

INTISARI

Lingkungan belajar yang alami memiliki potensi besar dalam mendukung pemulihan psikologis anak melalui pengalaman restoratif, terutama dalam konteks pendidikan dasar. Penelitian ini bertujuan untuk mengidentifikasi kondisi kealamian pada ruang kelas sekolah alam dan menganalisis hubungannya dengan pengalaman restoratif siswa sekolah dasar. Kealamian diukur berdasarkan lima indikator utama: pemandangan (*view*), pencahayaan (*lighting*), hubungan dengan alam (*links to nature*), material alami (*natural materials*), dan suara (*sound*). Penelitian ini menggunakan pendekatan campuran (*mixed-method*) dengan metode observasi lapangan, kuesioner, dan wawancara di Sekolah Citra Alam Yogyakarta, melibatkan empat ruang kelas dan 30 siswa dari kelas 1, 2, 5, dan 6. Hasil observasi menunjukkan bahwa ruang kelas dengan kondisi *semi-outdoor* seperti pendopo dan ruang belakang lantai dua memiliki tingkat kealamian yang tinggi. Pengujian kuantitatif menggunakan korelasi *spearman* untuk melihat hubungan pengalaman restoratif anak dengan penilaian kealamian menurut persepsi anak, sedangkan korelasi *rank biserial* digunakan untuk melihat hubungannya dengan penilaian kealamian peneliti. Penelitian ini menunjukkan bahwa terdapat hubungan positif antara tingkat kealamian ruang kelas dan pengalaman restoratif anak. Temuan ini menunjukkan bahwa pengalaman restoratif anak lebih kuat dipengaruhi oleh persepsi subjektif mereka sendiri terhadap elemen-elemen alami dalam ruang kelas. Dalam hal ini, kualitas pengalaman sensorik yang ditimbulkan memiliki pengaruh signifikan terhadap kenyamanan psikologis anak. Temuan ini juga berimplikasi terhadap perancangan ruang kelas sekolah alam, antara lain Desain ruang tidak cukup hanya mengikuti standar teknis atau teoritis, melainkan harus mempertimbangkan pengalaman perseptual dan emosional anak-anak secara langsung, serta standar desain ruang kelas sekolah alam yang masih perlu diperbarui atau diperkaya dengan pendekatan yang lebih kontekstual, yaitu memperhatikan aspek sensorik, afektif, dan kognitif pengguna anak.

Kata Kunci: kealamian, pengalaman restoratif, ruang kelas sekolah alam, anak usia sekolah dasar, *attention restoration theory*.

ABSTRACT

Natural learning environments hold significant potential in supporting children's psychological recovery through restorative experiences, particularly in primary education settings. This study aims to identify the naturalness characteristics of classroom spaces in nature-based schools and analyze their relationship with the restorative experiences of elementary school students. naturalness was measured using five key indicators: view, lighting, links to nature, natural materials, and sound. A mixed-method approach was employed, combining field observations, questionnaires, and interviews at Citra Alam School Yogyakarta, involving four classroom types and 30 students from grades 1, 2, 5, and 6. Observations revealed that semi-outdoor classrooms demonstrated the highest degree of naturalness. Quantitative analysis was conducted using Spearman correlation to examine the relationship between children's restorative experiences and their perceived naturalness, while rank biserial correlation was used to analyze the relationship with naturalness assessments made by the researcher. The findings indicate a positive relationship between the level of naturalness in the classroom and children's restorative experiences. This suggests that restorative experiences are more strongly influenced by children's own subjective perceptions of natural elements within the classroom. In this context, the quality of sensory experiences plays a significant role in shaping children's psychological comfort. These findings have implications for the design of nature-based classrooms, emphasizing that design should not rely solely on technical or theoretical standards, but must also take into account children's perceptual and emotional experiences. Furthermore, existing design standards for nature-based classrooms may need to be updated or enriched with a more contextual approach that considers the sensory, affective, and cognitive aspects of child users.

Keywords: *naturalness, restorative experience, nature-based classrooms, elementary students, attention restoration theory*