



Development of Local Culture-Based Outing Class Guide as an Edu-Recreational Program For Elementary Students

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Abstract

This study examines the Games of New Emerging Forces (GANEFO) as a dynamic sporting event. It examines and analyses that GANEFO is not just an international sporting event, but also a product of foreign political competition and a contest of diplomatic relations between foreign countries. This study uses a historical research method. The implementation of GANEFO in November 1963 is often linked to international political practices following World War II. The feud between the Western Bloc and the Eastern Bloc triggered the holding of the Asia-Africa Conference. Indonesia adopted the spirit of the Non-Aligned Movement to mobilise other countries to participate in GANEFO. Additionally, the influence of the PRC as an exponent of a communist state also played a significant role in the success of GANEFO in Jakarta. At the national level, the long-standing feud between Soekarno, political parties, and the military elite also contributed to the implementation of GANEFO during the Guided Democracy era. Competition between domestic camps prompted Soekarno to attempt to establish a superior position by organising an international-scale sporting event. This method was employed by Soekarno to garner public sympathy while simultaneously overshadowing the positions of his domestic competitors. Thus, holding sports competitions can be used as an instrument to untangle the complexities of diplomatic relations and domestic political disputes.

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INTRODUCTION

Physical education, sports, and health education (PJOK) play a strategic role in shaping students' physical fitness, social skills, emotional maturity, and character development. Through structured physical activities and educational games, students are encouraged not only to develop motor skills but also to internalize values such as cooperation, responsibility, sportsmanship, and independence. In contemporary educational practice, experiential learning approaches that actively involve students in real contexts have become increasingly relevant. One such approach is the outing class, which positions outdoor activities as meaningful learning experiences rather than mere recreational events (Kolb, 2014; Hidayat, 2022).

In recent years, children's lifestyles have undergone significant changes due to rapid technological development. Increased screen time and reduced opportunities for physical activity have contributed to a sedentary lifestyle among elementary school students. This condition has raised concerns in both educational and health sectors, as insufficient physical activity is associated with decreased physical fitness, limited social interaction, and reduced learning engagement (Tan et al., 2022; Noetel et al., 2023). In Indonesia, this issue is particularly evident at the elementary school level, where a large proportion of students do not meet the recommended daily physical activity levels set by the World Health Organization (WHO) (Kurniawati, 2023).

In response to these challenges, outing class activities offer considerable potential as an educational strategy that integrates physical activity, social interaction, and contextual learning. When designed systematically, outdoor learning activities can improve students' motivation, reduce stress, and enhance psychological well-being (Faskunger et al., 2021). However, in many schools, outing class activities are still implemented primarily as recreational trips

without clear learning objectives, structured stages, or alignment with curriculum outcomes. As a result, their educational impact remains limited.

Integrating local culture into outing class programs can further enhance their relevance and effectiveness. Local culture embodies social values such as mutual cooperation, responsibility, independence, and respect for the environment, which are essential components of character education and student social development. Recent studies indicate that culture-based learning activities are effective in strengthening students' social skills, collaboration, and cultural identity when integrated into meaningful learning experiences (Wulandari et al., 2023; Emda & Hanim, 2024). Jepara Regency possesses rich cultural and natural resources, including coastal traditions, woodcarving heritage, traditional games, and diverse natural tourism destinations. These resources provide authentic learning contexts that support experiential learning and enable students to connect physical activities with their local socio-cultural environment (Setiawan, 2022). Nevertheless, the potential of local culture in Jepara has not been optimally utilized within structured outing class programs for elementary school students..

Preliminary field findings and local studies indicate that many elementary school students in Jepara exhibit low levels of physical activity and limited social engagement. Interviews with physical education teachers and students reveal that increased gadget use outside school hours has contributed to reduced participation in outdoor play and group activities. Teachers also report difficulties in designing outing class activities that are systematic, age-appropriate, and aligned with learning objectives. Moreover, outing class service providers acknowledge the lack of standardized guidelines that integrate educational goals, physical activity, and local cultural values.

Despite the growing body of research on outdoor learning and recreational sports, there is a clear research gap regarding the development of structured outing class guidelines based on local culture, particularly for elementary school settings. Existing studies tend to focus on general outdoor activities without providing practical, culturally grounded guidance that can be directly implemented by teachers. In Jepara, no specific guideline has been developed that integrates local cultural elements, recreational physical activities, and educational tourism into a comprehensive outing class program for elementary schools.

Therefore, this study aims to develop a Local Culture-Based Outing Class Guideline for elementary school students in Jepara Regency. The guideline is designed as an edu-recreational learning medium that integrates physical activity, social-emotional development, and local cultural values. This study is expected to contribute to the innovation of physical education learning, provide practical guidance for teachers, and support the development of educational tourism rooted in local culture.

METHODS

This study employed a Research and Development (R&D) approach aimed at producing a Local Culture-Based Outing Class Guideline for elementary school students. The R&D method was selected because it is appropriate for developing, validating, and refining educational products that respond directly to field needs and practical learning contexts (Gall, Gall, & Borg, 2014; Sugiyono, 2019). Through this approach, the developed product is not only theoretically grounded but also empirically tested for feasibility and practicality before being recommended for broader implementation.

The development procedure was adapted from the Borg and Gall model, which is widely used in educational research for systematic product development. To

accommodate field conditions, time limitations, and research scope, the original ten-step model was simplified into seven sequential stages: (1) needs analysis, (2) product planning, (3) initial product development, (4) expert validation, (5) product revision, (6) limited field testing, and (7) final product revision. Simplification of the Borg and Gall model has been commonly applied in educational R&D studies to maintain methodological rigor while ensuring practical feasibility in school-based research settings (Putra & Setiawan, 2020; Hidayat & Nugroho, 2022).

A preliminary study was conducted during the needs analysis stage to identify existing problems and field conditions related to outing class implementation in elementary schools. Participants involved in this stage consisted of 15 elementary school students, two PJOK teachers, and one outing class practitioner. Data were collected through classroom observations, semi-structured interviews, and needs analysis questionnaires. This triangulation of data collection techniques was employed to obtain a comprehensive understanding of learning conditions and stakeholder perspectives (Creswell & Plano Clark, 2018).

The preliminary findings revealed several key issues: low levels of student physical activity during learning sessions, limited social interaction and cooperation among students, and the absence of structured outing class guidelines that integrate physical education learning objectives with local cultural values. These findings are consistent with recent studies highlighting declining physical activity and reduced social engagement among elementary school students due to increased sedentary behavior and limited contextual learning experiences (Noetel et al., 2023; Tan et al., 2022). The identified problems served as the empirical foundation for designing the developed product.

Based on the results of the preliminary study, an initial draft of the Local Culture-

Based Outing Class Guideline was developed. The product was designed to integrate structured physical activities, PJOK learning objectives, and local cultural elements of Jepara, such as traditional games and environmental exploration. The guideline consisted of clearly defined activity objectives, step-by-step implementation procedures, integration of cultural values, safety and risk management considerations, and evaluation components tailored to the developmental characteristics of elementary school students. The inclusion of local culture was intended to enhance contextual learning and strengthen students' cultural identity, in line with culture-based education principles (Setiawan, 2022; Rahmawati & Suyanto, 2021).

The initial product draft was then subjected to expert validation to ensure content accuracy, instructional quality, and practical applicability. Three expert validators were involved, consisting of a subject-matter expert (lecturer in physical education), a learning media expert, and an outing class practitioner. Validation focused on content relevance, instructional clarity, media presentation, language appropriateness, and feasibility of implementation in elementary school contexts. Expert judgments were collected using structured validation sheets supported by qualitative feedback. Expert validation is a critical step in R&D research to ensure that educational products meet academic standards and practical requirements before field implementation (Akker et al., 2018; Plomp, 2017).

Revisions were made based on validator recommendations to improve clarity, organization, and alignment with learning objectives. After revision, the product was tested in a limited field trial involving 40 elementary school students and two PJOK teachers from SDN 2 Kuwasen and SDN 4 Bulungan. During the trial, students participated in outing class activities guided by the developed guideline, while

teachers implemented and observed the learning process. Product effectiveness and practicality were primarily assessed through teacher response questionnaires, as PJOK teachers serve as the main users responsible for planning and implementing outing class activities in schools (Arsyad, 2020).

Student response questionnaires and observational data were also collected to support the evaluation of student engagement, enjoyment, and implementation feasibility. Using multiple data sources allowed for a more comprehensive evaluation of the developed product's usability and initial effectiveness (Creswell, 2015).

Research instruments used in this study included needs analysis questionnaires, expert validation sheets, observation sheets, teacher response questionnaires, and student response questionnaires. Data were analyzed using a descriptive mixed-method approach. Quantitative data were analyzed using percentage-based descriptive statistics to determine feasibility and response categories, while qualitative data were analyzed through data reduction, data display, and conclusion drawing procedures. This mixed-method analysis approach enabled the integration of numerical trends and descriptive insights to provide a more holistic understanding of the product's quality and effectiveness (Miles, Huberman, & Saldaña, 2019).

The developed product was considered effective if the majority of teacher and student responses indicated positive perceptions regarding clarity, usefulness, relevance, and practicality of the Local Culture-Based Outing Class Guideline for PJOK learning in elementary schools.

RESULTS AND DISCUSSION

This study employed a research and development (R&D) approach adapted from the Borg and Gall model, which was simplified into seven stages: needs analysis, product planning, initial product

development, expert validation, product revision, limited field testing, and final revision (Borg & Gall, 1983; Sugiyono, 2019). The product developed was a Local Culture-Based Outing Class Guidebook for elementary school students in Jepara Regency, designed as an edu-recreational learning medium to support PJOK instruction through structured, meaningful, and culturally grounded outdoor activities.

The needs analysis involved 15 elementary school students, two PJOK teachers, and one outing class practitioner. The findings revealed that students had limited opportunities to engage in structured outdoor physical activities beyond conventional classroom learning. Teachers reported a decline in students' physical activity levels, which was strongly influenced by increased screen time and the absence of systematic outdoor learning programs. In addition, teachers experienced difficulties in designing outing class activities that aligned with PJOK learning objectives while also integrating local cultural values. These findings were corroborated by the outing class practitioner, who confirmed that most outing class activities implemented in schools tended to be recreational in nature and lacked clear learning objectives, assessment components, and cultural integration. Collectively, these conditions indicate a gap between existing outing class practices and the principles of meaningful physical education learning, thereby justifying the development of a structured, practical, and culturally grounded outing class guidebook (Bailey et al., 2019; Opstoel et al., 2020).

Product feasibility was first evaluated through expert validation involving a content expert, a media expert, and an outing class practitioner. The validation focused on content relevance, instructional clarity, media presentation, and practical applicability. The summary of expert validation results is presented in Table 1.

Table 1. Summary of Expert Validation Results

Validator	Score Obtained	Maximum Score	Percentage (%)	Category
Content expert	60	80	75.00	Feasible
Media expert	69	80	86.25	Very feasible
Outing class practitioner	73	80	91.25	Very feasible

The content expert categorized the guidebook as feasible, particularly in terms of alignment between activity objectives, PJOK competencies, and local cultural values. Suggestions related to activity sequencing and instructional clarity were incorporated during the revision stage. These findings support the concept of meaningful physical activity, which emphasizes structured and developmentally appropriate movement experiences to foster students' physical competence, cooperation, and character development (Bailey et al., 2019; Opstoel et al., 2020). Media expert validation indicated that the guidebook was very feasible, highlighting the effectiveness of its layout, visual design, and readability in supporting teacher usability. Clear and well-organized instructional media are known to enhance understanding, reduce implementation errors, and increase teacher confidence when applying new learning models (Arsyad, 2020). The highest validation score was provided by the outing class practitioner, emphasizing the practicality, safety, and field applicability of the activities, which are critical aspects of outdoor-based PJOK learning.

Following expert validation and product revision, the guidebook was assessed

by two PJOK teachers as users to evaluate its practicality and relevance in authentic school contexts. The results of the PJOK teacher assessment are presented in Table 2.

Table 2. Pjok Teacher Validation Results

Validator	Score	Percentage (%)	Category
Teacher 1	75/80	93.75	Very Feasible
Teacher 2	74/80	92.50	Very Feasible
Average	74.5/80	93.13	Very Feasible

The very high average score obtained from PJOK teachers indicates that the guidebook was perceived as easy to understand, practical to implement, and appropriate for elementary school students' characteristics. Teachers emphasized that the structured stages of activities, clear safety guidelines, and integration of local cultural elements facilitated more meaningful and contextual learning experiences. This finding aligns with experiential learning theory, which posits that knowledge is constructed through direct experience and reflection (Kolb, 2014).

The practicality and effectiveness of the guidebook were further examined through a limited field trial involving 40 elementary school students from SDN 2 Kuwasen and SDN 4 Bulungan. Student responses were collected using a 20-item questionnaire with a four-point Likert scale to assess engagement, enjoyment, and perceived learning benefits. The results of student responses are presented in Table 3.

Table 3. Student Response Results

The results demonstrate very positive student responses across both schools. Students reported high levels of enthusiasm,

active participation, and enjoyment during the outing class activities. Observational findings also revealed increased interaction and cooperation among students during group-based activities, indicating that the guidebook effectively supported both physical engagement and social interaction. These findings are consistent with previous studies indicating that outdoor learning environments enhance motivation, reduce stress, and promote students' psychological well-being and learning engagement (Faskunger et al., 2021).

After the limited field trial and subsequent revisions, the guidebook underwent a final expert validation conducted by a senior PJOK academic to evaluate its overall coherence, instructional quality, and readiness for broader implementation. The results of the final expert validation are presented in Table 4.

Table 4. Final Expert Validation Results

Validator	Percentage (%)	Category
Final Content Expert	90.00	Very Feasible

The final validation confirmed that the guidebook achieved a very feasible category, indicating that it successfully addressed previous feedback and met both academic and practical standards for PJOK learning. The expert highlighted strong alignment between PJOK learning objectives, experiential learning principles, and the integration of local cultural values. This finding reinforces the importance of iterative development and validation in improving the quality and applicability of educational products (Borg & Gall, 1983; Sugiyono, 2019). Moreover, this result supports experiential learning theory, which emphasizes reflection and refinement as essential processes in transforming

experience into meaningful learning (Kolb, 2014).

Overall, the consistency among expert validation results, PJOK teacher assessments, student responses, and final expert evaluation demonstrates strong data triangulation. This triangulation indicates that the Local Culture-Based Outing Class Guidebook effectively bridges the gap between recreational outdoor activities and structured PJOK learning. By integrating physical activity, educational objectives, and local cultural values, the guidebook serves as a feasible, practical, and effective edu-recreational learning resource for elementary school PJOK instruction (Bailey et al., 2019; Opstoel et al., 2020; Kolb, 2014; Setiawan, 2022).

CONCLUSION

This study developed a Local Culture-Based Outing Class Guidebook for elementary school students in Jepara Regency using a research and development (R&D) approach adapted from the Borg and Gall model (Borg & Gall, 1983; Sugiyono, 2019). The development process systematically involved needs analysis, expert validation, limited field testing, and final revision to ensure the quality, feasibility, and practicality of the product.

The results indicate that the developed guidebook achieved high feasibility and practicality. Expert validation showed feasibility levels ranging from 75.00% (feasible) at the initial stage to 90.00% (very feasible) in the final validation. Validation by PJOK teachers as users demonstrated very high practicality, with an average score of 93.13%, indicating that the guidebook was clear, easy to implement, and appropriate for elementary school students. In addition, student responses during limited field testing were very positive, with engagement and participation levels reaching 93.81% and 91.75%, respectively. These findings provide empirical evidence that the integration of local cultural elements into structured

outdoor activities effectively enhances meaningful physical activity and experiential learning by linking movement experiences with students' real-life and cultural contexts (Bailey et al., 2019; Opstoel et al., 2020; Kolb, 2014).

In conclusion, the Local Culture-Based Outing Class Guidebook has been empirically validated as a **feasible, practical, and effective edu-recreational learning resource** for elementary PJOK instruction. Although the study was conducted on a limited scale, the consistency of expert evaluations, teacher assessments, and positive student responses indicates strong potential for wider implementation. Future studies are recommended to apply the guidebook in larger and more diverse school settings and to examine its long-term impact on students' physical activity levels, character development, and learning outcomes.

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