



Promoting Teqball as an Innovative Sport for Physical Education Students at Universitas Muhammadiyah Palu

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Abstract.

Background	Innovative sports like Teqball offer new opportunities to enhance physical fitness, motor coordination, and student engagement in higher education, especially in physical education programs. Despite its global growth, Teqball remains unfamiliar to many academic institutions in Indonesia.
Objectives	This community service project aimed to introduce Teqball to students of the Physical Education Department at Universitas Muhammadiyah Palu as an innovative and engaging sport that could support both curricular and extracurricular development.
Methods	The activity utilized a participatory approach, comprising four main stages: (1) an educational session on Teqball's history, development, and rules; (2) a live demonstration of core techniques; (3) hands-on practice in small groups under instructor supervision; and (4) a reflective discussion and evaluation session.
Results	The program generated strong interest and enthusiasm among participants. Students gained foundational knowledge of Teqball, improved their motor coordination and ball control skills, and expressed a high level of interest in developing the sport further within the campus environment.
Conclusion	Introducing Teqball proved effective in enhancing students' awareness, physical skills, and motivation toward alternative sports. It is recommended that universities incorporate Teqball into their sports programs and consider it as a valuable tool for physical education and community engagement.

Keywords: Teqball, Innovative Sport, Physical Education, Student Participation, Community Service

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INTRODUCTION

(Ahmed & Al Salim, 2024; Allison et al., 2017; Bf et al., 2020) plays a pivotal role in promoting both physical and mental well-being, especially among university students studying sports and physical education. Engaging in regular physical activities not only improves cardiovascular health, muscular strength, and motor coordination, but also fosters discipline, teamwork, and stress management (Bayram & Shields, 2021; WHO, 2021) In recent years, the diversification of sports has led to the emergence of innovative games that offer new and exciting ways to stay physically active and socially engaged.

(Syahban et al., 2025) One such emerging sport is Teqball, a hybrid discipline that combines the technical skills of football with the spatial and reflex challenges of table tennis. Played on a curved table, Teqball allows players to use any body part except their hands and arms to return the ball, following a set of rules that encourage fair play and technical precision (International Teqball Federation [FITEQ], 2023). Research has shown that Teqball can improve motor coordination, agility, and decision-making, making it a valuable addition to sports training programs (Luo et al., 2022).

Despite its growing popularity in Europe, Asia, and parts of the Americas, Teqball is still relatively unknown in Indonesia. The lack of exposure to this sport in academic institutions has limited its development as a tool for physical education innovation. For students of sports science, exposure to new and diverse sports can significantly broaden their pedagogical and practical perspectives (Shamshuddin et al., 2020)

In response to this gap, Universitas Muhammadiyah Palu initiated a community service project designed to introduce Teqball to students of the Physical Education Department. The goal was not only to present Teqball as an innovative form of exercise, but also to explore its potential as a medium for enhancing students' physical literacy and professional competencies in sport-related disciplines.

This paper presents the implementation, results, and implications of this Teqball socialization program, highlighting its potential to enrich the academic and extracurricular sports landscape within Indonesian higher education.

METHOD

Participant

(Sugiyono, 2017) The participants were 30 undergraduate students enrolled in the Physical Education Study Program at Universitas Muhammadiyah Palu. These students were selected through purposive sampling based on their availability and willingness to participate in community engagement activities. All participants had no prior experience with Teqball, ensuring that the intervention served as their first formal exposure to the sport.

Research Design

(Arikunto, 2010) This study adopted a descriptive qualitative approach within the framework of a community service initiative. The intervention was structured into four sequential phases aimed at introducing Teqball and promoting student engagement. The first phase involved an educational seminar that introduced students to the fundamental aspects of Teqball, including its historical background, rules of play, and physical benefits. This session was delivered using interactive multimedia presentations to facilitate understanding.

The second phase consisted of a technical demonstration led by trained instructors, who showcased basic Teqball techniques such as serving, passing, and controlling the ball using various parts of the body allowed in the game. In the third phase, participants were divided into small groups to engage in supervised practical sessions, allowing them to apply what they had learned through direct gameplay experience. Finally, the fourth phase comprised a reflection and evaluation session in the form of a guided discussion and informal Q&A. During this session, students were encouraged to share their experiences, ask questions, and express their insights regarding the sport.

Throughout all phases, the design emphasized participatory learning and active involvement, ensuring that students were engaged both cognitively and physically during the entire process.

Data Analysis

Data were collected qualitatively through direct observation, participant feedback, and informal interviews conducted during the reflection session. Observations focused on students' engagement, skill acquisition, and coordination during the practice sessions. Feedback and interview responses were categorized thematically to identify key patterns in student experiences and perceptions of Teqball. The outcomes were then analyzed to determine the effectiveness of the intervention in achieving its educational and developmental goals.

RESULTS AND DISCUSSION

Results

The implementation of the Teqball socialization program yielded several noteworthy outcomes. Overall, the students responded with high levels of enthusiasm and active participation throughout each phase of the activity. During the educational session, most participants were unfamiliar with Teqball; however, by the end of the session, they demonstrated a solid understanding of the sport's rules, objectives, and benefits. Their curiosity about the origins and growing international popularity of Teqball also reflected a genuine interest in exploring sports beyond traditional disciplines.

In the technical demonstration and practice phases, students showed increasing levels of engagement. Although they initially faced challenges in ball control and movement coordination due to the novelty of the sport, noticeable improvements were observed over the course of the training. Many students were able to apply the basic techniques of serving, receiving, and returning the ball using their feet, chest, and head with growing confidence. These developments suggested not only improved motor coordination and spatial awareness, but also adaptability to new forms of physical activity. Feedback gathered during the reflection session further supported the positive impact of the program. Students expressed that Teqball was both enjoyable and educational, with many stating that the sport challenged them in unique ways compared to conventional games. Several participants recommended that the university incorporate Teqball into regular extracurricular activities and physical education classes. They also expressed interest in forming student-led Teqball clubs and organizing campus-level tournaments in the future.

These results indicate that introducing Teqball was effective in enhancing students' knowledge, physical skills, and enthusiasm for innovative sports. The intervention successfully met its objectives by

generating awareness, promoting physical development, and encouraging future involvement in a novel sport that aligns well with the academic goals of physical education students.

Discussion

The findings of this study demonstrate the effectiveness of Teqball as a tool for physical education innovation and student development. The positive response from participants suggests that the sport not only captured their interest but also challenged their physical and cognitive abilities in meaningful ways. These results are consistent with prior research emphasizing Teqball's benefits in enhancing coordination, agility, and reaction time (Hegedús et al., 2021). As students progressed through the training stages, their ability to adapt to the unique mechanics of the sport reflected their learning flexibility and willingness to explore new forms of physical activity.

The improvement observed in motor coordination and control indicates that Teqball can serve as a valuable medium for developing fundamental movement skills, particularly among university students preparing for careers in physical education, coaching, or sports science. The curved table design and restriction on hand use required students to activate a variety of muscle groups and apply spatial reasoning to maintain ball control skills that are essential in many (Balbir Singh, 2016; Bean & Forneris, 2017). Additionally, the dynamic nature of the game fostered peer collaboration, competitive spirit, and active engagement, aligning with the pedagogical goals of modern physical education.

An important implication of this program is the potential for Teqball to become an accessible and inclusive sport in campus environments. Unlike many traditional sports, Teqball requires minimal space, equipment, and team size, making it feasible for both recreational and instructional settings. Moreover, it provides opportunities for students of different fitness levels to participate equally, thereby promoting social inclusion and reducing participation barriers in (Risman et al., 2023).

(Adipat et al., 2021; Ahmed & Al Salim, 2024; Andika et al., 2024) feedback further highlights the value of incorporating innovative sports into university programs. Their interest in establishing clubs and organizing competitions indicates a sense of ownership and motivation to continue engaging with the sport beyond the duration of the intervention. This kind of grassroots enthusiasm is essential for the sustainable development of new sports in academic contexts.

Nonetheless, future studies should explore the long-term impact of Teqball on physical development, teamwork, and cognitive skills through more structured, quantitative approaches. Comparative studies with other sports could also help determine its relative effectiveness in different training scenarios.

CONCLUSION

The introduction of Teqball through a structured community service program proved to be an effective strategy for enhancing students' knowledge, physical coordination, and engagement in innovative sports activities. The participants not only gained a solid understanding of the rules and techniques of Teqball but also demonstrated notable improvements in motor skills and enthusiasm for continued involvement. The positive reception and feedback indicate that Teqball has strong potential as a supplementary sport within university-based physical education curricula.

Given its accessibility, minimal space requirements, and engaging nature, Teqball can serve as a practical and inclusive alternative for promoting physical activity in academic environments. It is recommended that institutions consider integrating Teqball into sports programs, providing facilities, and encouraging the formation of student-led initiatives such as clubs and competitions. Further research should be conducted to evaluate the long-term benefits of Teqball on physical development and its comparative effectiveness relative to other training modalities.

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AUTHOR CONTRIBUTION STATEMENT

Moh. Ifkhal Sianto contributed to the conceptualization and design of the Teqball socialization program, coordinated the implementation of the activities, and led the writing of the manuscript. Didik Purwanto was responsible for data collection, managing participant involvement, and contributed to the analysis and interpretation of the findings. Sardiman provided methodological guidance, contributed to drafting the discussion and conclusion sections, and conducted the final review and editing of the manuscript. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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