

Socialization and Practical Introduction to Pickleball for Members of the Indonesian Teachers Association (PGRI) in Bulukumba

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Abstract

Pickleball is an emerging recreational sport that can be introduced to teacher communities through educational and practical activities. This community service activity aimed to introduce pickleball to physical education teachers affiliated with the Indonesian Teachers Association (Persatuan Guru Republik Indonesia [PGRI]) in Bulukumba Regency, Indonesia. The activity was conducted on March 23, 2026, at GOR Bulukumba and involved 30 participants. The implementation consisted of three main components: educational presentations covering pickleball fundamentals, equipment, and basic rules; demonstrations of basic playing techniques; and practical sessions in which participants tried the techniques introduced. Activity evaluation was conducted descriptively through observation and photographic documentation. The observations indicated that participants were enthusiastic and actively involved in the sessions. However, the limited availability of paddles and balls presented a logistical challenge during practical activities. A proposed follow-up was the establishment of the Indonesian Pickleball Federation (IPF) in Bulukumba to support the potential continuation and local development of the sport. The findings describe the implementation of the socialization activity and participant engagement but do not establish measurable improvements in knowledge or playing skills. Future activities should incorporate structured assessments, improve equipment availability, and monitor follow-up initiatives to evaluate learning outcomes and the sustainability of community participation.

I. INTRODUCTION

Physical activity is an essential component of health promotion and community well-being (Arsyad & Burhanuddi, 2025). Regular participation in physical activity contributes to the prevention of noncommunicable diseases, supports psychological health, and improves overall quality of life. The World Health Organization (2020) recommends that adults undertake 150–300 minutes of moderate-intensity aerobic physical activity per week to obtain substantial health benefits. Nevertheless, physical inactivity remains a global public health concern, highlighting the importance of developing accessible, enjoyable, and socially engaging opportunities for people to participate in physical activity. In this context, recreational sports can provide an alternative to conventional exercise by combining physical movement, skill development, enjoyment, and

interpersonal interaction. Community-based sport activities are particularly relevant because they create opportunities for participation beyond competitive sporting environments.

Pickleball is an emerging paddle sport that combines elements of tennis, badminton, and table tennis. Its distinctive playing format, relatively small court, paddle-based techniques, and accessible recreational structure make it a potential option for introducing new forms of physical activity to diverse community groups. Research on adult participation has identified promising associations between pickleball and physical health, psychological well-being, and social engagement, although the available evidence remains limited in several areas (Stroesser et al., 2024). Similarly, Lauxtermann & Stubbs (2025) examined the relationship between racket sports, including pickleball, and well-being, identifying encouraging findings while highlighting the need for further research across different populations. These findings provide a rationale for introducing pickleball through community-based educational activities. However, potential benefits documented in previous studies should not automatically be interpreted as outcomes of a short-term socialization program.

Beyond its recreational dimension, pickleball offers opportunities for social interaction and collective participation. Casper & Jeon (2018) examined participation motives among older adult pickleball players and identified fitness and socialization as important reasons for involvement. More recently, Kurth et al (2025) reported an association between pickleball participation and lower perceived loneliness among adults aged over 50 years. Although these findings concern specific populations and do not establish that pickleball produces identical outcomes in all settings, they indicate the potential relevance of the sport as a medium for community engagement. For professional communities such as teachers, introducing an unfamiliar sport can create opportunities to share experiences, learn practical skills, and explore recreational activities outside routine occupational responsibilities.

Despite this potential, the adoption of a new sport requires more than the availability of equipment or information. Prospective participants need opportunities to understand the sport, observe how it is played, and experience its basic techniques in a supportive environment. Information-based socialization can introduce the purpose, equipment, and fundamental rules of pickleball, while demonstrations help participants visualize appropriate playing techniques. Guided practice subsequently provides opportunities to experience the relationship between theoretical explanations and actual play. This approach is consistent with the practical orientation of community education, in which information is communicated through activities that allow participants to engage directly with the subject. Nevertheless, the extent to which these activities improve knowledge, confidence, or continued participation should be established through appropriate evaluation rather than assumed from program implementation alone.

In Indonesia, community-service initiatives have begun to introduce pickleball to educational communities. Irvan et al. (2024) reported a pickleball training initiative for sports teachers in Sengkang, while Syamsuddin et al. (2026) examined pickleball education as an innovation for physical education among teachers in Tallo District, Makassar. Another community-service initiative focused on introducing pickleball to elementary school physical education teachers in Manggala District, Makassar. These initiatives demonstrate the relevance of pickleball socialization within teacher communities and provide practical precedents for educational outreach. However, their specific objectives and target groups differ from those of a program involving members of the Indonesian Teachers Association (Persatuan Guru Republik Indonesia [PGRI]) in Bulukumba Regency. The existence of previous initiatives also means that the

present activity should be positioned as a context-specific contribution rather than as the first introduction of pickleball to teachers in Indonesia.

The central issue addressed in this community-service activity is the need to provide members of PGRI in Bulukumba Regency with an opportunity to become acquainted with pickleball through structured information delivery, demonstration, and direct playing practice. The activity focuses on introducing the sport and familiarizing participants with its basic characteristics and playing procedures. Its significance lies in extending pickleball socialization to a professional teacher association in a specific regional context, thereby complementing existing initiatives directed at physical education teachers and other sporting communities. In this sense, the contribution is primarily practical and contextual: it documents an organized approach to introducing an emerging recreational sport to a broader teacher community.

Accordingly, this community-service activity aims to introduce pickleball to members of PGRI in Bulukumba Regency through educational presentations, demonstrations of basic playing procedures, and guided practical participation. The activity is intended to provide an initial learning experience that may serve as a foundation for further exploration of pickleball within participants' social and professional networks. Its contribution is discussed in relation to the implementation of the socialization program, participant involvement, and documented responses or learning outcomes where such evidence is available. By presenting the activity within the broader literature on physical activity and previous pickleball outreach initiatives, this paper seeks to contribute practical insights into community-based sport introduction without presuming measurable improvements that have not been independently assessed.

II. METHODS

2.1. Approach to Community Service

This community service activity employed an educational and participatory approach to introduce pickleball to members of the Indonesian Teachers Association (Persatuan Guru Republik Indonesia [PGRI]) in Bulukumba Regency, Indonesia. The approach combined information delivery, practical demonstrations, and direct playing practice to provide participants with an initial understanding of pickleball and opportunities to experience the sport firsthand.

2.2. Participants

Participants were PGRI members in Bulukumba Regency. The activity was intended to introduce pickleball to teachers from the association and provide opportunities for them to become familiar with its characteristics, equipment, basic rules, and playing procedures. Participants were involved in the educational presentations, demonstrations, and practical sessions.

2.3. Implementation Stages

The activity was organized into three main stages.

2.3.1. Educational Presentations

The first stage involved presenting information about pickleball, including its characteristics, equipment, basic rules, and fundamental playing techniques. This stage aimed to establish participants' initial understanding of the sport before they engaged in the practical activities.

2.3.2. Demonstration of Basic Playing Techniques

The second stage involved demonstrations of pickleball equipment use, basic ball-striking techniques, playing positions, and fundamental game procedures. These demonstrations were intended to help participants understand how the information presented could be applied during actual gameplay.

2.3.3. Practical Playing Sessions

The third stage provided participants with opportunities to practice the techniques and game procedures introduced during the previous stages. Participants engaged in guided practice to gain direct experience with pickleball and become familiar with its basic playing requirements.

2.4. Equipment and Supporting Facilities

The implementation of the activity was supported by pickleball equipment, educational materials, and available facilities for demonstrations and practical sessions. The equipment and facilities were used to facilitate the introduction of basic techniques and provide opportunities for participants to experience the game directly. Specific equipment and facility details should be reported according to the resources actually used during the activity.

2.5. Activity Evaluation

The activity was evaluated descriptively based on the implementation of each stage, participant involvement, and available activity documentation. Where collected, participant feedback was also considered to describe their responses to the pickleball socialization program. The evaluation focused on the implementation process and participants' initial experiences. No claims regarding improvements in knowledge, playing skills, physical fitness, or behavioral changes were made unless supported by appropriate evaluation data.

2.6. Data Documentation and Analysis

Documentation included records of the activity implementation and available photographs of the educational presentations, demonstrations, and practical sessions. The documented information was organized descriptively to provide an account of how the activity was conducted and how participants were involved. Any additional participant feedback or evaluation results should be analyzed according to the actual data collection procedures used.

III. RESULT AND DISCUSSION

3.1. Implementation of the Pickleball Socialization Activity

The pickleball socialization activity was conducted on Monday, March 23, 2026, at GOR Bulukumba, Bulukumba Regency, Indonesia. The activity involved 30 participants who were physical education teachers. It aimed to introduce pickleball through educational presentations, demonstrations, and practical playing sessions. The materials covered an introduction to pickleball, playing equipment and basic rules, and fundamental playing techniques. The activity was organized into three main components. First, participants received an explanation of pickleball, including its characteristics, equipment, basic rules, and fundamental techniques. Second, the instructor demonstrated the basic procedures and techniques used in the game. Third, participants took part in practical sessions to experience the playing procedures introduced during the presentation and demonstration. The combination of presentations, demonstrations, and practical activities provided a structured format for introducing pickleball to the participating teachers. Rather than relying exclusively on verbal explanations, the activity incorporated visual demonstrations and direct participation. This arrangement enabled participants to observe the playing techniques and subsequently try them during the practical sessions.



Figure 1. Explanation and demonstration of pickleball fundamentals by Coach Bram

Figure 1 documents Coach Bram explaining and demonstrating fundamental aspects of pickleball. The demonstration formed part of the educational process by illustrating the techniques and procedures introduced during the presentation. Such demonstrations can help connect verbal explanations with visible examples of how a sport is played. Following the demonstration, participants engaged in practical pickleball sessions. These sessions provided opportunities to try the techniques and playing procedures introduced during the preceding stages.



Figure 2. Participants practicing basic pickleball techniques during the socialization activity.

Figure 2 documents participants practicing pickleball during the activity. The practical component complemented the presentation and demonstration by allowing participants to experience the game directly. Together, the two documented stages illustrate the implementation of the socialization program, from the delivery of information to practical engagement.

3.2. Participant Engagement and Initial Learning Opportunities

Based on observations made during the activity, participants appeared enthusiastic and actively involved in the socialization sessions. Their participation was observed throughout the presentation, demonstration, and practical components. This observation provides a descriptive indication of participant engagement during the program. Participant involvement is relevant to community-based sport introduction because the purpose of the activity was not merely to communicate information but also to provide an opportunity to experience pickleball. The inclusion of practical sessions allowed the participating teachers to engage with the sport beyond the presentation of theoretical information. However, observed enthusiasm should be interpreted as an indication of engagement during the activity rather than evidence of increased knowledge, improved playing skills, or a long-term commitment to participating in pickleball.

From an educational perspective, combining explanations, demonstrations, and practical activities offers a way to introduce unfamiliar sporting activities through multiple forms of

engagement. Demonstrations provide visual examples of playing techniques, while practical sessions allow participants to attempt the techniques themselves. In the context of this activity, these components served as complementary methods for introducing the basic characteristics and procedures of pickleball. Nevertheless, the activity did not include pre- and post-activity knowledge tests or a structured assessment of playing skills. Consequently, the available observations cannot establish the extent to which participants' knowledge or technical abilities changed as a result of the program. Future socialization activities could incorporate brief knowledge assessments, structured skill-observation checklists, or participant feedback forms to provide more systematic evidence of learning outcomes.

The involvement of physical education teachers also offers a practical basis for considering possible future applications of pickleball in educational settings. Teachers may explore unfamiliar sports as potential additions to recreational activities or physical education experiences, depending on curriculum requirements, available facilities, equipment, and their own preparation. However, the present activity did not evaluate whether participants subsequently introduced pickleball in their schools. Such applications should therefore be understood as potential opportunities rather than established outcomes of the program.

3.3. Equipment Availability as an Implementation Challenge

One challenge identified during the activity was the limited availability of pickleball paddles and balls. These items were required for the demonstrations and practical sessions. Their limited availability presented a logistical consideration for an activity involving 30 participants, particularly because the practical component required access to the equipment. The availability of appropriate equipment is an important operational consideration when organizing introductory activities for sports that require specific playing materials. Adequate equipment can facilitate the organization of practical sessions and provide participants with opportunities to try the techniques being introduced. When equipment is limited, organizers may need to coordinate the use of available items and arrange practice activities according to the resources on hand.

For subsequent activities, several practical measures could be considered, including preparing equipment inventories in advance, organizing participants into small practice groups, scheduling equipment-sharing rotations, and coordinating with relevant organizations to obtain additional paddles and balls. These measures could help organizers manage available resources while maintaining opportunities for participant involvement. However, the available information does not establish the extent to which equipment limitations affected the duration of individual practice sessions, the number of opportunities each participant had to play, or the outcomes of the activity. Accordingly, equipment availability is reported as an implementation challenge, while its specific effects on participant learning remain undetermined. Recording equipment quantities, practice duration, and participant access in future programs would provide a clearer basis for evaluating the operational implications of this constraint.

3.4. Follow-Up Plans and the Potential Development of Pickleball in Bulukumba

A proposed follow-up to the socialization activity was the establishment of the Indonesian Pickleball Federation (IPF) in Bulukumba. This plan indicates an intention to extend the introduction of pickleball beyond a single educational activity and explore opportunities for further development at the local level. Community-based sport initiatives may benefit from

follow-up arrangements that create opportunities for continued participation, coordination, and access to information. In this context, the proposed establishment of IPF Bulukumba could provide a potential organizational framework for bringing together individuals interested in pickleball and coordinating future activities. Possible initiatives could include introductory practice sessions, basic skills training, community participation events, and collaboration with schools or other local organizations.

The proposed organizational development is particularly relevant to the practical sustainability of sport socialization. A single introductory activity can provide an initial opportunity to encounter a sport, but continued participation may require access to equipment, appropriate facilities, opportunities for practice, and coordination among interested participants. An organizational structure could potentially help address these needs if it is formally established and supported by appropriate resources. Nevertheless, the establishment of IPF Bulukumba was identified as a follow-up plan rather than a confirmed achievement of the activity. The available information does not establish whether the organization was subsequently formed, whether its management structure was finalized, or whether further programs were implemented. These developments should be reported only when supported by relevant documentation. Future reporting could describe the organization's establishment status, subsequent activities, and participation records to assess the extent to which the initial socialization activity was followed by sustained local engagement.

IV. CONCLUSION

The pickleball socialization activity conducted on March 23, 2026, at GOR Bulukumba involved 30 physical education teachers and comprised educational presentations, demonstrations, and practical playing sessions. The materials covered an introduction to pickleball, playing equipment and basic rules, and fundamental playing techniques. Observations indicated that participants were enthusiastic and actively involved in the activity. However, limited availability of paddles and balls presented a logistical challenge during implementation. These findings describe the implementation of the program and participant engagement without establishing measurable improvements in knowledge or playing skills.

The activity provides a practical example of introducing pickleball to a professional teacher community through a combination of information delivery, demonstration, and direct practice. Its implications include the potential to expand teachers' familiarity with alternative recreational sports and create opportunities for further exploration of pickleball in educational and community settings. Nevertheless, the evaluation was descriptive and relied on observation and photographic documentation. The absence of pre- and post-activity assessments, structured skill measurements, and long-term monitoring limits the conclusions that can be drawn regarding learning outcomes, sustained participation, and the adoption of pickleball in schools.

As a follow-up, the proposed establishment of the Indonesian Pickleball Federation (IPF) in Bulukumba could provide a foundation for coordinating future training, recreational activities, and collaboration with local schools and community organizations. Subsequent initiatives should also consider improving equipment availability, organizing regular practice sessions, and implementing structured evaluations of participants' knowledge and basic playing skills. Future monitoring should document the progress of the proposed organization and examine whether participants continue playing or introduce pickleball in their educational environments. These

measures would help assess the sustainability and broader contribution of pickleball socialization in Bulukumba Regency.

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