

Characteristics of Learning Environments in Communities and Madrasahs in Supporting the Learning Process: A Study of Integrative Analysis Using NVivo 12 Software and Bibliometric Analysis

Hamdi¹, Jasiah¹, Khairunisa², Rina Lisnawati², Ali Anhar Syi'bul Huda³

¹UIN Palangka Raya, ²MTs Hidayatul Muhajirin Palangka Raya, ³SMPN 3 Lembang.

Corresponding author*

hamdiansyah73@gmail.com

Abstract: The purpose of this research is to describe the characteristics of the learning environment in the community and madrasahs to support the learning process. This research design uses a qualitative type to elaborate on the research results. (Ulhaq, 2023), The subjects of the research are the Head of the madrasa, 4 teachers, and 2 students. The techniques for data collection used are observation, interviews, and documentation. The analysis in this study integrates bibliometric analysis to review the latest research recommendations with qualitative analysis using NVivo 12 software. This research is based on bibliometric analysis that had been previously conducted using Publish or Perish (POP) and VOSViewer, which show that the topic of the learning process related to the community environment and madrasa is still rarely researched. The analysis is integrated with qualitative analysis using NVivo 12, which identifies three themes: characteristics of the community (values and learning), school environment (students, education, madrasa), and the relationship between community characteristics and schools is closely linked to the context (support and interaction). Thus, the characteristics of the learning environment in the community and madrasah can support the learning process. The implications of this research are to provide scientific contributions in creating a good learning environment for students, not only focused on the school environment, but the research also provides useful implications for schools to implement collaboration with the community environment to achieve a more meaningful learning process.

Keywords: Bibliometrics, Learning Environment, Community, Madrasah, NVivo.

Introduction

A comfortable learning environment gives a very meaningful impression in the learning process, but the current phenomenon is very concerning as each environment seems to operate independently without collaboration. Therefore, it is not surprising nowadays that the relationship between schools and the surrounding community causes some conflicts due to the lack of cooperation. Such phenomena include the decreasing trust of parents in teachers, so that when their child is disciplined by a teacher (in a reasonable manner), parents overreact, and in some cases, even press charges. Moreover, what happens now is that when a child fails to achieve learning success or encounters

other issues, the teacher is usually blamed, forgetting that teachers, through the school learning environment, only serve as support, while the family environment is the fundamental basis that can influence the child's behavior. (Costa, 2024). This dilemma certainly arises because there have been several cases, such as teachers committing acts of violence against students, which leads to a lack of trust in teachers. Trust can be rebuilt if the learning environment in the madrasa and the community work together to support the learning process and if the school can adapt to the demands present in the society. (Bačová & Bačová, 2024), Of course, it provides a special and controlled learning environment (Ozen & Topal, 2019), allowing for a reciprocal process of

interaction between individuals, behavior, and the environment (Sökmen, 2021).

The learning environment is something that can shape students' learning experiences (Hemmati & Mahdie, 2020; Haug, 2020), and as the best element in terms of inclusive education (Haug, 2020), serta It also causes students to be unprepared if there is a changing learning environment, meaning they need to adjust themselves again. (Frelin & Grannäs, 2022; Königings & Seidel, 2022). The learning environment, along with the progress of the times, is no longer focused solely on direct learning settings but now also includes learning environments that exist on social media or in digital form. (Ayite et al., 2022), yang sama sama memberikan pengalaman belajar yang meaningful to students (Moges et al., 2023; Purnomo et al., 2024). Learning experiences can be gained anywhere, but it is much better if there is an effort to build a learning environment, especially in Islamic educational institutions that bear the responsibility as religious institutions, which of course have demands for shaping students' character, both in terms of providing programs. (Supriyoko et al., 2022), learning management as well as curriculum design that aligns with current conditions (Wardani et al., 2023; Fathurrahman et al., 2024), hal ini done so that students become motivated to participate in the learning process (Jasiah et al., 2023). Many people interpret the learning environment as being mostly related to the school environment, whereas in reality, the scope of the learning environment is broad and not limited to the school. It is very important to have good interaction between the school environment and the family environment. (Kuger et al., 2019; Murendo et al., 2024) and the community environment. The learning environment certainly has characteristics and values that can serve as good examples for students, and teachers can utilize local wisdom in integrating it into the learning process. (Taneo & Madu, 2023). The efforts made by teachers prove that the community environment also contributes to supporting learning in schools.

The learning process is a process that is undergone to acquire knowledge (Gambo & Musonda, 2022; Suwanmanee et al., 2023), just as

different learning processes will naturally produce different results (Reffiane et al., 2024). As it relates to this matter, there is an environmental collaboration to provide more meaningful learning, in the sense of learning that remains differentiated for students. (Santiani, 2024), so that it is expected to have a positive impact on student development. Based on the research by Rahayu et al (2023) has a research focus linking the family, school, and community environment as a medium for shaping students' character, further research conducted by (Costa, 2024; Murendo et al., 2024) studying the relationship between teacher welfare and the home learning environment on student learning outcomes. further research by (Bačová & Bačová, 2024) researching the ability of teachers to create a learning environment. Referring to previous research that has been analyzed, the researcher found a renewed focus for the study in terms of linking two learning environments, namely schools and communities, as sources of the learning process. This is also reinforced by previous analysis results using bibliometric analysis, one of which revealed that studies related to the characteristics of the learning environment in communities have not yet been linked to the learning process in schools. The results of this bibliometric analysis ensure that the current research contains elements of novelty, making the study more interesting and strongly justified. Therefore, the objective of this research focuses on describing the characteristics of the learning environment in communities and madrasahs in supporting the learning process.

The research object of this study is MTs Hidayatul Muhajirin Palangka Raya, which is one of the madrasahs in Palangka Raya City, Central Kalimantan. The reason the researcher conducted the study at this location is based on the observation that the learning environment at the madrasah, although relatively new, is advancing rapidly. This is what intrigued the researcher to examine, especially in relation to the interaction between two environments, namely the school and the community. Based on this explanation, the researcher is very interested in conducting an in-depth study of 'Characteristics of the Learning Environment in the Community and the Madrasah

Based on the coding results conducted by the researchers, several themes were generated, which can be seen in the image above. The coding results obtained include the themes of community characteristics, school environment, and the relationship between community characteristics and schools. The themes resulting from the coding were further analyzed through a project map, which can be seen in Figure 3. Based on the created project map, the community characteristics theme has two indicators, namely values and learning. The school environment theme consists of students, education, and madrasah. The theme of the relationship between community characteristics and schools includes the indicators of support and interaction.

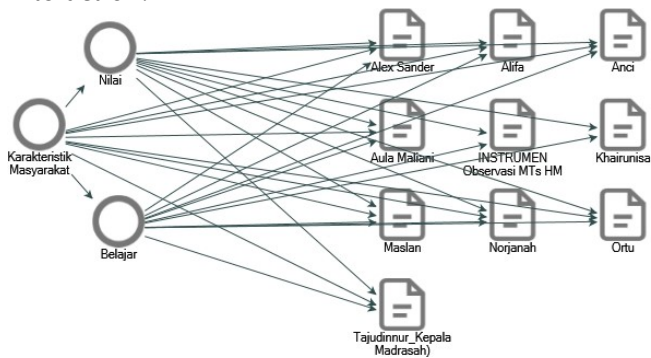


Figure 5. Project Map of Community Characteristics.

Based on the results of the project map on the theme of community characteristics, there are two indicators, namely learning and values. This proves that the characteristics of the community are more dominantly associated with values, which are of course very related to supporting the learning process. The values present in the community can be integrated by teachers in teaching, so in the theme of community characteristics, the process of learning and value-based teachings that contain usefulness are very interconnected. In Figure 3 above, it also shows that based on the results of interviews analyzed using Nvivo software, the interviews overall touched on the community characteristics related to learning and values. This is evidenced by the visualization of arrows that are interconnected with each other.

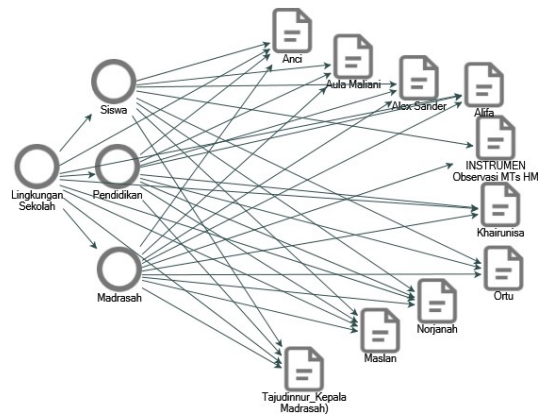


Figure 6. School Environment Project Map.

Based on the image above, the results of the project map analysis on the theme of the school environment have three interconnected indicators, namely education, madrasah, and students. This is very accurate because when discussing the learning environment, it is naturally closely related to educational institutions, where the main source of the process is through schools or madrasahs, and equally important, a school environment is very closely focused on students in the learning process. One of the factors that makes the focus.

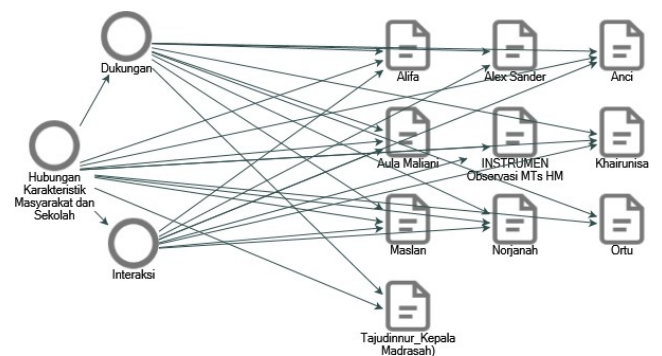


Figure 7. Project Map of the Relationship Between Community and School Characteristics.

Figures 6 and 7 above show that the theme of the relationship between community characteristics and schools is very interconnected, which is not far from the two indicators of support and interaction. This indicates that the environment in the community and schools must interact well with each other and always provide full support in the educational process. To see the overall results of the theme along with its indicators, it can be based on the Hierarchy Chart analysis in figure 8.

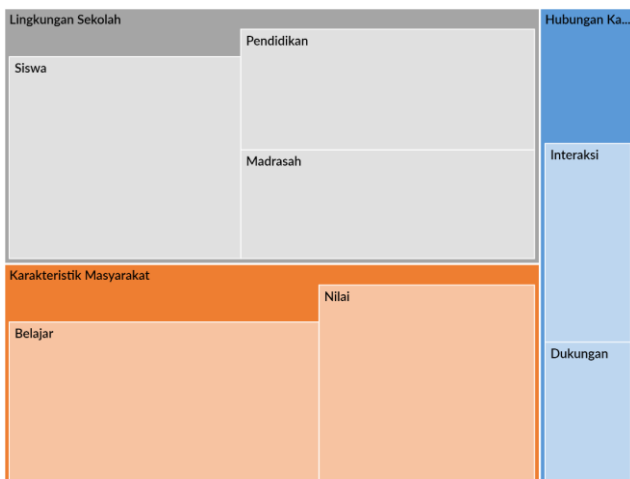


Figure 8. Indicator Hierarchy Chart: School Environment, Community Characteristics, and the Relationship Between Community Characteristics and Schools.

Discussion

The characteristics of a society that uphold learning values are very important, especially in supporting the learning process of students in schools that coexist with community life. (Mthembu et al., 2023). This is because the learning environment strongly supports the growth and development of students. There are two indicators of community characteristics, namely values and learning. (Santiani, 2024). Both of these values are interconnected with each other, so in the learning process at school, they no longer operate independently but must be able to collaborate to create a genuine learning environment.

The learning environment in schools is certainly inseparable from students, education, and madrasahs or schools. One indicator of a good educational condition can be seen in the level of student achievement in schools. Therefore, the creation of a learning environment should always keep an orientation towards students in mind. (AlHarrasi, 2024). As seen in the previous phenomenon of the Covid-19 outbreak, which greatly affected students' learning environments that suddenly shifted to technology-based learning (Afful & Boateng, 2023), This in Afghanistan has implemented a learning management system to respond to the Covid-19 outbreak. (Noori et al., 2022), which of course results in the loss of students' learning achievements (Guo et al., 2024), Thus, this proves that the learning environment has a very significant impact. This is in line with

the results of an evaluation which showed that the role of a student-oriented curriculum is very important. (Taqwim & Huda, 2024). Therefore, as a teacher in school, one must always be creative in designing learning experiences, such as making efforts to provide learning experiences that make students active both inside and outside the classroom, based on integrating local wisdom values or adapting to the values present in the community.

The values present in society are actually numerous, but not many are able to integrate them into learning. This is influenced by teachers' low motivation to provide more meaningful teaching, the teachers' welfare which is not yet guaranteed, so they are still not fully focused on education, and what is becoming a contemporary phenomenon is the high level of fear experienced by teachers in Indonesia regarding educating students who are increasingly criminalized over minor issues. To minimize the widespread occurrence of several phenomena in the education world, there must certainly be collaboration between learning environments. In this case, educating children should not only focus on or rely entirely on schools, but there needs to be good interaction and full support between environments. As this study illustrates, it is very educational to foster good relationships between school environments, both for those still studying at their school and alumni, to continuously collaborate. (Amani, 2022), as well as importantly, having interaction through collaborative pathways with the community. In creating a learning environment, the teacher plays a very important role in functioning as a mentor (Leeder et al., 2022 ;Baba Yidana &Yaw Sekyi Acquah, 2024), preparing the learning process (Susanto et al., 2023;Hamdi, 2024), in the school and community environment (Adams et al., 2024 ;Yasin et al., 2024), which of course cannot be separated from the challenges faced in carrying out the learning process (Aktaş et al., 2024).

Conclusions

This research stems from the results of bibliometric analysis using Publish or Perish (POP) and

VOSViewer, which mapped out areas that have not yet been studied, namely community service, learning process, learner, higher education, and online learning environment. Based on these analyses, this study focuses on a single theme, which is the Learning Process, associated with the community and madrasah environment. Based on qualitative analysis using NVivo 12 software with the Word Frequency Query feature, the most frequently appearing or dominating word is “Community.” The coding results that have been carried out revealed themes of community characteristics, school environment, and the relationship between community characteristics and schools. These themes were further organized through a created project map; within the theme of community characteristics, there are two indicators, namely values and learning, while the school environment theme consists of students, education, and madrasah. In the theme of the relationship between community characteristics and schools, there are indicators of support and interaction. Therefore, the characteristics of the learning environment in the community and madrasa can be used to support the learning process.

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