

Experiential Learning Method in Outingclass Program as Creative and Innovative Learning in PKBM Reksonegaran

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Abstract: *This research employs a qualitative descriptive approach. The aim is to explore the experiential learning method in the Outing Class program as a creative and innovative approach to learning at PKBM Reksonegaran. The research was conducted at PKBM Reksonegaran Yogyakarta, where the informant, a facilitator and administrator, participated. Data collection techniques were employed using observation, interviews, and documentation. The research instrument is based on Kolb's theory of experiential learning. Data analysis techniques use triangulation techniques. The research results found that the Outingclass activity at PKBM Reksonegaran is a creative and innovative program where knowledge is constructed through the transformation of experience. Outing Class provides students with the opportunity to develop and build knowledge through hands-on experiences in the field. To reflect and observe, conceptualize and analyze knowledge in their minds, up to constructing it in the form of a product output resulting from the outing class trip.*

Introduction

Teaching is the process of instilling knowledge, transmitting culture, and organizing the environment to help students master knowledge effectively (Tibahary & Muliana, 2018). Learning can also be interpreted as the process of delivering information and material to students to enhance their understanding (Sunarti, 2021). Creativity is described as the ability to discover or generate something new using existing resources (Riska et al., 2023), and as a mental process that produces ideas aimed at encouraging creativity in both independent and collaborative learning (Selegi & Aryaningrum, 2022). Furthermore, creativity encompasses the power to invent, the act of creating, and the identity of a creator (Wirnoto & Ratnaningsih, 2022), encompassing all activities involving discovery, production, and creation as outcomes of a person's thought process.

Innovative learning is defined as a new and previously unseen instructional design that contributes to students' knowledge construction and development toward positive transformation (Widyaningrum & Rahmanumeta, 2016). It includes various forms such as replacement, transformation of teacher roles, component-based changes, additions, restructuring, eliminations, and reinforcement. One example of innovative instruction is Experiential Learning, which emphasizes learning through action, direct experience, discovery, and exploration (Tibahary & Muliana, 2018). This method allows students to grasp concepts more meaningfully by involving them in problem-solving, analyzing, sharing, discussing, and reflecting on their personal experiences (Hayati, 2020; Paras & Mitchell, 2017).

Experiential learning is grounded in the idea that knowledge is constructed through the transformation of experience, linking action with reflection to build personal understanding. According to Paras & Mitchell (2017), students' lived experiences are fundamental to forming cognitive knowledge, as they reflect on these experiences to generate new understanding. The model provides benefits such as clarifying learning objectives, strengthening theory-practice links, encouraging student reflection and feedback, and enhancing learning effectiveness (Hayati, 2020). Kolb's experiential learning cycle consists of four stages: (1) concrete experience, where students participate without yet understanding why something happens; (2) reflective observation, where they begin to comprehend their experience; (3) abstract conceptualization, involving thinking and interpreting the experience; and (4) active experimentation, where learners draw conclusions and

apply them to new situations (Kolb, 1984).

Creating an enjoyable learning environment is a legal and pedagogical necessity. Law Number 20 Year 2003 Article 40(2) mandates that educators foster a meaningful, enjoyable, creative, dynamic, and dialogical educational atmosphere. This is reinforced by Government Regulation Number 19 Year 2005 Article 19(1), which requires learning to be interactive, inspiring, and supportive of students' initiative and creativity. In non-formal education settings like the Reksonegaran Community Learning Center in Yogyakarta—where students come from diverse backgrounds—creative and innovative programs are vital to maintaining engagement. One such method is the outing class program, which implements the Experiential Learning model through outdoor activities. These experiences allow students to gain new knowledge while interacting directly with nature and their environment (Rahmawati & Nazarullail, 2020).

Methode

This research employed a descriptive method with a qualitative approach, aiming to provide systematic, factual, and accurate descriptions of phenomena being studied (Tarjo, 2019). Descriptive research is used to study the current status of objects, groups, or events and is suitable for exploring qualitative phenomena that cannot be measured numerically. These may include processes, conceptual formulas, diverse understandings, characteristics of goods and services, cultural elements, and physical models of artifacts (Satori & Komariah, 2009).

The research was conducted at PKBM Reksonegaran, selected due to its alignment with the research objective—examining the implementation of experiential learning in the outing class program as a model of creative and innovative learning. The data collection involved interviews and participatory observation with one facilitator and one administrator, along with document analysis such as institutional profiles and other related materials. These instruments were chosen to gain a comprehensive understanding of how experiential learning is practiced at PKBM Reksonegaran.

Data analysis in this qualitative study was performed using triangulation techniques—obtaining data from different sources using the same method to enhance validity (Ule et al., 2023). As suggested by Sugiyono (2014), qualitative data analysis is an ongoing process throughout the investigation, not only after data collection. The stages of analysis include data reduction, data display, and conclusion drawing/verification, which were carried out interactively and continuously until the data reached saturation (Fauzi et al., 2023).

Result and Discussion

PKBM Reksonegraan

Based on the results of an interview with one of the tutors and administrators, as well as observations at The Community Learning Activity Center (PKBM) Reksonegaran, the following findings were obtained: PKBM Reksonegaran was established on August 26, 2005, and is located in Klitren Lor Lor. GK.III Number 531 Yogyakarta. Currently, this PKBM has organized learning activities for package A equivalency (elementary school level), package B equivalency (junior high school level) and package C equivalency (high school level) both offline and online adaptive which emphasizes maximizing the potential of its students, in addition to having a collection of more than 1,000 books that are used as reading parks.

PKBM Reksonegaran was formed in response to concerns about the environment that did not align with the slogan of Yogyakarta as a city of students. Manyculture. Many school-age children pay less attention to their lessons after school, as their time is spent playing, texting, dating, or playing games. By collaborating with students who share the same vision, they create free tutoring to help students complete school assignments, particularly in mathematics, physics, chemistry, and English. In learning, students who excel in completing specific tasks or in their

groups are given rewards in the form of door prizes. In addition to free tutoring activities, PKBM Reksonегaran previously handled the activities of shop employees, street vendors, parking attendants, and pedicab drivers along Jl. Urip Sumoharjo Yogyakarta. The activities pioneered by former student friends are known as K3M (Muslim Female Employee Family). The forms of activities are diverse, such as organizing skills education, eradicating illiteracy of the Quran, and spiritual studies. Every Ramadan, tarawih prayers are held after the store closes, followed by tadarus al-Qur'an. To date, this activity has been running smoothly.

PKBM Reksonегaran, together with the community, also considered the fate of children and teenagers who dropped out of school or did not attend school, so that they could acquire "life skills" supported by equivalent education to enter the workforce, as capital to meet the family's economic needs. With the support of several figures and the community, PKBM Reksonегaran was formed as a Community Learning Activity Center. The rapid development of technology led to the formation of the Reksonегaran Indonesia Foundation on November 16, 2020, by PKBM Reksonегaran. As a legal entity, this foundation will support the activities of PKBM students, enhancing the quality of education through "learning by doing" approaches, including work skills education and entrepreneurial skills education.

Analysis of the Experimental Learning Method

The PKBM Reksonегaran program has various types, similar to other Non-Formal Education foundations. PNF is required to adjust and innovate so that educational programs can continue to provide solutions to community problems. PKBM Reksonегaraan also applies a learning-by-doing approach in its implementation of learning, where tutors are required to be creative and innovative in creating a creative and effective learning atmosphere. One of the innovative programs implemented is Outingclass, which is held every 2 months with the target of residents learning to pursue equivalency packages A, B, and C.

Where every Outingclass activity is carried out, learning outdoors and traveling to educational places, this is a form of Experiential Learning, a learning method based on Kolb's theory, namely the process by which knowledge is constructed through the transformation of experience. Learning from experience involves the relationship between doing and thinking. This is implemented in PKBM Reksonегaran through outing class activities that provide opportunities for students to develop and build knowledge through their experiences. To reflect, observe, conceptualize, and analyze knowledge in their minds. PKBM Reksonегaran obtains different product outputs resulting from the outing-class trips held, depending on the location.

Based on Kolb's theory (1984), there are four cycles that are carried out in the experimental learning process, which are outlined using research instruments, interviews, and observations. If viewed from this perspective, the PKBM Reksonегaran outing classes apply it as follows. At the Concrete Experience Stage, concrete experiences or learning gained from real experiences, students are encouraged to participate in an event. In. In this case, PKBM Resonегaran students are invited to a learning place and allowed to see the process or history of an object directly, and even try to make it themselves (by doing). In line with this, Utami (2020) stated that taking class learning outside the classroom can provide authentic experiences for children, allowing them to construct new knowledge. Initially, the PKBM Reksonегaran students did not understand how and why an event had to happen in that way. So, after being invited to study outside the classroom, the hope was to gain new knowledge and experience, at least to learn first and then continue to the second cycle, namely.

Reflection and observation involve examining the experiences faced, and these concrete experiences are then reflected upon individually. During the reflection process, participants will attempt to understand what happened or what they experienced. At this stage, learners are initially slow to make observations and then become active towards the incident, starting to think and understand it. After being invited to a place of learning, learners will be allowed to walk around

carefully, observing and learning many things. This will enable them to reflect on their thoughts and proceed to the next cycle.

Abstract conceptualization, or Conceptualization Stage, or thinking to understand and seek information about what is observed. This reflection process is the basis of the conceptualization process or the process of understanding the principles that are based on the experience and estimated possibilities of their application in a situation or context of others (new). After observing and then reflecting on the next stage, the PKBM Reksonегaran students have begun to be able to conceptualize that understanding into usefulness in everyday life, for example, making glass pottery at that time after knowing what the materials are, how to make it and what its function is, in this process they think more about the concept of things related to other pottery items around them that can be made in the same way.

Then, create a concept or theory, conduct an experiment, or draw a conclusion from the data obtained. By learning through experience, students will gain a deeper understanding and develop critical thinking skills, enabling them to build engaging and enjoyable learning experiences. After observing, they then went through the process of thinking and reflection, conceptualizing their understanding, and were asked to create a concept-conclusion in the form of a competition output from each trip. At PKBM Reksonегaran will provide the widest opportunity for their students to think creatively to produce a work from the competition held regarding the place visited such as when visiting the Vredenburg Museum for example, students are given an Essay writing competition about what information they get from the visit on that day or visiting the Temple after that allowed to compete their best photography photos and later the winner will be selected and given a reward to the students during the implementation of the upcoming outing class.

As conveyed by Widyaningrum & Rahmanumeta (2016), the characteristics of creative people include strong imagination, freedom of thought (not rigid or inhibited), curiosity, seeking new experiences, enthusiasm, and not hesitating to express opinions. After conducting observations, it was observed that the outing class activity was certainly an intermediary for students at PKBM Reksonегaran, as experimental learning has succeeded in providing opportunities for students to become creative. From the first stage to the final stage, they were allowed to explore and discover. Then the thinking process arises and is allowed to create works with their imagination. In line with Jaya & Wati (2024) research, it was revealed that good learning is learning that can make students able to develop the abilities possessed, so that later the material that the teacher has delivered will be embedded in the knowledge of his students.

The class outing that is performed will produce output work, which, of course, allows PKBM Reksonегaran students to develop a deeper understanding of the material being taught at that time. The results of Rahmawati & Nazarullail's research (2020) Outing class learning strategies are considered capable provide a positive impact on the development and improvement of willingness Children's learning, including at PKBM Reksonегaran, also feels that this method is very suitable to be applied and increases the learning interest of PKBM Reksonегaran students who learn by doing.

Documentation Process

In this case, on October 12, 2024, the PKBM Reksonегaran outclass was held in the painting gallery, Kasongan pottery, and swimming pool



Figure 1. painting gallery.

Source: researcher's field data



Figure 2. Kasongan pottery.

Source: researcher's field data

Step 1: Students are encouraged to experience an event. In this case, PKBM Resonegaran students are invited to two learning places and allowed to observe firsthand the history and process of creating an object, specifically pottery.



Figure 3. Study at Kasongan pottery

Source: researcher's field data

Step 2: Students will be allowed to walk around carefully, observing and learning many things, so that they can later reflect on their thoughts.



Figure 4. Observe around

Sources: resercher's fiel data

Step 3: Students will be allowed to walk around carefully, observing and learning many things, so that they can later reflect on their thoughts and experiences.



Figure 5. Process Reward

Source: researcher's field data

Step 4: Creates a concept or theory and either experiments with it or concludes the data obtained from the outing class trip. At this stage, they produce a work that is collected for competition. Later, at the next class outing, the winner will be announced.

Contains a description of the results of the community service process, namely an explanation of the dynamics of the mentoring process (various activities carried out, forms of technical action or program action to solve community problems). It also explains the expected emergence of social change, such as the creation of new institutions, changes in behavior, the emergence of local leaders, and the development of new awareness towards social transformation, among others.

Conclusion

Based on the research, the English language proficiency of Food and Beverage Service employees at the Radisson Blu Bali Uluwatu Hotel have varying English language skills. The majority of employees have adequate basic skills to carry out daily tasks. However, some of them need help dealing with situations requiring English communication. English proficiency plays a vital role in the hospitality industry, especially in Food and Beverage Services, because it helps improve the quality of communication with international guests, which in turn can improve guest satisfaction and hotel image. Some employees experience obstacles in improving their English language skills, such as a lack of training the hotel provides. As a suggestion to the Management of the Radisson Blu Bali Uluwatu Hotel, it is necessary to provide regular and intensive English training programs for all employees. The program can be prioritized for new employees. In addition, management needs to implement a mentoring system where more experienced employees who are proficient in English help train and support new employees in improving their English communication skills, develop a more intensive and structured English training program that includes direct communication exercises and introduction of specific terms in the hospitality industry, provide intensive training to employees to improve their English language skills, provide incentives to employees in the form of awards or bonuses, or promotion opportunities. Thus, there is expected to be an increase in the English language skills of Food and Beverage Service employees at the Radisson Blu Bali Uluwatu Hotel. Ultimately, it can improve the quality of service and guest satisfaction..

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