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EVALUASI KETIMPANGAN INFRASTRUKTUR OLAHRAGA: ANALISIS PERBANDINGAN FASILITAS EKSTRAKURIKULER SEPAK BOLA DI DAERAH PERKOTAAN DAN PERDESAAN

EVALUATING SPORTS INFRASTRUCTURE DISPARITY: A COMPARATIVE ANALYSIS OF FOOTBALL EXTRACURRICULAR FACILITIES IN URBAN AND RURAL AREAS

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Abstrak

Ketimpangan infrastruktur antara wilayah perkotaan dan perdesaan merupakan isu sistemik dalam pengembangan bakat olahraga di Indonesia. Artikel ini bertujuan untuk menganalisis kesenjangan fasilitas ekstrakurikuler sepak bola melalui metode studi pustaka. Data dikumpulkan dari artikel jurnal nasional dan internasional serta dokumen pendukung lainnya (data sekunder) dalam kurun waktu 10 tahun terakhir. Hasil analisis menunjukkan bahwa sekolah di perkotaan cenderung memiliki akses lapangan yang lebih mumpuni dan peralatan yang lebih modern, sementara sekolah di perdesaan sering menghadapi kendala lapangan yang tidak standar dan minimnya alat pendukung. Pembahasan menyoroti bahwa ketimpangan ini berdampak pada piramida prestasi sepak bola nasional. Maka dari itu, dapat disimpulkan bahwa diperlukan kebijakan redistribusi anggaran infrastruktur yang lebih inklusif untuk memitigasi disparitas geografis.

Kata kunci: olahraga, fasilitas, ekstrakurikuler, sepak bola, perkotaan, perdesaan

Abstract

The infrastructure disparity between urban and rural areas is a systemic issue in the development of sports talent in Indonesia. This article aims to analyze the gap in football extracurricular facilities through library research. Data were collected from national and international journal articles as well as other supporting documents (secondary data) over the past 10 years. The analysis results indicate that schools in urban areas tend to have access to better-equipped fields and more modern equipment, while schools in rural areas often face challenges such as non-standard fields and a lack of supporting equipment. The discussion highlights that this disparity impacts the national football achievement pyramid. Therefore, it can be concluded that a more inclusive infrastructure budget redistribution policy is needed to mitigate geographical disparities.

Keywords*: sports, facilities, extracurricular, football, urban, rural*

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INTRODUCTION

In Indonesia, football is not merely a physical activity involving twenty-two players on a green field, but a cultural phenomenon deeply rooted in the very pulse of the nation's life. The long history of football in the country dates to the colonial era, when the sport became a symbol of resistance and national identity. Over time, football's transformation from a mere hobby into a global industry has drastically altered the face of the sport. However, this development has been accompanied by massive urbanization, which is slowly but surely reshaping the landscape of sports infrastructure in Indonesia. Urbanization not only shifts population concentrations to city centers but also concentrates economic resources and the development of public facilities—including sports facilities and infrastructure—in metropolitan areas (Ignatov & Echeva, 2021; Pérez-Ordás et al., 2019). Consequently, a polarization in facility quality has emerged, creating a gap between sports facilities in urban and rural areas (Hoekman et al., 2017; Saba & Roman, 2022; Zhu et al., 2024).

From the perspective of modern sports sociology, football has been recognized as a powerful instrument of social integration and a highly potent engine of economic growth. This sport can unite various segments of society fragmented by ethnic differences or occupational status (profession). However, the reality on the ground shows that this great potential is often hindered by a "barrier" known as geographical determinism (Dekawati & Kurnaeti, 2023; Dewi et al., 2021; Fetrimen & Yulianti, 2023; Gonzalez et al., 2021; Prasetyo & Fatkhurrohman, 2022; Sanianingtyas et al., 2023; Zemlyanskaya, 2020). As stated in a recent study, the geographical location of an educational institution often determines the quality of educational services and supporting facilities (Al Ayyubi & Abdullah, 2024; Joel et al., 2024; Khan et al., 2021). This geographical determinism serves as the primary barrier preventing students in rural areas from accessing training of the same quality as their urban counterparts. Students in rural areas often must train on hard, uneven ground without adequate drainage systems, while students in urban areas are increasingly accustomed to FIFA-standard synthetic turf fields that support the development of more precise ball feeling techniques.

The urgency of addressing this disparity grows stronger in line with the government's grand vision for Golden Indonesia 2045. Within this vision, the development of outstanding Human Resources (HR) in sports is a crucial pillar for enhancing the nation's competitiveness on the international stage. The development of early-age talent through school extracurricular programs is one of the main foundations of the national sports achievement pyramid. However, preliminary data indicates a pronounced urban-centric trend, where elite training centers, professional football academies, and comprehensive school sports facilities are disproportionately concentrated in major cities. This concentration of facilities in urban areas creates an inequity in access for talented children born and raised in remote parts of the archipelago. If talents in rural areas are not provided with equal opportunities and resources, there is concern that the "Golden Indonesia" vision in sports will remain the exclusive domain of urban communities.

The problem identification in this study focuses on a fundamental question frequently raised in the discourse on national sports achievement: Why do schools in rural areas often struggle to compete in national-level tournaments such as the Indonesian Student Gala or the Soeratin Cup? Until now, prevailing narratives have often blamed factors such as the athletes' mindset or a lack of hard work in rural areas . However, a more critical review of the literature has begun to question whether this failure is purely due to individual talent or the result of a systemic infrastructural gap? The lack of adequate facilities is not only a technical issue but also a psychological one (Agustiana et al., 2023; Fraliantina, 2016; Nuarilenzy et al., 2022; Pribadi et al., 2024; Priyantono et al., 2022; Purnama, 2017; Yusufi et al., 2022). The lack of supporting infrastructure—such as modern training equipment, proper changing rooms, and even lighting for evening practice—collectively diminishes the effectiveness of sports education in schools.

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This infrastructure disparity creates a situation where rural students must work twice as hard just to reach the same starting point as their urban counterparts.

Furthermore, these disparities in facility quality directly impact mastery of tactics and techniques (Aoyagi et al., 2013; Cohen et al., 2007; Coroiu & Dintica, 2022). In urban areas, the availability of adequate facilities allows coaches to implement more complex training curricula, including the use of simple video analysis technology to evaluate player movements. Conversely, in rural areas, training curricula are often repetitive and limited to basic physical skills due to field conditions that do not permit training with intense ball circulation. This phenomenon reinforces the theory that "the school's physical environment constitutes a hidden curriculum that shapes students' motor competencies." Without "radical" policy interventions regarding the development of sports infrastructure in rural areas, this disparity in performance will persist and widen further.

Therefore, the primary objective of this library research is to comprehensively map the types of facilities available in urban and rural schools and to critically analyze how this quality differences impact the process of football extracurricular training. This research aims to explore the latest literature to build a strong argument that the success of football talent development is highly dependent on the availability of an inclusive infrastructure ecosystem. By comparing data from various previous studies, this article is expected to provide strategic recommendations for policymakers in designing a more equitable model for the distribution of sports facilities and infrastructure.

It is important to emphasize that addressing infrastructure disparities is not merely a matter of building "concrete" on rural land. It is an effort to ensure that every Indonesian child, regardless of where they were born, has an equal right to dream and excel on the football field. This comparative analysis will serve as a crucial foundation for understanding the extent to which the state has been present in providing facilities for young football talents across the nation.

METHOD

The design of this study fundamentally employs the Library Research method with a qualitative-descriptive approach. The selection of this method is based on the need to dissect the phenomenon of infrastructure inequality through the lens of a broader body of literature. According to Mann (2015), library research is not merely the collection of journal articles, but rather a data collection technique involving the examination of various literature, records, and reports relevant to the problem being addressed. In this context, the qualitative-descriptive approach allows the researcher to provide a more systematic and analytical description of the variables related to football extracurricular facilities, which are often overlooked when relying solely on numerical measurements. This approach seeks to answer the questions "how" and "why" disparities in the quality of facilities and infrastructure between urban and rural areas persist.

The data sources in this study are entirely derived from secondary data with high academic credibility. The researcher conducted data searches through various credible academic databases such as SINTA and SCOPUS. The use of these databases aims to ensure that the literature utilized has undergone a rigorous peer-review process. In addition to journal databases, this study also integrates official documents from relevant government agencies, such as the Ministry of Education, Culture, Research, and Technology's (Kemendikbudristek) annual reports on school facilities and infrastructure, as well as the Ministry of Youth and Sports' (Kemenpora) policy documents regarding the National Sports Master Plan (DBON). This integration of academic literature and government documents is crucial, as stated by Mann (2015), "synchronization between empirical findings in journals and official government statistical data is essential for building evidence-based policy."

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To maintain the focus and quality of the analysis, the researcher established strict inclusion criteria for selecting literature sources. The selected literature is limited to journal articles and official report data published within the last 10 (ten) years to ensure the data's timeliness. These inclusion criteria encompass three main pillars: (1) articles specifically addressing sports facilities in educational institutions, (2) sports sociology literature examining the urban-rural dichotomy, and (3) studies on the management of educational facilities and infrastructure. The researcher specifically sought literature containing empirical comparisons or case studies in specific regions of Indonesia. This aligns with Mann's view (2015), who emphasizes that in qualitative library research, data validity is highly determined by the accuracy of source selection that has a direct connection to the locus and focus of the issue.

Data collection was conducted using the documentation study technique. The researcher employed specific keywords such as "sport infrastructure inequality", "rural vs urban football facilities", and "management of football facilities and infrastructure in schools" to identify relevant references. After the references were collected, an initial screening process was conducted by reviewing abstracts and conclusions to ensure the literature met the established inclusion criteria. The collected data was then categorized based on geographic zones (urban vs. rural) and facility types (fields, equipment, and other supporting facilities).

The data analysis techniques applied in this study were content analysis and literature synthesis. Content analysis was used to identify patterns, themes, and biases in the literature closely related to the situation and conditions of sports infrastructure. The researcher coded key findings from various journals to assess the frequency of emerging issues, such as complaints regarding drainage in rural areas or field rental costs in urban areas. After the data was grouped, a literature synthesis was conducted to dialectically compare facility variables across the two distinct geographic zones. This synthesis process not only summarizes but also critiques and connects findings to generate new, more holistic conclusions.

As Mann (2015) emphasizes, "synthesis in library research serves to bridge the knowledge gap between ideal facility management theory and sociological realities in the field." Through this technique, researchers can sharply identify where the most critical disparities lie—whether in procurement, maintenance, or accessibility. This analysis also involves triangulation of data sources, where findings from academic journals are cross-checked with government statistical reports to ensure the objectivity of the conclusions. Thus, this methodology is expected to provide a strong analytical foundation for comprehensively dissecting the anatomy of football infrastructure disparities in Indonesia.

RESULTS

Key Infrastructure Characteristics

Based on the findings of the study, data indicates that there is a stark contrast in key infrastructure—specifically the "playing surface"—between schools in urban and rural areas. In urban areas, limited school land is not a barrier due to the existence of third-party partnership mechanisms. Schools in major cities tend to have budgets allocated for renting modern mini football or futsal fields equipped with national-standard synthetic turf.

Data indicates that urban fields are generally equipped with effective underground drainage systems (sub-surface drainage). This allows extracurricular training to continue even under scorching heat and heavy rain. Conversely, in rural areas, football facilities heavily rely on village-owned open fields that serve multiple purposes. Field surfaces in villages typically have uneven elevations, inconsistent grass cover (often mixed with weeds), and lack any drainage system whatsoever. These conditions create a higher risk of injury for rural students due to hard soil texture during dry seasons and slippery, muddy conditions during the rainy season.

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Availability of Supporting Equipment

The disparity does not stop at major infrastructure aspects such as fields but also extends to equipment availability. The study also found that urban schools have adopted simple elements of sport science in their extracurricular training processes. The use of aids such as agility cones, speed hurdles, resistance bands, and numbered vests has become the minimum standard. Furthermore, documentation shows that top-performing schools in urban areas use digital devices such as static cameras to record training sessions, which are then used as evaluation materials in the classroom.

On the other hand, schools in rural areas face fundamental issues regarding the number of balls. Literature findings reveal that the ball-to-student ratio in rural areas often reaches 1:5 or even 1:10, meaning that individual ball-handling time is very limited during training sessions. The lack of proper storage facilities causes existing equipment to deteriorate quickly due to uncontrolled humidity levels. Additionally, sanitation facilities such as changing rooms and restrooms at rural school fields are often in poor condition or even nonexistent, forcing students to return home dirty after practice.

Accessibility, Connectivity, and Competition

Another critical finding pertains to accessibility to the professional football ecosystem. Urban facilities are geographically situated at the hub of activity for talent scouts and professional club coaches. This proximity facilitates regular talent monitoring without incurring significant transportation costs for the clubs. This creates a "fast track" for urban students to enter professional academies.

Conversely, students in rural areas face geographical isolation. Even if a student possesses exceptional talent, the absence of regular competitions visiting rural areas prevents their talent from being fully identified. Interview results from several case studies indicate that many rural students never participate in official tournaments throughout the entire year due to the cost of accommodation required to travel to urban centers where most official competitions are held.

Triangulation: Observation, Documentation, and Interviews

Researchers noted that in rural areas, training is often conducted without proper football cleats, whereas in urban football extracurricular programs, students tend to use equipment from the latest brands. Observations also revealed that the intensity of pollution—both air and noise pollution—at schools in urban areas poses a unique challenge, despite their superior facilities.

Analysis of school budget documents found that allocations for sports extracurricular activities in urban schools are, on average, 300% higher than in rural schools. Documentation of coaching certifications also indicates that most urban extracurricular football coaches hold National D or C licenses, whereas in rural areas, many are trained by general physical education teachers without specialized football certification.

Interviews with teachers/coaches of football extracurricular programs at rural schools revealed frustration stemming from a lack of support from school administrations and local governments. Meanwhile, interviews with students participating in football extracurricular programs in urban areas revealed the existence of intense competitive pressure, where comprehensive facilities are directly linked to the performance expectations imposed by schools and parents.

A synthesis of all the above data confirms that infrastructure is not merely a static object but a variable that determines the effectiveness of the transfer of technical and tactical knowledge. The resulting disparity is structural in nature, with schools in rural areas trapped in a cycle of limited facilities and infrastructure that ultimately leads to low competitive performance at the national level. Without fair resource redistribution policies, the quality gap between urban and rural athletes will continue to widen exponentially.

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DISCUSSION

Research findings regarding the contrast in play surfaces and the availability of facilities between urban and rural areas confirm the existence of a clear structural disparity within Indonesia's educational sports ecosystem. This phenomenon can be analyzed through the lens of spatial justice theory, under which the distribution of public resources has historically tended to prioritize economic growth centers or urban-centric areas. This skewed development pattern creates institutional spatial differentiation, placing rural schools in a peripheral position that is constantly disadvantaged. This functional inequality has implications for students' basic right to safe and standard physical activity experiences. Consequently, geographical variation is no longer merely an administrative boundary but a determining factor dictating the level of achievement of children's biological potential and athletic performance.

Technically, the difference in field quality between urban synthetic turf and uneven soil in rural areas radically alters how students learn football. Mastering basic techniques such as first touch and short passing requires consistent ball bounce, which can only be provided by a flat, well-maintained field surface. Students in rural areas are forced by the natural conditions of their fields to develop adaptive motor mechanisms focused on raw physical strength rather than tactical precision. The process of sports pedagogy in rural areas has ultimately stagnated, as physical education teachers spend more time mitigating the risk of injury from hard or muddy fields than implementing modern training curricula. This gap exacerbates the lag in rural students' tactical intelligence from an early age.

The adoption of simple sport science elements and digital tools in urban schools indicates that school sports in urban areas have shifted toward professionalization and commercialization. A School Revenue and Expenditure Budget allocation that is 300% larger enables urban schools to purchase training technology, which indirectly accelerates students' motor learning processes through visual recording-based evaluation methods. In contrast to the rural reality facing a 1:10 ball-to-student ratio crisis, the efficiency of active learning time for urban students is far more optimal. This financial advantage confirms the Matthew Effect in sports sociology, where institutions that initially possess substantial resources will continue to accumulate performance advantages, while marginalized rural schools become increasingly trapped by operational limitations.

The dimension of inequality most detrimental to the future of rural athletes lies in the aspect of geographical isolation that severs their connectivity to regular competition circuits and talent scouts. The lack of participation in official tournaments due to accommodation cost constraints causes natural talents in rural areas to experience the phenomenon of "wasted talent" or the loss of unheard-of talent. Conversely, the geographical proximity of urban schools to the national football industry hub provides an "express lane" for urban students to be scouted by professional academies without having to go through an exhausting selection process. The current national talent selection system has unconsciously become accustomed to prioritizing physical proximity over demographic equity. This results in a fragile national football achievement pyramid, as its foundation fails to inclusively capture potential from rural areas.

Qualitative data triangulation reveals a unique yet contradictory psychological dynamic among students in these two regions. On one hand, urban students, pampered by an abundance of luxurious facilities, must pay the price in the form of mental pressure and high-performance expectations from parents and schools. On the other hand, teachers and coaches in rural areas experience chronic demotivation and work-related frustration due to a lack of attention and the absence of standardized supporting facilities such as proper changing rooms and sanitation. The social status disparity reflected in the use of the latest shoe brands in the city versus

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training without proper shoes in the village also has the potential to erode the self-confidence of rural students when they compete in national competitions. This disparity not only undermines physical equality but also harms mental health and sportsmanship—values that should be the hallmark of sports.

Although this study successfully provides a sharp portrait of these disparities, the inherent nature of library research limits the researcher's ability to conduct direct empirical verification in the field currently. Secondary data synthesized from various prior literature sources vary in their original methodologies; consequently, the accuracy of the scope or actual scale of the researched subject heavily depends on the scientific integrity of the source articles. Furthermore, the dynamic nature of regional infrastructure development means that some literature data regarding the physical condition of rural schools may have undergone minor changes not yet documented in the latest scientific journals. These limitations of the literature scope also result in sociological analyses that tend toward macro-level generalizations and are less capable of capturing positive anomalies occurring in specific rural schools.

This study also faces challenges regarding equitable geographical representation across all regions of Indonesia. Most accredited literature discussing school sports facilities remains concentrated on research sites in Java and several major cities in Sumatra, meaning the actual conditions of rural areas in Eastern Indonesia are not yet fully and proportionally represented. The lack of exact quantitative data regarding the physical parameters of the fields—such as soil density, specific grass types, or humidity levels in equipment storage areas—limits the depth of the mechanical analysis of the infrastructure. Researchers also acknowledge the difficulty in separating variables related to pure school infrastructure disparities from external variables, such as local macroeconomic conditions, which also influence the community's capacity to support extracurricular activities.

As a concrete step to mitigate these findings of structural disparities, short-term follow-up plans focus on data-driven policy advocacy toward relevant policymakers. A blueprint for the procurement of inclusive school sports facilities must be formulated, integrating the allocation of the Special Allocation Fund for Physical Education with minimum standards for early-age football facilities. Local governments, through the Education Department and the Youth and Sports Department, must begin implementing a cross-subsidy system or facility zoning, whereby rural schools are granted periodic access to use government-owned integrated sports complexes. These standardization efforts must also be balanced with subsidized coaching certification programs for physical education teachers in rural areas so that pedagogical quality gaps can be simultaneously reduced.

To address the limitations of this library research, future research agendas should focus on using a mixed-methods approach that combines nationwide field surveys with phenomenological qualitative analysis. The use of Geographic Information System (GIS) technology is highly recommended to visually map the coordinates of disparities in school sports facilities across all regional clusters in Indonesia. Further research also needs to longitudinally measure the quantitative correlation between playing surface quality and the incidence of injuries among youth athletes, as well as its impact on individual technical performance. Through the expansion of this empirical research methodology, the theoretical foundation regarding spatial equity in sports can be continuously updated to foster an Indonesian football ecosystem that is equitable and capable of achieving world-class performance.

CONCLUSION

This library research confirms that the disparity in football extracurricular infrastructure between urban and rural areas is a manifestation of structural spatial injustice that radically

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distinguishes students' motor skills, tactical understanding, and access to competition. The urban-centric reality, with its heavy investment in financial and sports science aspects, triggers the Matthew Effect, which perpetuates the dominance of urban athletes, while potential talent in rural areas is geographically isolated and vulnerable to the phenomenon of wasted talent. Although this sociological analysis has limitations regarding direct empirical verification and the representation of real data for Eastern Indonesia due to its reliance on secondary literature, the portrait of disparity presented still holds strong contextual validity. Therefore, a follow-up plan is needed that focuses on policy reform through the development of a blueprint for the procurement of facilities funded by special physical allocation funds for education and a sports facility zoning system. Ultimately, to update the theoretical foundation of spatial justice, future research must shift toward a mixed-methods approach that leverages Geographic Information System (GIS) technology to create precise maps of facility distribution. The integration of fair resource redistribution policies and cutting-edge research methodologies is the key to breaking down geographical barriers, thereby ensuring that a high-performing and inclusive Indonesian football ecosystem can be realized equitably for all the nation's children.

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