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## MODIFICATION OF THE DIFFICULTY OF FACILITIES AND INFRASTRUCTURE IN SALAF SCHOOLS WITH THE BELIEF, TRULY WITH DIFFICULTY THERE IS EASE

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**Abstract.** Salaf Schools, as Islamic educational institutions, often face limited facilities and infrastructure. This study aims to analyze the obstacles and challenges in providing sports facilities and infrastructure, especially badminton, in Salaf schools that have limited facilities. Creative modifications such as the use of used bottles as a substitute for rackets are carried out to overcome these limitations. This study uses a qualitative approach with descriptive methods and case studies. Data were collected through semi-structured interviews with teachers and principals, as well as observations of sports facilities in schools. The results of the study showed that although the tools used were not standard, these modifications increased student participation and enthusiasm in sports learning. The principle of "indeed with difficulty there is ease" was applied to motivate teachers and students to remain creative and productive in facing limitations. This innovative solution succeeded in creating an interactive learning atmosphere and supporting students' physical development.

**Keywords:** Salaf Schools; Modification, Facilities, Infrastructure, Badminton Learning, Limitations; Innovation



## INTRODUCTION

Education is a conscious effort made by adults (educators) to carry out self-development activities for students so that they can become human beings according to the goals that have been set (Ibnu, 2022). Through the learning process, it is expected that there will be development of the potential of each individual related to skills that will be useful for their daily survival, both in the family, school and community environments (Mohamad et al., 2016).

Salaf School is an Islamic educational institution that prioritizes religious learning as the main foundation. Facilities and infrastructure are important because facilities and infrastructure are fundamental in supporting the teaching and learning process, meaning that the education process without educational facilities and infrastructure will not run optimally. (Fadli, 2017). However, in its development, many Salaf schools face serious limitations in terms of facilities and infrastructure. This condition includes the lack of decent classrooms, inadequate technological facilities, and limitations in providing textbooks and modern educational aids. Educational tools such as computers, tables, chairs, and practical tools in non-academic learning are also limited in both quantity and quality (Ibnu, 2022).

In addition, the maintenance of existing facilities is often not optimal, with some rooms not being maintained and not cleaned regularly (Harweli, 2024; Ibnu, 2022). This creates difficulties for various problems, such as a mismatch between student needs and available facilities, decreased productivity of educators, and disruption of the overall learning process (Learning, 2025). Understanding the limitations of facilities and infrastructure, one of which is in Salaf schools, is very important because it has a direct impact on the quality of education provided. Limited facilities can reduce the effectiveness of the teaching and learning process, make students less enthusiastic about learning, and limit their access to better educational resources as well as challenges for teachers in delivering lesson materials optimally.

The existence of physical education facilities and infrastructure is very much needed in physical education learning because it plays a very important role and is useful in the learning process, namely stimulating the growth and development of students to behave, think, and move (Pradanto et al., 2023). This belief encourages the Islamic boarding school community to seek innovative solutions in overcoming the problem of

facilities and infrastructure, as well as increasing the enthusiasm for learning amidst existing challenges.

Thus, existing limitations can be transformed into strengths to increase creativity and efficiency in carrying out the educational process, in accordance with Islamic principles that teach optimism and fortitude. The main problem faced is how limited sports facilities and infrastructure in Salaf schools can be modified to continue to support the non-academic educational process effectively. Focusing on finding solutions to modify these limitations will be the core of the discussion of this article, so that it is expected to provide guidance for Salaf schools in facing similar challenges. Modifying physical education learning is an important thing for physical education teachers at every level of education to know (Budi, 2021).

This study aims to analyze the obstacles and challenges faced in providing sports facilities and infrastructure in non-academic learning such as badminton sports learning in salaf schools. In addition, this study also attempts to modify effective facilities and infrastructure in badminton learning when existing facilities are very limited (Aceh, 2022). In addition, this article aims to show how the belief "with difficulty there is ease" can be applied in overcoming this problem, so that salaf schools can continue to develop and provide quality education to students.

## **METHOD**

The type of research used by researchers in this study is qualitative research (Saputri, 2021). This research is descriptive and a case study to analyze in depth the experiences and views of participants regarding the limitations of facilities and infrastructure in badminton learning and the solutions applied. The main data were obtained through observations of sports facilities, in-depth semi-structured interviews with physical education teachers and principals, and related documents such as school reports and curricula. Data collection techniques used in this study include interviews, field observations, and documentation (Saputri, 2021). The data were analyzed descriptively to identify the challenges and creative solutions implemented by schools in overcoming the limitations of facilities and infrastructure.

## **RESULTS AND DISCUSSION**

This study aims to create a racket with a more affordable price than the existing one by modifying used bottles as a substitute for rackets (Syifani et al., 2021). The results

of observations and interviews show that the condition of facilities and infrastructure in Salaf schools is very limited. Many schools do not have sports facilities, adequate classrooms, or educational aids. In one real case, a Salaf school in a rural area only had an open field as a sports area without sufficient equipment to support physical activities, including sports learning such as badminton. Teachers at this school also admitted that these limitations hindered them in developing students' potential in non-academic fields.

Despite the limitations, some Salaf schools are creative in utilizing used items, such as used bottles and water or sand, to make simple rackets in badminton learning. Although this tool is far from the standard of sports in general, it is effective in helping students understand basic techniques and actively participate in sports activities. The classification of the dimensions of modified used bottles and rackets is shown in table 1 below.

**Table 1.**

Classification of Modified Dimensions of Used Bottles and Water or Sand

Dimension Classification	Used Bottles	Racket
<b>Physical Dimensions</b>		
Size	1-1.5 liters	60-70 cm
Tall	20-30 cm	66-68 cm
Diameter	8-10 cm	20-22 cm
Weight	300-500 grams	100-150 grams
<b>Ergonomic Dimensions</b>		
Handle Diameter	3-4 cm	3-4 cm
<b>Construction Dimensions</b>		
Material	Quite durable	Quite Durable
Level of Resistance	Not Strong Enough	Standard

This modification reflects the application of the Islamic principle of “with difficulty comes ease,” where teachers and students try to find solutions despite existing limitations. With this spirit, limited facilities do not become a barrier to continuing to carry out learning creatively. This simple modification has a positive impact on learning in Salaf schools. Although the tools used are not standard, the modification of rackets from used goods increases student participation in sports learning, creating a more interactive and enjoyable learning atmosphere. Teachers also reported that this creative approach increases student enthusiasm and improves their skills in sports, which ultimately supports balanced physical and mental development. Not only the classification of the dimensions of the modification between used bottles and rackets but

the media also contains a table containing the advantages and disadvantages of used bottles and rackets that have been analyzed. This table is arranged to provide a clearer picture of the comparison of used bottles and rackets, making it easier to understand the advantages and disadvantages of each choice in a concise and structured manner.

**Table 2.**

**Comparison of Modified Used Bottles and Rackets**

<b>Media</b>	<b>Excess</b>	<b>Lack</b>
Used Bottles	<ul style="list-style-type: none"><li>- The price is cheaper</li><li>- Light</li></ul>	<ul style="list-style-type: none"><li>- Less durable</li><li>- Less effective</li><li>- Does not produce the same quality of equipment as the original racket</li><li>- Less attractive shape</li></ul>
Racket	<ul style="list-style-type: none"><li>- Has a precise design</li><li>- Made of quality materials</li><li>- Long lasting and stronger</li></ul>	<ul style="list-style-type: none"><li>- The price is relatively expensive</li><li>- Vulnerable to damage</li></ul>

The main challenge in implementing this modification is the limited materials and durability of the equipment made. Rackets made from used goods may not last long, and further innovation is needed to make them stronger. In addition, support from the school and the community is also needed so that this modification can run sustainably. However, there is a great opportunity to continue to improve the quality of the facilities with community involvement and utilization of local resources. Salaf School can be a model for other schools facing similar problems in using limitations as opportunities for innovation.

## **CONCLUSION**

The limitations of facilities and infrastructure in badminton learning in salaf schools can be overcome by implementing creative modifications, such as the use of existing facilities alternatively and adjusting teaching methods. In addition, the belief in facing difficulties, as in the principle "indeed with difficulty there is ease," provides motivation for teachers and students to continue to be enthusiastic in undergoing the sports learning process. With this spirit, existing obstacles can be overcome, and learning continues to take place effectively even in limited conditions.

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