

Implementation of the PPLP Program for FKIP Students Sports Education in PJOK Learning at Muhammadiyah Tenggara High School

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Received: 07-09-2026; Revised: 17-09-2026; Accepted: 30-09-2026

Abstrak

Program Pengabdian dan Pengenalan Lapangan Persekolahan merupakan kegiatan yang memberikan kesempatan kepada mahasiswa untuk menerapkan pengetahuan dan keterampilan secara langsung di lingkungan sekolah. Kegiatan ini bertujuan mendeskripsikan pelaksanaan PPLP mahasiswa FKIP Pendidikan Olahraga dalam pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan di SMA Muhammadiyah Tenggara. Metode yang digunakan adalah pendekatan deskriptif melalui keterlibatan langsung mahasiswa selama dua bulan. Kegiatan meliputi observasi, penyusunan modul ajar, praktik mengajar, penilaian, partisipasi dalam kegiatan sekolah, serta refleksi bersama guru pamong dan dosen pembimbing. Hasil kegiatan menunjukkan bahwa mahasiswa memperoleh pengalaman dalam merencanakan, melaksanakan, dan mengevaluasi pembelajaran serta berkembang dalam komunikasi, pengelolaan kelas, tanggung jawab, dan kemampuan beradaptasi. Program PPLP juga memperkuat kerja sama antara mahasiswa, perguruan tinggi, guru, dan sekolah mitra. Dengan demikian, PPLP dapat menjadi sarana pembelajaran kontekstual dalam mempersiapkan mahasiswa sebagai calon guru PJOK yang profesional dan bertanggung jawab.

Kata Kunci: PPLP; Pendidikan Olahraga; Pembelajaran PJOK; Praktik Mengajar; Kompetensi Mahasiswa.

Abstract

The School Field Introduction and Community Service Program is an activity that provides students with opportunities to apply their knowledge and skills directly in a school environment. This study aimed to describe the implementation of the program by Physical Education students of the Faculty of Teacher Training and Education in Physical Education, Sports, and Health learning at SMA Muhammadiyah Tenggara. A descriptive approach was used through direct student involvement for two months. The activities included observation, lesson module preparation, teaching practice, assessment, participation in school activities, and reflection with supervising teachers and lecturers. The results showed that students gained experience in planning, implementing, and

evaluating learning activities and developed their communication, classroom management, responsibility, and adaptability skills. The program also strengthened collaboration between students, the university, teachers, and the partner school. Therefore, the program can serve as a contextual learning experience to prepare students as professional and responsible Physical Education teachers.

Keywords: PPLP; Physical Education; Learning PJOK; Teaching Practice; Student Competence.

INTRODUCTION

Education is the main foundation in forming a generation that has character, competence, and is able to adapt to the times. In the context of higher education, especially the Faculty of Teacher Training and Education (FKIP), students are not only required to understand learning theory, but also have skills in applying teaching practices directly in the school environment. One form of activity that supports the development of these competencies is the School Field Service and Introduction Program (PPLP). This program provides opportunities for students to get to know the educational environment, apply the knowledge gained during lectures, and develop readiness and professionalism as prospective educators (Julhadi, 2021).

The implementation of PPLP is a link between academic knowledge and learning practices in schools. Through this program, students gain experience in observing the learning process, understanding the characteristics of students, developing learning plans, and carrying out teaching activities with the guidance of teachers. This experience helps students understand the real conditions in the school environment while developing the ability to communicate, adapt, work together, and be responsible. Fitri et al. (2025) discuss the implementation of School Field Introduction by students in the educational environment as a form of direct involvement in school activities. Thus, PPLP is not only a means of learning for students, but also opens up opportunities for contribution in supporting the implementation of education in partner schools.

In the field of Physical Education, Sports, and Health (PJOK), the implementation of PPLP has its own characteristics because the learning process involves physical activity, movement skills, demonstrations, and direct interaction between teachers and students. Sports Education students need to have the ability to convey material clearly, provide examples of correct movements, manage learning activities, and pay attention to the safety of students during activities. In addition, PJOK learning plays a role in developing physical fitness, motor skills, discipline, sportsmanship, cooperation, and responsibility. Therefore, direct teaching experience is an important part of preparing students to be able to apply pedagogical competencies and skills in the field of sports in accordance with learning needs at school.

However, the implementation of field practice requires students to be able to face various situations that are not always obtained through theoretical

learning in higher education. Students need to adapt teaching methods to the characteristics of students, manage classes, manage learning times, and overcome obstacles that arise during activities. Azwar (2019) examines field experience programs in relation to the confidence of Physical Education, Health, and Recreation students. Meanwhile, Fathurrahman & Farih (2018) discuss the implementation of students' field experience practices in the context of education. Both studies are relevant to understand the importance of direct experience in the process of forming the competency of prospective teachers. In addition to teaching skills, students also need to develop communication, cooperation, and adaptation skills in order to interact effectively with teachers and students.

From the perspective of competency development, PPLP also plays a role in shaping students' soft skills needed in the world of education. Cahyaningsih et al. (2024) examined the relationship between School Field Introduction and the development of soft skills of prospective teacher students, while Hasanah & Indrawati (2024) discussed the relationship between micro teaching and School Field Introduction to student readiness to become teachers. The study provides a foundation for the importance of practical experience as part of the process of preparing prospective educators. In PJOK learning, these competencies are needed so that students are able to build good communication, provide effective instruction, create a conducive learning atmosphere, and encourage active participation of students in sports and physical activities.

The implementation of PPLP at SMA Muhammadiyah Tenggara is a form of applying the competencies of FKIP Sports Education students in a real educational environment. This activity provides opportunities for students to be involved in the PJOK learning process while understanding the role and responsibilities of a teacher in planning, implementing, and evaluating learning. In addition to being oriented towards developing student abilities, this program has a community service dimension through student involvement in supporting educational activities at partner schools. Yurfiah et al. (2024) discuss the use of School Field Introduction activities in improving teaching quality. In this context, collaboration between universities and schools is expected to support the implementation of learning and provide useful experiences for students as prospective Sports Education teachers.

Although various studies have discussed the implementation of PPL and PLP, the development of soft skills, and the readiness of students to become teachers, the documentation on the implementation of PPLP which specifically focuses on PJOK learning at SMA Muhammadiyah Tenggara remains relevant. PJOK learning involves the characteristics of activities that are different from learning in the classroom in general, especially in terms of the practice of movement skills, management of physical activities, and the application of safety during learning. Therefore, this article focuses on the description of the implementation of the PPLP program, student involvement in PJOK learning, and the contribution of activities to the implementation of education at partner schools. The novelty of the article lies in the documentation of the experience of

program implementation in the context of the school, so that it can provide a contextual overview of the application of the competencies of Sports Education students through field practice activities based on community service.

Based on this description, the implementation of the School Field Service and Introduction Program (PPLP) for FKIP Sports Education students at SMA Muhammadiyah Tenggara aims to describe the process of program implementation in PJOK learning. In particular, this activity focuses on student involvement in the implementation of learning, the application of teaching skills, competency development as prospective educators, and the contribution of students in supporting educational activities at partner schools. The results of the activity are expected to be evaluation materials for students, supervisors, teachers, and schools in improving the quality of PPLP implementation. In addition, this article is expected to provide a reference for the development of community service activities through collaboration between universities and schools, especially in the fields of Physical Education, Sports, and Health.

METHOD OF IMPLEMENTATION OF ACTIVITIES

This activity is part of the Community Service Program (PKM) which is integrated with the implementation of PPLP. The approach used is descriptive through direct student involvement in the school environment (*field engagement*). The program was carried out for 2 months starting from July 20 to September 20 in Semester 7 of the 2026/2027 Academic Year at Muhammadiyah Tenggara High School located at Jalan Pesut, Gang Bakut, RT 14, Timbau Village, Tenggara District, Kutai Kartanegara Regency, East Kalimantan, 75511. The participants of the activity were FKIP students of the University of Muhammadiyah East Kalimantan from the Sports Education Study Program who were directly involved in the implementation of PJOK learning at partner schools.

The implementation of the activity began with field observation to understand the characteristics of the school, the condition of the students, the learning environment, and the facilities and infrastructure that support PJOK learning. The information from the observation results became the basis for the preparation of learning tools, the planning of PPLP activities, and the adjustment of teaching strategies to the needs of students. Core activities include teaching practices, PJOK learning assistance, provision of materials and demonstration of movement skills, and student involvement in supporting educational activities at school. Activities are carried out collaboratively with PJOK teachers as teacher teachers so that the implementation of learning is in accordance with learning objectives, student characteristics, and school conditions.

The entire series of activities was documented through photos of activities, learning tools, and field notes. The documentation was presented descriptively to describe the PPLP implementation process, student involvement in PJOK learning, and experiences gained during the activity. In the final stage, students reflected with their teachers and supervisors to evaluate their field experience, challenges faced, developed teaching skills, and contributions that have been made to partner schools. The results of the reflection became

evaluation material in seeing the implementation of the program and the development of students' competencies as prospective Sports Education teachers.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

The implementation of the School Field Service and Introduction Program (PPLP) for FKIP Sports Education students at SMA Muhammadiyah Tenggara is carried out through the direct involvement of students in school activities and learning Physical Education, Sports, and Health (PJOK). Activities include participation in school activities, teaching practices, preparation of learning tools, and the implementation of assessments. Based on the documentation and implementation of activities, there are several main aspects that describe the implementation of the program as follows.

Student Participation in School Activities

Before and during the implementation of learning activities, students participate in school activities that support the formation of character and togetherness. One of the activities that was followed was joint gymnastics at SMA Muhammadiyah Tenggara on July 31, 2025. This activity provided an opportunity for students to interact with school residents as well as participate in physical activities together. Through these activities, students gained experience about the importance of physical activity, physical fitness, and togetherness in the educational environment.



Figure 1. Joint Gymnastics Activities

In addition to joint gymnastics, students participated in the Night of Faith and Taqwa (MABIT) which was held on August 23-24, 2025. This activity provides experience to students in participating in character development activities and religious values in the school environment. This involvement expands students' experience in interacting with students outside of formal learning activities and understanding the importance of discipline, responsibility, and togetherness in the educational environment.



Figure 2. Student involvement in MABIT activities



Figure 3. Documentation of MABIT activities as part of character development activities in schools.

Participation in school activities complements the students' experience during the implementation of PPLP. Students not only gain experience in academic aspects and teaching practices, but also get to know the school's social environment and interact with school residents through joint activities. This is relevant to the discussion Cahyaningsih et al. (2024) mengenai pengembangan *soft skills* mahasiswa calon guru melalui School Field Introduction experience, especially in aspects of communication, cooperation, and responsibility.

Implementation of PJOK Teaching and Learning Activities

The core activities of PPLP are carried out through the teaching practice of Physical Education, Sports, and Health (PJOK), both in the form of practical learning in the field and theoretical learning in the classroom. In practical activities, students are involved in delivering instructions, demonstration of movements, assisting student activities, and supervision during activities. Meanwhile, classroom learning provides opportunities for students to convey material theoretically, explain learning concepts, and build interaction with students through directed learning activities.



Figure 4. Students carry out PJOK teaching practice in the field.



Figure 5. Students provide instructions and demonstration of movements in PJOK learning.



Figure 6. Implementation of PJOK learning in the classroom.

Through these activities, students gain experience in applying the knowledge that has been learned during lectures to real learning situations. Students need to adjust the delivery of material to the learning objectives, manage time, provide clear instructions, and pay attention to student

involvement and safety. The implementation of learning in the field also provides experience in organizing movement activities, while learning in the classroom trains students' ability to explain material and build learning communication.

The experience is in line with Azwar (2019), which examines the field experience program in relation to the confidence of Physical Education, Health, and Recreation students. Teaching practice provides an opportunity for students to understand the teacher's responsibilities directly and develop their ability to deal with learning dynamics. In addition, the experience is related to the study Hasanah & Indrawati (2024) regarding the relationship between *micro teaching* and School Field Introduction with student readiness to become teachers.

Preparation of Teaching Modules as Learning Tools

The implementation of PJOK learning is supported by the preparation of learning tools as guidelines for students in carrying out teaching activities. One of the tools used is the teaching module, which contains learning planning in accordance with the objectives, materials, activity steps, and needs of students. The preparation of teaching modules helps students organize learning activities systematically so that the process of delivering materials and implementing activities can take place according to planning.



Figure 7. Teaching modules used in the implementation of PJOK learning.

The preparation of teaching modules provides experience to students in connecting learning objectives with methods, media, and activities to be implemented. The tool is also a material for consultation and evaluation with teachers before and during the implementation of learning. Thus, student involvement is not only limited to teaching practice, but also includes the planning stage which is an important part of an educator's duties.

These descriptive findings are relevant to the discussion Julhadi (2021) Regarding the field experience program as a combination of theory and practice

in higher education. Learning planning is a form of applying academic knowledge that helps students prepare themselves for learning situations at school. In addition, the preparation of learning tools trains students to be more structured in determining activities and adjusting learning strategies to the needs of students.

Implementation of Learning Assessment and Evaluation

In addition to learning planning and implementation, PPLP activities also include the use of assessment forms as part of the administration and evaluation of PJOK learning. Assessment forms are used to support the recording of evaluation results based on predetermined aspects and criteria. The documentation of the form shows that the implementation of learning involves an assessment process as part of a series of student tasks in carrying out teaching practices.

The figure shows three pages of an assessment form. The first page is the header section with student information and learning objectives. The second page contains a table of assessment criteria and a section for student performance. The third page is the footer section with a signature and date.

Figure 8. Assessment form as part of the learning evaluation.

The use of assessment forms provides experience to students in understanding the importance of evaluation to determine the achievement of learning objectives. Students have the opportunity to get to know the process of recording assessment results and understand that evaluation is an integral part of learning planning and implementation. However, the documentation of assessment forms alone does not show an increase in student learning outcomes. Conclusions about changes in learning outcomes require value data or evaluation results that can be compared based on clear criteria.

This activity also strengthens students' understanding of the duties of educators who not only deliver material, but also evaluate the learning process. Hasanah & Indrawati (2024) discussing the relationship between learning experience and School Field Introduction to students' readiness to become teachers. In the context of this PPLP, the experience of compiling learning tools, implementing teaching practices, and using assessment instruments is part of the process of forming student competencies as prospective Sports Education teachers.

Plaque Giving and Student Withdrawal

As part of the closing of the PPLP Program, a plaque giving activity was carried out as a form of appreciation and gratitude to SMA Muhammadiyah Tenggara for the support and cooperation during the implementation of the program. This activity is also a momentum for student withdrawal after completing a series of PPLP activities at partner schools. The awarding of plaques and student withdrawals is a symbol of the end of activities and strengthens the cooperative relationship between students, universities, and schools.



Figure 9. Giving of plaques and withdrawing PPLP Program students.

Student Competency Development and Collaboration with Schools

Overall, the implementation of PPLP at SMA Muhammadiyah Tenggara provides experience to students in participating in school activities, carrying out PJOK learning, compiling teaching modules, and using assessment forms. The series of activities describes student involvement in several aspects of educators' duties, ranging from the introduction of the school environment to the planning, implementation, and evaluation of learning.

In its implementation, the direction and assistance of teachers is an important part in helping students adjust learning activities to school conditions. Interaction with teachers and students also provides experience in building communication, managing activities, and adjusting the delivery of material to learning needs. This experience is related to the discussion Cahyaningsih et al. (2024) about the development of *soft skills* of prospective teacher students through Introduction to the School Field.

From the perspective of community service, student involvement in PJOK learning is a form of higher education contribution through field practice activities at partner schools. This program provides space for students to apply academic knowledge while supporting the implementation of educational activities at school. Yurfiah et al. (2024) discussing the use of School Field Introduction activities in improving the quality of teaching. In the context of this activity, the documentation for the implementation of PPLP provides an overview

of the form of collaboration between students and schools through learning activities and other supporting activities.

Thus, the implementation of PPLP at SMA Muhammadiyah Tenggaraong can be understood as an activity that integrates student learning experiences with direct involvement in the educational process. The documentation of the activity shows the form of student participation in school activities, teaching practices, learning planning, and evaluation. However, the assessment of student competency improvement and the impact of the program on student learning outcomes requires the support of more measurable evaluation data. The results of this documentation can be a reflection material for students, pamong teachers, supervisors, and partner schools in developing the implementation of the next PPLP to be more in line with the needs of PJOK learning.

The findings of the activity show that the School Field Service and Introduction Program (PPLP) provides direct experience to FKIP Sports Education students in understanding and implementing the educational process in the school environment. The implementation of PPLP at SMA Muhammadiyah Tenggaraong is not only carried out through PJOK learning practices, but also through student involvement in school activities, preparation of learning tools, assessment implementation, and evaluation and withdrawal activities. These conditions show that field experience provides space for students to apply academic knowledge in real educational situations. This is consistent with Julhadi (2021) and Sahira & Herianto (2023) who explained that field experience activities are an important part of preparing students to carry out their duties as prospective educators.

Joint gymnastics activities and MABIT provide additional experience to students in understanding school life outside the PJOK learning process. Involvement in these activities allows students to interact more widely with students and school residents. Through joint gymnastics activities, students are involved in physical activities that support fitness and togetherness, while MABIT activities provide experience regarding character development and togetherness of students. This experience expands students' understanding that the duties of educators are not only related to teaching activities, but also include involvement in the formation of character and social life of students.

In the implementation of PJOK learning, students gain experience in managing learning activities both in the field and in the classroom. Practical learning requires students to be able to provide movement demonstrations, organize activities, provide instructions, and pay attention to the safety of students. Meanwhile, classroom learning requires students to deliver material systematically and build effective communication. This condition shows that students need to have flexible abilities in adapting learning strategies to the characteristics of PJOK activities. This finding is in line with Azwar (2019) who shows the importance of field experience in supporting the development of Physical Education students' confidence.

The preparation of teaching modules and the use of assessment forms are also an important part of student competency development. Teaching modules provide experience in planning learning, while assessment forms provide experience in evaluating learning processes and outcomes. Thus, students not only gain experience as learning implementers, but also understand the teacher's series of tasks ranging from planning, implementation, to evaluation. Hasanah & Indrawati (2024) explained that micro teaching experience and School Field Introduction are related to students' readiness to become teachers. The experience gained during PPLP is an opportunity for students to apply skills previously acquired through learning in college.

From the perspective of community service, student involvement in school activities shows a reciprocal relationship between universities and partner schools. Students gain professional experience through direct involvement at school, while schools receive support in the implementation of learning activities and school activities. Yurfiah et al. (2024) explained that School Field Introduction activities can be used to support the improvement of teaching quality. In the context of this activity, student contributions can be seen through involvement in PJOK learning, student assistance, participation in school activities, and the implementation of learning evaluations.

The evaluation process with teachers and supervisors also provides space for students to reflect on the experiences gained during the activity. Students can identify skills that have been developed, such as communication, classroom management, preparation of learning tools, and the implementation of assessments. In addition, students can also understand the various challenges that arise during the activity and use them as improvement materials for the development of competencies as prospective teachers. This is in line with Cahyaningsih et al. (2024) who show that the experience of School Field Introduction can support the development of students' soft skills as prospective teachers.

The implementation of PPLP at SMA Muhammadiyah Tenggara shows that field practice activities are a means of contextual learning for FKIP Sports Education students. The series of activities that include participation in school activities, teaching practices, preparation of teaching modules, implementation of assessments, evaluations, and student withdrawals provide experiences that cover various aspects of an educator's duties. Collaboration between students, teachers, supervisors, and schools also strengthens the relationship between universities and schools as educational partners. These findings strengthen the view of Fathurrahman & Farih (2018), and Simatupang & Novalia (2024), that direct experience at school provides space for students to apply academic competencies while developing professional readiness as prospective teachers.

CONCLUSION

The implementation of the School Field Service and Introduction Program (PPLP) at SMA Muhammadiyah Tenggara provides direct experience to FKIP Sports Education students in applying educational theory and PJOK learning

skills in a real school environment. The students successfully adapt to the school environment, improve their teaching skills, and develop professionalism and responsibility as prospective educators. Throughout the two-month program, students show development in pedagogical, social, and personal competencies through PJOK teaching activities, the preparation of teaching modules, the implementation of assessments, and involvement in various school activities. This program is a means that supports the formation of prospective PJOK teachers who are competent, adaptive, and responsible and able to contribute positively to the implementation of learning and educational activities in schools.

THANKS

The participants of the School Field Introduction Program (PPLP) would like to express their deepest gratitude to the Faculty of Teacher Training and Education (FKIP) of the University of Muhammadiyah East Kalimantan for their continuous support, direction, and guidance during the implementation of this program. Special appreciation was also expressed to SMA Muhammadiyah Tenggarong which has become the venue for PPLP activities for the guidance, facilities, and valuable opportunities provided so that it can enrich the practical learning experience of students in carrying out PJOK learning. The participants would also like to thank the supervisors, supervisors, and all students of SMA Muhammadiyah Tenggarong for their active participation, cooperation, and support during the program. Without the support and cooperation of all parties, the success of the implementation of these programs and activities would not be possible. Finally, this program is expected to be a useful experience for students and an inspiration for the development of similar activities in the future in order to support the improvement of the quality of PJOK learning and the quality of education in Indonesia.

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