

From Needs Analysis to Conceptual Design: Developing a Sport Tourism-Integrated Physical Education Framework for Contextual Learning and Physical Literacy

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ABSTRACT

Objective: This study aims to analyze students' needs and develop a conceptual framework for sport tourism-integrated physical education learning to enhance contextual learning, physical literacy, and student engagement. **Method:** A mixed-methods approach was applied using a Research and Development (R&D) design based on the ADDIE model, focusing on the analysis and design stages. An exploratory sequential design was employed, where qualitative data were first collected through interviews, observations, and documentation, followed by quantitative data using questionnaires. The participants consisted of 100 physical education students and five lecturers at PGRI Palembang University, selected through purposive sampling. Quantitative data were analyzed using descriptive statistics (mean and standard deviation), while qualitative data were analyzed through thematic analysis and integrated using triangulation. **Results:** The findings show that students' needs for experience-based physical education learning are generally high to very high. Contextual learning ($M = 4.38$), physical literacy ($M = 4.53$), and student engagement ($M = 4.37$) fall into the very high category, while sport tourism-based learning ($M = 4.18$) is categorized as high. Interview results reinforce these findings, highlighting the importance of real-life learning, outdoor experiences, and active student involvement. Based on these results, a conceptual model of sport tourism-integrated physical education learning was developed. **Novelty:** This study contributes to the development of an innovative learning framework that integrates contextual learning, physical literacy, and student engagement through sport tourism. The novelty lies in positioning sport tourism as a pedagogical approach to support meaningful and experience-based learning in physical education.

INTRODUCTION

Physical education has an important role in developing students' physical competence, motivation, participation, and lifelong healthy behavior (Alixanov et al., 2026; Chawre, 2025; Kirk & Haerens, 2014; Trudeau & Shephard, 2008). In response to the demands of 21st-century education, physical education is increasingly expected to move beyond conventional teacher-centred instruction toward learning experiences that foster creativity, collaboration, adaptability, and active student participation. However, in many educational contexts, physical education learning is still dominated by conventional and teacher-centered approaches that focus primarily on technical mastery and classroom instruction, with limited connection to authentic real-world experiences. Consequently, learning often becomes less meaningful and less responsive to contemporary educational needs. Recent studies also indicate a growing international shift towards more learner-centred, contextual, and innovative pedagogical models in physical education (Suwarni et al., 2025).

The growing demand for more meaningful learning has encouraged the development of contextual and experiential approaches in physical education. Contextual learning emphasizes the connection between instructional content and real-

life situations, enabling students to understand knowledge through direct experience and authentic interaction with their environment (Perales & Bedoya Ulla, 2025; Siradjang & Paputungan, 2025). Previous studies have shown that experiential and challenge-based learning can significantly improve students' motivation, engagement, and learning participation in physical education settings (Simón-Chico et al., 2023). Student engagement is also recognised as an essential component of effective physical education because behavioural, emotional, and cognitive involvement strongly influences learning quality and outcomes. Similarly, student engagement has become a major concern in physical education because active behavioral, emotional, and cognitive involvement strongly influences learning effectiveness and participation quality. Recent international studies also confirm that innovative and technology-supported learning environments can enhance student engagement and motivation in sports learning (J. Li et al., 2025). Together, these findings suggest that meaningful physical education requires learning experiences that actively connect students with authentic contexts while promoting sustained engagement

Beyond understanding the theoretical foundations of experiential learning its implementation also requires stronger support from educational systems and institutions. While the curriculum emphasizes authentic learning, interdisciplinary experiences, outdoor education, and community-based learning as essential strategies for preparing students for 21st-century education and global change, experiential pedagogy becomes an integral part of formal education practices. This framework encourages critical thinking, collaboration, adaptability, and lifelong learning, enabling students to develop competencies that extend beyond classroom instruction. Accordingly, physical education has the potential to provide meaningful learning experiences that prepare students for real-world challenges through active participation and authentic practice.

Within this educational context, physical literacy has emerged as one of the key foundations of contemporary physical education. Physical literacy refers not only to physical competence, but also to confidence, motivation, knowledge, and the ability to participate in physical activity throughout life. Current studies emphasize that physical literacy is closely related to motivation, lifelong physical activity participation, and holistic student development (Aibar et al., 2021; C. J. Chen et al., 2022; Edwards et al., 2018; Robinson et al., 2018; Wang et al., 2024). Despite this growing recognition, contextual learning, student engagement, and physical literacy are still frequently implemented as separate components rather than being integrated into a comprehensive pedagogical framework. This fragmentation creates opportunities for developing a more holistic learning model that connects these complementary dimensions.

One potential approach that remains underexplored is the integration of sport tourism into physical education learning. Sport tourism, which combines physical activities with outdoor and tourism-based experiences, has commonly been studied from recreational, economic, and sociocultural perspectives. However, its pedagogical potential in formal physical education learning has received limited scholarly attention. In fact, sport tourism-based activities can provide authentic and meaningful learning experiences by connecting students directly with real environments, local culture, and experiential activities. Such characteristics make sport tourism highly compatible with contemporary physical education, which increasingly values outdoor learning, environmental awareness, cultural appreciation, and authentic learning experiences.

Consequently, sport tourism offers considerable potential as an instructional approach rather than merely a recreational activity.

Despite these educational advantages, the integration of sport tourism into formal physical education remains limited. Existing studies have largely investigated contextual learning, physical literacy, student engagement, and sport tourism as separate constructs. Consequently, little empirical evidence explains how authentic sport tourism experiences can be systematically integrated into physical education curricula based on identified stakeholder needs. This indicates a clear theoretical and practical gap between contemporary educational reforms that advocate experiential learning and the availability of curriculum-oriented instructional models capable of implementing these principles in higher education.

In addition, the rapid development of digital technology and globalization has transformed the landscape of physical education. Educational innovation is increasingly expected to integrate active learning, digital support, and real-world experiences simultaneously. Recent studies show that technology integration and innovative pedagogy are becoming dominant themes in global physical education research (Fitrah et al., 2025; Ray, 2024; Wu et al., 2025; Zhang et al., 2024; Zhong et al., 2025). Although experiential education has been recognized as improving educational quality, research in physical education has been limited to contextual learning, physical literacy, student engagement, and sport tourism as separate constructs. Consequently, there is little research examining the integration of authentic sport tourism experiences into formal physical education curricula based on empirical needs analysis. Consequently, a significant theoretical and practical gap remains between contemporary educational reforms that advocate experiential learning and the availability of curriculum-oriented teaching models capable of operationalizing these principles in higher education.

Changes in educational delivery should reflect learning theories that lead to contemporary educational concepts. This means that learning can adapt to changing social and global conditions. Therefore, this learning concept aligns with Kolb's learning theory, where the learning cycle is based on concrete conditions, reflection, conceptualization, and active student participation. Thus, educational delivery can adapt to changes such as the integration of digital technology, authentic environments, and interdisciplinary learning experiences. This can impact learning concepts, which become strategies for implementing comprehensive education because the curriculum presents real-world learning, addresses sustainability issues, and engages with community. Therefore, this physical education also positions sports tourism as a meaningful learning environment and contemporary education relevant to global change. Accordingly, sport tourism provides opportunities for students to experience, reflect, conceptualise, and apply knowledge in meaningful contexts while responding to contemporary educational demands for sustainability, community engagement, and experiential learning.

This gap highlights the urgency of developing a more adaptive and contextual physical education model that reflects students' actual learning needs. Without such innovation, physical education risks remaining disconnected from real-world competencies and failing to prepare students for future social and global challenges. Therefore, this study aims to conduct a needs analysis as the initial stage of a Research and Development (R&D) process to design a sport tourism-integrated physical education learning framework. Using a mixed-methods approach, the study explores students' and

lecturers' perspectives regarding contextual learning, physical literacy, student engagement, and sport tourism-based learning.

The novelty of this study lies in developing a conceptual framework that systematically integrates sport tourism into formal physical education based on empirical needs analysis. Unlike previous studies that examined contextual learning, physical literacy, student engagement, or sport tourism independently, this study combines these complementary dimensions into a single pedagogical framework. By integrating authentic sport tourism experiences with contemporary physical education principles, the proposed STIPE framework offers a practical foundation for curriculum development that is responsive to current educational challenges and future learning needs.

RESEARCH METHOD

A mixed-methods approach was used for the research, using a Research and Development (R&D) method adapted from the ADDIE model (Creswell & Creswell, 2018; Johnson & Christensen, 2014; Plano Clark et al., 2022). The focus was on two initial stages: analysis (needs analysis) and design (conceptual design). The design employed was an exploratory sequential design, as it involved in-depth qualitative data collection and analysis, followed by quantitative data analysis to gauge the level of need and empirically strengthen the findings (Fetters & Tajima, 2022; Kurtaliqi et al., 2024). This approach was used because the study aimed to produce a draft needs framework for developing an integrated physical education learning model for sport tourism based on real-world needs.

The research was conducted at PGRI Palembang University, involving 100 third- and fifth-semester Physical Education students and five physical education lecturers. The participant selection technique used purposive sampling, selecting respondents deemed to have relevant experience and understanding of physical education learning (Dahal et al., 2024; Kurtaliqi et al., 2024; NewtonSuter, 2012). Additionally, several key informants, such as senior lecturers or practitioners of outdoor activity-based learning, were included as supporting data sources to enrich the needs analysis. The five inclusion criteria for selecting informants were: (1) experience in physical education or sports tourism, (2) direct involvement in the teaching and learning process, and (3) substantial knowledge relevant to the development of an integrated physical education learning model for sports tourism.

Data collection techniques used questionnaires, interviews, observation, and documentation. Questionnaires were used to obtain quantitative data regarding students' needs for contextual learning (Elaine B. Johnson, 2002; Ennis, 2017; D. A. Kolb, 2015), physical literacy (Whitehead, 2010; Young et al., 2020), student engagement (Fredricks et al., 2004; Zimmerman, 2000), and the integration of sports tourism into physical education instruction (Gibson, 1998; Higham & Hinch, 2010; D. A. Kolb, 2015; Zimmerman, 2000). Observations were conducted to identify the actual conditions of physical education learning, particularly regarding physical activity, student engagement, and the use of environmental context in learning. Documentation in the form of curriculum analysis, lesson plans (RPS), and learning notes was used to complement and validate the data obtained from other techniques.

The questionnaire consisted of 20 closed-ended items organized into four constructs: contextual learning (CL1-CL5), physical literacy (PL1-PL5), student engagement (SE1-

SE5), and sport tourism-based learning (ST1-ST5). Each construct comprised five items developed from the corresponding theoretical framework and adapted to the context of sport tourism-integrated physical education. Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire structure is presented in Table 1.

Table 1. Structure of the Questionnaire

Construct	Item Code	Indicator
Contextual Learning	CL1-CL5	Real-life connection, outdoor learning, authentic environment, field-based learning, active participation
Physical Literacy	PL1-PL5	Confidence, motivation, knowledge, adaptability, comfort in new environments
Student Engagement	SE1-SE5	Behavioral engagement, enjoyment, emotional engagement, cognitive engagement, practice orientation
Sport Tourism-Based Learning	ST1-ST5	Learning location, outdoor activities, learning motivation, tourism as learning resources, learning innovation

Semi-structured interviews were conducted with students and lecturers to explore learning experiences, learning obstacles, and expectations for sports tourism-based learning innovations (Elaine B. Johnson, 2002; Ennis, 2017; Fredricks et al., 2004; Gibson, 1998; Higham & Hinch, 2010; D. A. Kolb, 2015). Interviews focused on several key aspects: (1) students' experiences with current physical education learning; (2) students' perceptions regarding the relevance of learning to real life and outdoor activities; (3) students' level of engagement and motivation in participating in physical education learning; (4) students' and lecturers' views on the importance of integrating sports tourism into learning; and (5) the need and expectations for physical education learning designs that are more contextual, innovative, and based on direct experience.

The semi-structured interview protocol was organized into five thematic domains corresponding to the research constructs: (1) contextual learning experiences, (2) physical literacy, (3) student engagement, (4) sport tourism-based learning, and (5) expectations for the development of an integrated physical education model. Each domain consisted of several guiding questions designed to encourage participants to elaborate on their experiences, perceptions, and suggestions. The interview matrix is presented in Table 2.

Table 2. Semi-Structured Interview Matrix

Theme	Guiding Focus	Expected Information
Contextual Learning	Students' experiences in connecting learning with real-life situations and outdoor environments	Learning relevance and authentic experience
Physical Literacy	Confidence, motivation, and adaptation in physical activity	Physical literacy development
Student Engagement	Participation, emotional involvement, and learning motivation	Student engagement
Sport Tourism-Based Learning	Perceptions regarding sport tourism as a learning resource	Opportunities and challenges
Model Development	Expectations for future physical education learning	Input for co

Data analysis techniques integrated qualitative and quantitative data. Quantitative data from the questionnaire were analyzed using descriptive statistics (mean and standard deviation). Meanwhile, qualitative data from interviews and observations were analyzed using thematic analysis through transcription, open coding, categorization, and the extraction of key themes reflecting learning needs. Data integration was performed

through triangulation techniques to produce a comprehensive picture of learning needs and a conceptual basis for developing an integrated sports tourism physical education model that supports contextual learning and physical literacy. The questionnaire structure and interview protocol were designed to ensure alignment between the research constructs, data collection process, and the subsequent development of the conceptual framework.

RESULTS AND DISCUSSION

Results

The results of the analysis of needs data from the questionnaires that have been distributed to students show that in general, students' needs for experience-based physical education learning are in the high to very high category, as presented in Table 1. By understanding students' real needs, the development of learning models is expected to be not only theoretically relevant, but also applicable and appropriate to the learning context in the field. Therefore, the findings from this needs analysis serve as a starting point in the process of developing a learning framework that is able to increase the connection with the real world (contextual learning), physical literacy, and active student involvement (student engagement).

Table 3. Students' Needs for Experience-Based Physical Education Learning

Variable	Item Code	Statement	%					Mean	SD
			SD	D	N	A	SA		
Contextual Learning (CL)	CL1	Current physical education learning connects the material with real-life situations	0	0	5	88	7	4.02	0.5
	CL2	I understand physical education material better when learning outside the classroom	0	0	15	70	15	4	0.5
	CL3	I need learning experiences based on real-world environments	0	0	5	40	55	4.5	0.45
	CL4	Field-based learning activities help me understand sports concepts	0	0	0	40	60	4.6	0.44
	CL5	Contextual learning makes me more active in the learning process	0	0	0	23	77	4.77	0.42
Physical Literacy (PL)	PL1	I have confidence in performing physical activities	0	0	0	44	56	4.56	0.45
	PL2	I am motivated to be physically active in my daily life	0	0	0	33	67	4.67	0.44
	PL3	I understand the importance of physical activity for health	0	0	0	77	23	4.23	0.48
	PL4	I am able to adapt to various types of physical activities	0	0	0	25	75	4.75	0.43
	PL5	I feel comfortable performing physical activities in new environments	0	0	0	55	45	4.45	0.46
Student Engagement (SE)	SE1	I actively participate in physical education learning	0	0	22	62	16	3.94	0.52
	SE2	I enjoy participating in physical education classes	0	0	0	23	77	4.77	0.42

Variable	Item Code	Statement	%					Mean	SD
			SD	D	N	A	SA		
Sport Tourism-Based Learning (ST)	SE3	I am emotionally engaged in learning activities	0	0	12	52	36	4.24	0.49
	SE4	I try to understand physical education material deeply	0	0	0	78	22	4.22	0.5
	SE5	I am more engaged in practice-based learning than theory	0	0	0	32	68	4.68	0.44
	ST1	Physical education learning should be conducted in sport tourism locations	0	0	25	75	0	3.75	0.53
	ST2	I am interested in learning through activities such as hiking or other outdoor activities	0	0	8	88	4	3.96	0.51
	ST3	Sport tourism-based learning will increase my learning motivation	0	0	0	77	23	4.23	0.48
	ST4	Tourism environments can serve as effective learning resources	0	0	12	58	30	4.18	0.49
	ST5	I need more varied, contextual, and innovative physical education learning	0	0	4	14	82	4.78	0.42

In contextual learning, the highest score was found in CL5 ($M = 4.77$; $SD = 0.42$), highlighting that the contextual approach plays a significant role in enhancing student active participation. However, slightly lower scores in CL1 and CL2 ($M = 4.00$) suggest that the current implementation of contextual learning may not be fully optimal. A similar pattern was observed in physical literacy, where all items fell into the very high category ($M = 4.23$ – 4.75). The highest score in PL4 ($M = 4.75$; $SD = 0.43$) reflects students' strong ability to adapt to various physical activities, while PL2 ($M = 4.67$; $SD = 0.44$) indicates high motivation to remain physically active. These findings indicate that physical literacy is well developed and can serve as a strong foundation for further pedagogical innovation.

In the student engagement dimension, most items also showed very high scores, particularly SE2 ($M = 4.77$; $SD = 0.42$), indicating that students genuinely enjoyed physical education learning. Furthermore, SE5 ($M = 4.68$; $SD = 0.44$) confirmed that practice-based learning was more engaging than theoretical approaches. However, SE1 ($M = 3.94$; $SD = 0.52$) showed slightly more variation, suggesting that not all students were equally active in participating. In sports tourism-based learning, the highest score across all items was found in ST5 ($M = 4.78$; $SD = 0.42$), emphasizing the urgent need for more diverse and contextual learning models. Furthermore, ST3 ($M = 4.23$; $SD = 0.48$) indicated that integrating sports tourism has the potential to increase student learning motivation. However, the relatively lower scores in ST1 and ST2 suggest that implementing learning activities in a tourism context may require additional preparation and institutional support.

The relatively low standard deviation values ($SD < 0.60$) across all items indicate consistent responses among students, reflecting a shared perception of the importance of developing experiential and contextualized physical education. Overall, these findings provide strong empirical support for the development of an integrated sports tourism learning framework that simultaneously enhances contextual learning, physical literacy, and student engagement.

Table 4. Descriptive Statistics of Students' Learning Needs

Variable	Mean	Category	Standard Deviation (SD)
Contextual Learning	4.38	Very High	0.48
Physical Literacy	4.53	Very High	0.46
Student Engagement	4.37	Very High	0.51
Sport Tourism-Based Learning	4.18	High	0.46

The average score for the contextual learning variable was 4.38, which falls into the very high category. Furthermore, the relatively low standard deviation (SD = 0.48) indicates that student perceptions tend to be consistent, thus concluding that there is strong agreement regarding the importance of learning that connects material to real life. For the physical literacy variable, the average score was even higher, at 4.53, which falls into the very high category. This indicates that students have good awareness, motivation, and confidence in engaging in physical activity. The low standard deviation (SD = 0.46) also indicates that almost all respondents held consistent views on the importance of developing physical literacy in physical education learning.

Meanwhile, for the student engagement variable, the average score of 4.37 also falls into the very high category, indicating that students generally have a good level of engagement in learning. However, the slightly higher standard deviation (SD = 0.51) compared to the other variables indicates variation in student engagement levels. This means that although most students are active, there are still differences in their experiences and levels of participation. Unlike other variables, sports tourism-based learning had an average score of 4.18, which is in the high category. This indicates that the need for integrating sports tourism into learning is quite strong, but not as high as other variables. Nevertheless, the low standard deviation (SD = 0.46) still indicates that student responses are relatively homogeneous, indicating that the majority of students share a similar view regarding the importance of innovative sports tourism-based learning.

Table 5. Summary of Themes Emerging from Semi-Structured Interviews

Variable	Main Finding from Teachers' Interview
Contextual Learning	1. Linking learning to real-life situations makes learning concepts more authentic and relevant to global quality demands 2. Outdoor learning experiences create meaningful learning and enable students to acquire life values applicable in real contexts 3. Contextual learning is highly relevant to graduate quality demands and 21st-century education in the digital era
Physical Literacy	4. Confidence in physical activity is essential for mastering physical skills effectively 5. Learning motivation encourages students to engage consistently in physical activities and supports authentic learning 6. Adaptation to physical activities should be a primary focus to ensure comprehensive understanding
Student Engagement	7. Participation in learning allows students to become active agents and central figures in the learning process 8. Emotional engagement enhances meaningful learning and increases participation 9. Cognitive engagement contributes to the development of character values in learning

Variable	Main Finding from Teachers' Interview
Sport Tourism Learning	10. Sport tourism-based learning can help preserve cultural values and local wisdom
	11. Outdoor activities provide more authentic and meaningful learning experiences
	12. Learning innovation must align with technological advancement and global demands
	13. Integration of active learning, digital technology, and learning outcomes is essential in the globalization era
Model Development	14. Learning should focus on real-world activities to improve graduate quality
	15. Learning design must continuously evolve in response to global changes

Findings from teacher interviews highlight a strong emphasis on developing a more contextual and experiential approach to physical education. Teachers consistently noted that connecting learning to real-life situations and incorporating outdoor experiences can make learning more meaningful, authentic, and relevant to the demands of 21st-century education. From a physical literacy perspective, self-confidence, motivation, and adaptability were identified as key elements in supporting students' active participation in physical activity. In terms of student engagement, active, emotional, and cognitive involvement were seen as crucial for creating meaningful learning and fostering character development. Furthermore, sports tourism-based learning was seen as a promising approach for providing authentic learning experiences while preserving cultural values and responding to technological and global changes. One lecturer emphasized that:

"So far, direct practical learning carried out outside the classroom has had a positive impact on the level of understanding of physical education learning concepts." (Lecturer 2)

Another participant also highlighted the importance of contextual learning:

"Learning activities outside the classroom provide opportunities for students to engage in physical activities relevant to their real-world surroundings, making learning authentic and enjoyable." (Lecturer 4)

Regarding physical literacy, one lecturer explained:

"Self-confidence and motivation play an important role for students because students who are motivated and confident will participate more actively during physical activities." (Lecturer 1)

The importance of sport tourism was also emphasized.

"Sports tourism should not only be viewed as recreation, but can also be used as a learning environment for physical skills outside the classroom, fostering cultural awareness and environmental responsibility simultaneously." (Lecturer 5)

From the needs analysis, the following conceptual draft of the Sport Tourism-Integrated Physical Education Learning Model was developed, which can serve as a framework for further research and development.

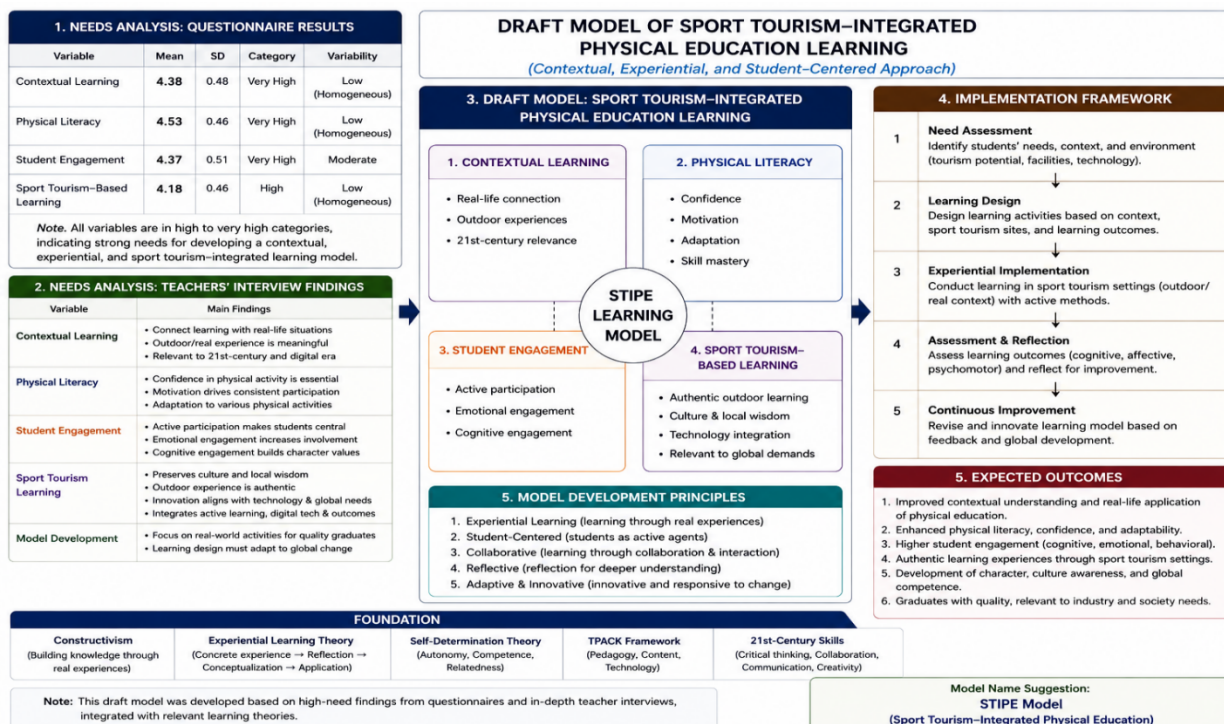


Figure 1. Needs Analysis of Sport Tourism-Integrated Physical Education Learning (STIPE) Model

The proposed integrated sports tourism physical education learning model describes a holistic framework that connects contextual learning, physical literacy, and student engagement through authentic, experiential activities. Within this framework, contextual learning is emphasized by connecting instructional content to real-life situations. The integration of these components is supported by the use of innovative strategies and, where relevant, digital technology to enhance learning effectiveness. Ultimately, this model produces meaningful learning outcomes, including increased physical competence, greater engagement, and the development of life skills and cultural awareness, thus responding to the demands of 21st-century education.

Discussion

The research findings suggest that patterns in contemporary physical education are expected to move beyond traditional instruction toward more meaningful, experiential learning. Thus, these findings provide a deeper understanding that learning should generate and build upon knowledge through direct experience and reflection (Biabani & Izadpanah, 2019; A. Y. Kolb & Kolb, 2013; Pedrosa De Jesus et al., 2006; Wijnen-Meijer et al., 2022). The present study shows that it can also create authentic learning experiences that strengthen cultural awareness and connect students with local contexts. These findings support current educational trends that promote outdoor learning, sustainability, and place-based education. Although the Sport Tourism-Based Learning indicators (ST1 and ST2) received slightly lower scores than the other dimensions, this does not suggest that participants questioned the value of sport tourism in physical education. Rather, the lower scores appear to reflect practical challenges in implementing this approach within existing institutional settings. Participants recognised that integrating sport tourism into teaching requires curriculum flexibility, institutional

support, adequate facilities, and collaboration with external partners. Similar challenges have also been reported in studies highlighting that experiential and place-based learning can only be implemented successfully when supported by institutional commitment and appropriate curriculum structures (Abu-Rasheed et al., 2023; Amiri, 2025; Chiu & Lee, 2019; Maican et al., 2024; O'Neill & Short, 2025; Ramos-Vallecillo et al., 2024).

Regarding physical literacy, the findings indicate that students already possess strong confidence, motivation, and adaptability in physical activity, which aligns with Margaret Whitehead's framework (Ennis, 2017; Whitehead, 2010). Sports tourism-based learning requires readiness not only from students and lecturers but also from educational institutions. In many universities, physical education courses are delivered within a fixed semester schedule, with predetermined learning outcomes and limited teaching hours, leaving little flexibility for extended outdoor learning activities. Furthermore, outdoor learning requires administrative approval, transportation arrangements, risk management, student safety procedures, and collaboration with external sport tourism partners. These institutional constraints provide a plausible explanation for the relatively lower scores observed in ST1 and ST2, as participants recognised the potential value of sport tourism-based learning but also perceived practical barriers to its implementation. Therefore, the integration of sport tourism should be incorporated into curriculum development so that physical education encompasses not only theoretical concepts but also authentic learning experiences aligned with field practice. This finding is consistent with previous studies highlighting that successful experiential, contextual, and place-based learning depends not only on innovative instructional design but also on curriculum flexibility, institutional commitment, and collaboration with relevant stakeholders (Caldwell et al., 2020; Cornish et al., 2020; Durden-Myers et al., 2018; Edwards et al., 2016; Shearer et al., 2021). Accordingly, these implementation challenges reinforce the importance of the proposed STIPE framework as an adaptive and scalable model that can support higher education institutions in integrating sport tourism into physical education more systematically.

The student engagement dimension further strengthens this argument, as students reported high levels of enjoyment and participation, particularly in practice-based learning. This demonstrates the importance of behavioral, emotional, and cognitive engagement in achieving meaningful learning outcomes (F. Z. Chen et al., 2025; Hasanov et al., 2021; Pham et al., 2026). The slightly higher variability in engagement indicates that although most students were actively engaged, there were still differences in individual learning experiences. This highlights the need for more adaptive and inclusive learning designs that can accommodate diverse student characteristics.

The primary contribution of this study lies in the integration of sport tourism into physical education learning. While previous studies focused on sport tourism as an economic and recreational phenomenon, this study positions it as a pedagogical approach (Baptista & Pereira, 2022; Bergman et al., 2026; Mishra et al., 2022; Pereira et al., 2024; Perić, 2010; Rangkuti et al., 2025). The findings indicate that sport tourism-based learning can provide authentic and context-rich experiences while promoting cultural awareness and local wisdom. This aligns with global trends emphasizing outdoor learning, sustainability, and place-based education. However, relatively low scores on some sport tourism items suggest that institutional readiness, infrastructure, and curriculum alignment remain significant challenges that need to be addressed.

Sports tourism-based learning requires readiness from the educational institution, curriculum, and infrastructure. In many universities, physical education courses are delivered within a fixed semester schedule, with predetermined learning outcomes and limited teaching hours, leaving little flexibility for extended outdoor learning activities. Furthermore, outdoor learning activities require approval from relevant parties such as administration, transportation arrangements, study program leaders, student safety considerations, and coordination with all involved parties, particularly partners with sports tourism facilities. Therefore, the integration of sports tourism should be part of curriculum development so that physical education instruction encompasses not only theoretical concepts but also practical aspects aligned with field needs. These implementation challenges also highlight the importance of curriculum flexibility and institutional support in realizing experiential learning. This perspective reinforces the importance of the proposed framework to be adaptive and scalable across educational contexts, rather than prescriptive for every physical education subject.

From a broader perspective, the integration of contextual learning, physical literacy, student engagement, and sport tourism reflects the evolving demands of 21st-century education, which emphasizes not only cognitive development but also life skills, adaptability, and global awareness. The inclusion of digital elements, as highlighted in teacher interviews, further strengthens the model's relevance in the era of digital transformation and globalization. It means that integrated and flexible learning models capable of addressing complex educational challenges (Globio, 2024; K. C. Li et al., 2023; Mulenga & Shilongo, 2024; Zou et al., 2025).

The uniqueness of this study lies in the development of a conceptual framework that systematically integrates sport tourism into physical education instruction based on an empirical needs analysis. Unlike previous studies that examined these constructs separately, this study combines them into an integrated model that bridges theory and practice. This integrated approach not only enhances the relevance of physical education but also provides new directions for curriculum development, particularly in contexts where local environmental and cultural resources can be utilized as learning media.

In conclusion, these findings highlight the urgent need to shift to more contextual, experiential, and integrated learning models in physical education. The proposed integrated sports tourism framework offers a promising solution that aligns with student needs and global educational trends. Future research should not only test the effectiveness of the proposed framework but also investigate practical implementation strategies across institutions with varying curriculum structures, resource availability, and partnerships with local sports tourism destinations. Such studies would provide stronger evidence regarding the scalability and sustainability of physical education integrated with sports tourism in various higher education contexts.

CONCLUSION

Fundamental Finding. The findings conclude that experiential physical education learning, particularly in the dimensions of contextual learning, physical literacy, and student engagement, is highly needed. Furthermore, sports tourism-based learning can be used as a learning approach that can lead to real and meaningful learning. Data analysis of student and lecturer needs revealed a shared understanding regarding the need to develop such learning models. These results highlight that physical education must move toward a more holistic, contextual, and experiential learning paradigm.

Implication. These findings have important implications for the development of physical education and health education. The research findings offer a basis for designing innovative physical education models that utilize real-world environments and local resources as learning media. This approach is highly relevant to the demands of 21st-century education, which emphasizes experiential learning, adaptability, and life skills development. Furthermore, this model supports the integration of cultural values and digital innovation into learning, making it a learning model that can foster character education. **Limitation.** This research still has limitations because it is still in the needs analysis stage to produce a conceptual draft of the learning model. Therefore, implementation, testing, and evaluation of the draft model are still required. This study was conducted in a single institutional context, which may limit the generalizability of the findings. This limitation suggests that the findings should be interpreted with caution. **Future Research.** Future research is recommended to continue the next stage of the R&D process, specifically the implementation and evaluation of the proposed learning model to test its effectiveness in improving learning outcomes. Further studies could also involve larger and more diverse samples across various educational contexts to increase generalizability. Additionally, experimental or quasi-experimental designs are recommended to measure the impact of sports tourism-integrated learning on student physical literacy, engagement, and performance. Finally, future research could explore the integration of digital technology and sustainability aspects to strengthen the relevance of this model in the global educational landscape.

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