

Identification of the Utilization of Sports Facilities and Infrastructure in The Alak District's State Middle Schools

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Abstract

The infrastructure and facilities of schools have a significant impact on the educational process. The learning process would be hampered by inadequate infrastructure and amenities. claimed that as educational infrastructure and facilities are among the most crucial resources for assisting with the educational process in schools, it is vital to enhance their use and administration in order to meet the desired outcomes. The researcher employed observation, interviews, and documentation as part of a qualitative research methodology with a descriptive study strategy. Determining the condition of the infrastructure and physical education facilities possessed by each of the five schools is the goal of this study. A total of five research samples were gathered, with one sample being used in each school. Following observation, the data was recorded to serve as supporting evidence for this study. The findings of this study demonstrate that the PJOK infrastructure and facilities in junior high schools in the Alak sub-district fall into the following categories: SMP Negeri 6 Kupang's UPTD is classified as quite adequate, SMP Negeri 14 Kupang's UPTD is classified as quite adequate, SMP Negeri 15 Kupang's UPTD is classified as inadequate, SMP Negeri 17 Kupang's UPTD is classified as less feasible, and UPTD SMP Negeri 19 Kupang is classified as quite adequate.

Keywords: Identification of Use, Facilities and Infrastructure, PJOK

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1. INTRODUCTION

The issue with learning sports skills is the quantity and quality of the infrastructure and facilities that are available. Teachers of health and physical education should be aware of how infrastructure and facilities are changing. In actuality, specific attention is still required for the

infrastructure and facilities that can support the implementation of health and physical education in schools. The infrastructure and facilities of schools have a significant impact on the educational process. The learning process would be hampered by inadequate infrastructure and amenities. claimed that one of the key resources for assisting the educational process in schools is the infrastructure and facilities for education. It is required to enhance its use and administration in order to achieve the desired results because, according to Augustina (2014), the majority of Indonesian schools lack the infrastructure and facilities necessary for sports connected to educational materials, physical education, and health. In order to achieve educational goals in general and institutional goals in particular, it is hoped that the process of providing education will function efficiently with the support of sufficient human resources, funds, management, educational facilities, and infrastructure (Herawati Neti Missriani, 2020)..

A school principal who is competent and knowledgeable about managing school-based educational facilities and infrastructure is necessary if the process of managing these resources can assist the learning process as best it can. In order to implement education, which encompasses all forms of policy and the implementation of managerial, financial, and organizational arrangements as well as all education system resources that have been realized as a result of legalization at the parliamentary or authority level, education managers and school principals use this national education standard as their fundamental guide. local In 2020, Nazirun et al. Every school must have facilities and infrastructure, such as land, classrooms, educational unit leadership rooms, educators' rooms, administration rooms, library rooms, laboratory space, canteen, and other rooms required to support the learning process, in accordance with government regulation no. 19 of 2005 concerning national education standards (SNP) relating to facilities and infrastructure standards (Safitri & Dafit, 2021). The success of the educational process will therefore be significantly impacted by the availability of suitable infrastructure and facilities. In addition to infrastructure and amenities, PJOK learning also makes use of learning methodologies. Originally employed in the science of war, strategy refers to the arrangement and direction of the conflict's instruments in a way that maximizes the likelihood of victory and minimizes the number of losses. The phrase "learning strategy" is also frequently used in the context of education and learning to refer to developing a plan to accomplish objectives. The lack of sports facilities and infrastructure in schools is a complex issue with numerous contributing aspects, one of which is the inadequate funding for PJOK facilities and infrastructure. Kupang State Middle School 6, Kupang State Middle School 14, Kupang State Middle School 15, Kupang State Middle School 17, and Kupang State Middle School 19 were the only research subjects because issues with PJOK facilities and infrastructure affect practically every school level, including junior high school. The five junior high schools served as research samples for this study. Thus, this study is a population study. According to the findings of pre-observations conducted by researchers at a number of junior high schools in the Alak sub-district, PJOK learning infrastructure and facilities were deemed insufficient and lacking at a number of these schools. There is still insufficient sports facilities at these schools, such as few sports fields or equipment. Due to the lack of sports fields in schools, sports practice must take place outside of the school grounds, such as in public sports hall facilities (GOR), the city's fields, or parks, which occasionally have to share fields with other schools. The researcher's interest in investigating the infrastructure and facilities available to facilitate PJOK learning at the junior high school level in the Alak sub-district stems from this background.

In accordance with sports standards in junior high schools based on National Education

Ministerial Decree Number 24 of 2007, namely 1 set / school minimum 6 balls for volleyball equipment, 1 set / minimum 6 balls for football equipment, 1 set / minimum 6 balls for basketball equipment, 1 set for gymnastics equipment / minimum school mat, vault, skipping rope, hoop, plastic ball, stick, single bar, bracelet, athletic equipment 1 set / minimum school javelin, discus, shot put, stick relay, and jumping tub. From the explanation above, it can be interpreted as that the presentation of physical education in schools must be able to make students need the PJOK subject. Specifically to support students' ability to carry out teaching and learning activities effectively, so as to foster good quality learning attitudes.

A learning strategy that can support the teaching and learning process is required in order to understand the infrastructure and facilities. This will allow teachers to determine what learning is deemed suitable in order to present engaging concepts. The study "IDENTIFICATION OF THE USE OF FACILITIES AND INFRASTRUCTURE FOR STATE MIDDLE SCHOOLS IN THE ALAK DISTRICT" is one that interests me. For teachers who encounter the same circumstance as SMP Negeri 6 Kupang, SMP Negeri 14 Kupang, SMP Negeri 15 Kupang, SMP Negeri 17 Kupang, and SMP Negeri 19 Kupang, this is significant since it provides a remedy.

2. METHOD

In order to evaluate natural objects without the researcher manipulating data in the field, this study employs a qualitative technique with a descriptive type. In addition, the researcher serves as the primary tool for the study (Nugraha, 2015). The researcher's method of choice for this study is qualitative research, which necessitates sensitivity in addressing the issues encountered and providing an explanation of what actually transpires in the subject of study or reality (Siagian, F. R. D., 2023). The purpose of the study is to examine data regarding the viability of the infrastructure and facilities for physical education, sports, and health education that are owned by all State Middle Schools in the Alak District (Rukhmawan & Supriyono, 2023). Descriptive data from qualitative research includes information derived from observations, documentation, and interview transcriptions in the form of words and images.

2.1 Participants

The descriptive qualitative method was used in this study. at order to identify the use of modified facilities and infrastructure at all State Middle Schools in the Alak District, the necessary data for this study is gathered through observation, interviewing, and documenting of the data sources.

2.2 Research Design

This study employs a qualitative research design, meaning that information was gathered and presented through observations, interviews, and documentation. In order to create a description of what the research subjects saw, heard, experienced, or felt, the field data is then documented in field notes. Since descriptive notes are field observations devoid of researcher commentary or opinion regarding the occurrences observed, they are considered natural data records (Raibowo et al., 2019).

2.3 Instruments

Qualitative means the researcher acts as an instrument as well as a data collector. non-human instruments (such as: Interviews, Observation and Documentation). can also be used, but its function is limited as supporting the researcher's duties as a key instrument. Therefore, in

qualitative research, the presence of the researcher is absolute, because the researcher must interact with both human and non-human environments in the research arena. their presence in the research field must be explained, whether their presence is known or unknown to the research subjects. This relates to the researcher's involvement in the research arena, whether actively involved or not.

2.4 Procedures

Data gathering techniques: To obtain data in the field, researchers will employ the following data collection procedures. Observation is a data gathering approach carried out through direct observation of the symptoms of the topic being studied, whether the observation is carried out in genuine conditions or in particular situations (Saadati & Sadli, 2019). The observation employed in this research is direct observation. Through direct observation, researchers receive information that is in accordance with the actual conditions in the field so that in carrying out research, researchers can obtain more valid data since they directly conduct observations at the research place. Interviews are a data collection strategy in research by holding a discourse with respondents. Meanwhile, in the book, Burhan Bingim writes that interviews are a means of gathering data or information by meeting face to face with informants, with the purpose of acquiring a thorough picture of the issue being investigated by Arikunto. Researchers employed unstructured interviewing approaches in this study. According to Saadati and Sadli (2019), an unstructured interview is one that is flexible, meaning that the order and wording of the questions can be altered as needed to suit the demands and circumstances of the interview.

The goal of documentation is to gather information directly from the study location, such as pertinent books, rules, activity reports, photos, and research-related data (Hakim, L., & Irwansyah, D. 2021). Researchers utilize this documentation strategy to enhance and validate data gathered from interviews and observations. This makes it possible for researchers to evaluate, corroborate, and test each finding in the study environment.

2.5 Data Analysis

The process of methodically gathering and searching information is known as data analysis (Asalnaije, 2018). information gathered through observations, interviews, and documentation, by classifying, characterizing, synthesizing, arranging, and selecting patterns. what will be researched and what is significant, and draw conclusions that are simple for both you and other people to understand. Inductive analysis of qualitative data involves developing specific relationship patterns or hypotheses based on the facts collected. The data is then repeatedly examined in accordance with the hypothesis that was developed using this data in order to determine whether or not the hypothesis can be accepted in light of the information gathered (Azis & Ifrianti, 2015).

Using reference materials: there is evidence that the data was discovered by researchers, such as interview results backed up by real documents, photographs, and interview recordings. The process of verifying the data collected by researchers with the data source is known as "member check." Finding out if the data collected and utilized in research reports aligns with the intentions of the informant or data source is the goal of member checking (Endang, 2020).

3. RESULTS

This research was conducted at State Middle School in Alak District, Kupang Regency. There are 8 junior high schools in Alak District, namely: Kupang 6 Public Middle School, Kupang 14 Public Middle School, Kupang 15 Public Middle School, Kupang 17 Public Middle School, Kupang 19 Public Middle School, Plus Attin Middle School, Tunas Harapan Private Middle School, and Kupang Tiga Putra Middle School. However, the researchers only took 5 schools as research sites, namely: SMP Negeri 6 Kupang, SMP Negeri 14 Kupang, SMP Negeri 15 Kupang, SMP Negeri 17 Kupang, and SMP Negeri 19 Kupang. From these 5 schools, researchers will conduct observations, interviews and documentation, and data obtained through interviews with 5 PJOK teacher respondents. The data obtained includes the number of PJOK facilities and infrastructure, condition (good/damaged) of PJOK facilities and infrastructure as well as ownership status (own/borrowed/rented). The aim of this research is to determine the condition of the physical education facilities and infrastructure owned by each of the 5 schools. Data taken during observation was then documented to become supporting data in this research. The results of observations of PJOK facilities and infrastructure at UPTD SMP Negeri 6 Kupang revealed that there were 49 units. The sports equipment facilities that are most owned are 11 discus throws, 7 javelins, 8 shot put shots, 3 basketballs, 3 hula hoops, 2 plastic mini crickets, 5 kuns/cones, 2 tennis tables, 2 volleyball nets, 2 badminton nets and 2 basketball hoops, all in good condition. Meanwhile, the infrastructure facilities owned by UPTD SMP Negeri 6 Kupang include 2 fields, namely field 1 which is multi-purpose / general and the futsal field is still in progress, in good condition. The ownership status of sports facilities and infrastructure at UPTD SMP Negeri 6 Kupang is self-owned. The school's supervision of sports facilities and infrastructure is quite good. With good supervision, the risk of undesirable things happening will be minimized by the school. And the use of sports equipment at school can be regulated in the PJOK lesson and extracurricular schedule, so that students can use sports equipment to take PJOK lessons, take part in extracurricular sports activities, or exercise independently. Then the planning for sports facilities and infrastructure is awaiting assistance from the government for several facilities that have been lost and damaged. Planning is an important thing that needs to be considered before the procurement is realized. Maintenance will condition the facilities and infrastructure in a ready-to-use condition and can reduce the risk of damage. In addition, with daily maintenance, sports facilities and infrastructure can be well maintained and able to support the learning process well and safely. Observation is a data collection technique carried out through direct observation of the symptoms of the subject being studied, whether the observation is carried out in actual situations or in special situations (Saadati & Sadli, 2019). The observation used in this research is direct observation. Through direct observation, researchers obtain information that is in accordance with the actual conditions in the field so that in carrying out research, researchers can obtain more valid data because they directly conduct observations at the research location.

The results of observations of PJOK facilities and infrastructure at UPTD SMP Negeri 14 Kupang revealed that there were 24 of them. The sports facilities that are most owned are 10 balls/cones, then 4 basketballs, 4 volleyballs, 4 footballs, and 1 discus thrower, each of which is still in good condition. Meanwhile, the infrastructure owned by UPTD SMP Negeri 14 Kupang includes 1 sports field and is multi-purpose/generally used and is still in good condition. The ownership status of sports facilities and infrastructure at UPTD SMP Negeri 14 Kupang is own ownership, no one borrows. School supervision of sports facilities and infrastructure is carried out well, so that the risk of undesirable things happening will be minimized by the school. There

are facilities and infrastructure that are suitable and not suitable for use so that teachers can plan or modify incomplete facilities and infrastructure, so that in PJOK learning activities there are no obstacles during learning, so that students can participate in learning well. Then planning for sports facilities and infrastructure by submitting proposals if there are deficiencies and providing them immediately. Having further planning for the needs needed for learning is very important in supporting the implementation of PJOK learning. Based on the results of this interview, it can be concluded that the impact of using these facilities and infrastructure is not good because when learning takes place the teacher has to modify existing tools and also the teacher has to think creatively when modifying and making simple equipment as a learning medium. So it is hoped that we can complete the facilities and infrastructure so that when PJOK learning takes place there is no impact of the use of facilities and infrastructure on learning. Based on the results of this interview, it can be concluded that the teacher's readiness to implement is categorized as quite good because the teacher can prepare or make modifications to the facilities and infrastructure for the teaching and learning process so that it runs well even though the facilities and infrastructure are inadequate at the school and also the parents of the students. / i also supports and takes a supporting role in the use of facilities and infrastructure.

Seven PJOK facilities and infrastructure were found at UPTD SMP Negeri 15 Kupang, according to the findings of observations. Three basketballs, one volleyball, one volleyball net, and one mattress—all of which are still in good shape—are the most popular sports facilities. In the meantime, there is a single sports field within the UPTD SMP Negeri 15 Kupang infrastructure that is typically used for a variety of sports that are still in useable circumstances. The PJOK lesson plan and extracurricular activities govern how the facilities and infrastructure are used in order to boost students' motivation for learning, ensure safe and effective learning environments, and keep them active. The infrastructure and sports facilities at UPTD SMP Negeri 15 Kupang are owned entirely; no one borrows them. Students may avoid mishaps or injuries during the PJOK learning process by keeping an eye on the infrastructure and facilities that ensure security and safety. The infrastructure and facilities for learning PJOK at SMP Negeri 15 Kupang are shown in table 4.6. Thus, it may be said that PJOK's infrastructure and amenities fall under the category of being insufficient. Based on the findings of this interview, it can be said that although the infrastructure and facilities are insufficient, teachers who receive specialized training can improve their knowledge and abilities in using them when students are involved. Therefore, it is thought that having sufficient infrastructure and facilities is a key component of attaining high-quality education.

Table 1.

No	Facilities and infrastructure PJOK	Amount	Condition		Utility	
			Worthy	Not feasible	Adequate	Inadequate
1	Discus throw	11	9	2	✓	-
2	Javelin	7	4	3	✓	-
3	Shot put	8	6	2	✓	-
4	Basketball	3	2	1	-	✓
5	Hula hoop	3	3	-	-	✓
6	Plastic mini cricket	2	2	-	-	✓
7	Kuns / cones	5	5	-	-	✓
8	Tennis table	3	2	1	-	✓
9	Volleyball net	2	2	-	-	✓
10	Badminton net	2	2	-	-	✓
11	Basketball hoop	2	2	-	-	✓
12	Field	2	1	1	-	✓

Source: Primary Data

Based on table 3.1, you can see the facilities and infrastructure for learning PJOK at junior high schools in Alak Kupang District. So it can be concluded that PJOK facilities and infrastructure are categorized as quite adequate

4. DISCUSSIONS

Learn how the infrastructure and amenities of UPTD SMP in Alak District are used. Where PJOK teachers were interviewed and the availability of infrastructure and facilities was observed. According to the study's findings, using infrastructure and facilities for physical education instruction typically falls into one of the following categories: highly viable, adequate, pretty adequate, less appropriate, or not feasible. Thus, for junior high school level, it is evident that the research findings are consistent. Elements that affect The continuous teaching and learning process is supported by educational facilities. Because it impacts the continuity of the teaching and learning process in schools, this is an issue that educational institutions must take into account. Infrastructure and facilities are crucial for facilitating the teaching and learning process so that students are more engaged and readily accept instructor explanations. Students' desire to participate in the teaching and learning process may be impacted by inadequate infrastructure and amenities. Student learning achievement can be enhanced if they are motivated to participate in the teaching and learning process.

The school budget is the main source for financing the development, maintenance and procurement of facilities and infrastructure. Budget limitations can cause difficulties in meeting the need for adequate facilities and infrastructure. Preferably, a sufficient budget can enable

schools to improve the quality of facilities and infrastructure, such as building new classrooms, or repairing damaged facilities.

The superiority of infrastructure is one of the main factors supporting the implementation of teaching and learning activities. The completeness of PJOK facilities such as soccer, volleyball, basketball and athletic equipment such as discus, javelin and shot put must be proportional to the number of students available, so that the activity process Teaching and learning runs smoothly and learning objectives can be achieved. Not only facilities and infrastructure, but the role of teaching staff is also very important to improve the quality of education in Indonesia through PJOK subjects. It is natural that the need for facilities and infrastructure in a school is very necessary and improved so that it can carry out sports activities such as teaching and learning activities at school, because without facilities and infrastructure sports activities will not develop and be carried out according to the wishes of various related parties in the school (Kurniawan, I. N., et al. 2022). Complete physical education, sports and health facilities and infrastructure are of great benefit to teachers and students, so that learning can run smoothly and learning objectives can be achieved well. However, on the other hand, facilities and infrastructure that are incomplete or not in accordance with the curriculum will make it difficult for teachers and students so that material cannot be delivered to students and learning objectives cannot be achieved. In the teaching and learning process, educational facilities and infrastructure are very necessary. Achieving educational goals is very dependent on educational facilities and infrastructure. Educational goals will run smoothly if they are supported by sufficient and adequate facilities and infrastructure, both in terms of quality and quantity.

5. CONCLUSIONS

Junior high schools in the Alak sub-district have PJOK facilities and infrastructure that fall into the following categories: extremely adequate, adequate, pretty adequate, less suitable, and not practical.

The junior high schools in the Alak sub-district have PJOK facilities and infrastructure that fall into the following categories: extremely adequate, adequate, pretty adequate, less suitable, and the effect of infrastructure and facility use on PJOK instruction in Alak District junior high schools. In order to prevent students from being passive, it may be said that infrastructure and amenities play a significant role in supporting student activities.

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