

Physical Education and Sports Facilities and Infrastructure

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ABSTRACT

Facilities are all things tools and equipment used for physical education activities. Unfulfilled physical education facilities and activities in the physical education learning process will be disrupted and not run smoothly. Examples of physical education facilities such as balls (football, volleyball, basketball, baseball, etc.), beaters, rackets, and so on. Sports infrastructure is something that can facilitate and facilitate the course of the physical education learning process. Unfulfilled physical education infrastructure can hamper the effectiveness of physical education learning activities. Physical education infrastructure consists of courts (football, volleyball, basketball, handball, basketball, field tennis, badminton, softball, baseball, kipres, rounders, hockey, etc.), swimming pools, long jump tubs, stadiums, sports halls, and so on. The purpose of this study is to determine the existence, condition, and status of ownership of physical education facilities and infrastructure and motivation. Because physical education facilities and infrastructure support the achievement of physical education learning so that it runs effectively and efficiently. While motivation encourages someone to do something. A survey of physical education facilities and infrastructure in schools is a method or way to determine the existence, conditions, and ownership status of physical education facilities and infrastructure in schools. This study aims to determine the condition of physical education facilities and infrastructure in schools. This research belongs to the type of survey research. The population of this study was SMK Negeri 2 Pangkep. The data analysis technique used is descriptive. Based on the results of data analysis, this study concluded that: (1) The percentage of fulfillment of the existence of physical education equipment following national education standards is 33%; (2) The percentage of fulfillment of the existence of physical education equipment following national education standards is 25%; and (3) The percentage of fulfillment of the existence of physical education facilities following national education standards is 33%.

Keyword: Means; Infrastructure; Physical Education; Sport

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INTRODUCTION

Education is the learning of knowledge, skills, and habits of a group of people that are transferred from one generation to the next through teaching, training, or research (Arifin, 2017). With education, we will find someone to compete with and motivate ourselves to be better in all aspects of life (Rohmansyah, 2017). Education is one of the requirements to further advance this government (Bangun & Yunis, 2016), then strive for education starting from the elementary level to education at the university level. In essence, education aims to shape a person's character to be better as an individual and social creature (Tumaloto, 2022). Physical education and health are important subjects, because they help develop students as individuals and social beings to grow and develop naturally (Kartika et al., 2019). This is because the implementation of physical education prioritizes physical activities, especially sports and healthy living habits (Lengkana & Sofa, 2017). The knowledge transfer process requires a tool or media, making it easier in the process of transferring knowledge (Hidayat et al., 2019). Media or tools in education in the world of sports can be said to be facilities and infrastructure. The process of transferring knowledge is influenced by facilities and infrastructure so that the achievement of the goals of a science that is influenced by a process has a relationship with existing facilities and infrastructure (Sopian, 2019).

Facilities and infrastructure in the physical education process must be available in schools to achieve the goals of physical education learning in schools. The existence of physical education facilities and infrastructure greatly affects sooner or later students master the learning material (Herlina & Suherman, 2020). Physical education learning is less than optimal if it does not have adequate facilities and infrastructure, considering that almost all sports and physical education require various facilities and infrastructure (Rozi et al., 2021). The need for physical education facilities and infrastructure in physical education learning is vital (Saleh & Malinta, 2020) This means that physical education learning must use facilities and infrastructure that follow the needs and how to control or how to use them (Baidhawi et al., 2022). So that these facilities and infrastructure must be present in every physical education learning. Facilities and infrastructure must also meet the requirements to create an effective physical education learning process (Taqwim et al., 2020).

Many schools in urban areas lack a field as a facility for students to move, which is due to the narrowness or density of land in urban areas (Supriyadi & Muhammad suhd, 2020). This is a significant obstacle to the smooth learning process of physical education (Wibowo, 2019). Unlike schools located in villages or suburbs, many vacant land fields allow students to move (Sepriadi et al., 2018). However, most obstacles for schools in villages or suburbs are incomplete sports facilities. However, the facts that occur are not necessarily like that, it could be that in villages or urban areas, qualified physical education facilities and infrastructure can be fulfilled (J. Nur, 2015). The lack of physical education facilities will inhibit manipulating motion in students. Students will queue in substitution using physical education equipment, students will become bored and students rest a lot (Hudah et al., 2020). This will result in fitness will not be achieved. This should be avoided for the sake of student fitness (Sahudin Wibowo, 2017), Then the physical education facilities must be adjusted to the number of students and condition them well so that physical education learning can run smoothly and support (Fathurrahman & Putri Dewi, 2019).

Physical education infrastructure does not have to be a large field or does not have to be an actual running track. Physical education infrastructure can be modified even if it is outside the arena, for example, roads, trees and so on, the most important thing is that students can move to achieve fitness (Herlina & Suherman, 2020). To be able to carry out learning well, you can do learning with a modified approach. This is so that students are not

easily bored and bored when carrying out the physical education learning process (H. W. Nur et al., 2018).

The existence of complete facilities and infrastructure with good conditions and conditions in schools can attract students' enthusiasm to carry out sports activities in physical education subjects (Ahmad, 2017). Not the other way around, do not let students become afraid to do sports activities because of unqualified facilities and infrastructure, such as damaged facilities and infrastructure, dangerous facilities and infrastructure, boring facilities and infrastructure and so on. So physical education teachers must be able to overcome how to meet the requirements of physical education facilities and infrastructure as best as possible (Zahara et al., 2019).

In addition to improving student fitness, physical education facilities and infrastructure with good conditions will provide many benefits, namely helping the implementation of the physical education learning process smoothly, students will be motivated with good facilities and infrastructure so that students will move well as well and help physical education teachers to measure when taking data or grades on students (Luthfi et al., 2021). So that there will be effectiveness in the process of physical education learning activities.

To realize the goals of physical education and sports, educators are needed, namely, teachers who can shape children along with their growth and development (Prasetyo et al., 2019). Teachers are essentially professionally responsible, therefore teachers must continuously improve their ability to overcome the problem of limited existing facilities and infrastructure (Zahara et al., 2019). The way physical education teachers overcome the limitations of physical education facilities and infrastructure is by modifying facilities and infrastructure (Sulfemi, 2020). Modifying physical education facilities and infrastructure does not have to be the same form as the original form (Ana et al., 2021). The most important thing in modifying physical education facilities and infrastructure is that it can spur students to move, safely and not harm (Baidhawi et al., 2022). If the condition of physical education facilities and infrastructure is not good, there will be many obstacles that will be faced by physical education teachers, such as students being less eager to do activities to do sports activities, data collection being less objective and teachers being hampered in delivering physical education material (Sudibyo & Nugroho, 2020).

From the observations of researchers, that at SMK Negeri 2 Pangkep is still lacking in terms of students' academic scores in physical education and health subject values and physical education teacher complaints that are influenced by physical education facilities and infrastructure. The less optimal function of physical education and sports facilities and infrastructure, such as the field and along the roadside is used for motorcycle parking. In addition, other complaints about the field are the distance between the field and the school is quite far, the field is grounded, and when the field is hot and when it rains the ground becomes muddy and the field is overgrown with weeds that can interfere with smooth learning. Some schools do not have a school yard and some schools have a less large yard. The existence and condition of physical education facilities are very diverse because physical education tools are minimal in existence and conditions are not so good. Even to solve the shortcomings of physical education tools that are difficult to modify, physical education teachers have to borrow from other schools. To carry out physical education learning, it must take into account the existence of physical education facilities and infrastructure in good condition with the number of students who will carry out learning. Sekolah SMK Negeri 2 Pangkep always strives to improve learning including physical education. Success will be achieved if one of the supporters has adequate facilities and infrastructure. There are still many schools that do not have adequate field or yard facilities for physical education

learning which results in students being lazy to participate in physical education and sports lessons.

METHODS

This research belongs to the type of survey research. The population in this study is Sekolah SMK Negeri 2 Pangkep. This research can be expressed as a population study that uses its entire population. A source of data in this study is the School of SMK Negeri 2 Pangkep, Pangkep Regency, which will explain the number, condition and status of ownership of physical education facilities and infrastructure.

The research instrument is one of the measuring instruments to measure the variables in this study. The instruments in this study are observations, questionnaires, and interviews. Observation includes the activity of focusing attention on an object using all sensory devices, questionnaires are several written questions used to obtain information and respondents in the sense of reports about their person, or things they want to know. The methods used to collect data on sports facilities and infrastructure are as follows: Questionnaire is a data collection technique using a list of questions given to be filled out by respondents themselves. To obtain the data needed in this study, the questionnaire in this study is closed so that the answers of each respondent can be shared so that the data processing process is easier. Researchers identify indicators of variables and dimensions to be measured, then the indicators are changed in the form of questions that are already available.

Table 1.
Grid Sports facilities and infrastructure

Variable	Dimension	Indicators	Question Item	Sum
Facilities and Infrastructure Education Physical Sports and Health	1. Tool	Game	1 – 20	20
		Athletics	21 – 26	6
		Gymnastics	27 – 33	7
		Martial arts	34	1
		Aquatic	35 – 36	2
	2. Tool	Out-of-class activities	37 – 39	3
		Game	40 – 43	4
		Athletics	44 – 46	3
		Gymnastics	47 – 50	4
		Martial arts	51	1
		Aquatic	-	-
		Out-of-class activities	-	-
		Game	52 – 55	4
		Athletics	56 – 58	3
		Gymnastics	59	1
3. Facilities	Martial arts	60	1	
	Aquatic	-	-	
	Out-of-class activities	61 – 63	3	
	Total		63	

Quantitative data is data in the form of numbers or numerical qualitative data. Based on the above, the data analysis technique in this study uses descriptive analysis. The data is presented following reality. After that, it is processed according to the descriptive statistics that have been determined and finally, results will be obtained that will be concluded from a study.

RESULTS AND DISCUSSION

Research Results

Identification of the existence, ownership status and conditions aims to determine the completeness of physical education facilities and infrastructure that support the effectiveness of learning. The greater the number of physical education facilities and infrastructure indicates the more support the equipment has for physical education learning. Data on the existence, ownership status, and condition of physical education facilities and infrastructure are described as follows:

The existence of physical education equipment at SMK Negeri 2 Pangkep

SMK Negeri 2 Pangkep has the following physical education equipment:

Table 2.

The existence of physical education equipment at SMK Negeri 2 Pangkep

No	Equipment	Sum	Condition	Meet/do not meet standards
1	Soccer	10	Good	Not up to standard
2	Goal Net	1	Good	Not up to standard
3	Volleyball	13	Good	Meet Standards
4	Net Ball	2	Good	Meet Standards
5	Basketball	12	Good	Meet Standards
6	Net Badminton	2	Good	Meet Standards
7	<i>Shuttlecock</i>	24	Good	Meet Standards
8	Badminton Racket	6	Good	Meet Standards
9	Table Tennis Bed	10	Good	Meet Standards
10	Ned Table Tennis	1	Good	Meet Standards
11	Table Tennis Balls	6	Good	Meet Standards
12	Net Sepaktakraw	1	Good	Meet Standards
13	Sepaktakraw ball	2	Good	Meet Standards
14	SKJ Cassette	1	Good	Meet Standards
15	<i>tape recorder</i>	2	Good	Meet Standards

Based on Table 2 above, the existence of physical education equipment at SMK Negeri 2 Pangkep that meets national education standards is 13 kinds out of 39 types according to national education standards. The percentage of fulfilment of the existence of physical education equipment according to national education standards is 33%. It can be visually depicted in the following pie chart:

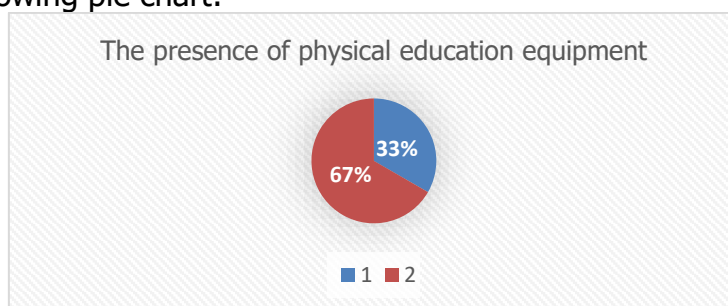


Figure 1.

Pie Chart Existence of Physical Education equipment

The existence of physical education tools at SMK Negeri 2 Pangkep

Table 3.

The existence of physical education tools at SMK Negeri 2 Pangkep

No	Tools Physical education and sports	Sum	Condition	Meet/do not meet standards
1.	Basketball Hoop	2	Good	Meet Standards
2.	Table Tennis Table	2	Good	Meet Standards
3.	Mattress	6	Good	Meet Standards

Based on Table 3 above, the existence of physical education tools at SMK Negeri 2 Pangkep that meet national education standards is 3 kinds out of 12 types according to national education standards. The percentage of fulfilment of the existence of physical education tools according to national education standards is 25%. Visually it can be depicted in the following pie chart:

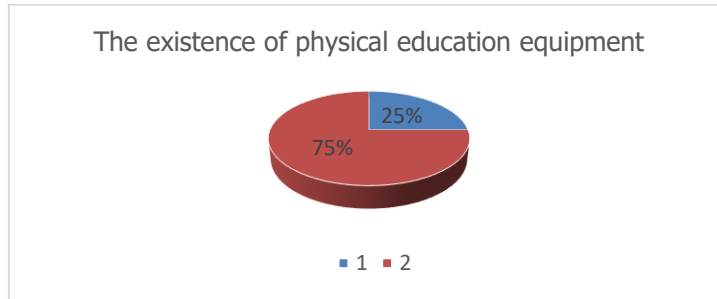


Figure 2.

Pie Chart of the Existence of Physical Education Tools at SMK Negeri 2 Pangkep

The existence of physical education facilities at SMK Negeri 2 Pangkep

Table 4.

The existence of physical education facilities at SMK Negeri 2 Pangkep

No	Tools Physical education and sports	Sum	Condition	Meet/do not meet standards
1.	Football Field	1	Good	Meet Standards
2.	Volleyball Court	1	Good	Not up to standard
3.	Basketball Court	1	Good	Meet Standards
4.	Sepaktakraw Field	1	Good	Meet Standards
5.	Long Jump Tub	1	Good	Meet Standards
6.	School grounds	1	Good	Meet Standards

Based on Table 4 above, the existence of physical education facilities at SMK Negeri 2 Pangkep that meet national education standards is 4 kinds out of 12 types according to national education standards. The percentage of fulfilment of the existence of physical education facilities according to national education standards is 33%. Visually it can be depicted in the following pie chart:

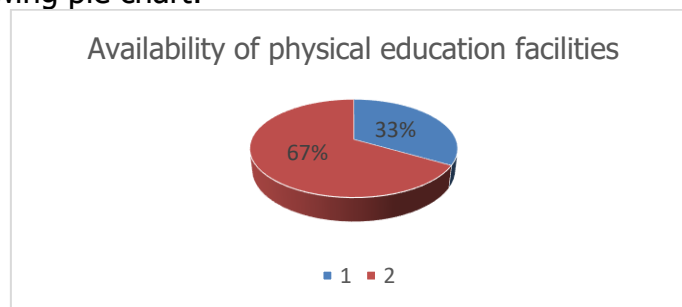


Figure 3.

Pie Chart of the Existence of Physical Education Facilities at SMK Negeri 2 Pangkep

Discussion

This study was conducted to determine the number, condition and status of ownership of physical education facilities and infrastructure at SMK Negeri 2 Pangkep. Based on the results of data processing that has been described from survey research of physical education facilities and infrastructure at SMK Negeri 2 Pangkep which includes the subjects listed in the table above: sports games, athletics, gymnastics activities, martial arts, aquatic activities and out-of-class education.

SMK Negeri 2 Pangkep for physical education facilities/tools is not all owned, there are several physical education facilities/tools, a small part of the conditions do not exist and there are several types of physical education facilities/tools that are mutually owned to borrow and others are their own and no one rents. The number of types of physical education and sports education infrastructure/tools is also not all owned by SMK Negeri 2 Pangkep with most of them in good condition and the ownership status for the types of physical education infrastructure/tools is mostly owned, but no ownership status rents. As for the number of physical education infrastructure/facilities, there are only four types owned at SMK Negeri 2 Pangkep, namely volleyball courts, basketball courts, and sepaktakraw courts like long jumps and schoolyards.

Schools at SMK Negeri 2 Pangkep generally lack area or land so they have to borrow. This is done because the school wants to maximize existing facilities and infrastructure so that physical education learning can run smoothly. Geographical conditions also cause schools not to have their own football playing/sports facilities so they have to borrow.

The large number of learning facilities and infrastructure is determined by the school's ability to understand national standards of education. This is not following what happened at SMK Negeri 2 Pangkep. This situation causes physical education facilities and infrastructure not to be following the criteria set in the national education standards.

CONCLUSION AND SUGGESTION

Based on data analysis that has been carried out by processing data from research surveys of physical education facilities and infrastructure at SMK Negeri 2 Pangkep, it can be concluded that regarding physical education facilities and infrastructure at SMK Negeri 2 Pangkep, the percentage of fulfilment of the existence of physical education equipment according to national education standards is 33%, the percentage of fulfilment of the existence of physical education equipment following national education standards is 25%, And the percentage of fulfilment of the existence of physical education facilities according to national education standards is 33%.

Based on the analysis of research results, discussions and conclusions, researchers can provide suggestions on the basis of physical education facilities and infrastructure as follows: (1) For schools and parties or agencies related to knowing the number of existence, conditions and setatus ownership of physical education facilities and infrastructure can determine the next step so that the problem of availability of physical education facilities and infrastructure that is appropriate for physical education learning in schools can be carried out immediately so that physical education learning activities can be carried out properly and run as expected, (2) For physical education teachers this research can be used as a reference in determining steps and planning for learning preparation, as well as obtaining information on the location of limitations of physical education facilities and infrastructure in each school, so as to determine the steps of innovation, variation and modification in learning in order to be able to achieve success rate, and (3) For researchers who want to conduct similar research, this research can be used as a discourse and benchmark to be developed in research instruments and the wider population.

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