

Management of Physical Education Laboratory Facilities and Infrastructure at PGRI University Palembang

Khalipah¹, Jujur Gunawan Manullang¹, Ilham Arvan Junaidi¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: khalipah.2022152068.students@univpgri-palembang.ac.id

Abstract: This study aims to create an article entitled Management of Physical Education Laboratory Facilities and Infrastructure at PGRI University Palembang, kThe implementation of the Physical Education teaching and learning process in the Faculty of Teacher Training and Education, Palembang PGRI University is inseparable from the availability of good and adequate infrastructure. Good and adequate infrastructure will make the physical education learning process run well which is currently very much needed in physical learning to balance theory and practice. Good. Facilities and infrastructure are one of the important factors needed in the physical education learning process. In this study using qualitative data and data sources while collecting data through observation and interviews.

Keywords: Facilities and Infrastructure, Laboratory, Management, Physical Education

A. Introduction

The private tertiary institution is Palembang PGRI University which is located in Seberang Ulu 1 Palembang city, South Sumatra. On September 1, 1984, the PGRI Palembang university was founded, which is an institution that is very important for humans, a Place to study knowledge and a place for teaching and learning to take place.

In this case, PGRI Palembang University aims to produce graduates who are qualified, independent and have competitiveness in the fields of education and non-education through improving the quality of educational services, increasing the number and quality of research and community service in accordance with developments in science, technology and creating a conducive academic atmosphere based on the spirit of unity, independence and non-discrimination. The Physical Education study program organizes and develops quality, competitive and character learning activities and has and organizes an academic atmosphere based on PGRI organizational values. According to Wiranto (2021), a University generally focus on academic areas, such as student academic experience, students for each course, high-quality programs, and faculty credentials. The Physical Education Study Program aims to produce quality

graduates with competitiveness and character in order to achieve a quality learning process in the field of physical education and the realization of student competence in the field of physical education and the achievement of learning activities.

According to Ibrahim (2009) states that the level of education in tertiary institutions starts from the laboratory to synchronize theory and practice. In various higher education units, facilities and infrastructure are needed to achieve success in learning. Through this level of education, students will be equipped with practical abilities and skills so that they are able to anticipate problems that exist in everyday life because physical health requires sports skills (Harsuki, 2012). Supporting factors in improving the quality of education in tertiary institutions are inseparable from the components that exist in the education system, including the availability of lecturers, education staff and students. The effective learning process needs the implementation of a right learning model in conducting the teaching and learning process (Dupri et al., 2020).

This is in accordance with Law Number 20 of 2003 concerning the National Education System Article 35 Paragraph 1 it states that national education standards consist of content standards, processes, graduate competencies, educational staff, facilities and infrastructure, management, financing, and education assessments that must be improved in a planned and periodic manner One of these standards is the standard of facilities and infrastructure. Based on Government Regulation Number 32 of 2013 discussing National Education Standards, in Article 1 Paragraph 9 it is explained that standard of facilities and infrastructure are national education standards related to minimum criteria regarding laboratory study rooms. Furthermore, in Chapter VII Article 42 of Government Regulation No. 32 of 2013 concerning National Education standards also expressly states that each educational unit is required to have facilities which include furniture or educational equipment and other equipment needed to support an orderly and sustainable practice process. Then educational facilities and infrastructure are also one of the benchmarks for the quality of tertiary institutions.

According to Rosivia (2014) that educational facilities and infrastructure are components that are very much needed and important in supporting the educational process so that in the world of education the obligatory facilities and infrastructure can be fulfilled properly. Facilities and infrastructure are one of the important factors needed in the physical education learning process. However, Gillani (2021) said that literature dealing with the effects of provision at school on educational access and outcomes is a recent area of interest in the field of education. This is clearly stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning standards for higher education facilities and infrastructure.

The physical environment created within sports facilities affect users' attitude and behaviors related to sport activities (Lau et al., 2021). Physical education is education that uses physical activity in the learning process which has a direct impact on the physical or psychomotor conditions of students as well as affective and cognitive students (Widiatuti, 2019). In line with the statement above, according to Arman (2014) Physical education facilities are equipment that is very helpful in the teaching and learning process of physical education. Physical education facilities are basically anything that is not permanent in nature, which can be taken anywhere or moved from one place to another. Meanwhile, physical education infrastructure is something that is permanent and cannot be moved, such as buildings and fields.

B. Methods

This research method used is a qualitative research method. According to Sugiyono (2018) Components in the qualitative research method are the reasons for using qualitative methods, research locations, research instruments, sample research data sources, data collection techniques, data analysis techniques and data validity testing plans. The location of this research is planned at the Physical Education Laboratory of FKIP UPRIP. The location of this research is on Campus B Makrayu where this research was chosen because it makes it easier to collect the necessary data so that the writer gets real data and can be accounted for. This research is planned for July to August 2023 at the physical education laboratory at the Palembang PGRI University. According to Sugiyono (2018) In this section it is stated that, in qualitative research, the main data collection techniques are observation, interviews and documentation, and a combination of the three or regulations needs to be stated about data collection techniques by observation, through interviews with the head of the UPRIP physical laboratory.

C. Results and Discussion

The Physical Education Study Program is under the auspices of the Faculty of Teacher Training and Education (FKIP) PGRI Palembang University. The Physical Education Study Program at the PGRI Palembang University was founded in 2004 until now. Palembang PGRI University has 3 campuses namely Campus A, Campus B and Campus C. As for the Physical Education Study Program, the lecture system is held at Campus B which is located at Jalan PDAM No 10 Bukit Lama, Ilir Barat I District, Palembang City, South Sumatra. On Campus B there is a five-story building, volleyball, basketball, takraw, badminton, futsal and a Physical Education Laboratory where there is a court equipped with mats for martial arts, karate and taekwondo lectures. There is also a complete fitness facility. In addition to sports infrastructure, the physical education study program has a massage room, UKS room, library room, and classrooms for the learning process which are equipped with projectors, air

conditioning and wifi facilities, as well as comfortable lecturer rooms equipped with air conditioning, wifi, computers, printers, Refrigerator, TV, Chairs, Tables and Public Kitchen. In addition, each floor of the building has clean men's and women's toilets. Apart from good infrastructure, the physical education study program at PGRI Palembang University also prepares lecture facilities such as equipment and balls for each subject (Manullang et al., 2021).

Preparations for the maintenance of facilities and infrastructure carried out in the Physical Education Study Program based on interviews with the Head of the Study Program and Head of the Laboratory were very good and measurable. The preparation process begins with a staff meeting held by the Head of the Study Program and the Head of the Laboratory at the beginning of the school year, where one of the topics discussed is the RAB (Budget Plan), the Head of the Study Program and the Head of the Laboratory distinguish between periodic maintenance, such as monthly or yearly, and routine maintenance related to the maintenance of facilities and infrastructure. then make a plan for the maintenance of goods based on considerations of needs assessment, prioritized steps for facilities and infrastructure, and the implications of these decisions are contained in the next Annual Revenue and Expenditure Budget Plan to be discussed together. Apart from that, it also involves lecturers in each subject to propose lecture facilities that are lacking to support the learning process. To the knowledge of the Head of the Study Program, administrative officers make a structure for maintenance of facilities and infrastructure, then make a job description for each position in the maintenance of educational facilities and infrastructure, and prepare a report on the condition of the facilities and infrastructure in the room at the start. and the end of the academic year which is then disseminated to all campus residents.

The findings show that maintenance is carried out in two categories, namely annual maintenance and routine maintenance carried out for a certain period of time. Routine maintenance, namely classrooms and teacher rooms, is carried out directly by the school, but for maintenance such as air conditioning, printer machines, and upgrading electronic programs, certain technicians are usually used who work with third parties to do this, while maintenance of facilities that support the lecture process carried out by campus officials and their respective lecturers. Maintenance of facilities and infrastructure is focused on seeing the age of goods and types of goods. In addition, the study program also made procedures for using the facilities and posted them on the walls near the facilities so that they could help the tools work optimally. Then for the maintenance of consumable items such as markers, chalk, soap, procurement is carried out according to the expiry date of the goods and is arranged so that their use is in accordance with the portion. Non-consumable items such as tables, shelves and chairs are washed and maintained every day.

D. Conclusion

Management of Physical Education Laboratory Facilities and Infrastructure includes (1) Planning for the management of sports laboratory facilities and infrastructure in the physical education study program at the PGRI Palembang University must be in accordance with the objectives of administering tools and materials so that you can easily find out the condition of the equipment (2) This organization is intended to place the position of the instrument organization in a suitable place to run the wheels of the organization. (3) Supervision is absolutely necessary as material for evaluating improvement programs in sports laboratories in the future.

The Process for the Management of Physical Education Laboratory Facilities and Infrastructure has complied with existing regulations and has been well managed by the Head of the Study Program, Head of the Laboratory and other officers. Sports facilities and infrastructure have been properly inventoried so that when inspection and supervision is carried out by the University it is no longer overwhelmed because each item has been labeled according to the name of the equipment, the year it was received and the number of units. The evaluation process is carried out by the head of the study program and the head of the laboratory to find out the condition of the goods by checking manually without using a tool usage card so that there are few obstacles in detecting damaged tools.

References

- Arman. (2014). Survey of sports infrastructure facilities with the effectiveness of learning Physical Education, Physical Education, Public Junior High School, South Damdal District, Tolitoli Regency. *Journal of sports infrastructure facilities with learning effectiveness*.
- Dupri, D., Candra, O., Candra, A., & Suryani, D. A. (2020). The Implementation of Problem Based Learning Model in Improving Cooperation and Learning Outcomes in Physical Education. *Jurnal Pendidikan Jasmani Dan Olahraga*, 5(1). <https://doi.org/10.17509/jpjo.v5i1.22531>.
- Gillani, A. A. (2021). *The association between presence of sanitation facilities and school enrolment in Pakistan*. *World Development Perspectives*, 21. <https://doi.org/10.1016/j.wdp.2021.100289>
- Harsuki. (2012). *Introduction to Sports Management*. Jakarta: Raja Grafindo Persada Jakarta.
- Ibrahim, A. (2009). *Theory and Concept of Public Service and Its Implementation*. Jakarta: Mandar Maju.
- Lau, E., Hou, H. C., Lai, J. H. K., Edwards, D., & Chileshe, N. (2021). User-centric analytic approach to evaluate the performance of sports facilities: A study of

- swimming pools. *Journal of Building Engineering*, 44.
<https://doi.org/10.1016/j.jobbe.2021.102951>
- Manullang, J. G., Soegiyanto, S., & Handayani, O. W. K. (2021). Development of Junior Karate Physical Test Instruments in Kumite Category. *Journal of Hunan University*, vol.48(no.6), pp.330-337.
<http://jonuns.com/index.php/journal/article/view/616/613>
- Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007
- Rosivia. (2014). Improving the management of educational infrastructure at SMP Negeri 10 Padang. *Journal of Educational Administration*, 2, 661–668.
- Sugiyono. (2018). *Educational Research Methods (Quantitative Approach, qualitative, (R&D))*. Bandung: Alfabeta
- Widiastuti, W. (2019). Overcoming Facilities Limitations Affecting Physical Education Learning Activities. *Polyglot: Scientific Journal*, 15(1).
<https://doi.org/10.19166/pji.v15i1.1091>
- Wiranto, R., & Slameto, S. (2021). *Alumni satisfaction in terms of classroom infrastructure, lecturer professionalism, and curriculum*. *Heliyon*, 7(6).
<https://doi.org/10.1016/j.heliyon.2021.e06679>