

Sports Massage Training and Injury Repositioning Students of Yapis Timika Vocational School

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Abstract

Sports massage is a form of massage therapy designed to accelerate recovery and improve the performance of athletes and non-athletes who engage in various physical activities. Sports massage can be given to children, adolescents, and adults, including workers, students, and college students. Sports massage is not only for athletes but can also be given to students to prevent and hinder injuries during the learning process at school. It can also provide first aid if a fellow student experiences an injury, whether during extracurricular or extracurricular activities. This community service program aims to provide education about sports massage and injury repositioning to students and teachers involved in extracurricular activities, thereby fostering independence in helping fellow students in the event of injuries and enabling teachers to provide professional services to their students. Furthermore, this PKM activity, as an implementation of the sports massage course in the community, involves students who have completed the theory/practice of sports massage courses. The data collection technique used in this Community Service (PKM) was an evaluation method, conducted by administering a participant satisfaction questionnaire after the training was completed. The questionnaire was administered online using the Google Forms platform to participants in the sports massage and injury repositioning training. In addition to data on student and teacher/extracurricular instructor satisfaction indicators, physical evidence also included documentation from before, during, and after the training. The data were analyzed using descriptive methods. Based on the results of the evaluation, it shows that from the training activities that have been given to students of SMK Yapis Timika from a total of 18 students, it was found that 82.6% of students strongly agree, students agree 14.7%, students quite agree 2.7%. Meanwhile, the results of the evaluation that followed the training showed that from the training activities that have been given to teachers/extracurricular instructors of SMK Yapis Timika from the number of teachers/extracurricular instructors who participated in this activity 1 person, it was found that 70% of teachers/extracurricular instructors strongly agree, teachers/extracurricular instructors agree 25%, teachers/extracurricular instructors quite agree 5%.

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1. INTRODUCTION

Situation Analysis

Education is crucial for improving human quality and the quality of life for the nation and the advancement of the country (Saputra, 2022). In formal education, numerous subjects are studied, one of which is physical education, sports, and health. Physical education plays a unique

role in education because it develops the psychomotor domain as its primary objective, while simultaneously neglecting the cognitive and affective domains. Furthermore, physical education is synonymous with physical activity, both in the form of physical fitness and sports games. In general, students engage in physical activity in other subjects, particularly physical education, where activities take place outside the classroom or on the field. Physical activity in non-physical education subjects, for example, involves sitting in class for hours, participating in lessons, and engaging in practical activities in laboratories or similar settings. These learning activities are physically demanding and sometimes lead to unexpected accidents or injuries, especially in schools with vocational programs or SMK (Vocational High Schools).

Based on the results of observations and observations at SMK Yapis Timika during the PJOK class, SMK Yapis students warmed up using only static warm-ups (warming up done on the spot/passive activities). Warming up is a practice carried out by someone before doing physical activity (Anderson et al., 2014). Another opinion also says that warming up is literally the process of raising the core body temperature. Based on the definition of warming up above, it is proven that static warm-up is not efficient in preparing muscles and joints before exercising or doing physical activity. On the other hand, improper warm-up or no warm-up at all can increase the risk of injury in doing physical activity.

Injuries that can occur include: ankle sprain, dislocation of the patella, dislocation of the shoulder, dislocation of the carpals, dislocation to the elbow and neck. Of course, these injuries must be addressed immediately with sports massage and injury repositioning, at least providing first aid within four hours. Therefore, it is crucial for students to collaborate with teachers and equip them with knowledge about sports massage and how to reposition injuries that occur in the school environment to foster student independence and enable teachers to provide the best possible service to their students.

Darni (2009) in (Oetari Lismana & Lola Soleha, 2024) sports massage is a massage used in the field of sports with the aim of shaping and maintaining body condition, preparing, and improving physical work. Massage has been widely recognized as an effective method in managing sports injuries (Wisnu, et al., 2024). Sports injuries are a common problem faced by athletes and physically active individuals, which can hinder performance and affect daily quality of life. From the opinions above, it can be concluded that sports massage is not only given to athletes but can be given to anyone who performs daily physical activities.

Based on the above problems, the researcher intends to provide in-depth knowledge to students and teachers regarding handling injury repositioning through sports massage and injury repositioning training. The training was conducted as part of a community service research activity entitled "Sports Massage and Repositioning Training for Students of SMK Yapis Timika."

Target Achievements and Outputs

The target achievements from implementing community service activities (PKM) are:

- a. Providing education to students of SMK Yapis Timika about sports massage manipulation techniques and injury repositioning both in theory and practice.
- b. Providing education to physical education teachers and teachers involved in extracurricular activities about sports massage manipulation techniques and injury repositioning, both in theory and practice.
- c. The Yapis Timika Vocational School institution, students, and teachers will learn how important knowledge of sports massage and injury repositioning is in supporting and facilitating the teaching and learning process at school and preventing injuries that may occur in daily activities at school.

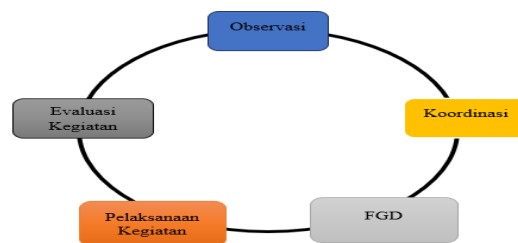
From the community service we do, the expected results are:

- a. Students of SMK Yapis Timika are able to understand and practice sports massage manipulation techniques and reposition injuries on fellow students and teachers at school.
- b. Teachers at SMK Yapis Timika are able to understand and practice sports massage manipulation techniques and reposition injuries to students as a professional service at school.

- c. School officials, teachers, and students know how important it is to apply sports massage and injury repositioning in the school environment.

2. METHOD

The method used in this Community Service (PKM) is a lecture and question and answer method as well as direct practice related to the theory/practice of sports massage and injury repositioning given by the PKM team presenters. The subjects of the service were students, PJOK teachers and extracurricular mentors of SMK Yapis Timika. 19 participants attended the training. The training was conducted for 2 days on February 15, 2025 and February 17, 2025 at SMK Yapis Timika. Partners provided the venue and support for the implementation of this training. Evaluation of activities was carried out by providing online questionnaires with the Google Form platform to training participants. The implementation stage of this PKM program was designed through the following procedures:



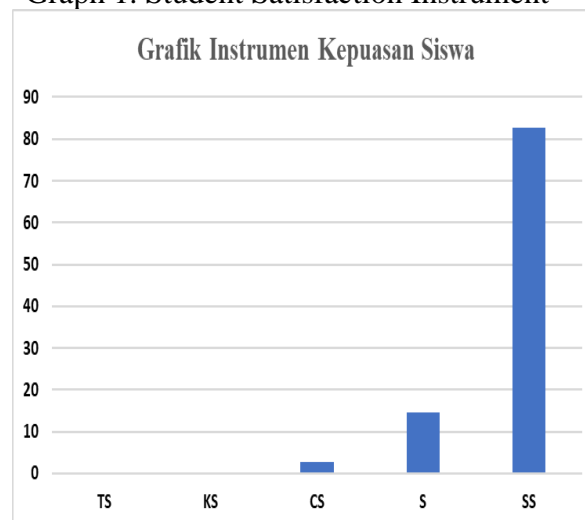
Gambar 1. Tahap Pelaksanaan
(Sumber : Wisnu, et al. 2024)

Figure 1. Implementation Stages
Source: Wisnu, et al. 2024

Activity Results

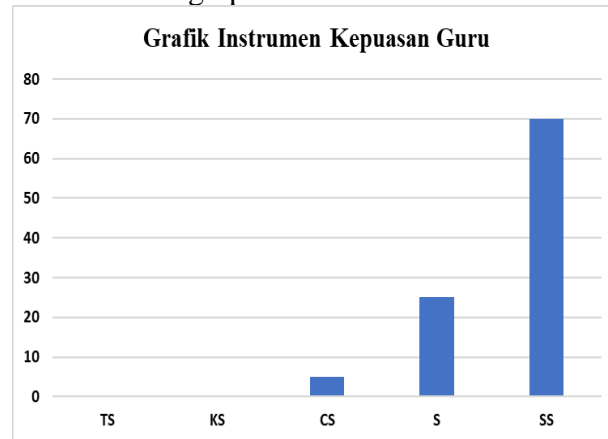
The results show that from the training activities that have been given to students of SMK Yapis Timika, out of 18 students, it was found that 82.6% of students strongly agreed, 14.7% of students agreed, and 2.7% of students quite agreed. For more details on the percentage of student satisfaction instruments in participating in training activities, see the graph table 1 below:

Graph 1. Student Satisfaction Instrument



Description: TS = Disagree
CS = Quite Agree
KS = Less Agree
S = Agree
SS = Strongly Agree

The results show that from the training activities that have been given to teachers/extracurricular instructors of SMK Yapis Timika, from the number of teachers/extracurricular instructors who participated in this activity, 1 person was found that 70% of teachers/extracurricular instructors strongly agreed, 25% of teachers/extracurricular instructors agreed, and 5% of teachers/extracurricular instructors quite agreed. For more details, the percentage of the teacher/extracurricular instructor satisfaction instrument in participating in training activities can be seen in the graph below:



In addition to data on student and teacher/extracurricular instructor satisfaction indicators for participating in this community service activity, physical evidence also includes documentation of the time before, during, and after the sports massage and injury repositioning training at SMK Yapis Timika. This documentation can be seen in the images/photos below:

1. Community Service Observation Documentation



2. Documentation of PKM Activity Implementation



3. Sports massage practice and injury repositioning by the PKM Team of Lecturers and the PKM Team of Students of the Physical Education Study Program of STKIP Hermon Timika.



4. Practice of sports massage and repositioning of injuries by fellow students (training participants) of SMK Yapis Timika guided by the speaker/PKM Team of Lecturers from the Physical Education Study Program, STKIP Hermon Timika as an implementation/feedback from the training activities.



3. DISCUSSION

The evaluation of this activity focused on the target audience, in addition to the primary students. There were additional targets, namely extracurricular instructors and sports teachers. The sports teachers were not involved in this activity because, coincidentally, the current sports teacher at Yapis Vocational School was also a sports teacher *resign* from SMK Yapis Timika (The School is Temporarily Looking for a Replacement) of course this is an evaluation material for us as a community service team so that the next similar and updated training can meet the overall target.

4. CONCLUSION

Based on the results and discussion (Evaluation) of the PKM activities that have been explained in the previous chapter. The PKM team for sports massage training and injury repositioning for students, PJOK Teachers, Extracurricular Supervisors of SMK Yapis Timika concluded that this training activity had a good impact as seen from the enthusiasm of students and extracurricular teachers/supervisors who took the training seriously and did not miss any session in the training. In addition, in the discussion sessions both in theory and practice, they were always active in asking questions and were brave, confident in implementing the practice of sports massage and injury repositioning when the presenters gave the opportunity in the training.

Through this training, students and teachers/extracurricular instructors can collaborate to provide first aid to students, teachers, and the entire school community who experience injuries on the school grounds. This can prevent serious injuries to students, teachers, and the entire school community.

5. SUGGESTION

So that the knowledge about sports massage and injury repositioning for students,

teachers/extracurricular instructors that have been given by the presenters in this training is not forgotten and updated both in theory and practice, always apply it to students who experience injuries or someone who experiences injuries outside of school who needs first aid and look for additional references about sports massage injury repositioning from various expert sources and attend licensed sports massage and injury repositioning training to be more competent in handling injury problems with sports massage therapy.

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