

Survey of Facilities and Infrastructure for Enhancing Physical Education and Sports Capabilities at SMA 3 Boyolali.

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Abstract

Survey on the Facilities and Infrastructure of Physical Education, Sports, and Health at SMA Negeri 3 Boyolali." An article from the Department of Physical Education, Tunas Pembangunan University, Surakarta. This research aims to explore the condition of sports facilities and infrastructure at SMA Negeri 3 Boyolali. It is a qualitative descriptive study with the entire research subject population being the facilities and infrastructure of sports at SMA Negeri 3 Boyolali. The results indicate that the average facilities and infrastructure supporting physical education at SMA Negeri 3 Boyolali are 55%, categorized as "moderate" and meeting the standards of the teaching and learning process according to Government Regulation Number 19 of 2005 regarding National Education Standards. The overall average percentage of facilities and infrastructure is obtained by summing the averages of each sports branch divided by the total number of sports branches. Regarding sports facilities, the equipment is considered good or adequate. Out of 8 facilities, 5 (100%) are categorized as very good, including futsal, volleyball, basketball, badminton, floor gymnastics, table tennis, long jump, and sepak takraw.

Keywords: *Facilities and Infrastructure for SMA Negeri 3 Boyolali, Physical Education, Health and Sports*

1. INTRODUCTION

The Physical Education, Health, and Recreation Faculty's study program at UTP Surakarta consists of various mandatory courses, one of which is Field Experience Practice (PPL). Field Experience Practice (PPL) is a mandatory course that must be completed by students at the FKIP UTP Surakarta. According to various theories, Field Experience Practice (PPL) is a curricular activity driven by students, providing integrated instructional training for classroom practice and fulfilling requirements for disciplined teacher professional training. (Yusuf & Dwijayanti, 2019) explain that PPL is a platform for students to demonstrate the knowledge acquired in college and apply it in a school setting. PPL at FKIP UTP is an integral part of the overall teacher training curriculum, competency-based, and weighted at 4 credit hours.

According to (Ikbal, 2013), facilities are anything that can be used as tools to achieve a purpose or goal. Soepartono (2000: 6) states that sports facilities are "translations of 'facilities,' something that can be used and utilized in the implementation of sports or physical education activities." Sports facilities are supportive resources consisting of various types of equipment and supplies used in sports activities (Irwandi, 2015).

According to (Fatmawati et al., 2019), sports facilities are divided into two groups: facilities and infrastructure. Devices (equipment), for example, are things that are used; bows, single bars, parallel bars, rings, beams, and others. Equipment, which complements the needs of infrastructure, includes nets, markers, boundary lines, and others, or something that can be played or manipulated by hand or foot, such as balls, rackets, and clubs. Facilities or equipment are crucial in motivating athletes to stay active, achieve training goals, and perform effectively and optimally.

To support the teaching and learning process of physical education and health in schools, the use of facilities and infrastructure is necessary. Facilities and infrastructure are learning components used by physical education teachers to practice all the material taught. Therefore, physical education teachers not only explain theoretically about learning but also explain practically based on theory. In the school's teaching and learning activities, there is cooperative interaction with students, where teachers are directly involved in teaching to convey all theoretical and practical information to students. Teachers play a dominant verbal role in transferring lesson content to students. Considering these considerations, supportive facilities and infrastructure are highly needed to mediate a physical education teacher in the teaching and learning process.

The objective of this research is to assess the condition and availability of sports facilities in the implementation of the Physical Education, Sports, and Health subjects at SMA Negeri 3 Boyolali.

2. METHODOLOGY

The method employed in this study is a survey. By using this method, current information about the sports facilities available at SMA Negeri 3 Boyolali can be obtained. Thus, the method used in this research is a qualitative descriptive method. Survey research is typically conducted to make generalizations from non-depth observations, and the accuracy of these generalizations improves when a "representative" sample is used. Therefore, the researcher opted for a qualitative descriptive approach as the goal is to gain a real understanding and depiction

3. RESULT AND DISCUSSION

The sports facilities at SMA Negeri 3 Boyolali, including the field, are considered quite satisfactory. This is evident from research results indicating that out of 8 facilities, 5 or 100% are classified as excellent, such as futsal, volleyball, basketball, badminton, floor gymnastics, table tennis, long jump, and sepak takraw. There are only 2 types of facilities that fall into the "very poor" category or 0%, as SMA Negeri 3 Boyolali lacks a swimming pool and tennis court. The sports equipment at SMA Negeri 3 Boyolali is also fairly good or adequate. Among all the sports facilities, those classified as excellent include floor gymnastics (mats), table tennis (table and ball), soccer (goal and cone), volleyball (ball, net, and net post), basketball (ring post and cone), badminton (net and net post). One facility or 50% falls into the "fair" category, namely sepak takraw (ball, net, and net post). Four types of facilities, accounting for 85%, are classified as "very good," including basketball (ball), futsal (ball), volleyball (ball, net, and net post), and floor gymnastics (mats).

The average quality of facilities and infrastructure supporting physical education at SMA Negeri 3 Boyolali is categorized as "good" and meets the standards of the teaching and learning process. Although there are still some shortcomings in the provision of facilities and infrastructure for physical education and health, these do not pose a barrier to the school in conducting physical education and health classes. Instead, the limited facilities and infrastructure provided by the school become a challenge that the school, together with physical education and health teachers, must overcome to find the best solutions to these issues. In this regard, teachers are required to be

more active and creative, modifying the use of facilities and infrastructure available at the school, such as utilizing narrow soccer fields for multiple sports activities like badminton, volleyball, basketball, long jump, and floor gymnastics.

4. CONCLUSION

Based on the analysis of facilities and infrastructure at SMA Negeri 3 Boyolali, the following conclusions can be drawn:

1. The condition of physical education facilities and infrastructure at SMA Negeri 3 Boyolali for large ball sports such as basketball, volleyball, and soccer is excellent, with 100% functionality for all equipment. However, for athletic sports, particularly running and throwing categories, only 30% of the equipment is available. Badminton facilities score 100%, indicating excellent functionality for all equipment, and the same applies to table tennis facilities.
2. The average percentage of facilities and infrastructure supporting physical education learning at SMA Negeri 3 Boyolali is calculated by summing up the averages for each sports category and dividing it by the total number of sports categories. Consequently, the average supporting facilities and infrastructure for physical education learning at SMA Negeri 3 Boyolali is 55%, categorized as "moderate" for the physical education learning process.

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