

Management Policy for Standardization of Physical Education Learning Infrastructure at the Elementary School Level in Langsa City, Indonesia

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ABSTRACT

This study analyzes the management policy of standardizing elementary school physical education learning infrastructure in 66 schools in 5 sub-districts of Se-Kota Langsa. This study aims to explore, find, and provide policy recommendations for standardizing infrastructure facilities to support effective learning. The implication is that if every elementary school has adequate infrastructure, it will impact the quality of learning. This approach uses qualitative policy research design. The study subjects were 66 elementary school principals, two from the education office, and local government. Data collection by observation, documentation, interviews, and literature studies. Data analysis uses data collection, data reduction, data display, conclusion drawing and data validity by triangulation to find the validity of research data. The results of research from 66 elementary schools in Langsa City showed that only five schools met the standards, 61 schools did not meet the requirements, and the category was not feasible for infrastructure in terms of at least four aspects, namely the width of the infrastructure sector, building area, classrooms, and installations according to Permendiknas No. 24 of 2007 concerning learning infrastructure standards at the elementary level. From these four aspects, at least 61 schools located in narrow areas are not feasible to build standardized classrooms and sports infrastructure, at least multipurpose courts that can play badminton, volleyball, and mini soccer courts to support the learning activities of elementary school students. In contrast, five schools meet minimum standards and are fair. The impact of inadequate physical education infrastructure in 61 primary schools has been modified so that students are ineffective in learning.

Keywords: policy, management, infrastructure, physical education

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INTRODUCTION

Improving the quality of learning is one of the goals of the national education system that must be achieved by every education unit (Subawa, 2016). Indicators of achievement of learning quality that must be applied include the management of standardization of learning facilities and infrastructure to student learning needs (Setiawan et al., 2014). The next step after implementing the standardization management policy is the legitimacy of the teacher who teaches whether the competence of the educational background is by the criteria of the field of study taught (Makruf, 2016).



Policies are one of the tools that can be used to organize people, groups, and organizations (Noël Racine et al., 2020). The existence of learning standardization can be the basis for every educational unit from elementary, junior high and high school levels to carry out the appropriate learning process (Bevans et al., 2010). Physical education is a subject that uses a lot of learning infrastructure (Komarudin, 2015). Complex physical education learning with cognitive, affective and psychomotor aspects gives physical education learning characteristics that must be mastered in pedagogical scientific competence (Kosma & Erickson, 2020). Physical education learning pedagogy competence is the basis for teachers to have the ability to modify learning media if the infrastructure does not support it (Wahyo et al., 2019). However, if the physical education learning process is always modified not according to its standards, it can reduce the quality of learning (Novi Berliana, 2021). This issue is an important issue of how the quality of physical education learning is applied by the physical education curriculum or not in each school.

The problem of school infrastructure availability is always sidelined, causing suboptimal learning (Sulyman et al., 2022). On the other hand, teachers who do not have a Bachelor of Physical Education background dare to teach physical education learning, so learning is not optimal (Dudley et al., 2017). This situation results in the quality of learning in schools needing to be more effective and the standard of infrastructure in schools being neglected (Irfan et al., 2020). A teacher's educational background determines how the learning process takes place (Amalia et al., 2021) and whether the quality taught is relevant to the applicable material and curriculum (Firmansyah et al., 2021). This kind of problem still occurs in areas that still need a lot of physical education teachers, especially at the elementary school level (Arisetya Purwadi et al., 2022).

This problem needs to be resolved by implementing a policy of standardization of physical education learning infrastructure so that it is by the philosophy of physical education learning (Prasetyo et al., 2018). Findings in the field, especially in Langsa City, show that physical education learning infrastructure still needs to be improved because it is not included in physical education learning standards; almost 80% of learning infrastructure facilities are modified to be irrelevant to curriculum demands. Furthermore, the second problem is that some teachers still need to have undergraduate qualifications in physical education but teach physical education subjects to fulfil hours for teacher certification purposes. The quality of physical education learning is highly dependent on these two problems, namely non-standard infrastructure and inappropriate qualifications of physical education teachers.

An effort must be made to standardize schools to determine how feasible and inappropriate infrastructure facilities fulfil learning needs (Makruf, 2016). Then, standardize the learning infrastructure in each school for the physical education learning process so that the quality of learning and learning outcomes become relevant. Then, standardize learning facilities in each school for the physical education learning process so that the quality of learning and learning outcomes are relevant then standardize learning facilities in each school for the physical education learning process so that the quality of learning and learning outcomes are relevant (Perdima et al., 2022), as some schools in China do by providing standardized school infrastructure aimed at increasing students' potential (Ma & Kurscheidt, 2019).

Implementing learning infrastructure standardization policies certainly requires the role of local governments in formulating policies with the Education Office and

schools. The formulation of relevant policies will improve the quality of physical education learning as one of the steps of national sports development through physical education contained in the national sports law, which includes three sports development targets, namely through achievement sports, educational sports and community sports (Sports legislation, 2022).

The same study that examined physical education policy was conducted by (Dudley et al., 2017), that the management of standardization of infrastructure facilities in schools will encourage sports culture and physical activity development. The same study's results were also revealed (Smith, 2015). In the UK, at the primary school level, individual students' abilities will be formed by the existence of a standard infrastructure that can be used for extracurricular activities. The results of this study are relevant to the findings of research in the field that the quality of learning will have an impact that is only optimal if the available infrastructure is standardized and always modified.

This study aims to analyze the management policy of standardized infrastructure facilities at the elementary school level in Langsa City in public and private schools and whether the infrastructure used is suitable for learning. So, the number of elementary schools with standard infrastructure facilities and what factors cause each school not to have good infrastructure can be mapped. This research is very necessary because, at the elementary school level, it is very basic for students to learn motor skills and be active in physical activity, so if the school needs a better infrastructure, it impacts students' abilities. The results of this research can certainly be in the form of input, recommendations, and blueprints so that local governments and education offices can take steps to develop school infrastructure. In addition, it also produces a policy brief that is used as a guideline for developing standard infrastructure facilities as a forum for students to explore their potential at school.

METHODS AND MATERIALS

This research uses a qualitative approach to qualitative policy research (Sugiyono, 2017). Qualitative research design is used to uncover the phenomenon of the problem to be studied, while analysis is used to examine local government policies.

The subjects used in this study were 66 elementary school principals and two education principals in Langsa City. The following are the subject categories used, with 67 informants. Here are the subjects of the study used.

Table 1. Research Subjects

No.	Category	Sum
1	Principal	66
2	Education Office	2
Total		68

This research was conducted in December 2022 in Langsa City. It received approval from the Langsa City Education Office to observe and collect data in 66 elementary schools in 5 sub-districts in Langsa City. All participants in the study were given a code to maintain the confidentiality of informants. The data obtained in the field in this qualitative research are observational, interview data and documentation. The observation data was conducted by identifying infrastructure facilities in 66 elementary schools in 5 sub-districts in Langsa City. The interview data was collected

by conducting direct interviews with 66 school principals and the Langsa City education office. Documentation is carried out to strengthen the researchers' findings and information submitted by informants. The following are interview and observation instruments used in the field to uncover, find and describe the research in Table 2.

Table 2. Interview Instruments

No.	Interview Items	Subject
1	What are the policies of schools, education offices and local governments in providing physical education infrastructure?	Kepala sekolah Education Office
2	What are the obstacles faced in the provision of physical education infrastructure	Kepala sekolah Education Office
3	What are the factors affecting the uneven physical education infrastructure	Kepala sekolah Education Office
4	How is the involvement of the government in the construction of infrastructure facilities	Education Office
5	Why is there a gap in the availability of infrastructure facilities between schools in the middle of the city and in the suburbs.	Kepala sekolah Education Office

Table 3. Observation Instruments

No.	Observed Aspects	Information
1	Availability of physical education learning facilities	Eligible/Not memenuhi
2	Availability of physical education infrastructure	Eligible/Not memenuhi
3	School environment conditions	Adequate/Inadequate
4	School land area	Adequate/Inadequate
5	Supporting infrastructure outside the school environment	Existing/None

Data analysis techniques using Miles and Huberman theory (Rohidi, 2007) and (Sugiyono, 2017) data collection, reduction, data display, and conclusion drawing. The purpose of data triangulation is to find the truth about some phenomena according to the researcher's level of understanding of what is found in the field continuously until the data found is by the needs of the study.

RESULTS AND DISCUSSION

The following are the results of data collection conducted in 66 public and private elementary schools in Langsa City with a focus on elementary school infrastructure standards spread across five districts in Langsa City.

Table 4. Distribution of Elementary Schools in Langsa City

No	Subdistrict	Total Schools
1	Kecamatan Langsa Lama	10 Schools
2	Kecamatan Langsa Kota	18 Schools
3	Kecamatan Langsa Barat	14 Schools
4	Kecamatan Langsa Timur	9 Schools
5	Kecamatan Langsa Baru	15 Schools
	Total	66 Schools

Field findings in 66 public and private elementary schools in Langsa City needed to meet learning standards. Field findings from observations, identifications and informants of each school that why each school does not have adequate learning infrastructure according to learning standards are due to factors such as narrow school land, insufficient budget allocation, and differences in treatment between schools in

the city centre and suburbs. In total, from 5 sub-districts in Langsa City, the average standard learning facilities are in Langsa Kota District. In comparison, the other four sub-districts are included in the inadequate category, especially in Langsa Lama, Langsa Baru and Langsa Barat Districts. The following is the percentage of school learning facilities at the elementary level factors that are not in accordance with teaching and learning standards in schools.

Definition of recreational sports

The main reason infrastructure facilities have not been evenly distributed in 66 elementary schools in Langsa City is the difference in school zones in 5 sub-districts. Second, the budget allocation given by each school differs based on school performance and submissions from the school itself. Third is the narrow school land, making building school infrastructure impossible. The following is an infrastructure graph of 66 schools in 5 sub-districts in Langsa City.

Inadequate infrastructure factors

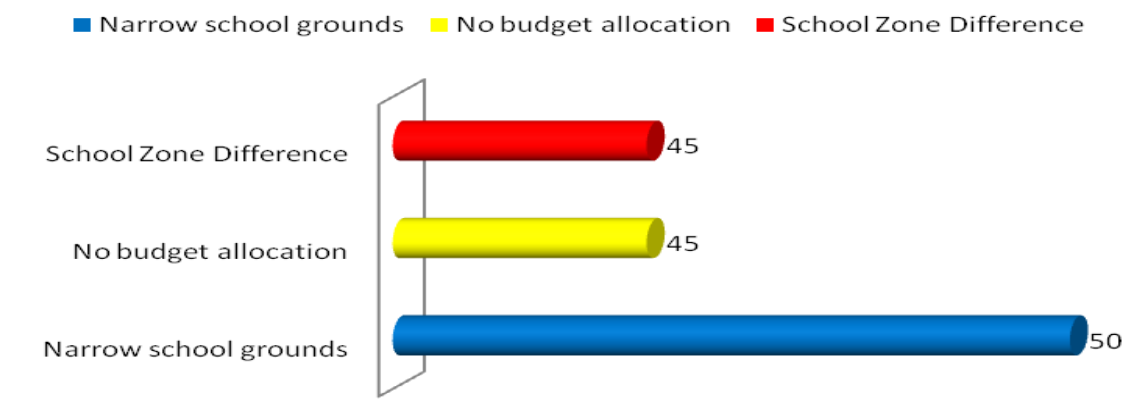


Figure 1. Inadequate infrastructure factors

As a result, from 66 elementary schools, the main factors causing non-standard infrastructure facilities are narrow school land, 50 schools have narrow land, lack of budget allocation, 45 schools that do not have infrastructure facilities due to unavailable budget and differences in school zones between the city centre and suburbs, namely 45 schools in suburban areas do not have the standard infrastructure. To be able to learn with extensive infrastructure, schools in the suburbs must use land outside the school environment and village-owned infrastructure to support learning infrastructure.

Feasibility Comparison of Infrastructure Facilities

Comparison of data on all infrastructure facilities that meet and do not meet the learning standards of 66 elementary schools can be seen in the figure below. The data above shows that out of 66 elementary schools in Langsa City, 66 schools have learning facilities, 61 schools do not have standard learning infrastructure and 5 schools have standard learning infrastructure. 5 schools that have learning infrastructure are located in Langsa Kota District. The number of schools that do not yet have standard infrastructure needs solutions from the government not only to provide but provide regulations to each school to have enough land not only for the availability of classrooms but for the construction of physical education learning infrastructure.

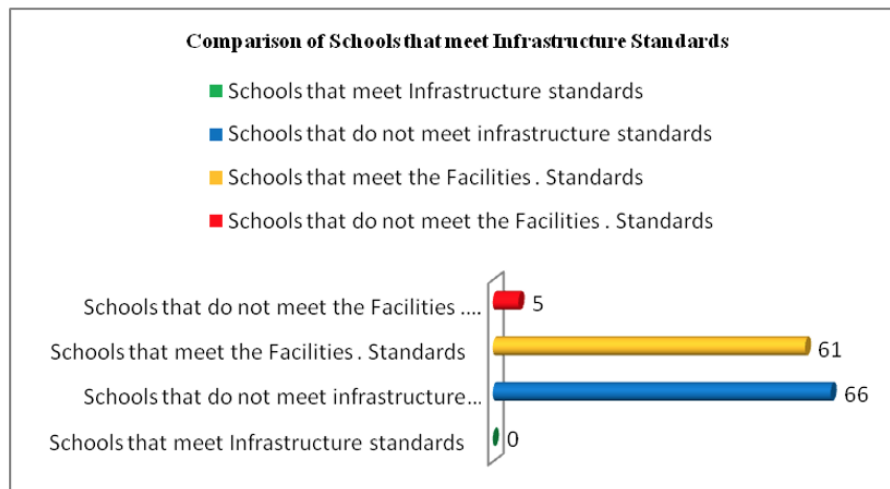


Figure 2. Comparison of Schools Meeting Infrastructure Standards

Infrastructure Facilities Outside the School Environment

Schools around the suburbs use much learning infrastructure outside the school environment during physical education learning hours, like those around Kec. Langsa lama used a football field owned by the village, and other schools also used a field owned by the local government. The unavailability of learning infrastructure that makes students and teachers learn outside the school environment cuts learning time that must run outside the school environment. As a result, effective learning time is only partially used for the learning process. Besides, learning outside the school environment raises anxiety for parents and teachers because it is beyond the reach of teacher supervision.

Government Involvement

Information found in the field is that the education office distributed teaching aids, and not all schools received them. Meanwhile, the local government needs to assist in the development of school infrastructure directly. Some schools receive special allocation funds (DAK) that are operationalized for constructing classrooms and school operations. Meanwhile, BOS funds are intended to provide something other than physical education learning infrastructure. In general, local governments and education offices cannot handle all the shortcomings of learning infrastructure, so each school is given the right to allocate a budget to provide its own physical education learning infrastructure through BOS funds and special allocation funds (DAK).

DISCUSSION

Physical education learning problems and the availability of human resources by educational background are also needed with the quality of adequate learning infrastructure (Pratitis, 2013). The standard of learning infrastructure is an important indicator to support the quality of learning (Raharjo, 2014). Infrastructure can be modified with teacher expertise; the impact of the learning infrastructure is always modified, and students have difficulty adjusting to the actual learning media (Novi Berliana, 2021). Providing learning with standard infrastructure is indispensable as it is part of providing an experience to students (Jannah & Sontani, 2018).

According to Permendiknas Number 24 of 2007 concerning learning infrastructure standards at the basic level, learning infrastructure must have usage standards.

Infrastructure standards include six main indicators: building arrangement, quantity and quality of classes, library functions, laboratory functions, textbooks and sports facilities (Sari & Rozi, 2017). Non-standard infrastructure problems are most often encountered at the primary school level. The average absence of infrastructure facilities is a limited budget, the number of elementary schools, and narrow school land (Perdima et al., 2022). Any school that does not have infrastructure impacts the student's experience of learning at school.

The difference in learning experience between schools around urban areas and suburban schools does have differences in quality. Learning quality gaps should not exist, but complex learning problems in every region in Indonesia make learning not optimal according to curriculum demands (Sudjana, 2010). The problem of lack of learning infrastructure occurs in physical education subjects and other subjects that use a lot of learning support facilities (Sari & Rozi, 2017). The role of the government in providing learning infrastructure is very important so that the learning objectives are achieved according to the law and the target. This aligns with the government's program in Indonesia Emas 2045 by organizing sports through sports education (Sports Legislation, 2022). Advancing national sports must begin with coaching in schools, especially elementary schools, by providing sports infrastructure.

As a policy implementer, the government must provide the basis for the operational permit of each school by having a good and standardized infrastructure. The number of schools that stand on narrow buildings certainly cannot build infrastructure in the school environment. Infrastructure can help improve students' ability and activeness during study hours and outside of study hours (Natalia et al., 2016).

Learning outside the classroom becomes ineffective because it cuts learning time. The other side of learning outside the classroom environment can cause students to be out of the teacher's supervision (Nova et al., 2020). So far, assistance in the procurement of primary school infrastructure still depends on BOS and direct assistance from the government. Schools can only independently carry out school infrastructure development if the allocation of BOS funds already has its usage target. On the other hand, physical education learning is sidelined and considered less compulsory than other subjects (Supriyadi, 2018).

The local government's policy of managing learning infrastructure supports the implementation of learning and improves student fitness, as in research (Zheng et al., 2018). School infrastructure development supports the younger generation's implementation of sports culture from an early age. Learning with equitable infrastructure in each region reduces the gap between students. Physical education learning must also have the same opportunities as other subjects because physical education includes cognitive, affective and psychomotor indicators; these three aspects are not shared by other subjects (Matjan, 2009).

Several countries, such as China, provide school infrastructure and standards to explore students' potential in sports (Indah, 2020). The same is also done by schools in Europe by providing infrastructure and special physical education subjects to develop students' talents (Bevans et al., 2010); China and America have good specialized physical education curricula so that it correlates with their sports achievements at the world level (LU & Wang, 2003). The policy can certainly be adopted in Indonesia so that the Indonesian government's golden target of 2045 can be measured by the current policy that has been carried out, not only the sports

development index and fitness index but also the availability of sports infrastructure in schools.

CONCLUSION

The results of the research and discussion described above conclude that physical education learning requires standard learning facilities to support and improve the quality of learning. Physical education at the elementary school level in Langsa City needs to run more effectively according to curriculum demands because non-standard learning infrastructure factors support physical education. Of the 66 elementary schools across five sub-districts in Langsa city, only five schools have good learning facilities, and 61 others need standard infrastructure. Meanwhile, 66 schools are all in less standard condition from the infrastructure category due to narrow school land and less infrastructure provision budget from the government. The budget allocation for the provision of infrastructure facilities from the Special Allocation Fund (DAK) and BOS funds has yet to be able to cover. Evaluation from the local government regarding school operating permits on narrow land needs to be reviewed so that schools have enough land for school infrastructure development. The elementary school level is very important for motor formation and introduction of learning to students so that the availability of learning support infrastructure is prioritized.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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