



Table Tennis Introduction Socialization to Improve Student Knowledge at MTs Al-Falah

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A B S T R A C T

This Community Service Program aims to improve the knowledge of students at MTs Al-Falah about table tennis as a sport that supports physical fitness, motor skill development, and the formation of sportsmanship character. The background of this activity is based on the still limited understanding of students regarding the history, basic rules, basic techniques, and benefits of table tennis in daily life. The implementation method includes a preparation stage, socialization through material delivery, demonstration of basic techniques (grip, stance, footwork, service, forehand, and backhand), direct group practice, and evaluation using discussion and question-and-answer sessions. The activity was attended by MTs Al-Falah students using an interactive and participatory learning approach so that participants gained learning experience both theoretically and practically. The results showed an increase in students' knowledge from an average of 61.8% to 89.2%, an increase of 27.4%. In addition, 91% of participants stated that they were very interested in learning table tennis further. Thus, this socialization activity provides a positive contribution to introducing table tennis in the school environment while supporting the development of an active and healthy lifestyle culture for MTs Al-Falah students.

INTRODUCTION

Physical education is an integral part of the educational process that aims to develop the physical, cognitive, affective, and psychomotor aspects of learners as a whole. Through sports activities, students not only gain physical fitness benefits but also develop values of discipline, responsibility, sportsmanship, teamwork, and self-confidence. Various studies show that active participation in sports activities can improve motor skills, learning concentration, and character development of students (Candra et al., 2023). One sport with high educational value is table tennis, because it is relatively easy to learn, can be played by various age groups, and trains hand-eye coordination, reaction speed, concentration, and movement accuracy (Aprizal et al., 2024).

Schools play an important role in introducing various sports activities to students as part of building a culture of healthy living. However, limited facilities and infrastructure, minimal extracurricular activities, and a lack of socialization regarding the benefits and basic techniques of table tennis mean that most students do not yet have adequate knowledge of this sport. This condition was also found at MTs Al-Falah, the partner of this Community Service activity. Based on preliminary observations and coordination with the school, it was found that most students did not yet understand the history, basic rules, benefits, and basic techniques of table tennis, such as how to hold the bat (grip), ready position (stance), service, forehand strokes, and backhand.

Knowledge is the result of a learning process that forms the basis for shaping a person's attitudes, behavior, and ability to make decisions about an object (Notoatmodjo, 2018). In sports learning, knowledge covers not only an understanding of the benefits of physical activity, but also the history, rules of the game, basic techniques, and the values contained within it. Students who frequently receive information about a particular sport tend to have a better understanding than students who have never had that experience.

Socialization is the process of conveying information, knowledge, values, and skills to individuals or groups so that changes occur in the aspects of knowledge, attitudes, and behavior (Notoatmodjo, 2018). Socialization activities are an effective strategy for improving students' knowledge because they combine various learning methods, such as lectures, presentations, demonstrations, discussions, question-and-answer sessions, and direct practice. This combination of methods allows participants to gain a more meaningful learning experience so that the information received is easier to understand and remember (Joyce et al., 2019). Learning obtained through direct experience also produces a deeper understanding compared to purely theoretical learning, as stated in Experiential Learning theory (Kolb, 2015).

These problems indicate the need for an educational activity that can systematically introduce table tennis to students through a socialization program that integrates material delivery, demonstration of basic techniques, simple practice, and discussion and question-and-answer sessions (Lusianti, 2024). Based on this condition, the Physical Education Study Program of Universitas Pamulang deemed it necessary to carry out a Community Service activity entitled "Table Tennis Introduction Socialization to Improve Student Knowledge at MTs Al-Falah." This activity aims to improve students' knowledge of the history, benefits, basic rules, and basic techniques of table tennis, while also fostering student interest in participating actively in sports activities, thereby supporting the establishment of a healthy lifestyle culture in the school environment.

SITUATION ANALYSIS

MTs Al-Falah is a junior secondary school located in an area with limited sports facilities and a minimal number of extracurricular programs related to racket sports. The target audience of this activity consisted of approximately 35 students, ranging from Grade VII to Grade IX, accompanied by their Physical Education, Sports, and Health (PJOK) teacher. Prior to the activity, a preliminary needs assessment was conducted through direct observation and coordination with the school. This assessment revealed that the majority of students (an estimated more than 70%) had never received any structured instruction on table tennis, and the school itself had only one table tennis table that was rarely used due to the absence of a teacher or coach with adequate technical knowledge of the sport.

In terms of facilities, MTs Al-Falah has a multipurpose hall that can be used for indoor sports activities, although it is not specifically designed for table tennis training. The school does not yet have a dedicated table tennis club or a structured extracurricular schedule for the sport, despite showing institutional willingness to develop one if adequate guidance were provided. From a social perspective, students at MTs Al-Falah generally come from surrounding communities with limited access to formal sports coaching outside of school, making school-based introduction and socialization programs an important entry point for developing interest and basic competence in table tennis.

Based on this situation, the identified core problem was the low level of student knowledge regarding the history, benefits, basic rules, and basic techniques of table tennis, compounded by the absence of a systematic introduction program. This condition presented a clear opportunity for a Community Service activity that could combine material delivery, technique demonstration, and direct practice to address the knowledge gap while also stimulating student interest in the sport as a foundation for possible future extracurricular development.

IMPLEMENTATION METHOD

This Community Service activity used an educational-participatory method, which positions participants as the main subject in the learning process so that students not only passively receive information but also gain learning experience through direct practice. The target audience consisted of approximately 30–40 MTs Al-Falah students, accompanied by their Physical Education, Sports, and Health (PJOK) teacher. The activity was carried out on Sunday, May 12, 2026, at MTs Al-Falah, using available school facilities such as the multipurpose hall or an available outdoor field.

The implementation stages consisted of four phases. First, the preparation stage, which included coordination with MTs Al-Falah, preparation of socialization materials, division of tasks among the Community Service team, and preparation of presentation media, table tennis bats, balls, tables, an LCD projector, and other supporting equipment. Second, the implementation stage, consisting of the delivery of material on the history, benefits, and basic rules of table tennis; demonstration of basic techniques including how to hold the bat (grip), ready position (stance), footwork, service, forehand, and backhand; direct group practice by participants under the guidance of lecturers and students; and discussion and question-and-answer sessions on the material presented.

Third, the evaluation stage, carried out to determine participants' level of understanding of the material through observation during practice, discussion, question-and-answer sessions, and oral questions given before and after the activity. Fourth, the documentation and reporting stage, in which the entire series of activities was documented in the form of photos and videos as evidence of implementation, then compiled into a report containing the implementation of the activity, evaluation results, discussion, documentation, and follow-up recommendations. The detailed schedule of activity implementation is presented in Table 1.

RESULTS AND DISCUSSION

The Community Service activity entitled "Table Tennis Introduction Socialization to Improve Student Knowledge at MTs Al-Falah" was carried out on Sunday, May 12, 2026, at MTs Al-Falah, attended by approximately 35 students

accompanied by their PJOK teacher. The entire series of activities ran according to the planned schedule, starting from the opening, material delivery, demonstration of basic techniques, direct practice, discussion, and evaluation. Material on the history, benefits, basic rules, and equipment of table tennis was delivered using presentation media and instructional videos so that students could more easily understand the concepts presented. Throughout the process, participants showed high attention and enthusiasm, actively asking questions.

The activity schedule of implementation is presented in Table 1, while the comparison of student knowledge before and after the activity is presented in Table 2. The results showed an increase in the average student knowledge score from 61.8% to 89.2%, an increase of 27.4%. In addition, 91% of participants stated that they were very interested in learning table tennis further, indicating a strong positive response to the socialization activity.

Table 1. Schedule of Activity Implementation

No	Time	Activity
1	08.00–08.30	Participant registration and opening
2	08.30–09.15	Delivery of material on table tennis
3	09.15–10.00	Demonstration of basic table tennis techniques
4	10.00–11.00	Practice of basic techniques by participants
5	11.00–11.30	Discussion and question-and-answer session
6	11.30–12.00	Evaluation, closing, and documentation

Table 2. Comparison of Student Knowledge Before and After the Activity

No	Measured Aspect	Before (%)	After (%)	Increase (%)
1	Average student knowledge	61.8	89.2	+27.4
2	Interest in learning table tennis further	–	91.0	–



Figure 1. Documentation of the socialization activity with MTs Al-Falah students



Figure 2. Direct practice of basic table tennis techniques by participants

The results of the activity show that the socialization method combined with demonstration and direct practice is an effective approach for improving student knowledge about table tennis.

The average knowledge increase of 27.4% indicates that a learning process involving direct experience produces a better impact than the delivery of material through theory alone. This result is consistent with Kolb's (2015) Experiential Learning theory, which states that learning becomes more meaningful when participants gain direct experience in the learning process.

The success of the activity cannot be separated from the use of interactive learning methods. The delivery of material through presentation media, demonstration of basic techniques, direct practice, discussion, and question-and-answer sessions gave participants the opportunity to learn through various experiences. According to Joyce, Weil, and Calhoun (2019), combining various learning methods increases the effectiveness of the learning process because it can accommodate the diverse characteristics of learners. The high enthusiasm of participants throughout the activity shows that table tennis has considerable appeal for students when introduced

through an enjoyable approach, in line with Siedentop and Tannehill (2019), who state that sports learning is more effective when students are actively involved in the learning process.

This activity also contributed to the character development of participants. During the practice sessions, students learned about the importance of discipline, teamwork, sportsmanship, responsibility, and mutual respect among peers, in line with the objectives of Physical Education, Sports, and Health (PJOK) learning to shape healthy, active, and well-characterized students with healthy living habits. The questionnaire results showed that almost all participants (91%) were interested in learning table tennis further through classroom learning or extracurricular activities, indicating that increased knowledge is positively related to increased student motivation to participate in sports activities.

From the partner's perspective, MTs Al-Falah gave a very positive response to the activity. The PJOK teacher assessed that the socialization material provided could strengthen PJOK learning at school, particularly in introducing table tennis, and expressed hope that the collaboration with Universitas Pamulang could continue through various Community Service programs in the future. Overall, the results of the activity show that the program successfully achieved its stated objectives, not only improving students' knowledge of table tennis but also fostering interest, motivation, and a positive attitude toward sports activities as part of implementing a healthy lifestyle.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the Community Service activity entitled "Table Tennis Introduction Socialization to Improve Student Knowledge at MTs Al-Falah," it can be concluded that the activity was successfully carried out in accordance with its planned objectives. The socialization proved effective in improving students' knowledge of the history, benefits, basic rules, and basic techniques of table tennis, with an average increase from 61.8% to 89.2%. In addition to improving knowledge, this activity also successfully fostered student interest, motivation, and enthusiasm toward table tennis, as shown by 91% of participants who expressed strong interest in learning table tennis further. This activity also benefited the PJOK teacher as an additional reference for developing more innovative sports learning, while serving as an implementation of the Tri Dharma of Higher Education of Universitas Pamulang in improving the quality of physical education in the community. For the school, the results of this activity can be used as a basis for developing more varied PJOK learning, including the establishment of a table tennis extracurricular program. Similar activities are recommended to be further developed with a broader scope of participants, involving more schools, and adding sustainable mentoring programs to support the development of competitive sports in the school environment from an early age.

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