

**Community Service Program by FKIP UMKT Students through
Socialization Learning Activities of Manners and Ethics at SMK
Negeri 15 Samarinda**

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Abstrak

Kegiatan Pengabdian dan Pengenalan Lapangan Persekolahan penting bagi mahasiswa calon pendidik untuk memperoleh pengalaman nyata dalam menerapkan pengetahuan dan keterampilan di lingkungan sekolah. Kegiatan ini bertujuan mendeskripsikan pelaksanaan P2LP mahasiswa FKIP Pendidikan Olahraga UMKT di SMK Negeri 15 Samarinda serta kontribusinya terhadap pembelajaran dan pembinaan peserta didik. Metode yang digunakan adalah pengabdian berbasis sekolah dengan pendekatan service learning melalui keterlibatan langsung mahasiswa selama dua bulan. Kegiatan meliputi pembelajaran PJOK, penyusunan perangkat pembelajaran, penilaian, sosialisasi adab dan etika, serta kegiatan MBG, Maulid Nabi, Pramuka, upacara kemerdekaan, dan perlombaan. Hasil kegiatan menunjukkan mahasiswa memperoleh pengalaman dalam mengelola pembelajaran, berkomunikasi, bekerja sama, bertanggung jawab, dan beradaptasi dengan lingkungan sekolah. Kegiatan P2LP menjadi sarana pembelajaran kontekstual yang mendukung kesiapan mahasiswa sebagai calon pendidik yang lebih profesional dalam menghadapi tuntutan pembelajaran dan kegiatan sekolah sehari-hari.

Kata Kunci: P2LP; Pendidikan olahraga; Pembelajaran PJOK; Kegiatan kesiswaan.

Abstract

The School Field Introduction and Community Service Program is important for prospective teachers to gain practical experience in applying knowledge and skills in the school environment. This activity aimed to describe the implementation of the program by Physical Education students of Universitas Muhammadiyah Kalimantan Timur at SMK Negeri 15 Samarinda and its contribution to learning and student development. The method used was school based community service with a service learning approach through direct student involvement for two months. Activities included Physical Education learning, preparation of learning materials, assessment, socialization of manners and ethics, and participation in various school activities. The results showed that students gained experience in managing learning, communicating,

collaborating, taking responsibility, and adapting to the school environment. The program serves as contextual learning that supports students' readiness to become more professional prospective teachers in facing learning demands and daily school activities.

Keywords: P2LP; Physical education; Student activities; Teacher education.

INTRODUCTION

Education is not only oriented towards academic achievement, but also plays a role in shaping students' character, social skills, attitudes, and behaviors. School is one of the important environments in this process because students gain learning experience while interacting with teachers, peers, and the school environment. Therefore, educational activities need to provide experiences that can support the development of knowledge and the formation of students' attitudes and characters. In the context of higher education, prospective educator students also need to gain real experience in the school environment in order to be able to develop pedagogical, social, professional, and personality competencies more fully (Sahira & Herianto, 2023).

Student involvement in school activities through field experience programs and community service provides opportunities to apply the knowledge gained during lectures in real situations. Field experience programs not only provide teaching experience, but can also increase students' readiness, confidence, and ability to face the educational environment directly (Azwar, 2019). Practical experience at school is also an important part of shaping the professional competence of prospective teachers because students can learn to understand the characteristics of students, manage learning, communicate, and adjust to school culture and needs (Artikova, 2025). Thus, student involvement in schools has mutual benefits, namely supporting the development of student competencies while contributing to the educational process at school.

In addition to learning activities, student involvement through the service and service learning approaches can be directed to activities that provide direct benefits to students and the school environment. Service learning integrates the experience of service to the community with the student learning process so that students not only gain practical experience, but also develop social awareness and the ability to interact with the community (Kustiawati et al., 2024). Community service activities can also contribute to the development of students' social capital through the experience of cooperating, communicating, and solving needs in the community (Delia et al., 2025). This shows that student activities in the school environment can be developed not only in the form of learning, but also through mentoring and coaching activities that are in accordance with the needs of students.

The formation of students' attitudes and character is one of the important aspects to be considered in the school environment. Manners and ethics in school life are reflected in the behavior of respecting teachers and friends, communicating politely, responsibly, disciplined, and being able to maintain

behavior in common life. Strengthening these aspects can be done through educational activities that are close to the lives of students so that the values provided are not only understood theoretically, but can also be applied in daily life. Student activities at school can be a means to provide assistance and socialization about these values communicatively and in accordance with the conditions of students.

The implementation of student activities at school also has relevance to the development of social skills and the adaptability of prospective educators. The School Service and Field Introduction Program has been proven to be related to the development of soft skills of prospective teacher students, including the skills needed to interact and carry out tasks in the educational environment (Cahyaningsih et al., 2024). In addition, students' experience in school activities can support their readiness to become teachers through practical experiences that allow students to understand learning conditions directly (Hasanah & Indrawati, 2024). These activities become even more meaningful when students not only act as observers, but are also actively involved in learning and student mentoring activities.

Based on these conditions, FKIP Sports Education students of the University of Muhammadiyah East Kalimantan carried out service activities at SMK Negeri 15 Samarinda through learning activities and socialization about manners and ethics. This activity was carried out as a form of student contribution in supporting the educational process at school as well as a real experience in applying the competencies obtained during lectures. Learning activities are directed to help the educational process that takes place at school, while socialization of manners and ethics is aimed at strengthening students regarding the importance of good attitudes, behaviors, and interactions in school and daily life.

This activity has an important value because it integrates students' practical experience with service activities that provide direct benefits to students. In contrast to practical activities that only focus on students' teaching experience, this activity combines the implementation of learning and socialization of manners and ethics as a form of student contribution to educational needs at school. This approach is in line with the concept of service learning which places direct experience and contribution to society as part of the student learning process (Putra et al., 2024). Thus, this activity is expected not only to provide experience for FKIP UMKT students in carrying out educational tasks, but also to provide benefits for students of SMK Negeri 15 Samarinda in terms of learning and attitude formation.

Based on this description, this service activity aims to describe the implementation of the FKIP UMKT student service program through learning activities and socialization of manners and ethics at SMK Negeri 15 Samarinda, as well as describing the contribution of these activities to the educational process and coaching of students in the school environment. The results of the activity are expected to be an overview of the application of student involvement

in service-based educational activities as well as an experience that supports the development of students' competencies as prospective educators.

METHOD OF IMPLEMENTATION OF ACTIVITIES

The community service activities carried out are a form of school-based service, where FKIP Sports Education students of the University of Muhammadiyah East Kalimantan are directly involved in the educational environment as a form of science implementation, field experience practice, and contribution to school needs. This activity model was chosen because it is able to connect the role of students as prospective educators with direct educational conditions, so that the activity does not only focus on the learning process, but also on social participation and strengthening the character of students. The approach used in this activity is service-learning, which is a learning approach through community service that combines aspects of learning, character development, and social services. This approach is relevant because it provides real experience to students in developing pedagogic, social, and professional competencies through structured and directed activities, as well as providing benefits for the school through learning activities and socialization of manners and ethics.

The service activity was carried out at SMK Negeri 15 Samarinda which is located at Jl. Ir. H. Nusyirwan, M.Si., RT.15/RW.04, Lok Bahu, Sungai Kunjang District, Samarinda City, East Kalimantan. The implementation of the activity was carried out for approximately two months, starting from July 20-September 20, 2026, in Semester 7 of the 2026/2027 Academic Year in accordance with the schedule set by the campus and the school as partners of the service location.

The subjects or targets of activities in this service program are students of SMK Negeri 15 Samarinda. The implementation of activities focuses on student involvement through learning activities and socialization of manners and ethics. Learning activities are carried out as a form of assistance in the educational process at school, while socialization of manners and ethics is directed to provide students with an understanding of the importance of attitudes, behaviors, responsibilities, discipline, and ethics in interacting in the school environment and daily life.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

The implementation of the School Field Service and Introduction Program (P2LP) for FKIP Sports Education students of the University of Muhammadiyah East Kalimantan at SMK Negeri 15 Samarinda has been carried out through the direct involvement of students in learning activities and various student activities in the school environment. The activities not only focus on the implementation of Physical Education, Sports, and Health (PJOK) learning, but also include the preparation of learning tools, socialization of manners and ethics, Free Nutritious Eating (MBG) pickets, religious activities, scouting, commemoration ceremonies of the Republic of Indonesia's Independence Day, and competitions in commemoration of Independence Day. Based on the implementation and

documentation of activities, some forms of program implementation that have been implemented are as follows.

1. Student Participation in School Activities

FKIP Sports Education students have been involved in various school activities outside of PJOK learning activities. These involvement include Free Nutritious Meal (MBG) picket activities, religious activities, scouting, Independence Day commemoration ceremonies of the Republic of Indonesia, and competition activities in commemoration of Independence Day. These activities provide opportunities for students to interact directly with students, teachers, and school residents in various situations.

Participation in school activities provides students with the experience to understand that the role of educators is not only limited to learning activities in the classroom or field, but also includes involvement in school life as a whole. Through this involvement, students gain experience in building communication, cooperating, carrying out responsibilities, and adjusting to the culture and activities that take place at school.

This experience is in line with Cahyaningsih et al. (2024) who show that School Field Introduction activities can support the development of soft skills of prospective teachers. Direct student involvement in various school activities also provides a broader experience in understanding the duties and responsibilities of prospective educators.

2. Implementation of PJOK Teaching and Learning Activities

P2LP's core activities are carried out through the practice of teaching 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, providing examples or demonstrations of movements, assisting student activities, and supervision during activities. Meanwhile, learning in the classroom provides opportunities for students to convey material theoretically, explain learning concepts, and build interaction with students through directed learning activities. P2LP's core activities have been 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, providing examples or demonstrations of movements, assisting student activities, and supervision during activities. Meanwhile, classroom learning has provided opportunities for students to convey material theoretically, explain learning concepts, and build interaction with students through directed learning activities.



Figure 1. Students carry out PJOK teaching practice in the field.



Figure 2. Implementation of PJOK learning in the classroom.

Through these activities, students have gained experience in applying the knowledge gained 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 regulating movement activities, while learning in the classroom trains students' ability to explain material and build learning communication.

This experience is in line with Azwar (2019) who explains that field experience programs can contribute to the development of the confidence of Physical Education, Health, and Recreation students. Teaching practice provides opportunities for students to understand the teacher's responsibilities directly and develop skills in dealing with learning dynamics. In addition, the experience is related to Hasanah & Indrawati (2024) regarding the relationship between micro teaching and Introduction to the School Field with students' readiness to become teachers.

3. Preparation of Teaching Modules as Learning Tools

The implementation of PJOK learning has been supported by the preparation of learning tools as a guideline for students in carrying out teaching activities. One of the tools used is a teaching module that contains learning objectives, materials, activity steps, methods, and evaluation forms that are tailored to the needs of students.

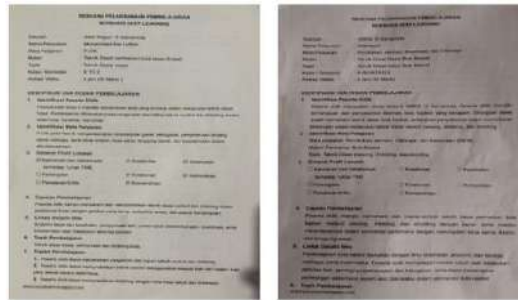


Figure 3. Teaching modules used in the implementation of PJOK learning.

The preparation of teaching modules has provided 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 the supervisor 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 findings are relevant to Julhadi (2021) who explained that the field experience program is a process that integrates 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 has trained students to be more structured in determining activities and adapting learning strategies to the needs of students.

4. Results of the Questionnaire Shaping Student Character through Socialization of Communication Manners and Ethics in Socializing at School

Students have also been involved in socialization activities carried out in the SMK Negeri 15 Samarinda. The socialization activity raised the theme "Shaping Student Character through Socialization of Communication Manners and Ethics in Socializing at School." The activity was carried out as a form of student contribution in providing education about the importance of communication manners and ethics in school life.



Figure 4. Implementation of socialization activities by P2LP students.

The implementation of socialization has provided experience to students in preparing materials, conveying information communicatively, and building interaction with students in an atmosphere that is different from regular learning. Students adjust the language and delivery methods to the characteristics of

students so that the material on communication manners and ethics in association can be understood well. This activity shows that student involvement in schools is not only through PJOK learning, but also through educational activities that support the formation of students' character.

The results of the questionnaire showed a positive tendency in the communication and social relations aspects of students. As many as 70.4% of students stated that they often use polite language when talking to teachers and friends, while 24.1% stated that they are very often. In the behavior of saying greetings or greetings when meeting teachers and friends, 48.1% stated often and 24.1% stated very often. In addition, 63% of students stated that they respect their friends very often even though they are of different ethnicities, religions, or backgrounds, while 35.2% stated that they often did. In helping friends who have difficulties at school, 46.3% stated often and 31.5% stated very often. Meanwhile, 55.6% stated that they often apologized when they made mistakes to friends or teachers and 33.3% stated very often.

In the indicators of behavior that are not in accordance with communication ethics, 81.5% of students stated that they never spoke in a yelling tone to friends or teachers, while 13% stated that rarely. As many as 74.1% stated that they never mocked or demeaned friends because of their appearance or ability. In addition, 79.6% stated that they never ostracized or stayed away from certain friends for obvious reasons. These results provide an idea that most students have shown positive behavioral tendencies in aspects of politeness, communication, tolerance, and social relations in the school environment.

Table 1. Results of the Questionnaire Shaping Student Character through Socialization of Communication Manners and Ethics in Socializing at School

No.	Statement	Never	Rare	Someti mes	Frequent	Very Often
1.	I say greetings or greetings when I meet teachers and friends at school	0%	7,4%	20,4%	48,1%	24,1%
2.	I use polite language when talking to teachers and friends	0%	1,9%	3,7%	70,4%	24,1%
3.	I listen to others talk without interrupting the conversation	3,7%	7,4%	24,1%	37%	27,8%
4.	I expressed my opinion in a polite way even though I had different opinions	0%	1,9%	37%	44,4%	16,7%
5.	I still speak politely even when I'm upset or angry	1,9%	14,8%	50%	25,9%	7,4%

6.	I speak in a snarling tone to a friend or teacher	81,5%	13%	5,6%	0%	0%
7.	I use harsh words or swear words when talking to friends	29,6%	29,6%	35,2%	5,6%	0%
8.	I cut off other people's conversations without asking permission first	46,3%	35,2%	13%	5,6%	0%
9.	I was rude when communicating via social media or Chat	55,6%	27,8%	11,1%	5,6%	0%
10.	I respect friends even if they are of different ethnicities, religions, or backgrounds	0%	0%	1,9%	35,2%	63%
11.	I help a friend who is struggling at school	0%	0%	22,2%	46,3%	31,5%
12.	I apologize when I make a mistake to a friend or teacher	0%	1,9%	9,3%	55,6%	33,3%
13.	I am honest and trustworthy in my relationships with friends	0%	1,9%	31,5%	51,9%	14,8%
14.	I value privacy and belonging friends without his permission	1,9%	1,9%	20,4%	38,9%	37%
15.	I obey the rules and norms of decency that apply in the environment School	1,9%	1,9%	9,3%	57,4%	29,6%
16.	I mock or belittle a friend because of his or her appearance or abilities	74,1%	7,4%	16,7%	1,9%	0%
17.	I exclude or distance certain friends for no apparent reason	79,6%	7,4%	13%	0%	0%
18.	I participate in spreading gossip or information that is not necessarily true about Friends	77,8%	11,1%	11,1%	0%	0%

The results of the questionnaire showed that positive behaviors related to manners and social relationships have been quite prominent among students. This can be seen in the aspects of respecting differences, helping friends, apologizing, using polite language, and obeying school rules. However, there are

still several aspects that need to be strengthened, especially the ability to maintain politeness when angry, listening without interrupting the conversation, and avoiding the use of harsh words. In statements using harsh words or swearing, for example, 35.2% of students stated sometimes and 5.6% stated often. The findings show that the development of manners and ethics is still needed on an ongoing basis even though most of the students' responses have shown a positive tendency.

The socialization activity also provides a direct learning experience to students while making an educational contribution to the school environment. Through the process of delivering material and interacting with students, students not only develop communication and social skills, but also gain experience in carrying out educational activities outside of regular learning. This is in line with the concept of service-learning, which is an approach that connects students' learning experiences with real contributions to the environment where activities are carried out (Putra et al., 2024).

5. Student Involvement in Student Activities

Student involvement in school activities is also seen through participation in religious activities, scouting, MBG pickets, commemoration ceremonies of the Republic of Indonesia's Independence Day, and competitions in commemoration of Independence Day. These activities provide experiences for students to interact with students and school residents in more diverse situations outside of PJOK learning activities.

This involvement has expanded students' experience in understanding the school environment. Students not only learn about the learning process, but also learn about cooperation, discipline, responsibility, communication, and management of school activities. This experience supports the development of students' social and professional competencies as prospective educators. This is in line with Cahyaningsih et al. (2024) who show that experience in the school environment can support the development of students' soft skills of prospective teachers.

Overall, the implementation of P2LP for FKIP UMKT Sports Education students at SMK Negeri 15 Samarinda has included PJOK learning activities, the preparation of teaching modules, socialization of manners and ethics, and involvement in various school activities. This series of activities has provided benefits for students and students. Students gain experience in applying academic, pedagogic, social, and professional competencies directly, while students receive assistance in the learning process and strengthening manners and ethics in school life. Thus, P2LP activities have become a form of school-based service implementation that connects students' academic experiences with real needs in the educational environment.

The implementation of the School Field Service and Introduction Program (P2LP) provides direct experience to students in various educational activities at SMK Negeri 15 Samarinda. The activity does not only focus on PJOK learning, but also includes the preparation of learning tools, assessments, socialization of manners and ethics, and student activities. According to Julhadi (2021), field

experience provides opportunities for students to apply the knowledge gained during lectures in real situations. This is also in line with Sahira & Herianto (2023) that school experience can help students prepare themselves to become professional teacher candidates. In addition, Ilham et al. (2025) explained that the implementation of P2LP provides an authentic experience for students in applying educational competencies through direct involvement in the school environment. This experience supports the development of students' readiness as prospective educators who are able to adjust to the needs and characteristics of the school.

In PJOK learning activities, students are involved in learning theory in the classroom and practice in the field. These activities train students' abilities in delivering materials, managing classes, directing students, and adapting learning to students' conditions. Azwar (2019) explained that field practical experience can increase students' confidence in carrying out educational tasks. In addition to teaching, students also develop teaching modules and assessment instruments as part of learning planning and evaluation. This is in line with Hasanah & Indrawati (2024) who emphasized the importance of field experience in increasing students' readiness to become teachers. Ilham et al. (2025) also explained that P2LP activities include observation of the school environment, planning of learning tools, teaching practices, and mentoring of learning activities. This involvement provides opportunities for students to develop pedagogical and professional competencies through the application of theories acquired during lectures into learning practices at school.

The socialization activity with the theme "Shaping Students' Character through Socialization of Communication Manners and Ethics in Socializing at School" is one of the activities that supports the formation of students' character. Based on the results of the questionnaire, most students showed a positive tendency in communicating and interacting. As many as 70.4% of students stated that they often use polite language and 24.1% do so very often. As many as 63% of students very often respect their friends despite their different backgrounds. In negative behavior, 81.5% of students stated that they never spoke in a screaming tone, 74.1% never mocked or demeaned friends, and 79.6% never ostracized friends. However, there are still several things that need to be strengthened. In the statement about still speaking politely when angry, as many as 50% of students answered sometimes. In addition, 35.2% of students admitted that they sometimes use harsh words when talking to friends. These findings show that the habit of polite communication still needs to be carried out on an ongoing basis. The results of the questionnaire are descriptive and cannot be used to state an improvement in behavior because the activity does not use pretest and posttest designs.

In addition to learning and socialization activities, students also participated in Free Nutritious Meals (MBG), the Prophet's Birthday, Scouts, Independence Day ceremonies, and the August 17 competition. This involvement provides experience in cooperating, communicating, maintaining discipline, and carrying out shared responsibilities. Putra et al. (2024) explained

that the service learning approach can connect students' learning experiences with real needs and activities in the community. In line with this, Ilham et al. (2025) show that the P2LP program not only includes learning practices, but also involves students in mentoring and service activities that are in accordance with the needs of the school environment. Asio et al. (2023) also emphasized that student involvement in community service activities can support the development of social skills and concern for the environment.

Overall, the implementation of P2LP provides benefits for students and schools. Students gain real experience in learning, activity management, communication, and cooperation, while schools receive support in the implementation of various educational and student activities. This is in line with Cahyaningsih et al. (2024) that field experience can support the development of students' soft skills of prospective teachers. The findings of Ilham et al. (2025) also strengthen the understanding that P2LP plays a role in developing students' pedagogical, social, and professional competencies through direct involvement in school activities. However, the benefits described in this discussion are based on the implementation of student activities and experiences, so they cannot be interpreted as evidence of measurable competency improvement without appropriate evaluation instruments. Thus, P2LP can be a form of contextual learning that connects students' academic competencies, professional skills, and social abilities through direct involvement in the school environment.

CONCLUSION

The implementation of P2LP for FKIP UMKT Sports Education students at SMK Negeri 15 Samarinda for two months provided direct experience in applying knowledge and skills in the school environment. Activities include PJOK learning, preparation of learning tools, assessment, socialization, as well as MBG activities, Prophet's Birthday, Scouts, independence ceremonies, and competitions. Through these various activities, students gain experience in managing learning, communicating with students, cooperating, being responsible, and adapting to the school environment. P2LP also helps students understand the real conditions at school as a provision to become more prepared and professional teacher candidates.

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