



Student Satisfaction with Learning Facilities and Infrastructure PJOK SMP Muhammadiyah 3 Ampel

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Abstract

Physical education aims to promote physical, mental, and emotional health. Facilities and infrastructure are needed to achieve the learning objectives of PJOK. That way the facilities and infrastructure can meet satisfaction with PJOK learning. There have been many studies conducted before regarding surveys of sports and health physical education learning facilities and infrastructure, but researchers want to examine the level of student satisfaction with sports and health physical education learning facilities and infrastructure that have not been researched much before. The purpose of this study was to see the level of student satisfaction with PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel. Quantitative descriptive research method involving 60 students from all students at SMP Muhammadiyah 3 Ampel. Data collection techniques use questionnaires, observations, and documentation. Analyze the data using the help of Microsoft Excel. The results of the study obtained, that the level of student satisfaction with the PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel was included in the category of "Quite Satisfied", with some of the facilities and infrastructure owned by SMP Muhammadiyah 3 Ampel that were not adequate and the number of facilities that were still lacking. From the results of the research that has been carried out, it is hoped that it can provide benefits for the management of school facilities and infrastructure to increase student satisfaction with the facilities and infrastructure owned.



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INTRODUCTION

Education is an important part of improving human quality, which can help humans in increasing intelligence and developing their potential. Following the opinion of Prasetya & Sudarso (2019), stated that education is a systematic process designed by the government to improve the ability and self-knowledge of individuals to develop optimally. According to Law No. 30 of 2003, which contains the national education system where education is a conscious and planned effort in realizing a learning atmosphere and learning process so that students are actively able to develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation, and state. Education is very important and needs to be owned by every individual, following the opinion of Permadi & Nurhidayati (2017) which states that every individual needs education in his life. Education contains various fields of knowledge, one of the important parts of education is physical education which is also compulsory learning to be studied in schools (Arisa & Septiadi, 2018).

Physical education and health are vital fields of study because they help train students to grow and develop as individuals and social people. This is supported by a statement from Kritiyandaru, (2010), physical education is part of education with all activities prioritizing harmonious physical, mental, social, and emotional activities. According to Mustafa & Dwiyoogo, (2020); Wiarto, (2015), "Education is a form of education that is arranged systematically and purposefully through physical activity which contains cognitive, affective and psychomotor elements to improve the individual as a

whole." The same thing was also conveyed by Widodo & Azis (2018) who emphasized that in essence physical education is education for the physical and is carried out with physical activities. Sports activities in physical education contain repeated progressions with varying integrity and duration (Rumpoko et al., 2022). Sports and Health Physical Education (PJOK) is an internal part of the standard curriculum of educational institutions, therefore PJOK is compulsory and basic learning in schools (A. C. Pratama & Kuntjoro, 2018). In addition to being the main lesson in schools, PJOK is also a medium to improve the development of motorists, basic physical motion skills, knowledge of the field of reasoning, knowing emotional attitudes, facilitating students in mastering how humans move and move effectively and safely to be able to master the use of a physical activity to improve the quality of life and habit patterns in a fitness life oriented in growth and balanced development (Yuliandra & Fahrizqi, 2019). According to Sudarmono et al., (2013) also stated that PJOK not only aims to develop physical abilities but also to develop all the potentials of students such as in the development of students' knowledge, reasoning, and emotions. Thus physical education is not only education that focuses on physical health but also helps in controlling emotions and stabilizing mental health. With the objectives of PJOK learning, supporting factors are needed so that the implementation of PJOK learning can run smoothly and be able to achieve all the goals. According to Octaviano & Fathoni (2022), states that efforts to achieve the objectives of PJOK learning must be adjusted to several elements, one of which is the element of facilities and infrastructure. Following the opinion of Setiyoko & Wisnu (2019) , adequate facilities and infrastructure are one of the

main factors in helping the smooth learning of PJOK.

Facilities and Infrastructure in the physical learning process must exist in formal education as a form of achieving goals in physical education learning in formal education. Means in general are everything that is not permanent and cannot be carried anywhere or moved from one place to another (Arman, 2014). The PJOK facility itself is a tool that supports physical education learning activities that are dynamic in changing places (Widodo & Nurina, 2016). According to Y. Purnama et al., (2022) means are used to encourage the development of physical abilities, knowledge, and management in PJOK learning. That way the PJOK facility can be in the form of completeness equipment that helps in launching sports learning activities, such as football equipment, basketball, volleyball, and equipment in the field of athletics such as discs, javelins, and so on. Meanwhile, infrastructure, in general, is everything in the form of permanent equipment or cannot be moved to other places (Cahyati & Hariyanto, 2019). PJOK infrastructure itself is characterized as everything that can support the implementation of the sports learning process that can facilitate or facilitate tasks and is permanent (Ardiansyah, 2012). Meanwhile, according to Jariono et al, (2021) learning facilities or media are intermediate or connecting tools in the learning process both in the classroom and outside the classroom. That way the infrastructure can be interpreted as basic facilities to support the success of PJOK learning, such as football field facilities, Volley ball fields, etc. Physical education facilities and infrastructure greatly affect the time or tempo of students in understanding the content of learning. Physical education learning will not be optimal if it does not have standard facilities and

infrastructure, it is necessary to remember that basically, almost all sports and physical education require various tools and media. Therefore, the existence of sports facilities and infrastructure that are following the needs needed in the learning process will certainly encourage students and educators in carrying out learning activities, so that students will be satisfied with the facilities and infrastructure owned by the school (Yulianti et al., 2020).

Satisfaction can be interpreted as the level of feeling of a person who compares work or services that are perceived to be true and his expectations (Kotler & Armstrong, 2002; Lupiyoadi & Hamdani, 2011). That way student satisfaction depends on the PJOK facilities and infrastructure owned by the school, if the quality is below expectations, the students will not be satisfied while if the quality is following expectations, the students will be able to be satisfied. There are five factors to see the level of satisfaction, including tangible factors, empathy, guarantee, responsiveness, and reliability (Budiarta & Roepajadi, 2021). At SMP Muhammadiyah 3 Ampel has standard facilities and infrastructure, but many are outdated because they are eaten by age or have not been replaced with new and better ones for a very long time and in terms of numbers it can be said that they are still lacking. If the facilities and infrastructure are feasible and sustainable, students will be more enthusiastic about using them in learning, but at SMP Muhammadiyah 3 Ampel, the facilities and infrastructure owned are still less than satisfactory. On this basis, problems arise that need to be considered in research related to students' satisfaction with PJOK learning facilities and infrastructure. This research was taken at SMP Muhammadiyah 3 Ampel as a research sample. Therefore,

researchers want to find facts in the field so that they can conclude how high the level of student satisfaction with physical education facilities and infrastructure at SMP Muhammadiyah 3 Ampel is.

METHODS

The method used in this study is a quantitative descriptive method, according to (Jayusman & Shavab, 2020) a study that seeks to describe a symptom, event, and (Jayusman & Shavab, 2020) error that occurs in the present. Descriptive research aims to describe phenomena that occur, scientific phenomena or phenomena that are deliberately created or constructed by humans, and this research uses quantitative research. Quantitative research is one of the studies where researchers have decided what to study, asked specific questions, narrowed down questions, collected data from participants, analyzed numbers using statistics, and conducted research neutrally and objectively (Nyoman and Puspaningsih, 2007) (Nyoman & Puspaningsih, 2007).

Participants

This research was conducted on students of SMP Muhammadiyah 3 Ampel. Data collection is carried out by providing questionnaires to the samples used. The sample used was 60 representative students from classes VII, VIII, and IX at SMP Muhammadiyah 3 Ampel.

Sampling Procedures

Sampling was carried out randomly regardless of students' intelligence or abilities. The population of this study is all students at SMP Muhammadiyah 3 Ampel.

Materials and Apparatus

The data obtained from students was taken using a questionnaire. To find out the level of student satisfaction with the facilities and infrastructure, all data obtained is processed using the help of Microsoft Excel. After the data processing process, the results can be analyzed for the level of satisfaction based on the factors that meet student satisfaction, namely tangible factors, empathy, assurance, responsiveness, and reliability.

Design or Data Analysis

The data obtained from the questionnaire is processed using the help of Microsoft Excel. After the data is processed, results are obtained in the form of statistical calculations, frequency distributions, percentages, and graphs which are then analyzed as the level of student satisfaction with infrastructure based on the percentage obtained.

RESULT

The data in this study was obtained from the provision of questionnaires to 3 classes, with a total number of 60 students. The questionnaire consists of 29 questions with five factors, namely tangible, empathy, guarantee, catching power, and reliability. After all the data is collected, the data analysis test is continued using the help of Microsoft Excel. The results of the analysis of data on the level of student satisfaction with PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel are presented in the following table.

Table 1. Statistical Description of student satisfaction with PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel

Statistics	
N	60
Mean	79,2833
Median	80
Mode	87
Std. Deviation	11,92494
Minimum	41
Maximum	108

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 2. Percentage of Student Satisfaction With PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel

No.	Interval	Classification	Frequency	Percentage (%)
1	100 X <	Very Satisfied	3	5,00%
2	82 X < 100 <=	Satisfied	24	40,00%
3	64 X < 82 <=	Quite Satisfied	26	43,33%
4	46 X < 64 <=	Not Satisfied	5	8,33%
5	X < 46 <=	Very Dissatisfied	2	3,33%
Sum			60	100%

Here's the percentage of satisfaction level if presented in a bar chart

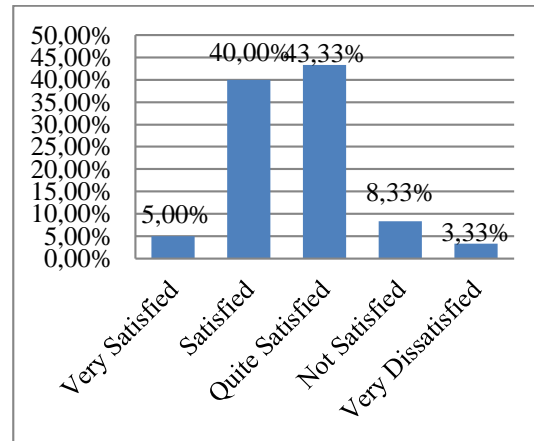


Figure 1. Bar Chart of Student Satisfaction Level with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel

To see the condition of the level of student satisfaction with the facilities and infrastructure at SMP Muhammadiyah 3 Ampel, data analysis can be carried out on each factor of the satisfaction level questionnaire consisting of tangible, empathy, guarantee, catching power, and reliability. The following will explain the analysis of each indicator of the satisfaction level.

1. Tangible Factors

In the tangible factor, there are 10 questions in the questionnaire, then what is obtained from filling in the questionnaire by students will be analyzed using Microsoft Excel. The following will present the results of data analysis in the form of statistical descriptions of tangible factors.

Table 3. Description of Tangible Factors Statistics

Statistics	
N	60
Mean	25,933
Median	26
Mode	30
Std. Deviation	4,946722
Minimum	15
Maximum	36

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 4 . Frequency Distribution of Student Satisfaction Levels with PJOK Learning Facilities and Infrastructure at Muhammadiyah 3 Ampel Junior High School Based on Tangible Factors

N o.	Interv al	Classificatio n	Freque ncy	Percenta ge (%)
1	34 X<	Very Satisfied	1	1,67%
2	28 X 34<=<	Satisfied	19	31,67%
3	22 X 28<=<	Quite Satisfied	25	41,67%
4	16 X 22<=<	Not Satisfied	12	20,00%
5	X 16<=<	Very Dissatisfied	3	5,00%
Sum			60	100%

Here's the percentage of satisfaction level presented in the graph

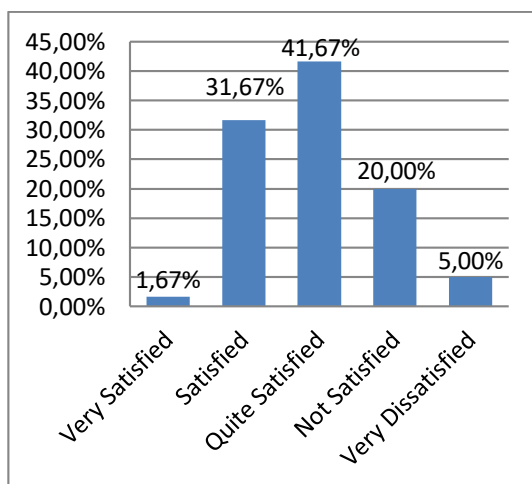


Figure 2. Bar Chart of Student Satisfaction Level with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel Based on Tangible Factors

2. Empathy Factor

In the empathy factor, there are 5 questions in the questionnaire, then what is obtained from filling in the questionnaire by students will be analyzed using Microsoft Excel. The following will present the results of data analysis in the form of statistical descriptions of empathy factors.

Table 5. Description of Empathy Factor Statistics

Statistics	
N	60
Mean	14,433
Median	15
Mode	15
Std. Deviation	2,651298
Minimum	7
Maximum	18

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 6. Frequency Distribution of Student Satisfaction Levels with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel Based on Empathy Factors

No	Interv al	Classif icatio n	Freque ncy	Perce ntage (%)
1	18 X<	Very Satisfi ed	0	0,00%
2	15 X 18<=<	Satisfie d	22	36,67 %
3	12 X 15<=<	Quite Satisfi ed	26	43,33 %
4	9 X 12<=<	Not Satisfi ed	6	10,00 %
5	X 9<=<	Very Dissati sfied	6	10,00 %
Sum			60	100%

Here's the percentage of satisfaction level presented in the graph

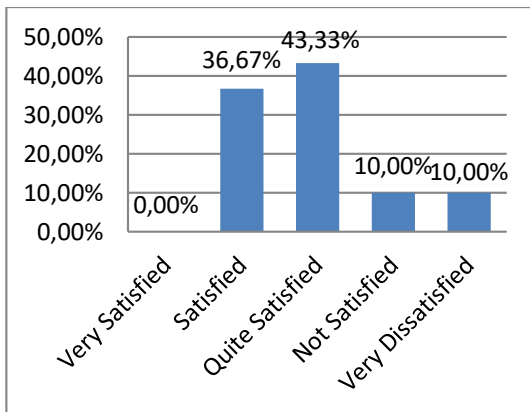


Figure 2. Bar Chart of Student Satisfaction Level with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel Based on Empathy Factor

3. Warranty Factor

In the guarantee factor, there are 4 questions in the questionnaire, then what is obtained from filling out the questionnaire by students will be analyzed using Microsoft Excel. The following will present the results of the data analysis in the form of a statistical description of the guarantee factor.

Table 7. Description of Collateral Factor Statistics

Statistics	
N	60
Mean	12
Median	12
Mode	12
Std. Deviation	2,066685
Minimum	7
Maximum	16

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 8. Frequency Distribution of Student Satisfaction Levels with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel Based on Guarantee Factors

No	Interval	Classification	Frequency	Percentage (%)
1	14 X <	Very Satisfied	5	8,33%
2	11 X < 14 <=	Satisfied	34	56,67%
3	8 X < 11 <=	Quite Satisfied	17	28,33%
4	5 X <= 8 <=	Not Satisfied	4	6,67%
5	X <= 5 <=	Very Dissatisfied	0	0,00%
Sum			60	100%

Here's the percentage of satisfaction level presented in the graph

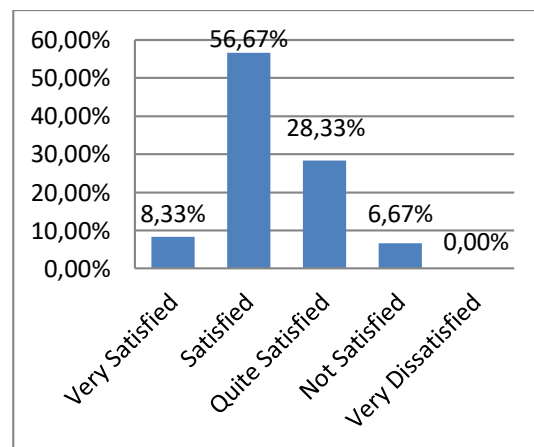


Figure 3. Bar Chart of Student Satisfaction Level with PJOK Learning Facilities and Infrastructure at Muhammadiyah 3 Ampel Junior High School Based on Guarantee Factors

4. Capture Factor

In the capture power factor, there are 5 questions in the questionnaire, then what is obtained from filling in the questionnaire by students will be analyzed using Microsoft Excel. The

following will be presented the results of data analysis in the form of a description of statics on the capture factor

Table 9. Description of Capture Factor Statistics

Statistics	
Statistics	
N	60
Mean	12,21667
Median	12,5
Mode	13
Std. Deviation	2,538461
Minimum	5
Maximum	19

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 10. Frequency Distribution of Student Satisfaction Levels with PJOK Learning Facilities and Infrastructure at Muhammadiyah 3 Ampel Junior High School Based on Capture Power Factor

N	Interv	Classifica	Freque	Percent
o.	al	tion	ncy	age (%)
1	18 X<	Very Satisfied	1	1,67%
2	15 X 18<=<	Satisfied	2	3,33%
3	12 X 15<=<	Quite Satisfied	27	45,00%
4	9 X 12<=<	Not Satisfied	22	36,67%
5	X 9<=<	Very Dissatisfied	8	13,33%
Sum			60	100%

Here's the percentage of satisfaction level presented in the graph

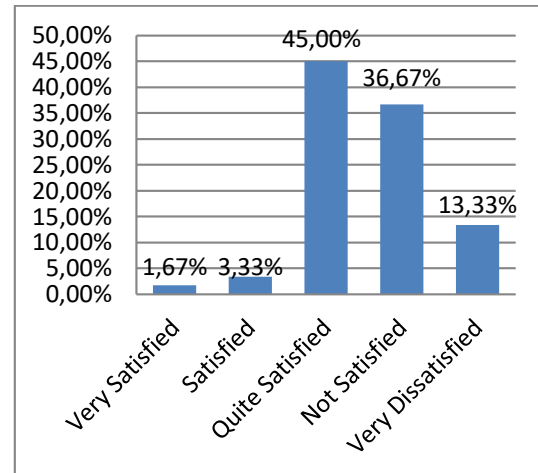


Figure 4. Bar Chart of Student Satisfaction Level with Facilities and Infrastructure Based on Capture Factor

5. Reliability Factor

In the reliability factor, there are 5 questions in the questionnaire, then what is obtained from filling out the questionnaire by students will be analyzed using Microsoft Excel. The following will present the results of data analysis in the form of statistical descriptions of reliability factors.

Table 11. Description of Reliability Factor Statistics

Statistics	
Statistics	
N	60
Mean	14,7
Median	15
Mode	15
Std. Deviation	3,269271
Minimum	5
Maximum	20

The analysis of data carried out with the help of Microsoft Excel obtained the distribution of the frequency of the level of student satisfaction as follows.

Table 12. Frequency Distribution of Student Satisfaction Levels with PJOK Learning Facilities and Infrastructure at SMP Muhammadiyah 3 Ampel Based on Reliability Factors

No	Interval	Classification	Frequency	Percentage (%)
1	18 X <	Very Satisfied	7	11,67%
2	15 X 18 <=	Satisfied	15	25,00%
3	12 X 15 <=	Quite Satisfied	29	48,33%
4	9 X 12 <=	Not Satisfied	5	8,33%
5	X 9 <=	Very Dissatisfied	4	6,67%
Sum			60	100%

Here's the percentage of satisfaction level presented in the graph

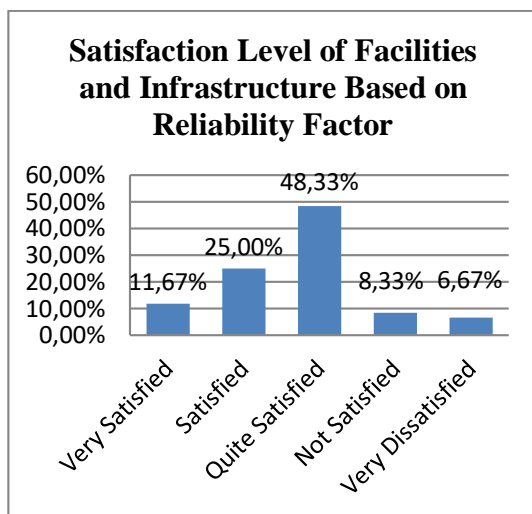


Figure 5. Bar Chart of Student Satisfaction Level with Facilities and Infrastructure Based on Reliability Factors

DISCUSSION

This study aims to determine the level of student satisfaction with PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel. Based on the results of data analysis that has been obtained, it shows that infrastructure at

SMP Muhammadiyah 3 Ampel is overall included in the category of "Quite Satisfied" with a percentage of 43.33%. This is because some of the facilities and infrastructure owned by SMP Muhammadiyah 3 Ampel are considered less supportive of learning PJOK, such as the condition of the basketball, volley, and futsal courts that still do not meet the standardization of basketball, Voly, and futsal courts. This is included in one of the factors of satisfaction of facilities and infrastructure, namely in the tangible factor. The results of the analysis of satisfaction levels based on tangible factors also showed the category of "Quite Satisfied". This is supported by the poor condition of basketball and limited numbers, therefore resulting in the PJOK learning process not running smoothly and students are also uncomfortable participating in learning. In addition to the limited facilities and infrastructure that exist in the PJOK learning at SMP Muhammadiyah 3 Ampel, the empathy factor is also stated to be quite satisfactory. Where the services to the facilities and infrastructure at Muhammadiyah Junior High School are quite good, this will affect the quality of PJOK learning itself and on the other hand, students will also feel more comfortable and able to maximize facilities and infrastructure that are considered quite limited. However, with good service and good infrastructure, it will also create quality PJOK learning.

The level of student satisfaction with facilities and infrastructure is not only focused on the many or few facilities and infrastructure owned, but the quality of facilities and infrastructure also needs to be considered. Therefore, the maintenance of facilities and infrastructure is very important to be carried out to maintain the quality of the facilities and infrastructure owned. The guarantee factor at the level of

satisfaction of facilities and infrastructure at SMP Muhammadiyah 3 Ampel obtained good results, regardless of the limited number of facilities and infrastructure owned. As in the condition of volleyballs which is limited in number but the feasibility is still good and the net condition is still feasible even though it has been used frequently. This shows that with limited facilities and infrastructure, it is not necessarily indifferent to maintaining the condition of facilities and infrastructure to remain good. With a good quality of facilities and infrastructure, it will be quite helpful in the smooth learning of PJOK. Satisfaction with facilities and infrastructure is not only supported by the ability and knowledge of caring for facilities and infrastructure but also supported by the teacher's responsiveness to student needs in PJOK learning. Responsiveness is an indicator of the capture factor, wherein the results of the analysis it is obtained that the level of satisfaction of facilities and infrastructure based on the capture power factor falls into the category of "Good Enough". This is also evidenced in the learning of PJOK futsal material, where the futsal game is carried out in the middle yard of the school which is not a futsal field with good standards but the teacher as much as possible maximizes the existing field to still be able to meet the needs in carrying out futsal games. This shows that the resilience of the teachers at SMP Muhammadiyah 3 Ampel can be said to be good which has been able to meet the needs of students for facilities and infrastructure so that it is enough to meet student satisfaction.

By being able to meet facilities and infrastructure following student needs, PJOK learning although not supported by complete infrastructure and facilities will still be able to run well and students will also feel comfortable and

satisfied during PJOK learning. This is supported by the results of data analysis obtained that the level of student satisfaction with facilities and infrastructure based on reliability factors is included in the category of "Quite Satisfied". Where teachers can meet the limitations of facilities and infrastructure properly, to help smooth PJOK learning. Facilities and infrastructure are important in helping to maximize PJOK learning activities. With the limited number of facilities owned, it is indeed able to inhibit the continuity of learning, but if it is regulated and maximized use, it will not be an obstacle to the sustainability of PJOK learners. In addition, the use of infrastructure according to the needs and purposes of its use, although limited, will not hinder the PJOK learning process. The author believes that the limited facilities and infrastructure are still quite able to provide satisfaction to students when learning PJOK, this is based on previous research conducted by Pratama & Wisnu (2019) at SD Negeri in Cluster 1, Wonoayu District, Sidoarjo Regency, where the results were obtained that the level of satisfaction of the facilities and infrastructure owned by the school was quite satisfied even though the PJOK facilities and infrastructure owned were not all in good condition. In addition, research conducted by Purnama (2019) at PPLP DIY states that the level of athlete satisfaction with sports facilities and infrastructure is quite good even though the infrastructure owned is not good enough. Research conducted by Komarudin & Subekti, (2021) under the title "Student Satisfaction Level of Online Pjok Learning Level of Student Satisfaction Towards Characteristic Learning" also obtained the same results. That way, through this study, the author can find out the level of student satisfaction and the condition of the facilities and infrastructure owned at

SMP Muhammadiyah 3 Ampel so that it can provide a good contribution to SMP Muhammadiyah 3 Ampel in increasing student satisfaction with PJOK learning facilities and infrastructure.

In this study, we only look at the level of satisfaction and the condition of facilities and infrastructure in PJOK learning, therefore it is possible that future research can be carried out research with different research aspects such as solutions and factors to increase satisfaction with PJOK learning facilities and infrastructure so that the scope of impact of the research can be wider on the facilities and infrastructure owned by schools. From the results of the research that has been carried out, it is hoped that it can provide benefits for the management of school facilities and infrastructure to increase student satisfaction with the facilities and infrastructure owned. This can also help maximize PJOK learning in schools by optimizing the use of existing facilities and infrastructure.

CONCLUSION

This study aims to determine the level of student satisfaction with facilities and infrastructure at SMP Muhammadiyah 3 Ampel. Based on the analysis of satisfaction level data carried out with the help of Microsoft Excel, it was obtained that the level of student satisfaction with the facilities and infrastructure at SMP Muhammadiyah 3 Ampel was included in the category of "Quite Satisfied". With several factors in favor, tangible factors, empathy, catching power, and reliability are included in the category of "Quite Satisfied" while the guarantee factor is in the category of "Satisfied". The condition of facilities and infrastructure at SMP Muhammadiyah 3 Ampel is still lacking in terms of quantity and quality. From the

results of the research that has been carried out, it is hoped that it can provide benefits for the management of PJOK learning facilities and infrastructure at SMP Muhammadiyah 3 Ampel to increase student satisfaction with the facilities and infrastructure owned and be able to improve the quality of PJOK learning.

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