

1 The Utilization Of The Built Environment For Physical Education: 2 Literature Review

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6 **Abstract**

7 The focus of the data in the literature review is "built environment". Secondary data was
8 collected using the systematic literature review (SLR) method, using the Preferred Reporting Items for
9 Systematic Reviews and Meta Analysis (PRISMA) approach. Results; In the future, physical
10 education can adopt and maximize the use of the "built environment" in carrying out the learning
11 process, especially for schools that still have very minimum facilities and infrastructure resources. Of
12 course, there also a need for synergy between schools and local governments who are responsible for
13 the built environment. Distance must also be considered considering that large numbers of students
14 will move out of school to study outside the classroom.

15 **Keywords:** Built Environment; Physical Education; School.

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17 **1. Introduction**

18 "Certainly there is concern when we see that the World Population Review states that
19 our nation's IQ is quite low compared to several other countries. "One of the sources is that
20 our low material human resources are not yet optimal," said Head of BKKBN Hasto Wardoyo
21 in the IDIK Webinar: Communication Caring for the Country which was attended online in
22 Jakarta [1]. At the same time, various news reports still report the low quality of educational
23 facilities and infrastructure in Indonesia, especially in areas that lack resources and are
24 underdeveloped. At another point, the learning process requires renewal and renewal. Current
25 developments in the world of education, the educational process is to pay attention to, adopt,
26 or modify the latest and most updated learning concepts and/or theories [2]. Policies,
27 environments, curricula, appropriate learning instructions, and assessment governance, must
28 come from current sources [3]. In the physical education learning process, the element of
29 novelty and the use of renewable learning technology is important to develop and propose.
30 This urgency leads researchers to propose alternative solutions related to educational facilities
31 and infrastructure, especially in supporting the physical education learning process. Currently,
32 almost all corners of the city and even villages have a built environment, in the form of a
33 playground with a variety and completeness of facilities in it. It has been proven that the built
34 environment is able to increase people's attractiveness for sports, social and recreational
35 activities [4], [5], [6]. Based on the explanation above, the researcher proposed this literature
36 review. It is hoped that the data obtained from this literature review can be a source of
37 information in adopting and maximizing the use of the "built environment" in carrying out
38 physical education activities, especially for schools that still have very minimal facilities and
39 infrastructure resources.

2. Methodology

Some concepts and procedures for literature review include; Secondary data collection can use the systematic literature review (SLR) method. The procedure for collecting data is by accessing journal indexers to make it easier to search using key words according to the theme to be reviewed [7]. A literature study is a research design that collects data sources related to a topic. Data collection using database search tools from Google Scholar, ERIC and/or Scopus using tools; search term in each database. The way this method works is by analyzing journals and then making summaries regarding research questions and objectives [8]. This literature review uses the Preferred Reporting Items for Systematic Reviews and Meta Analysis method or commonly referred to as PRISMA, this method requires certain stages to be carried out so that it is different from just a literature study/traditional review.

3. Result and Discussion (Font 12, Times New Roman, 1.15 Spacing)

The following is a distribution and description of research results that describe the "built environment" which is published in scientific journals.

Table 1. Results of data extraction (important findings related to research objectives and background)

Researcher's Identity	Journal name	Research findings
[4]	• Int. J. Environ. Res. Public Health, vol. 19, no. 13, 2022.	There was a moderate effect of age (15 versus 9 years) whereby play facilities, parks, playgrounds and features that facilitate walking had negative effects on children's activity but positive effects on adolescents' activity. In studies that located youth physical activity with GPS, walking to school produced small increases in activity compared with transport by car or bus, greater proportions of activity took place in streets and urban venues (40-80%) than in green spaces (20-50%), and more than half of children's outdoor activity occurred with a parent nearby.
[5]	• port. Med., vol. 45, no. 6, pp. 841–865, 2015.	Designing the urban environment to promote safe child-pedestrian roaming may increase children's moderate-to-vigorous physical activity
[9]	• Int. J. Environ. Res. Public Health, vol. 13, no. 1, 2016.	Neighbourhoods can facilitate or constrain moderate-to-vigorous physical activity (MVPA) among children by providing or restricting opportunities for MVPA
[10]	• BMC Public Health, vol. 15, no. 1, 2015.	Adolescents were more likely to engage in physical activity, and achieved their highest physical activity levels, when using built environments located outdoors.
[11]	• Heal. Promot. Chronic Dis. Prev. Canada, vol. 37, no. 6, pp. 175–185, 2017.	Some neighbourhood built environment characteristics appear important for supporting physical activity participation while others may be more supportive of increasing physical activity duration
[12]	• Int. J. Behav. Nutr. Phys. Act., vol. 14, no. 1, 2017.	Safe, walkable, and aesthetically pleasing neighbourhoods, with access to overall and specific destinations and services positively influenced older adults' PA participation.
[13]	• BMC Public Health, vol. 19, no. 1, p. 1426, 2019.	This population-based study underscores the importance of access to a variety of venues and opportunities for different activities in the immediate neighborhood surroundings and in the greater community to support participation in physical activity and organized and social activities in childhood.
[14]	• Int. J. Environ. Res. Public	Attributes of the neighbourhood built environment can influence play behaviours.

- [15] • *Heal. Place*, vol. 76, 2022. Given the global physical inactivity crisis the built environment remains and important means to promote PA among children/youth.

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2 **4. Conclusion**

3 Our findings show that: (1) The existence of a built environment is greatly utilized by
4 the community for sports, social and recreational activities. (2) Generally, the built
5 environment has appropriate standards, namely the presence of a toilet, health room, security
6 guard, clean with adequate trash facilities, free and free of charge when used. (3) Have shady
7 trees for shade from the sun, and/or chairs for resting. (4) Some places usually have
8 permanent and/or portable sports facilities. In the future, physical education can adopt and
9 maximize the use of the "built environment" in carrying out the learning process, especially
10 for schools that still have very minimal facilities and infrastructure resources. Of course,
11 synergy is also needed between schools and local governments who are responsible for the
12 built environment. Distance must also be considered considering that large numbers of
13 students will move out of school to study outside the classroom.

14 **5. Reference**

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