



# The Role of Gender Responsive Facilities and Infrastructure in Supporting Students' Learning Motivation: A Qualitative Study

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## ABSTRACT

This study aims to describe the role of elementary schools in providing and managing gender responsive facilities and infrastructure to support students' learning motivation. A descriptive qualitative approach was employed to explore the experiences, perceptions, and practices of six elementary schools, varying in location, type, and completeness of facilities. Data were collected through interviews with principals, teachers, and students, observations of school facilities, and document analysis, and analyzed using a qualitative interactive process. The findings reveal that schools strive to provide various facilities, including comfortable classrooms, separate toilets, health rooms, libraries, sports fields, and both digital and printed learning media that portray balanced representations of male and female figures. School policies and teachers' awareness of gender equality are reflected in the planning, utilization, and supervision of facilities, thereby fostering a learning environment that values all students regardless of gender. Students reported positive experiences, feeling comfortable and safe, as well as motivated to actively participate in classroom learning and extracurricular activities. These findings highlight the importance of integrating gender equality values into the management of school facilities and infrastructure to create an inclusive, participatory, and enjoyable learning experience. The study also emphasizes that attention to comfort, safety, and equal access contributes to shaping students' perceptions of a fair learning environment and supports the development of their intrinsic motivation.

**Keywords:** gender responsive, school facilities, learning motivation.

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## INTRODUCTION

Education is a fundamental right of every citizen, as mandated by the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 on the National Education System, which stipulate that education must be organized in a democratic, equitable, and nondiscriminatory manner. The global commitment through the Sustainable Development Goals (SDGs) also underscores the importance of policies that promote gender equality and the empowerment of women and girls at all levels, aligning with the national objective of implementing gender responsive policies across various sectors, including education (SDGs Komnasham, [2021](#)).

Gender equality refers to a condition in which women and men have equal status as human beings and the opportunity to realize their potential and actively participate in development (Suryanef, [2013](#)). To achieve this, gender mainstreaming must be implemented, which means ensuring that school

policies, programs, and learning processes promote fairness for all without discrimination based on gender. Gender Mainstreaming is a global strategy to achieve gender equality, integrated from the stages of planning, implementation, monitoring, the evaluation of a policy or program (Poma & Tueno, [2021](#)). However, the lack of attention from local governments has resulted in the implementation of gender mainstreaming in education remaining at a limited stage of awareness and understanding. Furthermore, the limited resources available to schools and education offices have led to low levels of participation and suboptimal performance among those responsible for carrying out gender mainstreaming initiatives (Hentihu et al., [2021](#)).

Gender bias is still frequently found within educational environments, particularly at the elementary school level. Gender bias in education refers to educational practices that favor one gender over another, resulting in gender inequality (Gustiana, [2014](#)). Gender bias remains a real issue in Indonesia. This bias does not always occur consciously, but it can still affect the development of students' self-confidence. Previous research has shown that the factors causing gender bias originate from both internal and external sources. The internal factor is the teacher's lack of understanding of gender bias, while the external factors include participation, access, and the learning process (Juliana et al., [2019](#)). Gender bias in the school environment encompasses various aspects, including facilities and infrastructure, learning media, teacher practices, school policies and administration, as well as the school's social and cultural environment. All of these aspects influence the experiences, participation, and development of both male and female students, which is why the application of gender equality principles must be addressed comprehensively. The management of gender responsive educational facilities is an important issue that requires serious attention, as gender responsive infrastructure management provides the space needed to ensure the fulfillment of the rights of both girls and boys based on their specific needs, thereby creating a sense of safety and comfort for every user (Ummah, [2019](#)).

One of the key principles in the provision of education is to ensure that every child, regardless of gender, has equal access to a safe, comfortable, and supportive learning environment that fosters their overall development. This principle is also closely aligned with the Child Friendly Schools framework, which was first introduced by UNICEF, Save the Children, and the World Health Organization in the mid-1990s (Furwasyih & Sari, [2020](#)). Child Friendly Schools (CFS) are formal, non-formal, and informal educational units that are safe, clean, and healthy; environmentally conscious; able to guarantee, fulfill, and respect children's rights; and protect from violence, discrimination, and other forms of mistreatment. CFS also supports children's participation, particularly in planning, policy-making, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection within the education system (Afifah & Kunaenih, [2023](#)). In efforts to implement CFS,

particularly at the elementary school level, several components need to be considered. These components include CFS policies; educators and education staff trained in children's rights; the implementation of child friendly learning processes, including the application of discipline without violence; child friendly facilities and infrastructure that do not endanger children and help prevent accidents; and children's participation, which involves communicating school programs by actively involving the students (Yosada & Kurniati, [2019](#)). The Child-Friendly Schools framework provides a comprehensive foundation for creating learning environments that prioritize safety, inclusion, and student participation. When these principles are fully implemented, they create conditions that strongly support and overlap with gender responsive approaches, particularly in ensuring fairness and equal access for both boys and girls.

This principle aligns with the implementation of gender responsive schools, which play a strategic role and function in preparing students to optimally develop their multiple intelligences (Inah et al., [2019](#)). Gender responsive education is one approach to providing students with the widest possible space to learn together, regardless of gender (Damayanti & Rismaningtyas, [2021](#)). One of the key aspects of gender responsive education is the provision and management of school facilities and infrastructure. Adequate educational facilities and infrastructure are essential for improving the quality of education because they provide the primary support for the effective implementation of teaching and learning activities. Comprehensive facilities, such as classrooms, learning media, and other equipment, not only assist teachers in carrying out their duties but also create a more conducive, effective, and meaningful learning environment for students (Hidayat Rizandi et al., [2023](#)). Gender responsive management of facilities can ensure the fulfillment of the rights of both female and male students based on their specific needs, thereby creating a sense of safety and comfort for every user (Ummah, [2019](#)). Learning facilities and infrastructure are among the key factors that influence students' learning motivation. This implies that improvements in the management of learning facilities and infrastructure will lead to an increase in students' motivation to learn (Jannah & Sontani, [2018](#)).

In line with these findings, the understanding of learning motivation can also be explained through Abraham Maslow's Hierarchy of Needs Theory. Maslow posits that human motivation is structured within a hierarchy consisting of five levels of basic needs, namely physiological needs, safety needs, love and belongingness, esteem, and self-actualization (Sunarya, [2022](#)). Physiological needs represent the most fundamental level and relate to physical aspects such as food, drink, and bodily comfort. Once these needs are fulfilled, individuals seek safety, which includes protection, stability, order, and freedom from fear and anxiety. The next level comprises social needs, reflected in the desire to love, to be accepted, and to belong to a community. At the esteem level, individuals require self-respect, recognition, and positive evaluation from others. The highest level is self-actualization, which refers to the drive to grow, realize one's potential, and express opinions and judgments freely (Zebua,

[2021](#)). The fulfillment of these basic and safety needs, as described by Maslow, serves as a prerequisite for the development of optimal learning motivation. Therefore, the conditions of school facilities and infrastructure must be able to ensure students' comfort and safety throughout the learning process. Learning facilities refer to the resources and infrastructure that support teaching and learning activities in schools. Adequate learning facilities can enhance students' learning motivation and help them achieve better academic performance. Conversely, if the learning facilities available at school and at home are insufficient, the learning process may become less effective, hindered, or even fail to take place (Prianto & Putri, [2017](#)).

The Developmental Ecological Theory was proposed by Urie Bronfenbrenner, a psychologist from Cornell University, USA. The ecological theory views child development through three environmental systems: the microsystem, the exosystemic, and the macrosystem (Bronfenbrenner, [1986](#)). The microsystem is the environment where an individual lives, including the family, peers, school, and neighborhood. In the microsystem, many direct interactions occur with social agents, such as parents, friends, and teachers. The exosystemic is a larger social system in which the child does not directly participate, but it still influences the child's character development. Its subsystems include the parents' workplace, relatives such as siblings or other family members, and school regulations. The macrosystem is the outermost layer of a child's environment. Its subsystems consist of the country's ideology, government, traditions, religion, laws, customs, culture, and other societal factors, all of which affect the child's character development (Mujahidah, [2015](#)). Developmental ecological theory examines the dynamic and complex interrelations between students and their environment, which consciously or unconsciously contribute positively to the development of certain character traits and habits in students over time. In this context, schools, as one of the closest elements within the microsystem where students develop, play a crucial role in transferring and internalizing knowledge, ways of thinking (mindset), attitudes (behavior), and conduct (attitude) through a set of knowledge and values. (Salsabila, [2018](#)). So, gender responsive facilities can be understood as essential elements of the microsystem that support equitable learning experiences for all students.

Gender responsive facilities and infrastructure are essential because male and female students have different specific needs. Thus, no gender should be deprived of its rights; however, in reality, existing facilities and infrastructure have not yet fully met gender responsive standards (Ummah, [2019](#)). The quality of teaching and campus facilities has a significant influence on student learning motivation. Good teaching quality, including innovative approaches, clearly presented material, and good interactions with students, can motivate students to learn. In addition, adequate campus facilities such as libraries, laboratories, classrooms, internet access, and good sports facilities also play a role in creating a conducive learning environment and motivating students to actively participate in academic

activities (Darman, [2023](#)). The more complete and well-managed the learning facilities are, and the higher the students' learning motivation, the greater their discipline in studying will be (Murniatin & Abdullah Hadziq, [2022](#)). The quality of infrastructure, such as adequate libraries, laboratories, and technology, is directly related to students' academic achievement. Well-equipped facilities also encourage student engagement and create an active and enjoyable learning atmosphere (Eneiga & Uche, [2024](#)).

Based on previous research, the school environment was found to have an influence of 28.4% on students' learning motivation. Second, classroom management was shown to have an influence of 33.2% on students' learning motivation. Third, the combined influence of the school environment and classroom management on students' learning motivation reached 37.4% (Sholehuddin & Wardani, [2023](#)). Students perceive that the availability of adequate facilities and infrastructure in the teaching and learning process can improve learning outcomes by enhancing their motivation, which is supported through the presence of well-equipped learning resources. Conversely, when facilities and infrastructure are incomplete, the teaching and learning process tends to be hindered (Sakia et al., [2022](#)).

Initial observations conducted in several elementary schools in the Sokaraja District revealed variations in the provision of gender responsive facilities and infrastructure. Some schools have provided inclusive facilities such as separate toilets, school health units, and learning media accessible to all students. However, several schools still face limitations, such as health rooms without partitions, toilets lacking proper sanitation facilities, and a shortage of informational media that promote gender equality values.

These issues indicate that the readiness and implementation of gender responsive facilities and infrastructure remain uneven, while teachers' and principals' understanding of their importance is still not optimal. This condition affects students' learning motivation, as a learning environment that is not gender responsive may lead to inequality and reduce students' sense of comfort. Empirical studies examining the relationship between the provision of gender responsive facilities and students' learning motivation in elementary schools remain limited.

As part of efforts to implement gender responsive education, this study aims to describe the initiatives of elementary schools in providing and managing gender responsive facilities and infrastructure to enhance students' learning motivation. This research is expected to provide empirical contributions to the strengthening of gender responsive policies and serve as a reference for developing more equitable educational facilities and infrastructure. Furthermore, it is anticipated to offer meaningful contributions to the field of educational counseling, particularly in fostering a healthy, equitable, and psychologically supportive school climate through the provision of fair and inclusive facilities. A gender responsive learning environment is believed to promote a sense of safety, comfort, and acceptance

among all students, ultimately strengthening their motivation to engage in active and continuous learning.

## **METHOD**

This study employed a descriptive qualitative approach. One of the main purposes of qualitative research is to provide an in-depth understanding of phenomena by offering detailed explanations and descriptions of social occurrences in narrative form, ultimately leading to a comprehensive interpretation and theoretical understanding of the findings (Hermawan & Hariyanto, [2022](#)). The qualitative approach was chosen because this study aims to gain an in-depth understanding of how gender responsive facilities and infrastructure are prepared and managed in elementary schools, as well as their contribution to supporting students' learning motivation. This approach allows the researcher to explore the meanings, experiences, and social contexts underlying educational practices that are responsive to the needs of all students. Furthermore, this study specifically focuses on examining how gender responsive facilities and infrastructure are utilized to create a safe, comfortable, and inclusive learning environment for all students.

This study was conducted in six elementary schools located in Sokaraja District, Banyumas Regency, namely Banjarsari Kidul Public Elementary School, Al Falah Banjarsari Kidul Private Elementary School, Sokaraja Lor Public Elementary School, Lemberang Public Elementary School, Kedondong Public Elementary School, and Karangduren 2 Public Elementary School. The schools were selected using purposive sampling, a deliberate sampling technique in which the researcher chooses participants based on qualities, knowledge, or experiences relevant to the research objectives. This technique is non-random and is typically used in qualitative research to obtain information-rich cases, allowing available resources to be utilized optimally (Etikan, [2016](#)). The selection criteria included variations in school type (public and private), school location (urban and rural), and the completeness of facilities and infrastructure, ensuring a representative understanding of gender responsive facility practices across different contexts.

. The study was carried out over six months in 2025 and encompassed three main stages: preparation, implementation, and data analysis. The preparation stage included the development of research instruments and obtaining approvals from relevant authorities. The implementation stage involved observations, in-depth interviews, and document studies at each school included in the study. Throughout the research process, ethical principles were observed, participant confidentiality was maintained, and participation was ensured to be voluntary based on informed consent from the schools and parents.

Data collection in this study was conducted through interviews, observations, and document analysis. Interviews were carried out with principals, teachers, and students to obtain information

regarding policies, implementation, and experiences in managing and utilizing gender responsive school facilities and infrastructure. Principals provided information about regulations and facility planning, teachers explained their use in learning activities, and students shared their experiences in accessing and using these school facilities. Direct observations were conducted to assess the physical condition of school facilities, such as classrooms, school health units, toilets, libraries, information boards, learning media, and security systems. In addition, observations were aimed at evaluating the implementation of gender responsive principles in the school environment to create a safe, comfortable, and inclusive atmosphere for all students. Meanwhile, document analysis was used to examine key documents, including inventories of facilities and infrastructure, procurement and maintenance reports, and school policy documents, such as the School Development Plan, School Budget Plan, School Operational Assistance reports, curriculum, and textbooks. This analysis aimed to assess the extent to which gender responsive principles had been integrated into school policies and practices.

Data were analyzed qualitatively using the interactive analysis model proposed by Miles and Huberman. Miles and Huberman (1984) suggested that activities in qualitative data analysis are conducted interactively and continuously until completion, ensuring that the data reach saturation (Sugiyono, [1967](#)). The stages of analysis included data reduction, data display, and conclusion drawing and verification. The analysis process was conducted continuously from the data collection stage until the study was completed. In the data reduction stage, the researcher selected, simplified, and focused the data on aspects relevant to the research objectives, particularly regarding the practices of preparing gender responsive facilities and infrastructure, the roles of teachers and principals, and their impact on students' learning motivation. The reduced data were then presented in the form of descriptive narratives, tables, and simple diagrams to facilitate the interpretation of relationships among the findings. The final stage involved drawing conclusions supported by verification through source and technique triangulation, ensuring strong validity and reliability of the analysis results. The conclusions were then linked to relevant theories and previous studies to enhance understanding of how gender responsive facilities and infrastructure contribute to improving learning motivation in elementary schools.

## **RESULTS & DISCUSSION**

### ***Result***

The school category based on type, namely public and private, was analyzed at Banjarsari Kidul Public Elementary School and Al Falah Banjarsari Kidul Private Elementary School. Banjarsari Kidul Public Elementary School implements participatory and inclusive management of facilities and infrastructure through planning that involves teachers and the equitable use of facilities for all students. All students, regardless of gender, have equal access to classrooms, libraries, sports fields, and digital learning media. Facilities are used creatively to support interactive learning, aided by technology such



as LCD projectors and laptops, although the quantity is limited. Classroom arrangements reflect inclusivity principles, with separate toilets for boys and girls, although the girls' toilets are not yet fully menstruation friendly. Overall, the learning environment is considered safe and comfortable, but improvements are still needed for certain facilities, such as toilets, desks, chairs, and wall paint. School planning documents also demonstrate a commitment to gender equality through the provision of facilities and learning media representing both boys and girls equally.

**Table 1.** Summary of Gender Responsive Facilities and Infrastructure In Public and Private Schools

Aspect	Banjarsari Kidul Public Elementary School	Al Falah Banjarsari Kidul Private Elementary School
School Type	Public School	Privat School
Facility Policy	Planned through the School Development Plan, School Budget Plan, and School Operational Assistance, teachers were involved in discussions on facility needs	Facilities procured through annual meetings, prioritizing student needs; no written gender responsive policy yet
Facility Access	All students, both boys and girls, have equal access	All students have equal access, although facilities are only half of the ideal
Classroom	Inclusive arrangement; desks, chairs, and learning media used creatively	Classrooms arranged without gender segregation; facilities used creatively to overcome limitations
Toilets	Separate for boys and girls; girls' toilets not fully menstruation-friendly (no covered trash bins)	Separate, no signage yet; school health unit facilities are limited
Library / Reading Corner	Accessible to all students; books represent boys and girls equally	Reading corners in each classroom; gender-balanced books; inclusive access
Sports Field / Playground / Garden	Accessible to all students equally	Accessible to all students; garden maintenance needs improvement
Learning Media / Technology	LCDs and laptops are available; they enhance motivation, though some are limited or damaged	Media used collectively; teachers creatively overcome limited resources
School Health Unit / Medical Facilities	Available; basic facilities provided, needs improvement	school health units not fully equipped; first aid facilities limited
Notes for Improvement	Girls' toilets, desks/chairs, wall paint, policy documents	Girls' toilets, School Health Unit, first aid equipment, garden maintenance

Al Falah Banjarsari Kidul Private Elementary School has implemented inclusive principles in managing facilities and infrastructure, even though it does not yet have written policies on gender responsive facilities. Facility procurement is conducted systematically through annual meetings, considering the needs of students without gender discrimination. All students have equal access to classrooms, sports fields, school yards, and learning media, while teachers strive to optimize limited



resources creatively. The school environment is considered safe and comfortable, with separate toilets (though not yet labeled) and limited school health unit facilities and first aid equipment. Reading corners in each classroom and books presenting gender balance support an inclusive learning atmosphere. Daily practices at the school reflect equality through shared use of learning media, classroom arrangements that do not segregate by gender, and fair access to sports facilities and playgrounds. Improvements are still needed in hygiene facilities, school health unit equipment, and school garden maintenance. A comparison of the gender responsive facilities and infrastructure in these two schools is summarized in Table 1.

The comparison between the public and private schools shows that both institutions have made efforts to implement gender responsive facilities and infrastructure. However, differences appear in the formality and implementation of their policies and practices. Banjarsari Kidul Public Elementary School demonstrates a more structured and documented approach, supported by formal instruments such as the School Development Plan and the School Budget Plan, which guide the planning, procurement, and equitable use of facilities. In contrast, Al Falah Banjarsari Kidul Privat Elementary School applies inclusive and gender sensitive practices without formal written policies, relying instead on annual meetings and teacher initiatives to identify and fulfill facility needs. These findings indicate that public schools tend to follow formal policy frameworks, whereas private schools rely more on flexible, practice-based decision making. Despite these differences, both schools share the same commitment to providing safe, equitable, and supportive learning environments, although improvements are still required, particularly in sanitation, school health units, and menstruation-friendly facilities, to fully achieve gender responsive standards.

Sokaraja Lor Public Elementary School, as a school in an urban area, demonstrates the management of facilities and infrastructure that support gender equality and students' learning motivation. The procurement and utilization of facilities are carried out based on general priority scales with equality principles, although not yet explicitly gender oriented. All students have equal access to classrooms, sports fields, prayer rooms, and gazebos used for both academic and non-academic activities. Within classrooms, teachers optimally utilize basic facilities such as desks, chairs, whiteboards, and reading corners, while technological media remain limited. Outdoor facilities, including the library and sports field, play an important role in developing literacy and physical skills; however, the school health unit and canteen are not yet functioning optimally. Students feel safe and comfortable using the school facilities, with high learning motivation fostered by an inclusive learning environment. The main challenges include toilet conditions, limited technological media, and the management of the library and school health unit, which need improvement. Observations also indicate the need for enhancements in bulletin boards, sanitation facilities, and policy documents to be more gender responsive. Overall, the school has implemented fair and inclusive use of facilities, but

strengthening sanitation, health, and strategic policy aspects will further support the creation of an equitable and child-friendly learning environment.

**Table 2.** Summary of Gender Responsive Facilities and Infrastructure in Schools Based on Regional Context

Aspect	Sokaraja Lor Public Elementary School	Lemberang Public Elementary School
Regional Context	Urban	Rural
Classroom	Comfortable, clean, well-ventilated; all students have equal access	Comfortable, clean, well-ventilated; random arrangement; all students have equal access
Sports Field/ Physical Activities	Equal access; some activities are dominated by boys	Equal access for all students; supports drum band, hadroh, and scout activities
Library	Accessible to all students; management needs improvement	Accessible to all students; limited, as it also functions as a classroom
Toilets	Separate for boys and girls; conditions need improvement	Separate; sufficient number; some without covers
School Health Unit	Not yet optimal; some needs are unavailable	Not yet optimal; some supplies are kept in the teachers' office
Prayer Room / Canteen	Available; shared use; supports worship and nutrition activities	Available; shared use; canteen supports nutrition learning
Learning Media	Classrooms are well-equipped; projectors are limited; technology media are minimal	Whiteboards, LCDs, and teaching aids are available and used equally
Extracurricular Activities	Gamelan room, sports field; supports all students	Drumband, hadroh, scouts; plans for the joglo and multifunctional hall
Administration & Policy	General management; equality principles applied, not explicitly gender responsive	Inclusive; gender responsive practices visible, though not formally documented

Lemberang Public Elementary School, as a rural school, has strived to implement gender responsive facilities and infrastructure that support students' learning motivation. Facility management is carried out participatively through school meetings with funding support from School Operational Assistance, donations, and alumni contributions, focusing on comfort and equal access for all students. Facilities such as the drum band, hadroh, and sports fields encourage active participation and learning enthusiasm, while the construction of a joglo and a multifunctional scout hall is planned to support creative and literacy activities. Teachers optimally utilize classrooms, libraries, sports fields, canteens, and prayer rooms for active and inclusive learning, although limitations in media, such as LCD projectors, are still felt. Students perceive the school facilities as safe, comfortable, and equitable, and provide suggestions for improvements in toilets, schoolyards, and classroom aesthetics. Observations indicate equal opportunities for participation in facility use; however, the school health unit and student

consultation spaces are not yet fully functional, and the cleanliness of gardens and toilets requires enhancement. Lemberang Public Elementary School has fulfilled the functional principles of gender responsive facilities with a safe, equitable, and motivating learning environment, although further strengthening of supporting facilities and administrative documents is still needed. A comparative overview of the gender responsive facilities and infrastructure in these urban and rural schools is presented in Table 2.

The comparison between the urban and rural schools highlights how environmental contexts shape the availability, management, and utilization of gender responsive facilities and infrastructure. The urban school benefits from more structured facility management and easier access to supporting resources, although several components, such as sanitation, technological media, and health units, still require improvement. In contrast, the rural school demonstrates strong participatory practices and high community involvement, yet faces limitations in facility completeness and multifunctional room use due to space and resource constraints. These findings indicate that environmental factors, including geographical setting, community support, and resource accessibility, play an important role in how gender responsive practices are implemented in each school. Strengthening context-sensitive strategies is essential to ensure that both urban and rural schools provide equitable, safe, and motivating learning environments for all students.

Based on the category of facility and infrastructure completeness, the study was conducted at Kedondong Public Elementary School and Karangduren 2 Public Elementary School. Kedondong Public Elementary School has successfully implemented gender responsive principles in managing school facilities and infrastructure. Facility procurement is carried out participatively through deliberations among the principal, management team, and school committee, considering the needs of all students without gender discrimination. Facilities such as separate child-friendly toilets, a school health unit equipped with hygiene supplies for female students, rotating sports fields, and an inclusive library are top priorities. The school is also developing a digital library oriented toward inclusivity and gender equality. Teachers utilize learning facilities both inside and outside the classroom fairly and optimally. Flexible classroom arrangements, accessible learning media, and extracurricular activities are implemented based on equal participation principles. A clean and safe school environment further enhances student motivation and self-expression. Students feel comfortable and have equal opportunities to use all facilities, including classrooms, library, sports field, school health units, and separate toilets. They also actively participate by providing input on additional facility needs, such as laboratories, LCDs in each classroom, and the expansion of worship spaces. Observations and document studies indicate consistency between policy and actual practice, including gender representation in learning media, cleanliness, safety, and comfort of the learning environment. The integration of equality principles is

evident in school policies, teacher practices, and student experiences, supporting an inclusive, fair, and child-friendly learning atmosphere.

Karangduren 2 Public Elementary School has adequate facilities and infrastructure to support learning, although still limited due to minimal School Operational Assistance funding and student numbers. Facility procurement is carried out gradually, considering the needs of all students fairly. Equality principles are applied, although not explicitly stated in policies, and existing facilities have been shown to enhance motivation and academic achievement. Teachers optimally utilize basic facilities such as desks, chairs, whiteboards, and the library, while the sports field and school health unit are used for physical and health activities. Gender based tendencies in facility use are still observed, but access remains open to all students. Students feel comfortable using school facilities and consider resources such as computers, classrooms, and toilets supportive of learning motivation, although some rooms and sports facilities still require improvement. Observations indicate inclusive room arrangements and equal access to learning media, yet gender biases remain in the visualization of characters, girls' toilets lack covered trash bins, the school health unit offers minimal privacy, and security systems are limited. School planning documents do not yet explicitly include gender responsive facilities, indicating a need for improvements in both physical and administrative aspects to strengthen the application of equality principles in facility and infrastructure management. Table 3 summarizes the differences in the completeness and management of gender responsive facilities between the two schools.

The comparison between Kedondong Public Elementary School and Karangduren 2 Public Elementary School highlights how the completeness of facilities and infrastructure shapes the implementation of gender responsive practices in schools. Kedondong Public Elementary School, with comprehensive and well-maintained facilities, demonstrates effective participatory management, inclusive policies, and equitable access, enabling students to engage fully in academic and extracurricular activities. In contrast, Karangduren 2 Public Elementary School, while providing adequate basic facilities, faces limitations in infrastructure completeness, privacy in health units, and gender representation in learning media. These differences indicate that the availability and quality of facilities directly influence students' comfort, participation, and learning motivation. Strengthening both physical and administrative aspects of facility management, particularly in schools with limited resources, is essential to ensure that gender responsive principles are consistently applied, fostering an inclusive, safe, and motivating learning environment for all students.

The integration of gender equality values in facilities and learning media in elementary schools shows variation in implementation; however, overall, there are tangible efforts toward creating an inclusive learning environment. Learning media, such as textbooks, teaching aids, and digital materials, generally depict male and female representation proportionally and are used collectively without

discrimination. Reading corners and libraries provide materials featuring characters of both genders, supporting the formation of equitable perceptions in social and academic roles.

Schools with explicit policies and strong leadership support tend to demonstrate more balanced gender representation across various media, including posters, modules, and digital resources. Conversely, schools with limited funding or unwritten policies still show visual imbalances, although access to learning facilities remains open to all students. Overall, the implementation of gender equality principles in facilities and learning media has been positive, forming an important foundation for participatory, fair, and gender bias free.

**Table 3.** Summary of Gender Responsive Facilities and Infrastructure in Schools Based on Facility and Infrastructure Completeness

Aspect	Kedondong Public Elementary School	Karangduren 2 Public Elementary School
Classroom	Comfortable, clean, well ventilated; flexible desks & chairs; supports student collaboration	Adequate, but some roof, ceiling, and wall damage; basic desks & chairs
Toilets	Separate for boys and girls; clean, safe; equipped with covered trash bins	Separate for teachers; no special signage for students; girls' toilets lack trash bins; ratio 3 toilets/91 students
School Health Unit	Equipped with privacy curtains, hygiene supplies, and first aid	First aid and basic supplies are available, but minimal privacy and facilities
Sports Field/ Physical Activities	Rotational use; complete equipment; equal access	Rotational use; limited equipment; gender preference observed (boys dominate ball games)
Library / Reading Materials	Inclusive reading materials; proportional representation of male & female characters; digital literacy being developed	Adequate reading materials; more male characters; basic literacy available
Learning Media / Digital	LCDs, teaching aids, and whiteboards are accessible to all students	LCD, Chromebooks limited; used alternately
Prayer Room / Mushola	Available and adequate	Available and adequate for student activities
Garden / Open Area	Well-maintained, safe, accessible to all students	Available and observable, the security system is limited
Security System & Consultation	CCTV available; consultation room provided	No CCTV; consultations conducted in classrooms/teachers' offices
Policy & Documentation	Reflected in the School Development Plan, the School Budget Plan, the school rules, the curriculum, and inclusive and equitable	Documents available but not explicitly gender responsive; school rules & curriculum fairly neutral

The level of school policy and teacher awareness of gender equality in elementary schools shows variation, but generally reflects a commitment to inclusive educational practices. Schools with written policies and active leadership tend to have high teacher awareness, evident in the management of gender-responsive facilities, inclusive classroom arrangements, and equal participation of male and female students in learning and extracurricular activities. In contrast, schools with implicit policies or limited resources still face challenges in implementation, although efforts to meet the needs of all students are conducted fairly.

Teacher awareness is influenced by formal policies, principal support, and the availability of equitable facilities. These findings indicate that integrating gender equality principles in schools requires synergy between policy, leadership, and teacher practice to be consistently realized across all aspects of learning and school management. The presence of gender responsive facilities positively contributes to students' learning motivation. Fair access to school facilities creates a sense of safety and comfort, while enhancing students' confidence and active participation in learning. A learning environment with well-arranged classrooms, adequate ventilation and lighting, and supporting facilities such as libraries, school health units, and sports fields strengthens student engagement and fosters enjoyable and inclusive learning experiences. Equality in the use of facilities and digital learning media promotes a sense of fairness and community among students. Female students feel valued through facilities that support privacy and security, while male students appreciate equal opportunities to use sports and open spaces. This situation fosters positive social interactions, cooperation, and the confidence to actively participate in classroom and school activities. In schools with limited facilities, learning motivation still emerges because students perceive fair treatment and equal opportunities to use the available resources. This indicates that motivation depends not only on physical completeness but also on students' perceptions of fairness, access, and recognition of their needs. Overall, gender responsive facilities play a crucial role in strengthening intrinsic motivation, creating an inclusive learning climate, and supporting the holistic development of students' potential.

### ***Discussion***

The study findings indicate that the implementation of gender-responsive facilities in elementary schools plays an important role in students' learning motivation. Factors influencing students' learning motivation include both family and school-related aspects. Family factors encompass parenting styles, relationships among family members, home environment, family economic conditions, and cultural background. School factors include teacher-student relationships, peer interactions, and the

availability and quality of learning facilities at school (Rizqi et al., [2018](#)). This finding aligns with Rizqi et al. ([2018](#)), who emphasize that supportive school conditions are a major determinant of students' internal drive to learn. The consistency between the two results is due to the fact that equitable access to facilities creates a psychologically secure environment, enabling students to develop confidence and feel valued, which ultimately strengthens their learning motivation. Students' perceptions of equal access to school facilities, learning media, and academic as well as extracurricular activities shape positive learning experiences, strengthen self-confidence, and enhance active participation both inside and outside the classroom. The school environment plays a crucial role in influencing students' motivation and learning fatigue. A comfortable, safe, and supportive environment has been shown to reduce learning fatigue while increasing students' enthusiasm and motivation to engage in learning activities. In addition to its direct impact on motivation, the school environment also indirectly affects learning through the reduction of fatigue, as a positive school atmosphere helps students feel more comfortable, focused, and eager to learn (Nursakdiah et al., [2023](#)). This supports the findings of Nursakdiah et al. ([2023](#)), indicating that when schools provide safe and well-maintained facilities, students experience lower stress and higher emotional readiness to learn. The similarity between these results suggests that physical and psychological comfort serve as foundational conditions for sustained motivation.

Specifically, schools with complete and gender responsive facilities, such as Banjarsari Kidul Private Elementary School and Kedondong Public Elementary School, demonstrate that students feel comfortable and motivated because classrooms, libraries, sports fields, toilets, school health units, and digital facilities are equitably available to all genders. This confirms previous research emphasizing the importance of an inclusive and safe learning environment in promoting student motivation and engagement. A comfortable and clean school environment fosters ease in learning, as students can concentrate better and be more creative, thereby enhancing their motivation to learn. In addition to student comfort, adequate facilities also influence learning motivation. School facilities and infrastructure must be able to support and provide services in the teaching and learning process. In this context, the role of teachers, as a key component within the school environment, is undoubtedly crucial. (Sa'adah et al., [2021](#)). This finding is consistent with Sa'adah et al. ([2021](#)), who argue that both infrastructure and teacher support shape students' academic engagement. The alignment may be explained by the fact that physically inclusive spaces are maximized when teachers intentionally use them to promote equal participation, reinforcing a sense of fairness among students.

The research findings indicate that inclusive facilities play a crucial role in fostering students' learning motivation through fair and equitable learning experiences. Female students experience attention to privacy and specific needs, while male students have equal opportunities to access play and sports areas. Although some schools still face facility limitations, students' perceptions of fairness and equal access continue to promote a sense of safety, engagement, and enthusiasm for learning. School



policy support and teachers' awareness of gender equality are important factors in creating a conducive and inclusive learning environment. Gender responsive facilities not only meet physical needs but also function as a psychological medium that fosters a sense of being valued and self-confidence. Therefore, planning of school facilities and educational policies should consider gender equality principles and strengthen the role of teachers so that learning motivation can develop optimally in a fair, safe, and supportive environment for all students.

## CONCLUSION

This study demonstrates that gender responsive facilities and infrastructure play a crucial role in enhancing students' learning motivation. Fair, safe, and comfortable facilities, including classrooms, toilets, school health units, libraries, sports fields, and learning media, promote self-confidence, active engagement, and enthusiasm for learning among all students. Learning motivation can develop both through the physical availability of facilities and students' subjective experiences of fairness and equal access. School policies and teachers' awareness of gender equality serve as important supporting factors in creating an inclusive and conducive learning environment. This study recommends that schools continue to improve gender responsive facilities, strengthen teacher understanding, and open avenues for further research to examine the impact of gender responsive facilities on students' academic achievement and psychological well-being.

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