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MANAGEMENT OF PHYSICAL EDUCATIONAL FACILITIES, SPORTS, AND HEALTH INFRASTRUCTURE IN IMPROVING STUDENT LEARNING ACHIEVEMENT

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ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen sarana dan prasarana Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) dalam meningkatkan prestasi belajar siswa sekolah dasar. Penelitian dilatarbelakangi oleh pentingnya sarana dan prasarana sebagai faktor penunjang utama pembelajaran PJOK yang bersifat dominan praktik, namun dalam pelaksanaannya masih ditemukan berbagai kendala manajerial di sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Lokasi penelitian dilaksanakan di SD Negeri Ibu Jenab 1 Kabupaten Cianjur dan SD Negeri Dewi Sartika CBM Kota Sukabumi. Subjek penelitian meliputi kepala sekolah dan guru PJOK. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan uji keabsahan data dilakukan dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa manajemen sarana dan prasarana PJOK telah dilaksanakan melalui fungsi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan, namun belum sepenuhnya optimal akibat keterbatasan sarana, prasarana, dan anggaran. Meskipun demikian, sekolah melakukan berbagai upaya seperti pemanfaatan sarana secara bergantian, modifikasi alat pembelajaran, serta kerja sama dengan pihak terkait untuk mendukung pembelajaran PJOK. Penelitian ini menyimpulkan bahwa manajemen sarana dan prasarana PJOK memiliki peran strategis dalam meningkatkan prestasi belajar siswa, sehingga diperlukan perencanaan yang sistematis, pengelolaan yang berkelanjutan, dan pengawasan yang konsisten agar pembelajaran PJOK dapat berlangsung secara efektif.

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Keywords:
Facilities and Infrastructure Management; PJOK; Student Achievement; Elementary Schools

ABSTRACTS

This study aims to describe and analyze the management of Physical Education, Sports, and Health (PJOK) facilities and infrastructure in improving elementary school students' learning achievement. The research is motivated by the importance of facilities and infrastructure as the main supporting factors for PJOK learning, which is predominantly practical, but in its implementation, various managerial obstacles are still encountered in schools. This study uses a qualitative approach with descriptive methods. The research locations were Ibu Jenab 1 Elementary School, Cianjur Regency, and Dewi Sartika CBM Elementary School, Sukabumi City. The research subjects included the principal and PJOK teachers. Data collection techniques were carried out through interviews, observations, and documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing, while data validity testing was carried out by triangulation of sources and techniques. The results of the study indicate that the management of PJOK facilities and infrastructure has been implemented through the functions of oractu, organizing, implementing, and monitoring, but has not been fully optimal due to limited facilities, infrastructure, and budget. Nevertheless, schools make various efforts such as alternating use of facilities, modification of learning tools, and collaboration with related parties to support PJOK learning. This study concludes that the management of physical education (PJOK) facilities and infrastructure plays a strategic role in improving student achievement. Therefore, systematic planning, sustainable management, and consistent supervision are necessary for effective PJOK learning.

A. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is an integral part of the elementary education system that plays a vital role in developing students' physical, mental, social, and emotional aspects. PJOK instruction aims not only to improve physical fitness but also to foster character, discipline, sportsmanship, and a healthy lifestyle, all of which positively impact students' overall academic performance. Therefore, the effective implementation of PJOK instruction requires adequate educational facilities and infrastructure that are professionally managed.

Real-world conditions indicate that the management of PJOK facilities and infrastructure in elementary schools still faces various challenges. Limitations in the quantity and quality of sports facilities—such as fields, play equipment, and instructional materials—often hinder the implementation of PJOK instruction. In addition, managerial aspects such as planning, organizing, utilizing, and supervising facilities and infrastructure have not been fully implemented systematically. As a result, the utilization of PE facilities is not yet optimal and has the potential to hinder the learning process and students' academic achievement.

Various previous studies have shown that facilities and infrastructure have a significant influence on the quality of learning and students' academic achievement. Earlier findings emphasize that the availability of adequate physical education facilities can enhance students' motivation, participation, and learning outcomes, particularly in the psychomotor domain. Other studies also highlight the important role of facilities and infrastructure management in creating a conducive learning environment. However, most of these studies still focus primarily on the availability of facilities and

have not examined in depth the management process of facilities and infrastructure as a strategic factor in improving student achievement.

Based on this review, there is a research gap that needs further investigation, namely how the management of physical education, sports, and health (PJOK) facilities and infrastructure is implemented comprehensively through the functions of planning, organizing, implementation, and supervision, and how such management contributes to improving elementary school students' learning achievement. Studies that position the management of PJOK facilities and infrastructure as a strategic instrument for achieving learning outcomes are still relatively limited, particularly in the context of public elementary schools.

Based on this background, the research problem in this study is how the management of facilities and infrastructure for Physical Education, Sports, and Health (PJOK) is implemented in improving student learning achievement at SD Negeri Ibu Jenab 1, Cianjur Regency, and SD Negeri Dewi Sartika CBM, Sukabumi City. This problem formulation is elaborated into aspects of planning, organizing, implementation, and supervision of PJOK facilities and infrastructure in both schools.

The purpose of this study is to describe and analyze the management of PJOK facilities and infrastructure in improving elementary school students' learning achievement. Specifically, this study aims to examine how the planning, organizing, implementation, and supervision of PJOK facilities and infrastructure are carried out, as well as to identify the obstacles and efforts made by schools in optimizing PJOK learning facilities.

The novelty of this study lies in its focus on positioning the management of PJOK facilities and infrastructure as a strategic factor in improving student learning achievement, rather than merely as supporting learning facilities. In addition, this study employs a case study approach in two public elementary schools with different characteristics, thereby providing contextual and comparative insights into effective practices in managing PJOK facilities and infrastructure to support student learning achievement.

B. METHOD

This study employs a qualitative approach with a descriptive research design. The qualitative approach is chosen because this study aims to gain an in-depth understanding of the management process of Physical Education, Sports, and Health (PJOK) facilities and infrastructure within the natural context of elementary schools. Through this approach, the researcher seeks to comprehensively explore data related to the management practices of PJOK facilities and infrastructure and their relationship to improving student learning achievement.

The research was conducted at two public elementary schools, namely SD Negeri Ibu Jenab 1 in Cianjur Regency and SD Negeri Dewi Sartika CBM in Sukabumi City. The selection of research sites was based on considerations of differing school characteristics as well as similarities in the implementation of PJOK learning. This study was carried out over the course of one semester in the ongoing academic year, allowing the researcher to obtain in-depth and continuous data regarding the management of PJOK facilities and infrastructure.

The research subjects included school principals and PJOK teachers from each school. Principals were selected as subjects because they have authority in policy-

making and the management of educational facilities and infrastructure, while PJOK teachers were chosen due to their direct role in utilizing these facilities in the learning process. The selection of research subjects was conducted purposively, taking into account their direct involvement in the management and use of PJOK facilities and infrastructure.

Data collection techniques included in-depth interviews, observation, and documentation study. Interviews were used to obtain information related to the planning, organizing, implementation, and supervision of PJOK facilities and infrastructure. Observations were conducted to directly examine the condition of PJOK facilities as well as their utilization in the learning process. Documentation study was carried out by reviewing school documents related to the management of facilities and infrastructure, such as school work plans, inventory lists, and facility usage schedules.

The data analysis technique used in this study follows an interactive analysis model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Data display was presented in the form of narrative descriptions to facilitate understanding of the research findings. Conclusion drawing was conducted continuously throughout the research process until valid and consistent findings were obtained.

Data validity was ensured to guarantee the credibility and trustworthiness of the research results. This was achieved through source triangulation and technique triangulation by comparing data obtained from interviews, observations, and documentation. In addition, the researcher applied persistent observation and engaged in discussions with informants to ensure the accuracy of the data and the alignment of the findings with actual field conditions.

C. RESULT AND DISCUSSION

Findings

The findings of the study indicate that the management of Physical Education, Sports, and Health (PJOK) facilities and infrastructure at SD Negeri Ibu Jenab 1 in Cianjur Regency and SD Negeri Dewi Sartika CBM in Sukabumi City has been implemented through management functions, including planning, organizing, implementation, and supervision. However, the implementation of these four functions has not yet been fully optimal due to limitations in facilities, budget, and school environmental conditions.

In the planning aspect, both schools have identified the needs for PJOK facilities and infrastructure based on the curriculum and students' conditions. Planning is carried out through school meetings and is incorporated into the School Work Plan (RKS). Nevertheless, the planning process has not been fully supported by a comprehensive needs analysis and adequate budget availability, resulting in some PJOK facility needs not being optimally fulfilled.

In the organizing aspect, the management of PJOK facilities and infrastructure is carried out through a division of responsibilities among the school principal, PJOK teachers, and educational staff. The principal acts as the policy authority, while PJOK teachers are responsible for the utilization and maintenance of learning facilities. However, there is no specific organizational structure or designated personnel assigned

exclusively to manage PJOK facilities and infrastructure, so the management remains general and integrated with the overall management of school facilities.

In the implementation aspect, the utilization of PJOK facilities and infrastructure is carried out in accordance with the established learning schedule. Limitations in facilities, such as sports fields and equipment, encourage PJOK teachers to modify learning tools and arrange the use of facilities on a rotating basis. These efforts allow the PJOK learning process to continue, although it has not yet fully met the ideal standards for practical learning.

In the supervision aspect, oversight of PJOK facilities and infrastructure is conducted by the school principal through monitoring the use of facilities and reviewing inventory administration. Supervision is carried out periodically and tends to emphasize administrative aspects, such as record-keeping and the physical condition of facilities. However, supervision of the effectiveness of facility utilization in PJOK learning has not been conducted systematically and continuously.

Overall, the results of the study indicate that the management of PJOK facilities and infrastructure implemented in both schools contributes positively to the continuity of PJOK learning and students' academic achievement. Although facility limitations remain a challenge, the creative and collaborative efforts made by schools and PJOK teachers are able to support student engagement in learning and improve learning outcomes, particularly in the areas of skills and attitudes.

Analysis/Discussion (1000-1500 words)

The findings of the study indicate that the management of Physical Education, Sports, and Health (PJOK) facilities and infrastructure at SD Negeri Ibu Jenab 1 in Cianjur Regency and SD Negeri Dewi Sartika CBM in Sukabumi City has been implemented based on the POAC management functions, although its implementation has not been fully optimal. These findings reinforce the view that facilities and infrastructure management is a systematic process that significantly determines the effectiveness of learning, particularly in PJOK subjects, which are predominantly practice-oriented. When management functions are not carried out optimally, the quality of learning and students' academic achievement are also affected.

In the planning aspect, the results show that schools have developed plans for PJOK facilities and infrastructure needs based on the curriculum and school conditions. However, these plans have not been fully supported by comprehensive needs analysis and sufficient budget allocation. This finding is consistent with management theory, which states that planning is the initial stage that determines the success of other management functions. Inadequate planning can lead to limitations in facilities and inefficiencies in their utilization. Previous studies have also shown that facilities planning not based on actual needs often results in a mismatch between available resources and learning demands.

In the organizing aspect, the management of PJOK facilities and infrastructure is carried out through the division of responsibilities between the school principal and PJOK teachers. However, the absence of a specific organizational structure or dedicated personnel responsible for managing PJOK facilities results in management practices that remain general and less coordinated. This finding supports POAC theory, which

emphasizes the importance of organizing as a means of effectively structuring resources. Previous research also highlights that clear organizational structures and task distribution significantly influence the optimal utilization of educational facilities.
In the actuating aspect, limitations in PJOK facilities and infrastructure encourage teachers to adopt various innovations, such as modifying equipment and arranging shared use of facilities. This finding reflects adaptive efforts in the implementation of facilities management. Theoretically, the actuating function emphasizes the ability of leaders and implementers to mobilize available resources to achieve goals. These results are in line with previous studies indicating that teacher creativity in utilizing limited resources can sustain PJOK learning and enhance student engagement.

In the controlling aspect, supervision of PJOK facilities and infrastructure is conducted periodically by the school principal; however, it remains largely administrative and has not yet addressed the effectiveness of facility utilization in the learning process. This finding indicates that the controlling function has not been optimally implemented. According to POAC theory, supervision serves to ensure that implementation aligns with established plans and standards. Previous studies have also found that weak supervision of educational facilities can lead to inefficiency and a decline in learning quality.

Overall, the findings confirm that the implementation of POAC management functions in managing PJOK facilities and infrastructure contributes to improving student learning achievement. The availability and systematic utilization of facilities can create more effective PJOK learning, increase student participation, and support learning outcomes in cognitive, affective, and psychomotor domains. These findings are consistent with prior research demonstrating that effective management of educational facilities positively influences student achievement.

The implications of this study suggest that improving the quality of PJOK learning depends not only on the availability of facilities but also on the quality of facilities and infrastructure management implemented by schools. Therefore, strengthening needs-based planning, establishing clear organizational structures, fostering innovative implementation, and ensuring continuous supervision are key factors in enhancing the effectiveness of PJOK learning and student achievement. Thus, this study reinforces the argument that the management of PJOK facilities and infrastructure is a strategic element in elementary school education management.

D. CONCLUSION

Based on the research findings and discussion, it can be concluded that the management of Physical Education, Sports, and Health (PJOK) facilities and infrastructure at SD Negeri Ibu Jenab 1 in Cianjur Regency and SD Negeri Dewi Sartika CBM in Sukabumi City has been implemented through the management functions of planning, organizing, implementation, and supervision. The application of these management functions contributes to the continuity of PJOK learning and the improvement of students' academic achievement, although its implementation has not yet been fully optimal.

The planning of PJOK facilities and infrastructure has been carried out based on learning needs; however, it is still constrained by limited budgets and the lack of comprehensive needs analysis. The organization of PJOK facilities management has

involved school principals and PJOK teachers, but it has not yet been supported by a specific and integrated management structure. The implementation of PJOK facilities utilization demonstrates teachers' creativity and innovation in overcoming facility limitations through equipment modification and rotational use. Meanwhile, supervision of PJOK facilities and infrastructure has been conducted periodically, but it remains administratively oriented and has not fully assessed the effectiveness of facility utilization in the learning process.

Overall, this study confirms that the systematic and sustainable management of PJOK facilities and infrastructure plays a strategic role in supporting effective learning and improving elementary school students' academic achievement. Therefore, strengthening the implementation of POAC management functions in managing PJOK facilities and infrastructure is an essential step toward improving the quality of education in elementary schools.

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