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The aesthetics of the learning environment: visual beauty and spiritual tranquility in *ruhiology*

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Abstract
The aesthetics of the learning environment are one of the factors that influence students' comfort, concentration, and peace of mind during the learning process. A clean, well-organized, and comfortable learning environment, supported by appealing visual elements, can create a conducive learning atmosphere that optimally supports students' development. This study aims to analyze the relationship between the aesthetics of the learning environment and students' spiritual tranquility from a *ruhiological* perspective. The study employs a qualitative approach using the literature review method (library research) through an examination of various relevant scientific sources. The results of the study indicate that the aesthetics of the learning environment contribute to improved concentration, reduced stress, and the creation of emotional comfort for students. From a *ruhiological* perspective, an aesthetically pleasing learning environment serves not only as a means of supporting learning but also as a space that helps students achieve intellectual, emotional, and spiritual balance. Therefore, the aesthetics of the learning environment are a crucial factor in supporting holistic, meaningful learning that is oriented toward students' spiritual well-being.

Introduction

The learning environment is one of the key factors influencing the quality of the educational process. A well-organized environment not only serves as a venue for teaching and learning activities but also plays a role in shaping students' psychological well-being. A comfortable, clean, and conducive school environment can boost motivation and interest in learning, as well as provide students with a sense of safety and calm as they engage in the learning process (Kurniawan, 2022). The aesthetics of the learning environment refer to a setting that is neat, clean, comfortable, and appealing, thereby creating a pleasant learning atmosphere. The physical conditions of the school environment have a significant impact on students' motivation to learn. A clean environment, well-lit classrooms, good ventilation, and neatly organized facilities make students feel more comfortable, focused, and enthusiastic about participating in learning (Husna et al., 2025). Modern education views students as individuals who develop holistically. Therefore, the learning environment plays a strategic role in supporting the balanced intellectual, emotional, social, and spiritual development of students (Judijanto et al., 2024).

A well-designed learning space supports student well-being and provides a more positive learning experience (Elsden et al., 2023). The visual environment of a learning space influences students' mood and readiness to begin the learning process. The aesthetics of the learning environment serve not only as an element of visual beauty but also play a role in creating psychological comfort, fostering a positive perception of the space, and supporting the effectiveness of learning (Manca et al., 2020). Visual aesthetics within a space play a crucial role in creating psychological comfort through elements such as color, lighting, spatial layout, and interior design. A high-quality learning environment can influence the mental state, emotions, and well-being of its users (Kurniawan & Tamami, 2025).

Elements such as a comfortable classroom layout, stable lighting, adequate air circulation, and safe play areas within the school environment can provide appropriate stimulation for students, facilitate positive social interaction, and promote learning that aligns with students' developmental needs (Netral & Putri, 2023). Every part of the space such as walls, floors, and ceilings must be carefully considered, as each plays a role in shaping the classroom's learning atmosphere (Amanda et al., 2025). Creating a comfortable and well-organized school environment not only supports the learning process but also enhances students' comfort, motivation, and readiness to participate in learning activities. A conducive classroom environment achieved through spatial arrangement, cleanliness, and the physical conditions of the learning environment can create an atmosphere that optimally supports the learning process (Nasywa & Muthi, 2025). The visual aesthetics of a space play a crucial role in shaping how people perceive, feel, and behave within it. Various elements such as color selection, lighting, texture, and spatial arrangement can influence students' mood, concentration levels, and comfort while learning. A comfortable and well-organized learning environment has a significant impact on students' concentration, making a substantial contribution to their learning (Tambunan et al., 2020).

A conducive learning environment also contributes to the creation of a calmer, safer learning atmosphere that optimally supports students' development (Abdillah & Hanif, 2024). The school's visual environment is linked to students' health and comfort, particularly through aspects of lighting and access to natural elements that can foster a more positive learning atmosphere. Educational space design that prioritizes well-being can have a significant psychological impact (Meng et al., 2023). Recent research also indicates that a conducive learning environment that supports the learning process contributes to increased learning motivation and creates a comfortable learning atmosphere for students (Wafiqni et al., 2023). A comfortable and aesthetically pleasing learning environment plays a crucial role in supporting the learning process. Various studies indicate that elements of the physical environment—such as spatial layout, lighting, color, cleanliness, and visual comfort can influence students' psychological well-being, mental health, and learning experiences (Yahmin et al., 2025).

An enjoyable learning environment focuses not only on a positive classroom atmosphere but also involves the use of innovative and interactive teaching methods. By creating an enjoyable learning environment, teachers can provide students with a more engaging learning experience (Tabriji, 2025). A safe and comfortable learning environment is a crucial factor in supporting students' academic, social, emotional, and psychological development. A conducive environment can enhance students' motivation to learn, their sense of security, and their engagement in the learning process (H. A. Putri & Hibana, 2024).

A conducive and religious learning environment also plays a vital role in supporting students' spiritual development, thereby helping to foster better character and religiosity (Afriani & Yeli, 2026). From a Ruhiological perspective, the learning environment is viewed

as a space that influences students' inner peace and positive energy. A good educational environment can enhance students' understanding, creativity, attitudes, and behaviors toward their surroundings. This study confirms that a comfortable learning environment that supports students' interaction with their surroundings helps foster knowledge, cognitive skills, and positive attitudes toward the environment (Zb et al., 2022)

Education aims not only to develop cognitive abilities but also to shape students' character, self-awareness, and spiritual dimensions as part of holistic human development (Romdoniyah et al., 2024). A comfortable and conducive learning environment can support students' intellectual, emotional, and spiritual balance. The aesthetics of the learning environment are important because they can create a learning atmosphere that supports students' holistic development. The integration of intellectual, emotional, and spiritual aspects into the educational process contributes to character formation and student well-being (Fatimah & Sumarni, 2024). Exploring the impact of visual beauty on spiritual tranquility from a Ruhiological perspective is therefore important. This study seeks to explain how a beautiful, well-organized, clean, and comfortable learning environment can contribute to students' spiritual tranquility and support a more holistic learning process not only in academic aspects but also in spiritual and psychological aspects Intelligence derived from the spirit can foster self-awareness, self-knowledge, and God-awareness, which serve as the foundation for character development and noble moral conduct. An aesthetic and comfortable learning environment can serve as a means to foster inner peace, clarity of thought, and the strengthening of students' spiritual dimension (Iskandar, 2025).

Visual beauty can have a positive impact on an individual's psychological and spiritual well-being. A harmonious visual experience can bring about peace of mind, encourage self-reflection, and enhance inner peace (Sastia, 2026). Spiritual tranquility is a crucial aspect of students' spiritual development. Individuals who possess spiritual tranquility tend to be better able to maintain emotional balance and cope with various life pressures (Masyito & Firdausi, 2025). The Islamic perspective views spiritual tranquility as a state arising from piety and closeness to Allah, thereby fostering a sense of peace, serenity, and inner balance (Salamun & Rhain, 2025).

Various studies have shown that the learning environment plays a significant role in enhancing students' motivation to learn, psychological comfort, and well-being (Meng et al., 2023; Wafiqni et al., 2023). Nevertheless, existing studies still tend to focus on psychological and academic aspects, while research examining the relationship between the aesthetics of the learning environment and students' spiritual tranquility from a Ruhiological perspective remains relatively limited. Therefore, a more in-depth study is needed to explain how the visual beauty of the learning environment can contribute to the creation of spiritual peace and support students' holistic development (Konstantinidis, 2024).

This study explicitly focuses on the aesthetics of the learning environment, particularly the influence of visual beauty on students' spiritual peace from a Ruhiological perspective. Using a qualitative approach based on a literature review and examining various previous research findings on learning environments, educational psychology, and the spiritual dimensions of students, according to (Iskandar et al., 2019). the concept of Ruhiology views the spirit as the central controller of all human potential, including intellectual, emotional, and spiritual aspects. In the educational context, a clean, orderly, comfortable, and aesthetically pleasing learning environment is believed to create an atmosphere that supports spiritual tranquility, enabling students to be more focused, comfortable, and ready to engage in the learning process. Thus, this study is important to examine how visual beauty in the learning environment can contribute to students' spiritual tranquility based on the Ruhiology approach.

Based on the phenomena and research gaps outlined above, this study aims to analyze the relationship between the aesthetics of the learning environment and students' spiritual tranquility from a Ruhiology perspective. Additionally, this study aims to explain how the visual beauty of the learning environment can contribute to psychological comfort, enhance the quality of the learning experience, and foster intellectual, emotional, and spiritual balance in students. Through this study, it is hoped that a more comprehensive understanding of the role of the aesthetics of the learning environment in supporting a holistic and meaningful educational process will be gained.

Methods

This study employs a qualitative approach using the literature review method (library research). This method was chosen because the study focuses on examining the concept of the aesthetics of the learning environment and its relationship to students' inner peace from a Ruhiological perspective, drawing on various relevant scientific sources. Literature review allows researchers to gain a comprehensive understanding of the phenomenon under study based on the results of previous research and published theoretical studies (Fadli, 2021). The data sources in this study consist of secondary data obtained from national and international scientific journals, books, conference proceedings, scientific articles, and academic documents discussing the aesthetics of the learning environment, educational psychology, spirituality, and Ruhiology. Priority was given to literature published between 2020 and 2026 to ensure the recency and relevance of the data. Data collection was conducted through documentary analysis. A documentary study is a data collection technique that involves examining various documents related to the research focus, such as books, scientific journals, articles, conference proceedings, official documents, and other academic documents. Through this technique, researchers identify, select, critically read, categorize, and record relevant information to obtain data that supports the research analysis (Iskandar, 2013). The selected literature must meet the criteria of relevance to the research topic, have clear sources, and originate from reputable scientific publications. Data analysis was conducted using content analysis. The stages of analysis include data reduction, data presentation, data interpretation, and drawing conclusions. To enhance the validity of the data, triangulation of sources is necessary by comparing various research findings and different references to obtain a more objective and comprehensive understanding of the influence of visual beauty on students' spiritual tranquility from a Ruhiological perspective.

Results

Based on the results of a literature review, it is evident that the aesthetics of the learning environment play a crucial role in creating a comfortable learning atmosphere, enhancing concentration, and fostering inner peace among students. From a Ruhiological perspective, the beauty of the learning environment not only provides visual comfort but also supports psychological and spiritual balance. Based on these findings, the discussion of this study is presented in the following key aspects.

The concept of the aesthetics of the learning environment

The learning environment is a key element in the educational process that often does not receive adequate attention. The primary focus in education tends to be on the curriculum, teaching methods, and students' academic achievement. The learning environment is a key element in the educational process because it influences students' comfort, health, engagement, and learning outcomes (Fisher, 2024). Physical environmental factors, including aesthetics or visual beauty, have an equally significant influence on the success of

the learning process. The aesthetics of the learning environment are not only related to visual beauty but also encompass the quality of the classroom environment, such as lighting, ventilation, thermal comfort, and acoustic conditions. These aspects play a vital role in creating a learning atmosphere that is comfortable, healthy, and conducive to student concentration (Al Jumaili & Sabbagh, 2024). From an Islamic perspective, beauty and cleanliness are highly cherished values. Allah SWT states:

إِنَّ اللَّهَ يُحِبُّ التَّوَّابِينَ وَيُحِبُّ الْمُتَطَهِّرِين

"Indeed, Allah loves those who repent and loves those who purify themselves." (QS. Al-Baqarah: 222)

The meaning of Quranic Surah Al-Baqarah, verse 222, indicates that cleanliness and purity are values that receive significant attention in Islam. The concept of purity is not limited to physical aspects but also encompasses inner purity and an environment that supports the creation of a healthy and harmonious life. An educational environment that embodies these values can be achieved through the management of a clean, comfortable, and conducive learning environment that supports the learning process and the spiritual development of students (El-Hakim, 2021).

إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَال

"Indeed, Allah is beautiful and loves beauty." (HR. Muslim)

The hadith of the Prophet Muhammad (peace be upon him), which states that "Indeed, Allah is beautiful and loves beauty" (Narrated by Muslim), indicates that beauty is a value encouraged in Islam. From a ruhiological perspective, beauty is not only related to physical appearance but also encompasses inner peace and environmental harmony that support human spiritual development. Research by Hidayati & Marcillia. (2025) found that the element of naturalness in the classroom can enhance students' restorative experiences that is, conditions that help restore concentration, psychological comfort, and readiness to learn. Therefore, a beautiful, comfortable, and naturally themed learning environment not only supports the academic learning process but also contributes to students' psychological and spiritual well-being (Hidayati & Marcillia, 2025).

The aesthetics of the learning environment can also reflect the educational values we aim to instill. A well-organized environment demonstrates discipline, responsibility, and a commitment to cleanliness. Aesthetics serve not only as a supportive factor for learning but also as a means of character education for students. Optimism is having confidence and a positive outlook toward a particular matter or event. Social interaction fosters good relationships among students. We can interact with our environment through compassion and touch, which help us build an understanding of environmental objects and events as they occur, so that we can recognize what constitutes a good environment and weigh the interactions between positive and negative aspects (Putri, 2022).

The effect of visual beauty on psychological well-being

Visual beauty in a learning environment has a significant impact on an individual's psychological state. A visually appealing environment can provide a sense of comfort, reduce tension, and enhance a positive mood. This is important because a healthy psychological state is one of the key factors in successful learning. Visual aesthetics that supports psychological comfort contribute greatly to overall well-being. A neat, well-lit, clean, and aesthetically pleasing space can reduce stress and improve mood (Kurniawan & Tamami, 2025). A learning environment that supports emotional and spiritual development contributes to students' psychological well-being. Spirituality helps students manage academic stress and maintain a positive psychological state, thereby supporting a better learning experience(Nisa et al., 2025).

Schools are no longer merely spaces for learning but have become psychologically safe spaces where every student feels seen, accepted, and valued as a whole person (Iskandar, 2026). A positive psychological state also supports students' ability to manage their own learning process. In addition to being influenced by a comfortable physical environment, this ability can be strengthened through effective instructional communication and the use of engaging digital media, enabling students to better plan, monitor, and evaluate their learning process independently (Putri et al., 2021).

Visual beauty can also reduce the stress levels experienced by students. Academic pressure often leads to mental fatigue, making an environment that promotes relaxation essential. An aesthetically pleasing environment can serve as a "safe space" that helps individuals calm down and restore their mental energy. A stable psychological state contributes to improved learning quality. Students who feel comfortable and calm will find it easier to understand the material, participate more actively, and have higher motivation to learn. Therefore, visual beauty cannot be viewed as a secondary aspect but rather as an integral part of the educational process. A comfortable learning environment supported by a positive classroom atmosphere can reduce academic stress and enhance students' school well-being. These conditions contribute to maintaining psychological well-being, thereby making students better prepared to engage in the learning process (Ferdiyanto & Muhid, 2020).

Spiritual peace from an educational perspective

The learning environment is not merely understood as a physical space for imparting knowledge. From the perspective of the psychology of knowledge which examines the inner state, psyche, and spirituality of human beings the learning environment is viewed as a space capable of shaping students' spiritual qualities through an atmosphere that fosters tranquility, comfort, and inner balance. Visual aesthetic elements such as color, lighting, and spatial arrangement play a crucial role in creating a conducive learning atmosphere that enhances concentration, psychological comfort, and the quality of the learning process (Iskandar et al., 2022; Villarreal Arroyo et al., 2023).

The Ruhiology Quotient (RQ) shifts education from merely transferring knowledge toward the development of intelligent, conscious individuals who are ready to build a civilization grounded in divine consciousness (Hermawan et al., 2026; (Sari et al., 2026). Spiritual tranquility, from a Ruhiological perspective, refers to a stable, peaceful inner state that is connected to divine values. This tranquility serves as a vital foundation because it influences students' readiness to learn, their concentration, and their ability to absorb and internalize knowledge. Students who possess spiritual tranquility tend to be more focused, less prone to anxiety, and better able to manage academic stress (Iskandar, 2026b). Spiritual tranquility is influenced not only by internal factors but also by environmental conditions. A quiet, clean, and beautiful environment can help individuals achieve a stable inner state. Conversely, a noisy, dirty, and disorganized environment can cause anxiety and discomfort.

Inner peace is essential for students to absorb information effectively. When individuals are anxious or stressed, their cognitive abilities decline. This demonstrates that emotional and spiritual aspects are closely linked to the learning process. In this fast-paced era, many people have lost their emotional balance and inner peace. We often get caught up in our daily affairs and forget to strengthen our relationship with God (Masyito & Firdausi, 2025).

The integration of aesthetics and spirituality in the learning environment

A learning environment that is not only physically beautiful but also imbued with spiritual values can help students develop a balance between their intellectual and emotional

aspects. For example, a clean and tidy classroom layout can create a comfortable atmosphere, while the presence of religious values can provide inner peace (Hidayati & Marcillia, 2025). The physical environment at school, particularly the classroom, plays a major role in creating a sense of comfort while maintaining children's psychological well-being. Additionally, the degree of naturalness in a space as reflected by the presence of natural elements such as views, natural lighting, connection to the surrounding environment, sounds, and temperature also has a significant impact. This can help foster a restorative experience for children a state in which their minds and emotions are refreshed, making it easier for them to concentrate and be ready to learn. The use of virtual education (Project ECHO) can create a more inclusive, collaborative, and supportive learning environment, even though it is not physically present. A good learning environment whether digital or physical has been proven to enhance students' knowledge, self-confidence, and mental readiness. Furthermore, the effectiveness of such a learning environment remains influenced by "aesthetic" factors in the broadest sense, such as ease of access, the relevance of materials to the local context, and the quality of interactions. If these aspects are not met (for example, due to technological limitations or irrelevant materials), then the peace of mind and focus required for learning (Ruhiology) will also be disrupted. From both an Islamic and a modern educational perspective, a good learning environment one that is clean, comfortable, relevant, and harmonious is a crucial factor in fostering inner peace and the success of the learning process (H. A. Putri & Hibana, 2024).

The role of teachers and educational institutions in creating an aesthetic learning environment

Teachers and educational institutions play a crucial role in creating an aesthetically pleasing learning environment. Teachers are not only responsible for delivering instructional content but also for fostering a comfortable and enjoyable learning atmosphere. Fitriya JF et al. (2025) in their study, emphasized that the management of outdoor learning has significant potential to improve the quality of education. Therefore, it is essential for educators and school administrators to integrate outdoor learning into the educational process.

Educational institutions also bear the responsibility of providing facilities that support the creation of an aesthetic learning environment. Adequate facilities, such as clean classrooms, proper ventilation, and sufficient lighting, are essential factors in supporting effective learning. According to the Ruhiology perspective, becoming a psychology educator grounded in Ruhiology means no longer viewing students merely as objects of learning. The highest form of knowledge is not the one that makes us feel the smartest, but the one that leads us to bow in humility and feel closer to the Creator. Therefore, it is time to restore the soul of education (Iskandar, 2026c)

Encouraging students to learn optimally depends not only on instructional methods but also on a comfortable learning environment that enables them to concentrate more effectively. Prof. Iskandar emphasized that when education or healing efforts focus solely on the brain and the hands representing the physical and cognitive dimensions without nurturing the heart and the soul, the entire process loses its essence (Iskandar, 2026d). From the perspective of Ruhiology, visual elements such as clean and organized spaces, adequate lighting, and calming colors can foster spiritual tranquility. Such conditions help students remain focused, feel comfortable, and become more receptive to knowledge. Furthermore, the last third of the night is regarded as a golden opportunity for learning because the peaceful environment allows individuals to concentrate more deeply (Iskandar, 2026a)

A poorly organized environment can disrupt concentration and reduce learning motivation. The aesthetics of the learning environment play a vital role in creating a conducive atmosphere that not only supports academic achievement but also nurtures the soul and enhances the overall quality of learning. In addition, school culture contributes significantly to shaping an aesthetic environment. Schools that cultivate a culture of cleanliness and order create a more conducive atmosphere for students. Therefore, collaboration among teachers, students, and all members of the school community is essential in maintaining a positive learning environment.

Strategic efforts to create an aesthetic learning environment

Creating an aesthetic learning environment requires well-planned spatial organization and the active involvement of all stakeholders within the educational setting. The use of appropriate colors, lighting, furniture arrangement, and decorative elements such as plants or students' artwork can enhance visual comfort (Putri et al., 2026). Effective classroom design contributes to students' comfort and engagement, thereby supporting a more effective learning process (Jin & Peng, 2022). Developing a beautiful and comfortable learning environment represents an important investment in fostering students' holistic development, as it supports not only academic success but also character formation and overall well-being (Widodo et al., 2024).

Emphasizing the importance of a conducive learning environment in enhancing students' motivation, enthusiasm, and curiosity, Ningsih et al. (2025) examined the impact of revitalization programs on the quality of learning environments. Maintaining cleanliness is also a key factor in creating a comfortable educational setting. A clean environment is not only visually appealing but also promotes students' health and well-being (Putri et al., 2025; Putri et al., 2025). Therefore, habits of maintaining cleanliness should be instilled from an early age. Beyond the physical environment, it is equally important to create a calm and quiet atmosphere. Excessive noise can interfere with students' concentration and hinder the learning process.

Conclusions

Based on the findings of the literature review, it can be concluded that the aesthetics of the learning environment play a significant role in fostering students' spiritual tranquility (*ruh*). Visual aesthetics, reflected in cleanliness, orderliness, adequate lighting, harmonious color schemes, and comfortable spatial arrangements, contribute to creating a conducive learning atmosphere, enhancing concentration, reducing stress, and promoting students' psychological well-being. From the perspective of Ruhiology, the learning environment is understood not merely as a physical space where educational activities take place but also as a setting that influences the intellectual, emotional, and spiritual balance of individuals. An aesthetically designed learning environment can cultivate inner spiritual calm, enabling students to become more prepared to receive, comprehend, and internalize knowledge effectively. This review highlights that integrating the aesthetics of the learning environment with spiritual values is an essential component of achieving holistic education. Therefore, teachers, schools, and all educational stakeholders should pay greater attention to the aesthetic quality of learning environments as a strategic approach to enhancing learning outcomes, promoting psychological well-being, and strengthening students' spiritual development.

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