



Physical Education Facilities and Infrastructure at Elementary Schools DABIN III Kersana District Brebes Regency

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ABSTRACT

The background in this study is that the availability and condition of physical education facilities and infrastructure in public elementary schools throughout Dabin III, Kersana District, Brebes Regency is unknown. This study aims to determine the availability and condition of physical education facilities and infrastructure in public elementary schools throughout Dabin III, Kersana District, Brebes Regency based on the standards of Permendiknas No. 24 of 2007. This research is a quantitative descriptive study using a survey method. Data collection techniques using observation sheets. The population in this study were public elementary schools throughout Dabin III, Kersana District, Brebes Regency, which amounted to 12 schools. The sample in this study were all schools in Dabin III, Kersana District, Brebes Regency because this study was a population study. The data analysis technique used in this research is descriptive percentage. The results showed that the level of availability of physical education facilities and infrastructure in public elementary schools throughout Dabin III, Kersana District, Brebes Regency, was on average 28.96%. Meanwhile, for the condition of physical education facilities and infrastructure that are available in good condition in public elementary schools throughout Dabin III, Kersana District, Brebes Regency, the average is 86.67%. Suggestions for schools or related agencies in order to determine the next step so that the problem of the availability of physical education facilities and infrastructure that is still lacking can be quickly resolved.

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INTRODUCTION

In general, education attempts to better the nation's generation. According to Law No. 20 of 2003 concerning the National Education System, national education serves to build



capacities and mold the civilization and character of a dignified nation in the context of educating the nation's life, with the goal of fostering in students the potential to become people who believe in and fear God Almighty. One is being a person with high moral character who is healthy, knowledgeable, competent, creative, independent, and who practices democracy and civic responsibility.

The general education curriculum must include physical education, which, by definition, is a method of achieving educational objectives through the use of particular games or athletic endeavors (Lutan et al, 2002). According to this notion, learning in physical education occupies the same space as other types of learning.

In the learning process of physical education, achieving goals is crucial. The teachers, students, curriculum, facilities, infrastructure, goals, methods, a supportive environment, and assessment are just a few of the factors that affect how well physical education is taught (Purnama, 2017). The success of the learning process is largely dependent on the involvement of the teacher. Infrastructure and facilities are supporting factors in the success of learning, in addition to the physical education components. Infrastructure and educational facilities are important building blocks for achieving educational objectives (Herawati et al, 2020).

Infrastructure and facilities that are available for physical education lessons operate as a conduit for teacher-student communication. Teachers who want their pupils to understand the material they are teaching must employ tools like images, models, or actual things (Wahid, 2018). Facilities and infrastructure for physical education instruction include things like a ball, track, field, and others.

In primary schools, especially in lower grades, pupils are not yet able to think abstractly, hence it is vital to present the subject in a more real/concrete way (Supriyono, 2018). Therefore, using appropriate infrastructure and facilities for learning is crucial, particularly in elementary schools. The availability of facilities and infrastructure in schools facilitates student participation in the learning process and increases its variety and interest. The teaching and learning processes in schools are hampered by inadequate physical education facilities and infrastructure, which leads to a subpar achievement of learning outcomes.

Infrastructure and facilities play a crucial role in physical education curriculum. Given that research at MTs Klojen District Malang City, demonstrates the availability of physical education learning facilities and infrastructure in inadequate standards, it is important to be aware of its existence in every school for this reason (Khikmah & Winarno, 2019). Other research demonstrates that the infrastructure and facilities for teaching physical education in State Elementary Schools in Pasuruan Regency are largely insufficient (Cahyati & Hariyanto, 2019)

The author concentrates on research to ascertain the existence and state of physical education facilities and infrastructure in public elementary schools in Dabin III, Kersana District, and Brebes Regency in accordance with the requirements of Permendiknas No. 24 of 2007.

MATERIALS AND METHODS

The study is quantitative and descriptive. Surveys were used as the data gathering approach, depending on the nature of the issue. Observation sheets are used as the data gathering tool. From Permendiknas No. 24 of 2007, the observation sheet was used. This study intends to ascertain the presence and state of physical education infrastructure and facilities in public elementary schools across Dabin III, Kersana District, and Brebes Regency.

This study's execution took place between April 2021 and February 2022. Twelve public elementary schools in Dabin III, Kersana District, Brebes Regency, made up the population of this study. This location was selected since the researcher attended one of the schools there as a student. The sample for this study is all public schools in Dabin III, Kersana District, Brebes Regency because it is a population study.

The observation approach is used in research to determine if public elementary schools in Dabin III, Kersana District, and Brebes Regency have physical education infrastructure and amenities. data gathered by researchers during their visits to schools to observe. The physical education teacher at each school that was visited by the researcher served as the data source as she completed the observation sheet. Data retrieval occurs per school, thus after completing one school, it continues on to the next. By using the prepared observation sheet as a guide, direct inspection is done. The analysis is performed follo In this study, descriptive percentage analysis was utilized to process the data.

This study employed descriptive percentage analysis for data processing. This study will outline the infrastructure and availability of physical education programs in public elementary schools in Dabin III, Kersana District, and Brebes Regency. According to Gristyutawati et al. (2012), the data analysis method included a descriptive percentage formula that was methodically designed as follows:

$$(\%) = \frac{n}{N} \times 100\%$$

Description:

n = Value obtained, N = Sum of all values, % = Percentage rate

Then to determine the mean value (average value) according to Pradana (2016: 23) it is formulated as follows:

$$M = \frac{\sum X}{N}$$

Description:

M = Mean, X = Total value, N = Number of respondents

RESULTS AND DISCUSSION

Result

According to Table 1, there are an average of 28.96% physical education facilities and infrastructure available in public elementary schools in Dabin III, Kersana District, and Brebes Regency. has a 45.10% maximum and an 11.85% minimum. Loudspeakers are by 100% the facilities and infrastructure for physical education that are most readily

available. Jumping crates, hoops, plastic balls, sticks, javelins, and discs are among the physical education infrastructure and facilities that have a 0% availability.

Table 1. Availability of Infrastructure and Facilities for Physical Education as a Percentage

No	Infrastructure and Facilities	School												Mean (%)
		SDN Kradenan 01	SDN Cigedog 03	SDN Cikandang 01	SDN Cikandang 02	SDN Cikandang 03	SDN Kubangpari 01	SDN Kubangpari 02	SDN Pende 01	SDN Pende 02	SDN Pende 03	SDN Sindangjaya 01	SDN Sindangjaya 03	
1	Playground	100	31	100	14	51	65	100	74	65	53	100	80	69,46
2	Sports venues	100	53	100	23	85	80	100	87	40	73	80	53	72,92
3	Volleyball	17	17	33	33	33	17	17	17	0	0	33	0	18,06
4	Football	33	0	33	33	67	67	17	0	0	17	17	0	23,61
5	Mattress	100	0	100	100	0	0	100	0	0	0	0	0	33,33
6	Jumping crate	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Skipping rope	0	0	0	0	0	0	0	0	0	100	0	0	8,33
8	hoop	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Plastic Ball	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Stick	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Javelin	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Disc	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Bullet	100	0	100	0	100	100	100	100	100	100	0	100	75
14	The baton	0	0	100	0	0	100	0	0	100	0	0	0	25
15	Bak jump	0	0	0	0	100	0	0	0	0	0	100	0	16,67
16	Loudspeaker	100	100	100	100	100	100	100	100	100	100	100	100	100
17	Tape recorder	100	0	100	0	0	0	0	100	100	100	0	100	50
	Mean (%)	38,24	11,85	45,10	17,88	31,53	31,09	31,37	28,06	29,73	31,93	25,29	25,49	28,96

Table 2 shows that, on average, 86.67% of public elementary schools in Dabin III, Kersana District, and Brebes Regency have physical education facilities and infrastructure that are available and in acceptable shape. has the highest percentage of infrastructure and facility conditions 100% and the lowest percentage 60.71%.

Table 2. Percentage of infrastructure and facilities used for physical education that are in good condition

No	Infrastructure and Facilities	School												Mean (%)
		SDN Kradenan 01	SDN Cigedog 03	SDN Cikandang 01	SDN Cikandang 02	SDN Cikandang 03	SDN Kubangpari 01	SDN Kubangpari 02	SDN Pende 01	SDN Pende 02	SDN Pende 03	SDN Sindangjaya 01	SDN Sindangjaya 03	
1	Playground	100	100	100	100	100	100	100	100	100	100	100	100	100
2	Sports venues	100	100	100	100	100	100	100	100	100	100	100	100	100
3	Volleyball	0	100	0	50	0	0	100	100	0	0	100	0	0
4	Football	50	0	100	100	25	0	100	0	0	100	100	0	50
5	Mattress	100	0	100	100	0	0	100	0	0	0	0	0	100
6	Jumping crate	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Skipping rope	0	0	0	0	0	0	0	0	0	100	0	0	0
8	hoop	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Plastic Ball	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Stick	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Javelin	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Disc	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Bullet	100	0	100	0	100	100	100	100	100	100	0	100	100
14	The baton	0	0	100	0	0	100	0	0	100	0	0	0	0

No	Infrastructure and Facilities	School											Mean (%)	
		SDN Kradenan 01	SDN Cigedog 03	SDN Cikandang 01	SDN Cikandang 02	SDN Cikandang 03	SDN Kubangpari 01	SDN Kubangpari 02	SDN Pende 01	SDN Pende 02	SDN Pende 03	SDN Sindangjaya 01		SDN Sindangjaya 03
15	Bak jump	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Loudspeaker	50	100	100	100	100	100	100	100	0	100	100	50	
17	Tape recorder	100	0	100	0	0	0	0	100	100	0	100	100	
	Means (%)	75	100	88,89	91,67	60,71	71,43	100	83,33	100	85,71	83,33	100	75
	SeDABIN													86,67

According to the explanation of the research's findings and the discussion that followed, it can be concluded that Permendiknas No. 24 of 2007's requirements for physical education infrastructure and facilities are still not fully implemented at the public elementary school in Dabin III, Kersana District, Brebes Regency. The infrastructure and facilities for physical education that are now available are in good shape. A number of factors, including the fact that most schools are unaware of Permendiknas No. 24 of 2007 regarding the standard of physical education facilities and infrastructure and thus do not attempt to implement it, contribute to the lack of physical education facilities and infrastructure in public elementary schools throughout Dabin III, Kersana District, and Brebes Regency. The construction of physical education facilities and infrastructure is another issue that many schools fail to prioritize.

The lack of certain infrastructure and facility types can also affect the availability level, allowing for numerous facilities that are present in the school but not included on the observation sheet. The lack of facilities and infrastructure in schools is the cause of the high level of facilities and infrastructure with good conditions accessible. Because there are more facilities and infrastructure available, it is feasible for the percentage of facilities and infrastructure that are in good condition to be lower. With the availability of infrastructure and educational facilities, this is less of a challenge for schools. Additionally, a fix must be found for the issue of inadequate infrastructure and facilities for physical education, so that in the future their accessibility will be improved.

CONCLUSION

Based on the findings of the research and discussion, it can be said that Dabin III, Kersana District, Brebes Regency has an average availability percentage of 28.96% for physical education facilities and infrastructure. The infrastructure and facilities for physical education that are now available, including those that are in acceptable shape, have an average proportion of 86.67%.

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CONFLICT OF INTEREST

There are no conflicts of interest among any of the writers of this manuscript.

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