



# Implementation of physical education based on Community Based Tourism (CBT) through surfing activities in Cimaja, Sukabumi: Integrative strategies in outdoor education and strengthening students' character

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## ABSTRACT

This research aims to integrate the Community Based Tourism approach in physical education through surfing activities at Cimaja Beach, Sukabumi. Using a descriptive qualitative method, this study examines how outdoor physical activities can be implemented contextually to develop motor skills, form character, and empower local communities. The data collection technique involves in-depth interviews, participatory observations, Focus Group Discussions, and documentation studies. The results of the study show that surfing activities significantly improve the balance, coordination, and physical strength of students. In addition, this activity also instills the values of courage, sportsmanship, and cooperation, in accordance with the principles of affective learning and experiential learning. The involvement of local communities in training and facilitation also enriches the social and cultural dimensions of learning, creating a participatory and contextual educational model. However, this study also found a number of obstacles such as lack of infrastructure, limited tools, and low teacher competence in outdoor education. Overall, the CBT-based physical education model contributes to the achievement of basic competencies in the PJOK curriculum, as well as being a means of inclusive social transformation. This model is recommended to be replicated in other areas with natural tourism potential, as a meaningful, sustainable, and community-based outdoor education innovation.



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## INTRODUCTION

Physical Education is an integral part of the national education system which aims to develop physical fitness, motor skills, sports knowledge, as well as the social and emotional values of students (Mustafa, 2022). In its development, the physical education paradigm has shifted from purely teaching sports skills to holistic, experiential, and contextual education. One of the approaches that has begun to be developed is outdoor learning, which combines physical activity with natural exploration and social interaction in an open environment.

Indonesia as an archipelagic country with diverse landscapes offers extraordinary potential in the implementation of outdoor physical education (Enshanty et al., 2025). One form of outdoor activity that has high educational value and can be integrated in physical education is surfing. In addition to being a form of recreational sport, surfing involves direct interaction with nature, the development of physical skills, as well as character formation such as courage, mental toughness, and environmental responsibility.

Cimaja Beach in Sukabumi Regency, West Java, is known as one of the best surf spots in Indonesia. Based on data from the Sukabumi Regency Tourism Office (2022), the number of tourist visits who do surfing activities in Cimaja has increased by 27% in the last five years. This shows that Cimaja not only has economic potential through sports tourism, but also as a location for contextual learning in physical education. The supporting natural conditions and the active participation of the

local community make Cimaja suitable for developing as a learning model based on Community Based Tourism (CBT) (Saragih & SE, 2022).

CBT is a tourism development approach that emphasizes the active involvement of local communities in the planning, management, and distribution of tourism benefits. According to (Tosun, 2000), CBT prioritizes the principles of community empowerment, environmental sustainability, and preservation of local culture. In the context of physical education, CBT can be a connecting medium between formal learning in schools and hands-on practice in the community. Through collaboration between schools and communities, learners gain not only physical skills, but also locally-based social, cultural, and entrepreneurial knowledge (Widodo et al., 2024).

Furthermore, the experiential learning theory of (Kolb, 2014) states that effective learning occurs through a cycle of concrete experience, reflection, conceptualization, and active experimentation. Surfing as a challenging physical activity provides a strong concrete experience for students. They learn to take risks, manage strategies in the middle of the waves, and work closely with local instructors. Thus, learning becomes more meaningful and sustainable.

CBT-based physical education through surfing can also be associated with humanistic education theory that emphasizes the development of the individual as a whole, including affective aspects and moral values (Khairi, 2023). When learners learn from the community, they understand not only sports techniques, but also life values such as solidarity, social responsibility, and concern for the environment. This is in line with the goal of national education in forming human beings who have faith, piety, noble character, and life skills.

However, this potential has not been fully utilized in physical education practices in schools. Much of PJOK learning is still focused on technical skills in closed spaces or limited fields. Lack of innovation, limited access to outdoor locations, and lack of collaboration with communities are the main obstacles. This is where the importance of a systemic and collaborative approach to make a location like Cimaja a community-based physical learning laboratory.

According to Adi et al. (2025) surfing not only trains the physical aspect, but also contributes to the development of students' character. In a study by Eime et al. (2013), outdoor physical activities such as surfing were shown to increase confidence, social skills, and mental resilience. With intensive interaction with nature and community, learners learn to manage emotions, solve problems, and adapt to real-life situations. This is a 21st-century competence that is urgently needed in modern life.

Strategically, the development of CBT-based physical education in locations such as Cimaja can provide a dual benefit: supporting the strengthening of the PJOK curriculum and at the same time encouraging the local economy through community involvement as instructors, service providers, and learning facilitators. That way, physical education becomes a means of inclusive and participatory social transformation.

Based on these thoughts, this study aims to examine how the development of CBT-based surfing in Cimaja can be implemented systematically within the framework of physical education. The focus is on curriculum integration, teacher training, school-community collaboration models, and project-based learning strategies that can result in contextual, transformative, and sustainable learning.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive method to describe in depth the dynamics of the development of physical education based on Community Based Tourism (CBT) through surfing activities in Cimaja. This approach was chosen because it is able to capture the experiences, perceptions, and views of the research subjects in a contextual and holistic way, which cannot be explained quantitatively.

According to Creswell & Creswell (2017), the qualitative approach allows researchers to explore the meanings formed by individuals in their social environment. In this context, this approach is particularly relevant to explore the involvement of local communities, PJOK teachers, and learners in CBT-based outdoor physical education practices.

## **Types of Research**

The type of research used is qualitative descriptive. According to Moleong in Achsani (2018) The purpose of this type is to expose a situation or phenomenon that is taking place naturally without intervention, manipulation, or special treatment from the researcher. This study does not attempt to test hypotheses, but rather to understand the context and real practice in the development of physical learning through surfing activities in Cimaja.

## **Research Subject and Location**

The research subjects consisted of three main groups, namely: (1) PJOK teachers who implemented outdoor learning; (2) local communities involved as facilitators, surf guides, and homestay managers; and (3) junior and senior high school students who participate in surfing learning programs. The location of the research is the Cimaja Beach area, Sukabumi Regency, West Java, which has been known as a domestic and international surfing destination.

## **Data Collection Techniques**

This study utilized several data collection techniques. First, in-depth interviews were conducted with physical education teachers, local surf coaches and students to gain an understanding of their perceptions of the surf-based outdoor learning experience. Secondly, participatory observation was used by involving the researcher directly in surf training activities, allowing direct observation of the dynamics of physical learning, social interactions, as well as the role of the community in the process. Focus group discussions were also conducted involving the local community and PJOK teachers to discuss development strategies, barriers and potential sustainability of the program. In addition, documentation study was also conducted by collecting various documents such as lesson plans, surfing modules, photos of activities, and publications related to tourism and education in Cimaja area.

## **Data Analysis Techniques**

The data were analyzed using a thematic approach as proposed by Miles (1994), which consisted of three main stages:

1. Data Reduction: selecting, simplifying, and focusing raw data into relevant themes.
2. Data Presentation: compile data in the form of narratives, matrices, and citations to make it easier to understand and interpret.
3. Drawing Conclusions and Verification: compiling thematic generalizations based on patterns emerging from interviews, observations, and group discussions.

The analysis was performed simultaneously during the data collection process, allowing researchers to adjust the instrument and focus observations if needed.

## **Data Validity**

To ensure the validity and reliability of the research results, four trustworthiness criteria from (Lincoln, 1980) were used:

1. Credibility: triangulation of sources and techniques.
2. Transferability: describes the context of the research in detail so that it can be applied to other similar situations.
3. Dependability: the documentation of the research process is carried out systematically so that it can be audited by external parties.
4. Confirmability: ensuring that the results are a reflection of field data, not mere perceptions or biases.

With the design of this systematic method, it is hoped that the research will be able to make an academic and practical contribution in designing physical education that is contextual, relevant, and based on local potential and community dynamics in the field.

## RESULTS AND DISCUSSION

The results of this study were compiled based on thematic analysis of observation, interview, and FGD data conducted in the Cimaja Beach area. The findings are divided into five main themes, namely: (1) students' motor and physical skills, (2) character formation through surfing activities, (3) local community involvement, (4) challenges in implementing CBT-based outdoor education, and (5) contribution to Physical Education learning objectives.

### Students' Motor and Physical Skills

Surfing activities make a significant contribution to the development of students' gross motor skills. Movements such as paddling, standing up, and maneuvering indirectly train muscle strength, balance, coordination, and body flexibility. Based on observations, students showed an improvement in dynamic balance skills after 2–3 training sessions.

**Table 1. Observation of Motor Skill Development**

Yes	Student Code	Early Balance	Final Balance	Initial Coordination	Final Coordination
1	S-01	Low	Keep	Low	Keep
2	S-02	Keep	Tall	Keep	Tall
3	S-03	Low	Keep	Low	Keep
4	S-04	Keep	Tall	Keep	Tall
5	S-05	Low	Keep	Keep	Tall

This improvement shows that surfing activities can be used as contextual learning media to develop aspects of fitness and motor skills which are part of the core competencies in the PJOK curriculum (Permendikbud, 2016).

### Character Building through Surfing

Students experience the process of learning values such as courage, perseverance, and sportsmanship in facing natural challenges (Amelia et al., 2025). Many of them were initially afraid of big waves, but gradually were able to adjust and develop courage. One of the students revealed: "At first I was afraid of falling continuously. But after being helped by a local coach and practicing with friends, I became enthusiastic again. It feels proud to be able to stand on the board." This experience mirrors the affective learning theory of (Krathwohl et al., 1964), which emphasizes the importance of emotional and attitudinal aspects in learning. Surfing provides space for learners to build confidence, empathy, and cooperation.

### The Role of Local Communities as Educational Partners

The local community is a vital component in the implementation of the activity. They act as coaches, mentors, and cultural facilitators. This enriches the learning dimension by incorporating local values and social practices. The local coach said: *"We are delighted to be able to share knowledge with the school children. In addition to practicing surfing, we also teach how to take care of the beach and local customs."* This model is in line with the theory of situated learning (Lave & Wenger, 1991), which places learning in the social and cultural context in which it takes place. The role of community strengthens the meaning of learning through the transfer of social and ecological values.

### Challenges of Implementing CBT-Based Surfing Programs

Some of the obstacles found in the implementation of this program include the lack of adequate and safe surfing equipment for beginners, as well as the limitations of basic infrastructure such as toilets, rinse places, and road access that are not optimal. In addition, not all PJOK teachers have sufficient competence to optimally manage outdoor learning. However, cross-sector collaboration is starting to show positive solutions. The local village government took the initiative to build sanitation facilities,

while the school proposed a training program for PJOK teachers to improve their capacity in managing learning activities outside the classroom.

### **Contribution to PJOK Learning Objectives**

CBT-based surfing activities directly contribute to the achievement of basic competencies (KD) in the PJOK curriculum, including:

1. KD 3.3 and 4.3: Understand and practice water activities as a form of recreation and self-safety.
2. KD 3.5 and 4.5: Value and apply the values of sportsmanship, cooperation, and responsibility in outdoor games and sports.

This learning model also encourages the achievement of the long-term goal of holistic physical education, which is to form individuals who are physically healthy, socially capable, and environmentally conscious (Molina-García et al., 2024).

### **Theoretical Discussion and Practical Implications**

Theoretically, these results confirm the importance of the experiential learning approach in Physical Education (Kolb, 2014). The process of learning through hands-on experience strengthens retention and transfer of skills (Basyir et al., 2022). With the background of real activities such as surfing, students not only learn cognitively but also affectively and psychomotorly. The findings have significant practical implications, including encouraging the development of community-based outdoor physical education modules, strengthening physical education (PJOK) teacher training in risk management and outdoor learning strategies, and strengthening collaborative networks between schools and communities as part of a sustainable learning ecosystem.

This study shows that the integration of surfing sports activities and the Community Based Tourism (CBT) approach provides a significant contribution to the development of holistic physical education. Through surfing activities at Cimaja Beach, students not only experience increased motor skills such as balance, coordination, and physical endurance, but also the formation of strong characters such as courage, sportsmanship, cooperation, and a sense of responsibility for the environment. The results of this study are in line with research conducted by Kautsar (2017) which states that surfing activities significantly improve students' balance, coordination, and physical strength. The active involvement of local communities as facilitators, trainers, and educational tourism service providers also strengthens the social and cultural dimensions of the learning process. This model creates a mutualistic relationship between school and society, where physical education becomes a bridge for social awareness and community empowerment. This supports the theories of Situated Learning (Lave & Wenger, 1991) and Experiential Learning (Kolb, 2014), which emphasize the importance of experiential learning and social context as an effective medium for building knowledge and life values.

Despite a number of challenges such as limited infrastructure, lack of teacher competence in outdoor learning, and the need for surfing safety facilities, the results show that collaboration between schools, communities, and governments can be key to addressing these barriers in a sustainable manner. Local governments also have a strategic role in providing supporting facilities and developing policies that encourage the use of local tourism potential for education. Overall, these findings confirm that CBT-based physical education models can be an innovative approach in enriching meaningful, contextual, and character-oriented outdoor learning. This program not only supports the achievement of competencies in the PJOK curriculum, but also builds a young generation that is resilient, healthy, collaborative, and cares about the environment and their communities. Thus, this model is feasible to be replicated and developed more widely in various regions of Indonesia that have the potential for natural tourism and active communities. Follow-up research is recommended to evaluate the long-term impact on students' healthy lifestyles as well as social transformations in the program's beneficiary communities.

A longitudinal study is needed to assess the long-term impact of the program on changes in students' attitudes and active lifestyles. In addition, the development of a similar model can be replicated in other sports tourism locations in Indonesia by prioritizing local wisdom and community participation. These results confirm that the implementation of CBT-based physical education is not only

pedagogically innovative, but also strategic in strengthening character education, life skills, and community empowerment simultaneously.

## CONCLUSION

The results of this study indicate that the integration of surfing sports activities and the Community Based Tourism (CBT) approach provides a significant contribution to the development of holistic physical education. Through surfing activities at Cimaja Beach, students not only experience increased motor skills such as balance, coordination, and physical endurance, but also the formation of strong characters such as courage, sportsmanship, cooperation, and a sense of responsibility for the environment. Despite a number of challenges such as limited infrastructure, lack of teacher competence in outdoor learning, and the need for surfing safety facilities, the results show that collaboration between schools, communities, and governments can be the key to overcoming these obstacles sustainably. Local governments also have a strategic role in providing supporting facilities and developing policies that encourage the utilization of local tourism potential for education. Overall, these findings confirm that the CBT-based physical education model can be an innovative approach in enriching meaningful, contextual, and character-oriented outdoor learning. This program not only supports the achievement of competencies in the PJOK curriculum, but also builds a young generation that is resilient, healthy, collaborative, and cares about the environment and its community. Thus, this model is worthy of being replicated and developed more widely in various regions in Indonesia that have natural tourism potential and active communities. Further research is recommended to evaluate the long-term impact on students' healthy lifestyles as well as social transformation in the program's beneficiary communities.

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