

Developing Children's Character and Motor Skills Through Socialization of Handball Sports in Lebaksono Village

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ABSTRACT

Objective: This community service activity was held as an effort to introduce handball sports to children while supporting the development of their character and motor skills. The background of the implementation of this activity is that there is still limited knowledge of the public, especially children, about handball sports and the need for physical activities that are able to stimulate the development of movement skills and the formation of positive character. **Method:** The methods used are in the form of a participatory approach through the delivery of materials, demonstrations of basic techniques, playing practices, and direct mentoring. The target of the activity is school-age children who live in Lebaksono Village. Evaluation was carried out using observation techniques during the implementation of activities and documentation as supporting data. **Results:** The results of the activity showed that participants experienced an increase in understanding of basic handball techniques, movement coordination skills, agility, and teamwork. In addition, participants also showed the development of discipline, responsibility, confidence, and sportsmanship during the entire series of activities. Thus, the socialization of handball sports can be used as one of the effective learning media in supporting the development of children's character and motor skills in the community. **Novelty:** The novelty of this community service activity lies in the use of handball sports socialization as an effective learning media in supporting the development of children's character and motor skills in the community.

INTRODUCTION

Childhood is a very important period in the growth and development process so it requires various forms of stimulation that can support physical, social, emotional, and intellectual development. One form of stimulation that has many benefits is sports activities. In addition to maintaining physical fitness, sports are also a means of learning that is able to instill various character values, such as discipline, responsibility, cooperation, honesty, and sportsmanship. The development of technology in the digital era has brought changes to children's activity patterns. Play time that was previously spent more through physical activity is now starting to shift to the use of electronic devices, such as smartphones and digital games. This condition results in reduced movement activity so that it can affect the development of motor skills, especially gross motor skills which are indispensable at the age of growth.

Handball is one of the sports that can be used as a medium for character learning as well as a means of developing motor skills. The game combines a variety of basic moves, such as running, jumping, throwing, catching, and moving quickly in game situations. These activities are able to train body coordination, balance, agility, speed, and

decision-making skills. In addition, the game of handball requires communication and cooperation between players so that social values can also develop optimally.

The development of physical education in the 21st century is no longer only oriented towards improving the physical abilities of students, but is also directed to build social, emotional, and character competencies through meaningful movement activities. Physical education provides a learning experience that involves cognitive, affective, and psychomotor aspects in an integrated manner so that it is able to form healthy, active, and well-skilled individuals. In its implementation, sports activities are an effective medium to develop the ability to think, collaborate, communicate, and make decisions in various learning situations [1], [2]. Various studies show that motor skills in childhood are closely related to health development, physical fitness, and active participation in physical activity when entering adolescence and adulthood. Children who receive structured movement stimulation tend to have better body coordination, balance, agility, and manipulative abilities than children who are less physically active. Therefore, the provision of sports activities that are interesting and in accordance with the characteristics of children's development is one of the important strategies in improving the quality of learning while supporting the growth and development of students [3].

On the other hand, the challenges of the development of digital technology cause children to spend more time using electronic devices than doing physical activities outdoors. This condition has an impact on decreasing the level of movement activity, increasing sedentary behavior, and potentially inhibiting the development of motor skills and social interaction. Various studies confirm that schools and communities need to provide sports programs that are able to attract children's interest so that they still have the opportunity to be active, interact with peers, and develop positive character through fun learning experiences [4]. One form of activity that is able to accommodate these needs is team games, including handball. The characteristics of the handball game that require coordination of movements, speed of thinking, communication, cooperation, and sportsmanship make this sport not only contribute to the improvement of motor skills, but also to the formation of the character of the participants. Therefore, the socialization of handball sports to children in the community is a strategic step in expanding sports horizons while improving the quality of educational and sustainable physical activities [5].

Lebaksono Village has quite good potential in the development of sports activities, both in the development of sports activities for children. However, handball is still not widely known or practiced by the public. Therefore, socialization activities are needed as an effort to introduce handball sports as well as provide a learning experience through activities that are educational, fun, and beneficial for children's development.

RESEARCH METHOD

This activity is carried out in the form of Community Service (PkM) by applying a participatory approach that actively involves participants during the activity process. The main target of the activity is children of elementary school to junior high school age

in Lebaksono Village. The implementation of the program consists of three main stages. The first stage is the preparation stage which includes location surveys, coordination with the village government, preparation of socialization materials, and preparation of facilities and infrastructure needed during the activity.

The second stage is the implementation of activities that begin with the delivery of material on the introduction of handball, the benefits of the game, and the applicable basic rules. Furthermore, a demonstration of basic techniques was carried out which included how to hold the ball, pass, catch, dribble, and shoot the ball towards the goal. After the demonstration was over, participants were given the opportunity to practice these techniques through simple exercises and games with assistance from the implementation team.

The last stage is the evaluation of activities. Evaluation was carried out through direct observation of participants' involvement, ability to practice basic handball techniques, and attitude development during the activity. The data obtained through observation and documentation was analyzed descriptively to describe the implementation and results of the activities.

RESULTS AND DISCUSSION

The handball socialization program in Lebaksono Village was carried out well and received a positive response from the participants. Most children admitted that they were getting to know the sport of handball for the first time, so this activity provided an interesting new experience as well as adding insight into the sport. In the material delivery session, participants showed high enthusiasm by actively following explanations and asking various questions about techniques and game rules. When entering the practice stage, participants are able to follow the instructions given gradually so that basic techniques, such as passing, catching, dribbling, and shooting can be done better after several exercises.

In addition to increasing understanding of basic handball techniques, the participatory learning process also shows changes in participants' behavior during the activity. At the beginning of the implementation, most of the children still seemed hesitant to interact and try every movement demonstrated by the instructor. However, after participating in demonstration and practice sessions repeatedly, participants began to show the courage to try new techniques, discuss with their classmates, and support each other during the exercises. These conditions show that game activities are able to create an active and fun learning environment so that participants can more easily build confidence and motivation to continue learning [6], [7].

From the aspect of motor development, various forms of exercise such as passing, catching, dribbling, and shooting provide stimulation to eye and hand coordination, body balance, reaction speed, and agility of participants' movements. Repetitive play activities allow children to gain more complex movement experiences so that gross motor skills develop gradually. The results of observations showed that most of the participants were able to perform movements with better coordination than at the beginning of the

activity, especially in controlling the direction of the throw and catching the ball during the game [8].

This socialization program also has a positive impact on the formation of the character of the participants. During the game, children learn to obey the rules, respect the referee's decisions, cooperate in developing game strategies, and take responsibility for the tasks assigned in the team. These values arise naturally through interaction during the game so that the character learning process takes place contextually, not just through theoretical material delivery. This game-based learning approach is considered to be able to improve social skills as well as form a sportsmanship attitude which is the main goal of physical education [9].

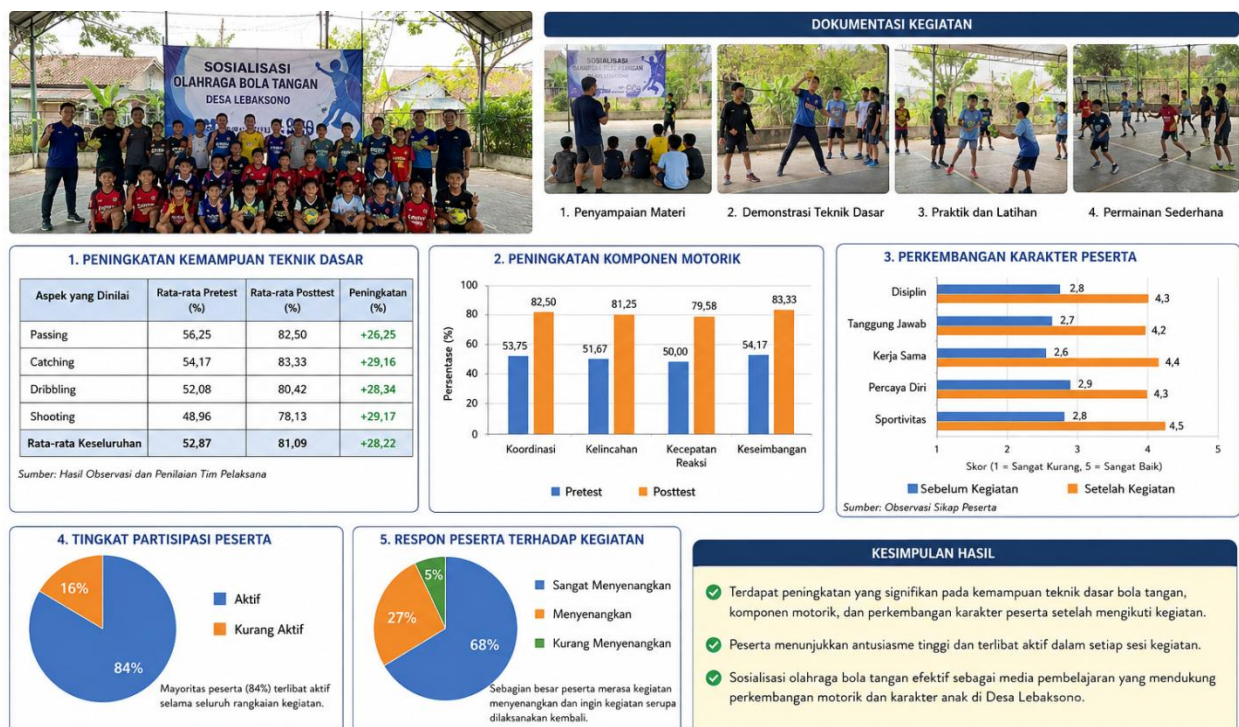


Figure 1. Handball Socialization Activities

The results of the activity show that the practice-based learning approach (learning by doing) provides a more meaningful learning experience than conventional material delivery. Through direct involvement in game activities, participants not only understand the basic concepts of handball sports, but also gain the opportunity to develop motor skills through real-life experiences. This process is in line with the theory of experiential learning which explains that knowledge will be easier to understand when participants gain direct experience and then reflect on the activities that have been carried out [10].

In addition to improving movement skills, socialization activities also contribute to increasing social interaction between participants. During the game, participants are required to communicate with each other, work together in strategizing, and appreciate the abilities of each team member. This condition creates a collaborative learning atmosphere so that participants learn to solve problems together. Learning through team

play has been widely recommended as an effective approach to improve social competence, leadership, communication, and decision-making skills in school-age children [11].

From the perspective of character education, this activity shows that sports can be an effective medium in instilling positive values contextually. Children not only listen to explanations about the importance of discipline, responsibility, and sportsmanship, but directly practice these values while participating in games. The experience has a stronger impact on character formation as participants experience firsthand the consequences of each action taken in the game. These findings reinforce various research results that state that sports activities have a significant contribution to the development of students' character if they are designed systematically and oriented towards educational values [12].

The success of the program is also influenced by the involvement of various stakeholders, ranging from the village government, implementing students, accompanying lecturers, to the local community. This synergy creates a conducive learning environment so that the implementation of activities can take place effectively. Community involvement is one of the important indicators of the success of the service program because it is able to increase the sustainability of the program and expand the impact of the activity to the wider community group [13].

Based on the overall results of the activity, it can be understood that the socialization of handball sports is not only introducing new sports to the community, but also becoming an educational medium that is able to increase physical activity, develop motor skills, build positive character, and strengthen social relationships. Therefore, similar activities need to be carried out continuously through collaboration between universities, schools, sports organizations, and village governments so that the benefits can be felt more widely and sustainably. This approach is also in line with the goals of sustainable development in the fields of health and education which emphasizes the importance of physical activity and inclusive learning for all children [14].

The success of this service activity is not only influenced by the interactive implementation method, but also by the support of the village government, parents, and the enthusiasm of participants during the entire series of activities. The collaboration of various parties creates a conducive learning atmosphere so that each participant gets the same opportunity to develop motor skills and character. Therefore, the handball socialization program has the potential to be developed sustainably as a form of community sports coaching that is able to improve the quality of health, physical activity, and character of children from an early age [15].

The implementation of activities also has an impact on the development of participants' motor skills. Various activities carried out during exercise help improve coordination between eyes and hands, body balance, agility, speed, movement, and the ability to control body movements. Exercises that are carried out repeatedly provide positive stimulation to the child's gross motor development. From the aspect of character, this activity also contributes to instilling positive values in the participants. During the

game, children learn to obey the rules, cooperate with team members, respect friends, take responsibility for the roles given, and show sportsmanship in accepting the results of the match. In addition, active involvement during activities also helps to increase participants' confidence. The success of the program implementation is inseparable from the support of the village government, the community, and the high enthusiasm of participants during the entire series of activities. This synergy is an important factor in creating a pleasant learning atmosphere so that the goals of the activity can be achieved optimally.

CONCLUSION

Fundamental Finding : Handball sports socialization activities in Lebaksono Village provide positive benefits in supporting the development of children's character and motor skills. Through various activities designed in a participatory manner, participants gain knowledge about basic handball techniques while improving their ability to coordinate movements, agility, balance, and other motor skills. In addition, character values such as discipline, cooperation, responsibility, confidence, and sportsmanship also develop during the learning process. **Implication :** Based on these results, handball sports deserve to be used as an alternative to child development activities in the community. **Limitation :** The implementation of this activity was limited to handball sports socialization activities in Lebaksono Village. **Future Research :** Therefore, similar programs are expected to be implemented sustainably by involving various parties, such as village governments, schools, youth organizations, and the community, so that the benefits can be felt more widely.

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