



Analysis of Student Satisfaction with Facilities and guidelines for Physical Education Learning at SDN 1 Krandegan

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Abstract

In addition to teachers, infrastructure for learning support must be taken into account in order to achieve the idea of effective learning. The sample in this study consisted of 49 SDN 1 Krandegan students, and the sampling method used systematic random sampling. While conducting this form of descriptive study, which is strengthened by quantitative research, data is collected through observation, questionnaires, and interviews. The conclusion is that the level of student satisfaction with the facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category, which is represented by 8.16% of the students, "High" by 45% of the students, "Enough" by 18% of the students, "Low" by 22.45% of the students, and "Very Low" by 6.12% of the students (3 students). Krandegan falls in the "High" category for student satisfaction with the infrastructure and facilities used in physical education courses at SDN 1 Krandegan.



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INTRODUCTION

In a learning environment, the interaction between students, teachers, and learning resources constitutes the process of learning. To obtain comprehension and information, as well as the development of self-confidence and affective values in pupils, learning is an alternative to learning help supplied by educators. Therefore, it is desired that pupils will study as much as they can. There are numerous ways to support learning, one of which is by utilizing technology, which makes it simpler to meet anticipated learning objectives. The following crucial elements are included in learning: learning objectives, curriculum, teachers, students, techniques, resources, media, and evaluation (Harsiwi and Arini 2020; Wahid 2018). The environment, which includes people like students, teachers, librarians, administrators, and materials like books, modules, leaflets, magazines, videos, or audio recordings, among others, has an impact on interactions that take place during the learning process (projectors, audio, and video tape recorders, radio, television, computers, libraries, laboratories, learning resource centers and the like).

An essential component of education overall is sports and health physical education (SHPE). Through physical activity, sports, and health, physical education strives to promote aspects of physical fitness, movement skills, critical thinking, social skills, reasoning, emotional stability, moral behaviors, and aspects of a healthy lifestyle. As stated (Harsiwi and Arini 2020; Hendri and Aziz 2020; Taqwim, Winarno, and Roesdiyanto 2020). Through the provision of learning experiences to students in the form of physically planned, playing, and exercising activities to stimulate physical growth and development, skills, motor

skills, thinking, emotional, social, and moral skills, the provision of learning experiences is directed to foster, as well as forming a healthy lifestyle and lifelong activities. Physical education is a process that aims to educate students. Sports are the primary activity in physical education, which uses physical activity as the primary medium for learning objectives.

Physical activity can function effectively with the provision of suitable PE learning facilities and infrastructure in educational institutions, especially schools (Jariono et al. 2022; Jariono, Fachrezzy, and Nugroho 2020). Additionally, as a measure of exercise, sports are currently gaining popularity among both students and the general population. Thus, for some, sports have become an integral part of their lives. As science and technology advance, many people are already building new PE learning infrastructure and facilities that can speed up the learning process and raise user security levels.

The PE learning process's success or failure is influenced by some factors, including both internal and external influences. The learning process can be facilitated by teachers, physical education facilities, and infrastructure, among other internal elements. Family, environmental, and community variables are examples of external forces. Infrastructure and learning facilities for physical education (PE) are crucial components in influencing the success of PE learning (Anggara 2021; Nazirun, Gazali, and Fikri 2020; Rozi et al. 2021; Syofian and Gazali 2021). Therefore, schools should provide PE learning facilities and infrastructure that are by the number of students and can be used safely so that the PE learning process can run by the current curriculum.

According to the 1945 Constitution, the definition of elementary school education is an effort to educate and improve the lives of the nation that is

devout, loving, and proud of the nation and state, skilled, creative, ethical, and polite and can solve problems in its environment. Primary school education is the education of children aged 7 to 13 years as education at the elementary level is developed by educational units, regional potential, and socio-cultural.

Based on observations that have been made at SDN 1 Krandegan, there is no means in carrying out PE activities such as the absence of a field for all sports, and only using the schoolyard to carry out PE learning activities. These facilities and infrastructure are still inadequate so the learning process of PE has not gone well. There is also inadequate infrastructure, namely, the number of balls is only 3 pieces and the number of volleyballs is only 2 and there is no more infrastructure in supporting physical education. Treatment is also rarely paid attention to by the school and is not carried out regularly, so much sports equipment is not maintained and eventually damaged but is still used in physical education activities. From this, researchers hope that they can help and further improve the provision of learning facilities and infrastructure for PE in schools more adequately.

Researchers also conducted interviews with students at SDN 1 Krandegan, with several students stating that the facilities and infrastructure were inadequate for learning PE in poor conditions. Like not having your field for sports and only having balls and volleyball. That way the hope of students, namely with good facilities and infrastructure, will motivate students to follow learning, especially PE, will increase. High motivation will encourage students to be more active and practice their learning. The motivation that students have can support better learning achievement. Vice versa, motivation is not good, and the enthusiasm for learning will decrease.

In Suryobroto's opinion (2004) the requirements for physical education facilities and infrastructure, among others: are safe, easy and cheap, attractive, spur to move, according to needs, according to the purpose, not easily damaged, and by the environment. The purpose of holding facilities and infrastructure is to provide convenience in achieving the goals of physical education and allow the implementation of physical education teaching and learning activity programs (Nurhuda and Jariono 2022).

METHODS

This research is included in the type of quantitative research, the data collection technique used in this study by providing questionnaire questionnaires to students in 2022 who are the subjects of this study.

Participants

The sample in this study was all students of SDN 1 Krandegan which totaled 49 students. In this study, the total sampling technique was taken using all members of the population as a sample, thus 49 samples were taken.

Sampling Procedures

Sampling In this study took the total sampling technique uses all members of the population as a sample, thus the sample was taken 49 samples

Materials and Apparatus

The materials used in this study were:

1. Questionnaire sheet
2. Stationery
3. Calculator

Procedures

The data collection technique used in this study was by providing questionnaire questionnaires to students

in 2022 who were the subjects of this study. The procedures are:

- Researchers look for student data at SDN 1 Krandegan
- Researchers spread questionnaire questionnaires to students at SDN 1 Krandegan
- After getting the results, researchers can process the data and draw conclusions and suggestions.

Design or Data Analysis

The data analysis technique in this research uses quantified data that processes numerical data. This data analysis uses descriptive analysis by analyzing the data and then describing the results of the data that has been collected and is needed for research. The data obtained regarding student satisfaction with PE learning facilities and infrastructure. How data analysis is calculated to find the magnitude of the relative percentage frequency using the following formula (Sudijono, 2009).

Categorization using Mean and Standard Deviation. Azwar (2016) states to determine the score criteria by using the Norm Referenced Assessment (NRA) in table 4 as follows:

Table 1. Interval

No	Interval	Category
1	$M + 1.5 S < X$	Very High
2	$M + 0.5 S < X \leq M + 1.5 S$	High
3	$M - 0.5 S < X \leq M + 0.5 S$	Enough
4	$M - 1.5 S < X \leq M + 0.5 S$	Low
5	$X \leq M + 1.5 S$	Very Low

RESULT

Research on student satisfaction in physical education learning of learning facilities and infrastructure at SDN 1 Krandegan was carried out in December 2022 after the Midterm Examination (ME) with a total of 49 respondents. The respondents of the study consisted of all students at SDN 1 Krandegan. The results

of this study are intended to describe data, namely about how high the level of student satisfaction at SDN 1 Krandegan in 2022 is towards infrastructure in PE learning at SDN 1 Krandegan, which is revealed by a questionnaire of 20 items, and is divided into five factors, namely (1) Tangibles, (2) Empathy, (3) Reliability, (4) Responsive, and (5) Assurance. The results of the data analysis of the level of student satisfaction in 2022 with infrastructure in PE learning at SDN 1 Krandegan.

Table 2. Norms for Assessing the Level of Student Satisfaction with Facilities and Infrastructure in PE Learning at SDN 1 Krandegan

No	Interval	Category	Frequency	Percentage
1	$51.37 < X$	Very High	4	8,16%
2	$46.41 < X \leq 51.37$	High	22	45%
3	$41.45 < X \leq 46.41$	Enough	9	18%
4	$36.49 < X \leq 41.45$	Low	11	22,45%
5	$X \leq 36.49$	Very Low	3	6,12%
			49	100%

Based on the table above, the level of student satisfaction in 2022 with the facilities and infrastructure in physical education learning at SDN 1 Krandegan can be presented with the following pie diagram:

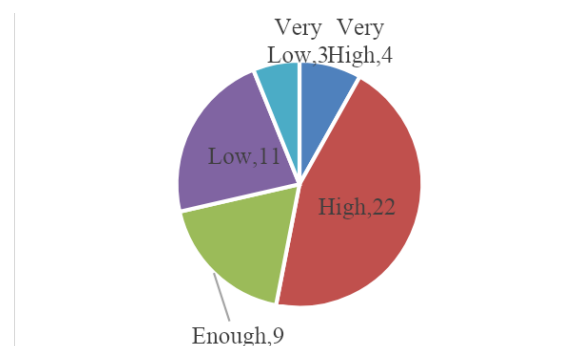


Figure 1. Pie diagram of the level of student satisfaction with facilities and infrastructure in PE Learning at SDN 1 Krandegan

infrastructure in physical education learning at SDN 1 Krandegan.

Based on table 2 and figure 1 above, it was found that the level of student satisfaction with facilities and infrastructure in physical education lessons at SDN 1 Krandegan was in the "Very High" category, namely 8.16% (4 students), "High" which was 45% (22 students), "Enough" which was 18% (9 students), "Low" which was 22.45% (11 students) and "Very Low" which was 6.12% (3 students). Based on the average score of 50.14, the level of student satisfaction with facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Enough" category.

1. Tangibles Factor

The statistical identification of tangibles factors uses 4 statements addressed to respondents. Then it can be described tangibles factor in the form of the following table:

Table 3. Description of Tangibles Factor Statistics

Tangible		
N	Valid	49
	Missing	0
Mean		10.08
Std. Deviation		2.737
Range		10
Minimum		6
Maximum		16
Sum		494

Based on the table above, the tangibles factor in students against facilities and infrastructure in physical education lessons at SDN 1 Krandegan with a mean value of 10.08, a deviation standard of 2,737, a median of 10, a minimum of 6, a maximum of 16 and a sum of 494. Thus the results can be categorized in the following table:

Table 4. Tangibles Factor Assessment Norms

No	Interval	Category	Frequency	Percent age
1	$51.37 < X$	Very High	4	8,16%
2	$46.41 < X \leq 51.37$	High	15	31%
3	$41.45 < X \leq 46.41$	Enough	13	27%
4	$36.49 < X \leq 41.45$	Low	13	26,53%
5	$X \leq 36.49$	Very Low	4	8,16%
			49	100%

Based on the table above, the tangibles of students in 2022 to facilities and infrastructure in physical education learning at SDN 1 Krandegan can be presented with the following pie diagram:

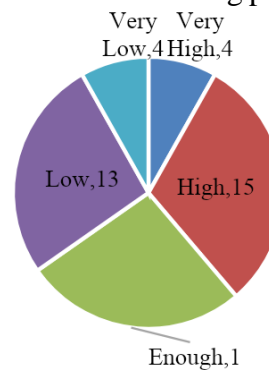


Figure 2. Pie Factor Tangibles Diagram

Based on table 4 and figure 2 above, it was found that the tangibles of students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan were in the "Very High" category, namely 8.16% (4 students), "High" which was 31% (15 students), "Enough" which was 27% (13 students), "Low" which was 26.53% (13 students) and "Very Low" which was 8.16% (4 students). Based on the average score of 10.08, the tangibles of students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan are in the "Enough" category.

2. The Empathy Factor

The description of the empathy factor statistics uses 4 statements addressed to the respondent. Then it can be described empathy factor in the form of the following table:

Table 5. Description of Empathy Factor Statistics

		Empathy
N	Valid	49
	Missing	0
Mean		10.04
Std. Deviation		2.692
Range		10
Minimum		6
Maximum		16
Sum		492

Based on the table above, the empathy factor in students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan with a mean value of 10.04, a deviation standard of 2,692 medians of 10, a minimum of 6, a maximum of 16 and a sum of 492. Thus the results can be categorized in the following table:

Table 6. Empathy Factor Assessment Norms

No	Interval	Category	Frequency	Percentage
1	$51.37 < X$	Very High	4	8,16%
2	$46.41 < X \leq 51.37$	High	15	31%
3	$41.45 < X \leq 46.41$	Enough	16	33%
4	$36.49 < X \leq 41.45$	Low	10	20,41%
5	$X \leq 36.49$	Very Low	4	8,16%
			49	100%

Based on the table above, the empathy factor of students in 2022 towards facilities and infrastructure in physical education learning at SDN 1

Krandegan can be presented with a diagram, namely:

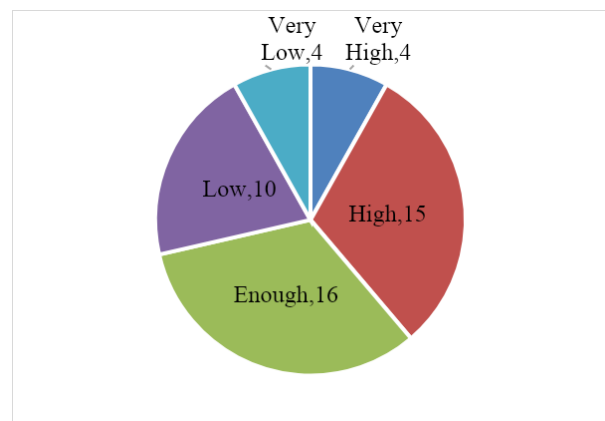


Figure 3. Pie Diagram of The Empathy Factor

Based on table 6 and figure 3 above, it was found that the empathy factor of SDN 1 Krandegan students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan was in the "Very High" category, namely 8.16% (4 students), "High" which was 31% (15 students), "Enough" which was 33% (16 students), "Low" which was 20.41% (10 students) and "Very Low" which was 8.16% (4 students). Based on the average score of 10.04, the empathy factor of SDN 1 Krandegan students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Enough" category.

3. Reliability Factor

The statistical description of factor reliability uses 4 statements addressed to respondents. Then the reliability factor can be described in the form of the following table:

Table 7. Description of Reliability Factor Statistics

		Reliability
N	Valid	49
	Missing	0

Mean	9.88
Std. Deviation	3.751
Range	12
Minimum	4
Maximum	16
Sum	484

Based on the table above, the reliability factor in SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan with a mean value of 9.88 deviation standards of 3,751, a median of 12, a minimum of 4, a maximum of 16 and a sum of 484. Thus the results can be categorized in the following table:

Table 8. Reliability Factor Assessment Norms

No	Interval	Category	Frequency	Percentage
1	$51.37 < X$	Very High	8	16,33%
2	$46.41 < X \leq 51.37$	High	18	37%
3	$41.45 < X \leq 46.41$	Enough	10	20%
4	$36.49 < X \leq 41.45$	Low	9	18,37%
5	$X \leq 36.49$	Very Low	4	8,16%
			49	100%

Based on the table above, the reliability factor of SDN 1 Krandegan students in 2022 to the facilities and infrastructure in physical education learning at SDN 1 Krandegan can be presented with a diagram, namely:

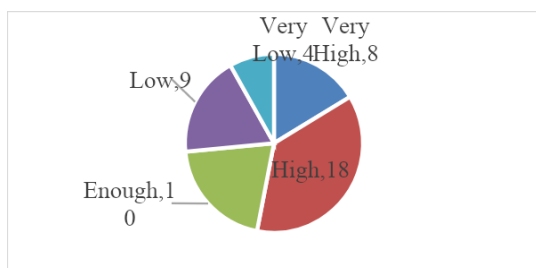


Figure 4. Reliability Factor Pie Diagram

Based on table 8 and figure 4 above, it is found that the reliability factor of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category, which is 16.33% (8 students), "High" which is 37% (18 students), "Enough" which is 20% (10 students), "Low" which is 18.37% (9 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 9.88, the reliability factor of SDN 1 Krandegan students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "High" category.

4. Responsive Factor

The description of the responsive factor statistics uses 4 statements addressed to the respondent. then it can be described responsive factors in the form of the following table:

Table 9. Statistical Description of Responsive Factors

Statistics		Responsiveness
N	Valid	49
	Missing	0
Mean		10.06
Std. Deviation		3.145
Range		11
Minimum		5
Maximum		16
Sum		493

Based on the table above, the responsive factors for students of SDN 1 Krandegan to facilities and infrastructure in physical education lessons at SDN 1 Krandegan with a mean value of 10.06, a deviation standard of 3,145, a median of 11, a minimum of 5, a maximum of 16 and a sum of 493. Thus the results can be categorized in the following table:

Table 10. Responsive Factor Assessment Norms

No	Interval	Category	Frequency	Percentage
1	$51.37 < X$	Very High	4	8,16%
2	$46.41 < X \leq 51.37$	High	19	39%
3	$41.45 < X \leq 46.41$	Enough	11	22%
4	$36.49 < X \leq 41.45$	Low	11	22,45%
5	$X \leq 36.49$	Very Low	4	8,16%
			49	100%

Based on the table above, the responsive factors of SDN 1 Krandedan students in 2022 to facilities and infrastructure in physical education learning at SDN 1 Krandedan can be presented in diagrams, namely:

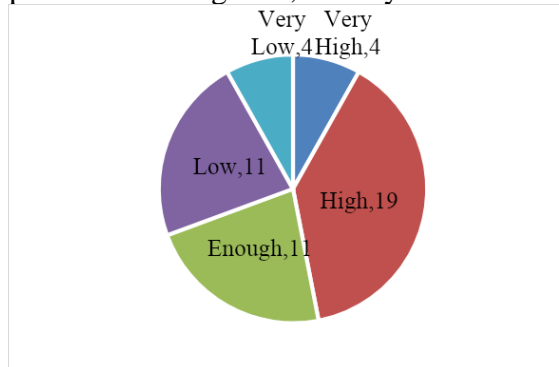


Figure 5. Responsive Factor Pie Diagram

Based on table 10 and figure 5 above, it was found that the responsive factor of SDN 1 Krandedan students to facilities and infrastructure in physical education lessons at SDN 1 Krandedan was in the "Very High" category, namely 8.16% (4 students), "High" which was 39% (19 students), "Enough" which was 22% (11 students), "Low" which was 22.45% (11 students) and "Very Low" which was 8.16% (4 students). Based on the average score of 10.06, the responsive factor of SDN 1 Krandedan students to facilities and infrastructure in physical education lessons at SDN 1 Krandedan is in the "Low" category.

5. Assurance Factor

The description of assurance factor statistics uses 4 statements addressed to respondents, so assurance factors can be described in the form of the following table:

Table 11. Description of Assurance Factor Statistics

Statistics		Assurance
N	Valid	49
	Missing	0
Mean		10.08
Std. Deviation		2.737
Range		10
Minimum		6
Maximum		16
Sum		494

Based on the table above, the assurance factor for SDN 1 Krandedan students to facilities and infrastructure in physical education lessons at SDN 1 Krandedan with a mean value of 10.08, a deviation standard of 2,737, a median of 10, a minimum of 6, a maximum of 6 and a sum of 494. Thus the results can be categorized in the following table:

Table 12. Assurance Factor Assessment Norms

No	Interval	Category	Frequency	Percentage
1	$51.37 < X$	Very High	12	24,49%
2	$46.41 < X \leq 51.37$	High	20	41%
3	$41.45 < X \leq 46.41$	Enough	7	14%
4	$36.49 < X \leq 41.45$	Low	6	12,24%
5	$X \leq 36.49$	Very Low	4	8,16%
			49	100%

Based on the table above, the assurance factors of SDN 1 Krandedan students in 2022 to the facilities and infrastructure in physical education learning at SDN 1 Krandedan can be presented in diagrams, namely:

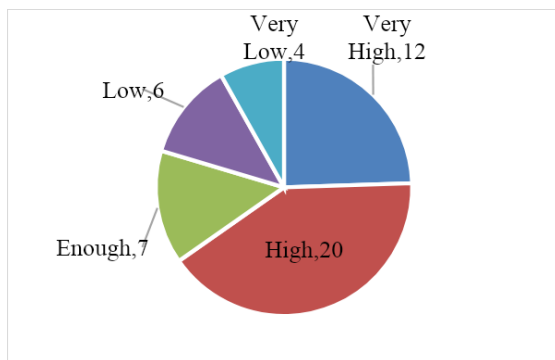


Figure 6. Pie Factor Assurance Diagram

Based on table 12 and figure 6 above, it is found that the assurance factor of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category, which is 24.49% (12 students), "High" which is 41% (20 students), "Enough" which is 14% (7 students), "Low" which is 12.24% (6 students) and "Very Low" which is 10% (6 students). Based on the average score of 10.08, the assurance factor of SDN 1 Krandegan students to the facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category.

DISCUSSION

1. Description of the results of the research conducted regarding the level of satisfaction of SDN 1 Krandegan students with facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the category of "Very High" which is 18% (4 students), "High" which is 45% (22 students), "Enough" which is 18% (9 students), "Low" which is 22.45% (11 students) and "Very Low" which is 6.12% (3 students). Based on the average score of 50.14, the level of satisfaction of students of SDN 1 Krandegan with the facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the category of "Not Satisfied".

2. Description of the results of the research conducted on the tangibles of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the category of "Very High" which is 8.16% (4 students), "High" which is 31% (15 students), "Enough" which is 27% (13 students), "Low" which is 26.53% (13 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 10.08, the tangible factor of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Enough" category.

3. Description of the results of the research conducted on the empathy factor of SDN 1 Krandegan students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category of 8.16% (4 students), "High" which is 31% (15 students), "Enough" which is 33% (16 students), "Low" which is 20.41% (10 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 10.04, the empathy factor of SDN 1 Krandegan students towards facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Enough" category.

4. Description of the results of the research conducted on the reliability factor of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category of 16.33% (8 students), "High" which is 37% (18 students), "Enough" which is 20% (10 students), "Low" which is 18.37% (9 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 9.88, the reliability factor of SDN 1

- Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "High" category.
5. The description of the results of the research conducted on the responsiveness of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category of 8.16% (4 students), "High" which is 39% (19 students), "Enough" which is 22% (11 students), "Low" which is 22.45% (11 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 10.06, the responsive factor of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "High" category.
 6. Description of the results of the research conducted on the assurance of SDN 1 Krandegan students to facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category of 24.49% (12 students), "High" which is 41% (20 students), "Enough" which is 14% (7 students), "Low" which is 12.24% (6 students) and "Very Low" which is 8.16% (4 students). Based on the average score of 10.08, the assurance factor of SDN 1 Krandegan students to the facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category.

Based on the results obtained, it can be concluded that the level of satisfaction of SDN 1 Krandegan students with facilities and infrastructure in physical education lessons at SDN 1 Krandegan shows that the "Enough" category is more dominant, namely with a total frequency or percentage of 18% or 9

students. These results show that the physical education facilities and infrastructure available at SDN 1 Krandegan are still considered inappropriate, for example from the tangibles factor, the field conditions used for exercise are not clean and poorly maintained, resulting in the physical education learning process not running well and students feeling uncomfortable with the situation. Some balls are used that are no longer suitable for use, for example, some balls cannot be used, and some balls for volleyball are those whose rubber has been damaged and are not suitable for use.

The high and low quality of services provided by service providers, in this case, the physical education facilities and infrastructure available at SDN 1 Krandegan, can be known through the satisfaction of SDN 1 Krandegan students with the quality of physical education facilities and infrastructure available at SDN 1 Krandegan. Satisfaction in this case students is a level where the needs, desires, and expectations of students can be met which will result in students feeling satisfied. If the physical education facilities and infrastructure available at SDN 1 Krandegan provide satisfactory service, then students will feel comfortable and satisfied. According to the suggestion that student satisfaction is a positive attitude of students toward the service of the teaching and learning process carried out by the teacher because of the compatibility between what is expected and needed with the reality he receives (Komarudin and Subekti 2021).

As said, sports facilities and infrastructure are important elements of educational input and are a vital need for the implementation of a quality physical education process. Without being supported by adequate facilities

and infrastructure, it is difficult to expect high-quality educational processes and results (Budiman 2022).

Facilities and infrastructure are needs that must exist in physical education learning. The use of facilities and infrastructure can improve the learning outcomes of students or students, even students can appreciate their desire to do physical education. The availability of sufficient learning facilities and infrastructure will facilitate the learning process, provide more opportunities for children to repeat exercises, foster enthusiasm, to increase physical freshness, and skills in learning games and sports as indicators of the success of the learning process (Nur, Nirwandi, and Asmi 2018; Widiastuti 2019).

The needs in the learning process, efforts to procure physical education learning facilities and infrastructure, and game and sports learning require identification of the material provided. Efforts to improve the quality of physical education certainly cannot be separated from the factors of physical education facilities and infrastructure. Physical education learning facilities and infrastructure are one of the learning tools and places, where facilities and infrastructure have an important role in the learning process. The success of the physical education teaching and learning process is closely related to many factors, including the condition of teachers, curriculum, students, and physical education facilities and infrastructure.

The procurement of physical education facilities and infrastructure is certainly by standard requirements. Suryobroto stated that the requirements for physical education facilities and infrastructure include: safe, easy and cheap, attractive, suitable for movement, according to needs, by the

purpose, not easily damaged, and by the environment. The purpose of holding facilities and infrastructure is to provide convenience in achieving the goals of physical education and allow the implementation of physical education teaching and learning activity programs (Supriyadi 2021).

Facilities and infrastructure must be managed properly so that they can be used at the right time and are not easily damaged. This is because users that tend to be often used with a system of alternating between classes require regular usage settings. Suryobroto stated that in terms of procurement of physical education facilities and infrastructure there are two things, namely buying and making, if you buy, certain requirements include: easy to get, easy maintenance, the price is not too expensive, attractive, and others. For physical education facilities and infrastructure to be used properly and durably, it is very necessary to take good and proper care. Not all maintenance facilities and infrastructure are the same, depending on the material and type, for example, the maintenance between tools made of wood and iron is different.

CONCLUSION

Based on the results of data analysis and discussion, the conclusion is that the level of student satisfaction with facilities and infrastructure in physical education lessons at SDN 1 Krandegan is in the "Very High" category, which is 8.16% (4 students), "High" which is 45% (22 students), "Enough" which is 18% (9 students), "Low" which is 22.45% (11 students) and "Very Low" which is 6.12% (3 students). Based on the level of student satisfaction with the facilities and infrastructure in physical education

lessons at SDN 1 Krandegan is in the "High" category.

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