Proceedings Series of Educational Studies

The 5th International Conference on Educational Management and Technology (ICEMT) 2026

Implementation Of Contextual Learning Through Outing Class Activities at PKBM Tunas Harapan Batu City

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Abstract

Contextual learning is an approach that connects teaching materials with students' real-life experiences, making the learning process more meaningful. This study examines the implementation of contextual learning through outing class activities organized by the Tunas Harapan Community Learning Center (PKBM) in Batu City. The approach used was descriptive qualitative, with data collection techniques including in-depth interviews and documentation studies. The research subjects consisted of tutors, PKBM Heads, and Outing Class Participants. The results showed that the outing class activities conducted in Kediri, Blitar, and Bojonegoro successfully integrated the seven components of contextual learning: constructivism, inquiry, questioning, modeling, learning communities, reflection, and authentic assessment. Students demonstrated increased motivation, active engagement, and deeper conceptual understanding compared to conventional classroom learning. However, several obstacles require attention, including limited funding and the diversity of participant backgrounds. This study recommends integrating outing classes as a regular component in PKBM program planning to strengthen the quality of non-formal education.

Keywords: outing class activities; non-formal education; contextual learning; learning experience

1. Introduction

Non-formal education has a strategic role in realizing equal access to learning for people who are unable to follow the formal education path on a regular basis. Community Learning Activity Center (PKBM) present as one of the non-formal educational institutions that provides learning services for groups that are neglected from the formal education system, such as school dropouts and workers, As an educational unit that operates in the community, PKBM faces its own challenges, especially in terms of designing learning that not only meets curriculum standards, but is also able to touch the relevance of students' daily lives. There are still many PKBMs who are stuck in the conventional learning pattern based on lectures and practice questions, so that the participants' learning motivation tends to stagnate and even decline in the course of the program.

One of the strategies that is starting to get attention in the context of non-formal education is outing classes, which are learning activities that are carried out outside the classroom by utilizing the natural, social, or cultural environment as a source and learning medium. Outing class activities are not only learning outside the classroom, but are systematically arranged to achieve learning goals through hands-on experience. Johnson (2014) in the journal emphasized the importance of hands-on experience as a means to build deeper understanding.

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Outing class is a concrete form of experiential learning conceptualized by Kolb (1984). In the Kolb cycle, learning occurs through four interrelated stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The implementation of the Experiential Learning cycle has the potential to improve students' ability to solve problemsduring the learning process. Every experience gained by students is used as material for reflection, which is then analyzed and understood so as to produce a mature and valid concept.

PKBM Tunas Harapan, located in Batu City, has implemented outing classes into the Equality Program (Packages A, B, and C) to provide contextual and applicative learning experiences. This activity also strengthens social interaction between students and tutors, increases cooperation, and fosters cohesiveness. However, studies that document and analyze holistically the learning process contextual outing classes at non-formal institutions such as PKBM are still limited.

This study aims to: (1) describe the forms of contextual learning applied in outing class activities at PKBM Tunas Harapan; (2) analyzing student activities during outing class activities; (3) examine the impact of outing classes on participants' learning experiences; (4) identify obstacles faced during implementation. This article is expected to make an empirical and practical contribution to the development of contextual, innovative, and participant-centered non-formal learning models

2. Method

This study uses a qualitative approach with case studies to understand in depth the implementation of contextual learning through outing class activities in the specific context of an institution. This approach was chosen because it is able to describe phenomena holistically and their complexity that cannot be measured simply (Creswell & Poth, 2018). Through case studies, researchers can dig into data from various sources and perspectives to produce a more comprehensive and reliable understanding.

The location of the research was conducted at PKBM Tunas Harapan which is located at Jl. Gondorejo No.10, RT.02/RW.12, Oro-Oro Ombo, Kec. The selection of this location is based on several considerations: (1) PKBM Tunas Harapan has consistently held outing class activities for more than three consecutive years; (2) this institution has a documented and accredited track record of A. The subject of the research is determined through the purposive sampling technique, which is the selection of informants based on the criteria of relevance and depth of information that they can provide. The research subjects consisted of: (1) one head of PKBM (2) two tutors who were actively involved in the planning and implementation of outing classes; (3) one of the outing class participants.

Data was collected through two techniques. First, in-depth interviews with tutors and PKBM managers are semi-structured with question guides developed based on the CTL framework. The interview with one of the students was conducted in a more informal and reflective atmosphere. Each interview session is recorded with the consent of the informant.

3. Results and Discussion

3.1 Planning and Conception of Outing Class as a CTL Ride

The results of the study show that at PKBM Tunas Harapan, outing classes are not seen solely as recreational activities, but as a learning vehicle designed pedagogically. The outing class planning process involves intensive discussions between the head of PKBM and the tutors to identify basic competencies that can be achieved optimally through experience in the field.

The implementation of contextual learning is expected to be able to create a more meaningful, interesting, and easy-to-understand learning process, as well as increase learning motivation and student learning outcomes according to KKM. In the context of outing classes, this contextual approach is realized through the preparation of a "context map" by a team of tutors, which is a document that maps the relationship between the basic competencies of the equality curriculum and the learning potential available in the selected location. The context map then becomes a guide for tutors in facilitating participants' exploration in the field.

In addition, the approach applied at PKBM Tunas Harapan shows the development of systematic learning because it not only relates the curriculum to the real-life context, but also facilitates students in connecting the initial knowledge they have with the new knowledge gained during the learning process.

Table 1. Competency Mapping and Location of PKBM Tunas Harapan Outing Class

Cycles	Location	Main Themes/Competencies	Participants
Cycle I	Gunung Kelud	1. Geography (Lithosphere Dynamics and Disaster Mitigation) 2. IPS (Observation of the activity of Mount Kelud, Observations on traditional and modern markets) 3. IPA (Observation of the environment of Mount Kelud)	1. Package C 2. A & B Package 3. A & B Package

Cycles	Location	Main Themes/Competencies	Participants
Cycle II	Pathok Pineapple Market	1. Economics (Analysis of price formation & supply chain) 2. Social Sciences (Economic activity in the pathok pineapple market kediri)	1. Package C 2. A & B Package
Cycle III	Bamboo Crafts in Nggurah Kediri	Skills	Packages A, B, and C
Cycle IV	Kampung Texas Wonocolo (Dutch heritage)	1. History, Social Studies, PKN 2. IPA (Petroleum Natural Resources)	Packages A, B, and C
V Cycle	Village Pottery Crafts Malo Bojonegoro	1. Empowerment	Packages A, B, and C
Cycle VI	The Magic of Fire Bojonegoro	1. Sociology/Social Studies (Social life of the community in Around the Imagination of Fire) 2. PKN 3. History/IPS (Historical value and development of fire imaginary areas)	Packages A, B, and C
Cycle VII	Museum Rajekwesi	1. English (Explore East Java 2026) 2. History/Social Studies 3. PKN	Packages A, B, and C

Source: Research Documentation (2026)

3.2 Forms of Contextual Learning in Outing Class

This study proves that outing classes have implemented the seven main components of effective learning, namely: constructivism, questioning, discovery, learning community, modeling, reflection (Hasibuan, M. I. 2014). The components of constructivism are most visible in the phase of self-exploration, where learners are given the freedom to observe, gather information, and interpret it based on the knowledge they already have.

The inquiry component in the outing class is activated when participants are exposed to a phenomenon that is different from their initial assumptions. Through observation and interaction with tour guides in Wonocolo Texas Village, participants compared previous knowledge with new information so that a more contextual understanding was formed. In addition, the questioning process is also more active than learning in the classroom based on the results of in-depth interviews by researchers.

The learning community component arises naturally through the interaction of participants with diverse backgrounds, such as adolescent dropouts, workers, and participants with family and economic problems. This diversity encourages the exchange of complementary perspectives in the learning process. In the context of outing classes, the application of community learning techniques encourages the formation of multidirectional communication in the learning process. Through this concept, each individual involved in learning activities can act as a learning resource for other participants (Luviya, K. 2009).

Modeling in outing classes is carried out through the role of tour guides as expert practitioners and tutors as facilitators who connect field experiences with curriculum concepts. The collaboration creates learning that combines practical and academic knowledge. The reflection component is carried out through study journals and group discussions, while authentic assessments are applied through report evaluation, conformity with the LKPD, the use of references, and the work of participants.

3.3 Participant Activities during Outing Class

Analysis of the interview results showed that the participants' activities during the outing class were dominated by direct observation. In contrast to conventional learning that is based on images or videos, field observation involves various sensory modalities of participants, such as seeing, hearing, and feeling learning objects directly.

This learning is in accordance with the theory of experiential learning which is understood as a comprehensive learning model that looks at the process learning as a continuous series that includes students' experiences, reflections, and self-development (Aisyah, S., et al, 2026).

The second activity that stands out is spontaneous group discussions. At the outing class location, tutors intentionally design "discussion points" in various strategic areas, where participants gather to discuss their findings collectively before moving on to the next area. The third activity is the empowerment of making pottery crafts from clay. In the outing class in Malo Bojonegoro village, students were directly involved in making pottery crafts made from clay. The pottery making activity was carried out in groups with assistance from tour guides. Through these activities, students gain hands-on learning experience while developing creativity and the ability to work together in the learning process.

The fourth activity is recording and documentation. Participants were asked to produce outing class paper reports from observations, direct observations, and documentation. This approach not only makes participants more actively involved, but also produces learning artifacts that then become material for reflection and discussion in follow-up meetings at PKBM.

3. .4 The Impact of Outing Classes on Participants' Learning Experiences

Analysis of the participants' interview narratives revealed the impact of the outing class which was multidimensional. The first dimension is cognitive impact. A 26-year-old Package C participant in class XII revealed:

"The implementation of outing classes is adjusted to the location visited. However, in some subjects, such as geography, it is easier for me to understand the material through outing class activities because the learning process is carried out directly and demonstrated by parties who have a connection with the material studied."

This narrative describes it in accordance with the approach in the study of embodied cognition, which views that the thought process needs to be understood through its relationship with the physical body and the interaction of the individual with the surrounding environment. This phenomenon consistently emerged in interviews with participants from a variety of backgrounds, suggesting that outing classes create "experiential anchors" that reinforce conceptual retention.

The second dimension has to do with affective and motivational impacts. Qualitative data showed an increase in participants' emotional engagement in the learning process. Participants who were previously passive in regular classes became more enthusiastic during and after outing class activities. This phenomenon is in line with the level of learning success that can be achieved optimally if students have the will to learn. This willingness arises because of motivation, both from within and from external factors of students (Purba, I. S., et al, 2023).

The third dimension is social impact. Outing classes proved to be a catalyst for the formation of social cohesion among participants who previously did not know each other. Shared experiences outside of the classroom create a "collective memory" that is the foundation for the formation of a more solid learning community. Some participants even reported that the connections they built during outing classes continued to become social support networks outside of the learning context.

3.5 Obstacles in the Implementation of Outing Class

In addition to the positive impact achieved, this study also found several obstacles in the implementation of outing classes. The main obstacle is limited funding because activities require transportation, tickets, consumption, and observation equipment. Uncertainty in the source of funds from participant contributions, and institutional subsidies also limit the consistency of the implementation of activities. In addition, some students who work have difficulty obtaining permits from the workplace so that participation in outing classes is not optimal.

4. Conclusion

This study succeeded in documenting and analyzing the implementation of contextual learning through outing class activities at PKBM Tunas Harapan Kota Batu comprehensively. Based on the results of interviews and documentation, this study produced several main conclusions. First, outing classes not only function as a complementary activity to the

curriculum, but also as a learning strategy that is designed pedagogically based on the principles of Contextual Teaching and Learning (CTL). Second, outing classes have a multidimensional impact, including cognitive, affective, social, and transformative aspects. The transformative impact is the most significant finding because it shows that outing classes are able to present a transformative learning experience in the context of non-formal education. Third, the implementation of outing classes still faces a number of structural and pedagogical obstacles, especially limited funding and work permits for students. Therefore, efforts are needed systematic and collaborative handling to improve the effectiveness and sustainability of the program.

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