor covering in every area except for art area, and organize the toys according to its theme, the furniture according to the children size and have an attractive shape and colours.

Children's orientation in cognitive development curriculum is to organize and complete the classroom space/playroom space. Children need a space to be able to move, build, create, spread, teamwork, put their works, and so on.

By using that interactive wall, some of their cognitive and psychomotor aspect is moving continuously. The things elaborated before also included in curriculum criteria in kindergarten, so that this interactive wall can also help children in their school lessons and their own development in every aspect. The more creative the space can be, the more children could imagine creatively and bravely.

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