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REFLECTIVE PRACTICE OF TABLE TENNIS FOREHAND STROKE TRAINING FOR GENERATION Z PPOP ATHLETES

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Abstract

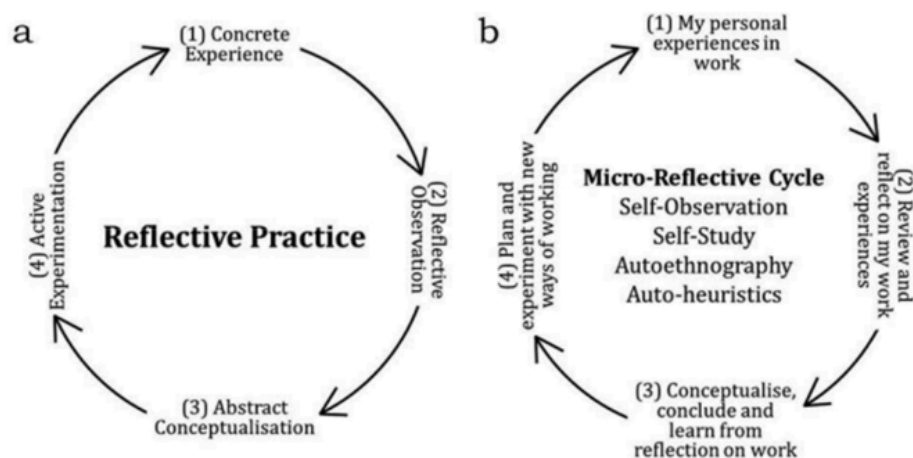
Gen Z table tennis players are observed to have less attention and minimal independent and reflective analysis for introspection, so there needs to be reflective practice in every training session, especially in forehand stroke technique practice, so that athletes know and understand what they have done, what improvements are needed, the targets they want to achieve, and their short-term and long-term goals. The aim of this study is to describe and analyze the reflective practice of forehand stroke training in table tennis among Generation Z athletes at PPOP DKI Jakarta. This research uses a qualitative method with a phenomenological design that analyzes, examines, and describes the issues occurring in the reflective practice of forehand stroke training for these athletes. The data collection tool for this study is a questionnaire in the form of both closed and open-ended questions. The subjects of this study are male and female Generation Z PPOP athletes in DKI Jakarta, totaling 8. The data analysis in this study includes three steps: data reduction, data display, and verification and conclusion drawing. The results of the description and field data analysis in the reflective practice of forehand stroke exercises for Generation Z PPOP athletes in DKI Jakarta show a mastery category for the micro-reflections that have been done and a good category for the micro-reflections that will be done. From these reflective practice results of forehand stroke exercises in table tennis for Generation Z PPOP athletes in DKI Jakarta, it can be concluded that Generation Z PPOP athletes in DKI Jakarta have good and mastering reflective practices.

Keywords: Reflective Practice; Table Tennis Training; Generation Z Athletes.

INTRODUCTION

Reflective practice in sports science has long been known as a fundamental aspect of training and professional development to improve skills. Reflective practice is a deliberate approach where practitioners can explore and question their decisions and experiences in the context of their own practice (Roy et al., 2021). The use of reflective practice can help improve skills through training experiences and then develop the knowledge needed to correct mistakes and continuously evaluate according to expected results. Reflective practice is done by sports practitioners at all levels of development to understand themselves, their practice experiences, and the context in which they occur. Reflective practice is created according to reality, giving individuals the chance to develop the knowledge and skills they need.

1 Reflective practice is an important need when individuals start to build understanding, recognize their abilities, and encourage active involvement in achieving skills. A new approach to reflective practice in the digital era for Generation Z demands innovation and new information, knowledge, and technology so that training becomes more meaningful, so individuals can quickly reach their training goals, and so that the quality of training matches the ever-advancing developments in knowledge and technology according to the needs and characteristics of Generation Z. Fergusson et al. (2019) stated that reflective practice is really good for systematically applying knowledge in a disciplined and intellectual way when used in the context of research and higher-level sports training. Therefore, 2 reflective practice is aptly described as a development tool as well as a method of deliberate thinking, action, and learning. 2 Reflective practice can happen on both micro and macro scales of time and distance, and it can be used to bridge conditions inside and outside, personal and professional, and current and future states. It can be seen through the following illustration;



2 Figure 1. (a) Reflective Practice And (b) The Micro-Reflective Cycle. When Applied to One's Personal Experience at Work (Fergusson et al., 2019).

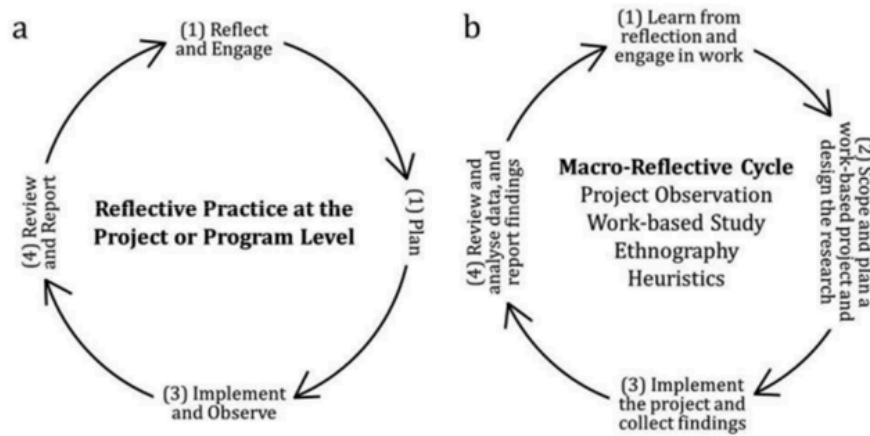


Figure 2. (a) Reflective Practice at The Project or Program Level, And (b) The Macro-Reflective Cycle in Work-Based Projects (Fergusson et al., 2019).

Multicultural Reflective Practice Questions to Answer (Use this template or answer questions on video or an audio recording)	
QUESTIONS	REFLECTIVE NOTES
Who Are You? (What is your vantage point?)	
What are your salient identities? (race/ethnicity, gender, sexual orientation, religion, disability status, age/generation)	
What are your privileges?	
What might your impact on your client be?	
Who holds the power?	
What were your goals?	
What happened?	
What influenced your decision-making?	
What went well?	
What could go better?	
Goals for next time?	
Will you review with your supervisor and/or with peers in group supervision?	

Figure 3. Multicultural Reflective Practice Questions Framework (Cropley et al., 2023).

Reflective practice is one of the processes that facilitates continuous learning, guiding educators and learners to a world of possibilities by realizing the transformational potential of change (Ganly, 2017). Reflective practice is a must in the twenty-first century to consciously and effectively navigate emerging landscapes by pausing, paying attention, revising, adopting, and adapting new insights. Cropley et al. (2010) suggest that reflective practice is often seen as the best choice for practitioners to reflect or not on their work, but in reality, all practitioners are involved in reflecting on the professional services they provide.

Reflective practice can be used to help with mental training for Gen Z table tennis athletes. Gen Z athletes are young people born after 1996 and are the first generation to grow up completely in the digital era. They are the most educated generation in history and have excellent tech skills. At the same time, they are considered to have less attention, need special care because of a lack of independence and analytical skills. A number of these characteristics are seen as a challenge for coaches, in figuring out how to connect with Gen Z youth and work with the support of their networks. The strategy for working effectively with this generation of athletes involves reflective practice that connects processes with performance outcomes, teaching basic communication skills, setting clear expectations, building resilience by creating high-pressure practice situations, and demonstrating specific coaching qualities that are important for working with Gen Z national table tennis players.

Table tennis is a complex activity, involving both delicate touch movements and full-power actions, as well as other technical aspects (Sugiharto et al., 2025). Proper technique training, along with physical, tactical, and mental training, is needed for Generation Z table tennis players to help speed up skill mastery and achieve optimal performance. Generation Z table tennis athletes are observed to have less attention and minimal independent, reflective analysis for introspection, so reflective practice is needed in every training session, especially in technical training, so that athletes know and understand what they have done, what improvements are needed, the targets they want to achieve, short-term and long-

term goals, as well as the benefits and meaning for Generation Z table tennis players in doing sports activities, training, and competing in table tennis. From the explanation above, the author is interested in studying the reflective practice of forehand drive stroke training in table tennis for Generation Z athletes at PPOP DKI Jakarta. This study focuses on describing and analyzing field data as follows: how is the reflective practice of forehand stroke training for Generation Z table tennis athletes at PPOP DKI Jakarta? The purpose of this research is to describe and analyze the reflective practice of forehand stroke training for Generation Z table tennis athletes at PPOP DKI Jakarta.

METHOD

The qualitative method is an approach to understand and comprehend the meanings of individuals or groups related to social issues (Creswell, 2012). Furthermore, Bogdan & Taylor in (Gunawan, 2017) state that qualitative research is a type of research that produces descriptive data, namely written or spoken words from humans and their behavior, which can be observed empirically, directed toward the state and situational conditions of individuals holistically. This innovation report describes and analyzes the reflective practice of forehand stroke exercises in table tennis among Generation Z athletes at PPOP DKI Jakarta. The design is phenomenological, examining the phenomena of experiences in individuals and referring to certain meanings (Griffin, 2003). It analyzes, studies, and describes the issues that occur in the reflective practice of forehand stroke exercises for Generation Z table tennis athletes at PPOP DKI Jakarta.

Forehand Stroke Skills Guide

Forehand stroke is the main shot in the game. In modern play, the forehand stroke is most often used against the opponent's topspin return and can be hit with varying levels of power. Against fast-moving balls, use a shorter swing with a lighter weight transfer and then redirect it back to the opponent. For returns that move slower, use lower body movement to generate more power. Important factors in executing this technique include body position (feet, body, hands, head), grip on the bat, 4 stages of execution, consistency, strength, speed, power, and shot control).

McAfee (2009) stated the preparation stage and executing a forehand stroke as follows;

Preparation stage: Stand with your feet shoulder-width apart and parallel, body facing forward, hold the bat in a shakehand or penhold grip, elbows slightly away from the body, and head facing straight ahead.

Stages of performing a forehand stroke: The first stage is the backswing (weight on the back foot, forearm open, upper body rotated, racket head at a 90-degree angle from the table and the forearm). The second stage is contact (shift the weight from the back foot to the front foot, rotate the hips, rotate the upper body back towards the table, lock the forearm, make contact with the ball at the top of the bounce, aim for a solid hit, not a brushing contact). The third stage is follow-through/continued swing (finish with the weight on the front foot, racket ends up about head height in front of the face, on a hard drive, the racket may finish on the left side of the body for left-handed players). The fourth stage is recovery (relax the forearm and let it drop, move the feet back to the ready position).

Implementation Procedure

Athletes practice table tennis forehand stroke techniques according to the scheduled time and daily training program. The coach observes, and the assistant coach records video for 1 minute while each athlete performs the stroke technique. Athletes fill out a closed questionnaire by marking (√) according to their own ability, and then write by hand on a reflective note in the open questionnaire after everyone has completed the stroke technique training session. After filling it out, athletes give the instrument to the coach and ask for a signature.

Instrument

The instrument for collecting data is a questionnaire in the form of Closed and Open-ended questions as follows.

Table 1. Closed Questionnaire (Micro Reflections That Have Been Done)
Reflective Practice Statement on Forehand Stroke Technique in Table Tennis to Answer (Use This Template and Answer the Questions)

RELECTIVE CHOICE

STATEMENT

	TDGI	NYM	M	VP
	1	2	3	4
1. I have control over my foot positioning when hitting a stroke				
2. I have control over my body position when hitting a stroke				
3. I have control over hand positioning during stroke hits				
4. I know the head position during a stroke hit				
5. I hold the handle when doing the stroke				
6. I have stroke punch consistency				
7. I have a powerful stroke punch				
8. I have stroke punch speed				
9. I have a stroke power punch				
10. I have control over my stroke hits				
TDGI : Totally Doesn't Get It.	NYM : Not Yet Mastered.			
M : Master	VP : Very Proficient			

Table 2. Open Questionnaire (Micro Reflection That Will Be Done)

Reflective Practice Questions for Table Tennis Forehand Stroke Technique Exercise to Answer (Use This Template or Answer the Questions in a Video or Audio Recording)

QUESTIONS	REFLECTIVE NOTES
1. How should your feet be positioned during a stroke hit?	
2. What is the body position during a stroke hit?	

-
3. How should your hand be positioned during a stroke hit?
 4. What is the head position during a stroke hit?
 5. How to hold your hand when doing a stroke
 6. How consistent are the stroke hits?
 7. How powerful is the stroke punch?
 8. How fast is the stroke hit?
 9. How's the power of the stroke shot?
 10. How do you control a stroke hit?
-

RESULT

The results from the description and analysis of field data in the reflective practice of forehand stroke training for Generation Z PPOP DKI Jakarta athletes are as follows:

Table 3. Reflective Practice Results of Forehand Stroke Training for Gen Z Athletes at PPOP DKI Jakarta

NO	NAME	Micro Reflections That Have Been Done	Micro Reflection That Will Be Done
1	S. Eisha Maharani	Master	Good
2	Josevano C.H	Master	Good
3	Djati Fairuz Azom	Master	Good
4	Daffa Alif Firdaus	Master	Good
5	M. Rizky Dafa	Master	Good
6	Ramiro Ilham	Master	Good

7	Nazwa Via Z	Master	Good
8	Aulia Syiffa A	Master	Good

DISCUSSION

Although the literature on reflective practice in table tennis has undoubtedly developed over time, a broader ¹ evidence base is needed that explores the development of knowledge, understanding, and context-specific practices across all sports disciplines and related ¹ sectors. This may potentially require a paradigm shift in certain disciplines and a commitment to valuing various forms of knowledge that will help support the growth of literature focused on professional applied practice. This commitment also requires discipline to create an open and supportive environment needed to encourage individuals to feel free (and safe) to share honest and genuine reflections about practical experiences. So, committing to and facilitating reflective practice in table tennis exercises can be done well.

Getting involved in experiencing approaches ¹ and frameworks for reflective practice is a key need as we start shaping individual understanding that the goal of reflection should drive approaches to reflective practice, meaning individuals need to engage with a variety of reflective approaches and modalities. However, restricting this shouldn't ¹ come at the expense of broader discussions about what it really means to be a reflective practitioner and how we can support individuals in embracing this role and developing the necessary positions, skills, and philosophical attributes. So, what does it mean to be a reflective practitioner, and what is needed in terms of understanding, skills, and experience?

The research results describe that the reflective practice of forehand stroke training for Gen Z athletes at PPOP DKI Jakarta falls into the 'mastered' category for the micro reflections that have been done and the 'good' category for the micro reflections that will be done. From these reflective practice results of forehand stroke training in table tennis, it was concluded that Gen Z athletes at PPOP DKI Jakarta have good and competent reflective practices. Previous literature supports this conclusion. Athletes will quickly develop their sports skills and performance

through reflective practice to carry out self-evaluation during intensive training (Li et al., 2023; Zhang et al., 2017). Furthermore (Li et al., 2025; Stambulova & Schinke, 2025) conducted reflective practice interviews and meta-transition research to explore athletes' experiences at various levels, which can provide a sensitive understanding of the phases of career transitions and then turn that knowledge into practical applications, offering tailored, context/phase-guided interventions to help athletes strive for career excellence. Reflective practice continues to be an important principle of effective training, and coaches and coach developers should consider how much their reflective practice shifts thinking and expands cognitive demands across different specific training reflection content (Downham & Cushion, 2024). Reflection has been positioned as a very important part of sports performance coaching and has become a staple in sports coaching education programs, (Downham & Cushion, 2020; Downham, L. 2020). The arguments here show reflective practices and their connection with training used as a means to discipline coaches and athletes and to normalize practices, to produce coaches and athletes who can self-regulate, are competent, and obedient (Cushion, 2016). Next (Crane et al., 2019; Falon et al., 2021; Cowden & Meyer-Weitz, 2016) explain the reflective process as a series of outcomes that boost athletes' capacity to be consistent, dynamic, and to take opportunities to influence performance based on past experiences, effectively enhancing their ability to detect problems and mimic excellence. Reflective studies provide strong evidence that is helpful for athletes to succeed in competitions (Wang, 2021).

Based on field observations and the previous points, a ¹new and innovative approach to reflective practice that helps sustain learning and facilitates more lasting and consistent engagement should be considered. There isn't a ¹single approach to reflective practice that's better than the others. Consideration should be given to using technology to support new approaches to reflective practice, and ¹discussions about developing a culture of reflective practice should continue. So, how can technology help reflective practice, and are we moving towards e-reflective practitioners? ¹The previous points show in several ways the ongoing need

to consider what meaningful reflective practice in table tennis training looks like and how education and training providers (including mentors and supervisors) can facilitate critical reflective practice for athletes, trainees, and new practitioners. There is an ongoing need to support individuals in moving away from a perspective that sees engagement in reflective practice as a form of compliance, to a perspective that embraces the potential of critical reflective practice to produce transformative and emancipatory outcomes. So, in the end, what commitment do we make to meaningful reflective practice, how do we achieve it, what impact does it have, and how do we represent it? Looking ahead, the following points should be at the forefront of ongoing debate and action. Reflecting individually and in groups, and hopefully taking action through public commentary, debate, and research to advance the field.

Theoretical and Practical Implications for Sports Professionals

Theoretical benefits: this research can serve as a reference for academic studies and a guide for future researchers to explain the reflective practice of forehand stroke training in table tennis for Generation Z athletes at PPOP DKI Jakarta. Practical benefits: for coaches, it provides input for coaches at both national and regional levels to evaluate the reflective practice programs for forehand stroke training in table tennis for Generation Z athletes at PPOP DKI Jakarta that effectively improve skills and performance. For athletes, as input for Generation Z table tennis players to improve their skills and achievements. For researchers, to broaden insights about reflective practices in helping effective table tennis training for Generation Z athletes to advance the achievements of Table Tennis Athletes.

CONCLUSION

From the observation results of the reflective practice of forehand stroke training in table tennis by Generation Z PPOP athletes in DKI Jakarta, it can be concluded that these Generation Z PPOP athletes have good reflective practice. The direction in concluding the results of the reflective practice of forehand stroke training for Generation Z PPOP athletes in DKI Jakarta is related to future challenges and/or recommendations for the field. In this innovation report,

reflective practice has been placed at the core and is expected to help athletes at all levels of development, across all disciplines, understand themselves, their practice, and the context in which it happens. Therefore, reflective practice is presented as a fundamental mechanism and way that gives individuals the opportunity to develop the knowledge and skills they need to manage and navigate the complexities inherent in delivering training services and related disciplines.

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