



Review of the Government's Role in Providing Sport Facilities for Educational Institutions

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Keywords

Sport Facilities,
Government Role,
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Abstract

This study aims to analyze the role of central and regional government in providing sports facilities in educational institutions, identify obstacles to policy implementation, and examine international best practices. The study employed a descriptive literature review method, using PRISMA extraction sheet to select articles from Scopus, Tandfonline, and Google Scholar published between 2014 and 2024. The findings highlight three key aspects: (1) funding is the most decisive factor, with Nordic countries succeeding through stable fiscal decentralization, while Indonesia faces limited regional fiscal capacity; (2) institutional coordination influences policy effectiveness, as reflected in Spain's integrated governance model; and (3) integrating facilities with educational functions, as practiced in Japan, increases student participation. Indonesia's challenges in providing sports facilities stem not only from financial constraints but also from low policy priority and the absence of mandatory, structured cross-sectoral coordination mechanisms at both national and local levels. The study emphasizes the need for improved funding, institutional coordination, and integration of sports facilities with educational functions to promote physical activity and improve physical education in Indonesian schools.

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INTRODUCTION

Indonesia is known as a country with cultural diversity and progressive sporting activities. The integration of sports into educational institutions is becoming an increasingly important topic (Mustafidin & Wahyudi 2024). Education is a real effort to facilitate someone in achieving mental maturity and independence, so that they are able to survive in the competition of life (Inanna 2018). Sport in education is not just about teaching students how to play a particular sport but is about developing a comprehensive approach to education that values physical fitness (Taupik & Fitriani 2021). Educational sports, which in practice is identical to physical education, can be an important instrument for developing education that leads to lifelong activity (Ramadhan et al. 2020). Physical activity in Physical Education has two goals: not only to improve physical health but also to support emotional, social and personal development (Ferrari et al. 2025).

This is in line with UNESCO's plan on Quality Physical Education (QPE) which emphasizes that every child has the right to receive quality physical education that develops psychomotor, social, and emotional skills. Thus, the integration of sports and physical education into the education system not only enriches culture but also serves as a long-term activity that can serve as a foundation for the development of a healthy and sustainable generation. Schools serve as an important context for promoting educational activities, particularly physical activity (Ferrari et al. 2025). However, the reality in Indonesia is concerning. According to the 2024 Index Development Sport (IDS) report, the physical fitness level of children aged 10-15 is considered low. The group categorized as very poor remains quite large, at 46.7% (Mutohir et al. 2024).

Despite the availability of regulations, the implementation of sports facility provision policies in Indonesia still faces various obstacles, particularly in terms of equitable funding distribution across regions and cross-agency coordination. Mahendra et al. (2022) This shows that not all schools in Indonesia have adequate physical education learning support facilities. Some are damaged and unusable. Some schools have facilities that meet standards, while others do not. Schools' physical education facilities, infrastructure, and equipment are minimal. Physical education teachers are required to optimize the use of existing facilities and equipment and be more creative in their use (Rahayu 2019).

Through this descriptive literature review, the aim is to analyze the roles and responsibilities of central and regional governments in providing sports facilities and infrastructure for educational institutions, identify obstacles to implementing policies on providing sports facilities in schools, and review models for providing and managing sports facilities in other countries (best practices). The author conducted a data search for information related to the role of government in providing sports facilities in educational institutions in other countries.

The integration of sports into educational institutions is crucial for promoting physical fitness, emotional, social, and personal development (Mustafidin & Wahyudi, 2024; Inanna, 2018; Taupik & Fitriani, 2021). Physical education is a key component of quality education, as emphasized by UNESCO's Quality Physical Education (QPE) plan. However, the reality in Indonesia is concerning, with 88% of schools lacking adequate sports infrastructure (Kemenpora, 2024). The physical fitness level of children aged 10-15 is considered low, with 46.7% categorized as very poor (Mutohir et al., 2024).

Research has shown that infrastructure factors, such as sports fields and teaching equipment, significantly impact the quality of school education (Zhang et al., 2025). Adequate sports facilities are essential for effective physical education implementation (Bangun, 2016). Despite regulations, the implementation of sports facility provision policies in Indonesia faces obstacles, particularly in funding distribution and cross-agency coordination.

This study aims to analyze the roles and responsibilities of central and regional governments in providing sports facilities and infrastructure for educational institutions, identify obstacles to implementing policies on providing sports facilities in schools, review models for providing and managing sports facilities in other countries (best practices). Hypothesis is effective provision of sports facilities in educational institutions can promote

physical activity, improve physical education, and contribute to sustainable development goals (SDGs 3 and 4).

METHODS

Research Method

This study employs a descriptive literature review approach.

Research Design/Instrument

The literature selection process adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework.

Subject/Object

The study focuses on the role of government in providing sports facilities for educational institutions.

Data Type

Secondary data from academic literature.

Data Collection

Data was collected from Scopus, Tandfonline, and Google Scholar databases, focusing on publications from 2014 to 2024, using keywords Government Role, Sports Facilities, Education, and Policy Implementation.

Data Analysis

The study systematically searched, collected, analyzed, and synthesized findings from relevant scientific literature.

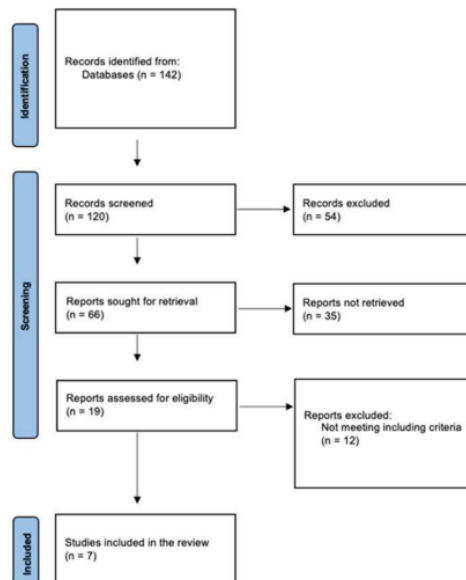


Figure 1. Identification through PRISMA

RESULTS AND DISCUSSION

Table 1. Number of PPLPD Coaches

Sport Discipline	Number of Athletes	Number of Coaches	Athletes - Coach Ratio
Football	45	3	15:01
Athletics	30	2	15:01
Pencak Silat	25	1	25:01
Badminton	20	2	10:01
Swimming	18	1	18:01
138	9	15:01	

In addition to limitations in coaching personnel, the availability of sports facilities and infrastructure for the PPLPD program remains inadequate. Of the seven main types of facilities required, only four are currently available, representing 57 percent of the ideal condition. Several essential facilities, such as a standard swimming pool, are not yet available and must be rented externally. Meanwhile, facilities such as football fields and badminton sports halls remain limited in number. Although an athletics stadium and a pencak silat training hall are available, their quality still requires improvement to meet national standards.

The literature reviewed shows that the provision of sports facilities and infrastructure in educational institutions is highly dependent on how central and regional governments formulate policies, allocate funding, and establish institutional coordination. This pattern is consistent across countries: the stronger regional governance and fiscal capacity, the more adequate and equitable the distribution of school sports facilities. Conversely, countries with decentralized systems without adequate funding tend to experience a facility gap—a situation very similar to Indonesia, where 88% of schools lack adequate sports facilities, as discussed in the introduction. A study by Bergsgard et al. (2019) illustrates that the success of Nordic countries lies in the dominant role of local governments, which possess stable fiscal capacity and the support of strong social welfare systems.

All aspects of planning, construction, and management of sports facilities are the responsibility of local governments, ensuring consistent public services. Furthermore, Denmark's dual-use policy requires school sports facilities to be shared with the general public. These findings suggest that the effectiveness of decentralization is largely determined by local fiscal strength, something Indonesia lacks, given that most local governments have weak fiscal capacities and are dependent on the central government. Beyond funding, inter-institutional coordination also plays a crucial role. Hernández and Pardo (2020) show that a lack of alignment between the Ministry of Education and sports organizations in France leads to inefficient and often overlapping programs.

In contrast, Spain exhibits a more structured coordination structure, where schools, sports clubs, and local governments share the common goal of developing school sports. This situation is highly relevant to Indonesia, which also faces institutional fragmentation: the Ministry of Education and the Ministry of Youth and Sports operate with separate mandates, often deeming sports facilities a collaborative priority. These results emphasize that good policies will not produce optimal impact without solid cross-sectoral coordination. In terms of facility utilization, a study by Aizawa et al. (2023) demonstrates how Japan successfully utilized schools as centers for lifelong sports development by leveraging non-mega sporting events such as the National Sports Festival for Juniors (NSFJ).

In this model, event facilities are built directly within the school grounds or within easy reach of students, allowing them to be used not only during festivals but also for daily use. Local governments play an active role in providing infrastructure while ensuring the sustainability of the program when schools demonstrate significant achievements. This model emphasizes the importance of integrating sports facilities with the education system. However, its implementation in Indonesia requires significant adaptation because the school sports

culture in Indonesia is not as developed as in Japan, and the organization of major national events is not structurally linked to the need for school facilities.

From another perspective, the historical study of Onyestyák et al. (2024) provides important evidence regarding the risks of decentralization without adequate fiscal support. The Hungarian experience shows that when the central government transferred control of sports facilities to local governments but did not allocate sufficient budgets, many school facilities ended up neglected. This finding is highly relevant to the situation in Indonesia, where local governments are mandated to provide educational facilities by law, but their fiscal capacity varies widely. This leaves schools in low-income areas unable to build, repair, or maintain sports facilities. Domestic research by Ramadhan et al. (2020) highlights the key issues surrounding the provision of sports facilities in Indonesia. Although the law emphasizes the importance of physical education facilities as a minimum standard for schools, implementation is weak because sports are still viewed as an optional activity.

This perception contributes to the low allocation of regional budgets (APBD) for sports facilities, thus depriving schools of budget priority. This situation aligns with the findings in the introduction that the lack of sports facilities impacts students' physical fitness performance and hinders the implementation of physical education learning according to standards. Furthermore, weak coordination between the Education Office and the Youth and Sports Agency (Dispora) further exacerbates the situation, as there is no clear working mechanism for managing school sports facilities as a shared responsibility.

Likewise from the findings Andersson (2024) and Meir & Fletcher (2020) reinforces that facilities are not merely complementary, but a key requirement for a good, quality education program. This model offers a definitive solution to funding and prioritization constraints. The central government channels sports funds directly to school centers and also requires mandatory coordination between schools and clubs to align curriculum, time, and facility use. This mechanism can be a way for Indonesia to ensure that central budget allocations actually reach and are used for facilities that are properly targeted, and remain a top priority at the regional level (Ramadhan et al. 2020).

Overall, the literature reviewed confirms that the success of providing sports facilities in schools is influenced by three main factors:

1. the existence of a stable funding scheme
2. structured inter-agency coordination
3. integration of facilities with educational functions in schools

However, there are several limitations in the studies analyzed. For example, the Nordic and Japanese models operate in countries with high fiscal capacity and therefore cannot be directly applied in Indonesia, which still faces the risk of decentralization due to regional fiscal capacity, which some still consider sports a non-priority policy. To overcome these fiscal and priority constraints, the British model offers a fairly adaptive school solution (school-level premium). Furthermore, adequate facilities are a primary requirement for a quality sports program (Anderson 2024).

So mandatory coordination between the Education Office, the Youth and Sports Agency, and clubs/communities can overcome institutional fragmentation in Indonesia. Nevertheless, the overall literature provides a strong enough picture to serve as a basis for formulating recommendations for improving the quality of school sports facilities in Indonesia through policies that are more adaptive to local conditions.

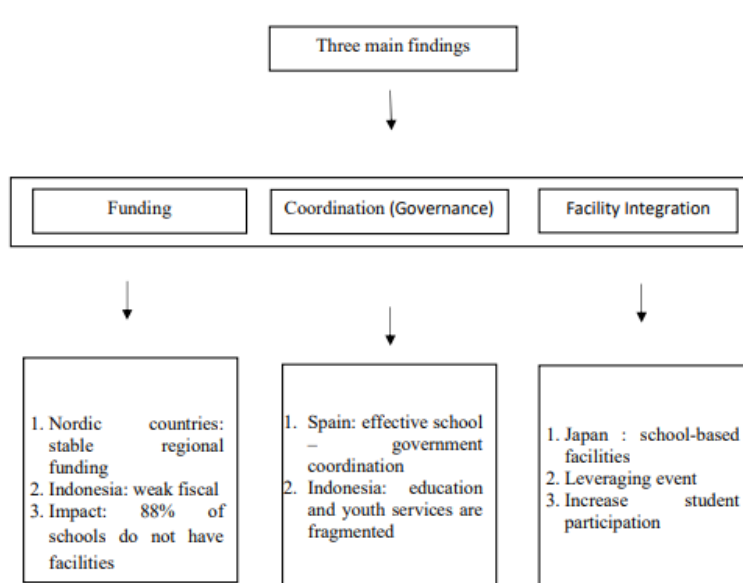


Figure 2. Study Results

CONCLUSION

The disparity in sports facilities in Indonesian educational institutions, with 88% of schools lacking adequate facilities, indicates structural problems stemming from weak funding, fragmented coordination, and low policy prioritization, which asserts that the implementation of educational sports policy in Indonesia remains inconsistent with legal mandates because sport is viewed as a supplementary activity, not a development priority. International comparative studies demonstrate a consistent pattern. Nordic countries have successfully provided equitable facilities through a stable fiscal decentralization model and dual-use obligations.

Conversely, Hungary's experience demonstrates that decentralization without fiscal support can lead to the neglect of school facilities, a risk also evident in Indonesia. In terms of coordination, the Spanish model demonstrates that synchronization between schools, local governments, and sports organizations is a key factor in increasing the effectiveness of physical education policies. This situation contrasts sharply with Indonesia, which still faces fragmentation between the Department of Education and the Department of Youth and Sports, resulting in sports facilities not being managed as a shared responsibility. Therefore, improving educational sports facilities in Indonesia requires strengthening a stable funding scheme, establishing mandatory cross-agency coordination mechanisms, and integrating facilities with the school curriculum and activities. The literature demonstrates that without changes in priority policies and more structured governance, sports facility reform will be difficult to achieve.

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