



Application of Outing Class Activities to Develop Early Childhood Social-Emotional Attitudes at PAUD Kasih Ananda 2 Tanjung Raman

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Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi penerapan kegiatan outing class untuk mengembangkan sikap sosial emosional anak usia dini di PAUD Kasih Ananda 2 Tanjung Raman. Penelitian ini menggunakan metode penelitian tindakan kelas dengan menggunakan model penelitian yang dikembangkan oleh Kemmas Mc Tagart dengan 4 tahapan yakni perencanaan, pelaksanaan, pengamatan dan observasi. Dalam penelitian tindakan kelas ini peneliti menggunakan 2 siklus, dimana setiap siklus dilakukan sebanyak 2 kali pertemuan. Hasil pengamatan pada pra siklus terhadap perkembangan sikap sosial emosional anak adalah sebesar 31.5% dengan kategori belum berkembang (BB). Hasil pengamatan pada siklus pertama diperoleh nilai rata-rata sebesar 67% dengan kategori mulai berkembang, nilai tersebut menunjukkan bahwa penerapan kegiatan outing class memiliki imbas yang baik terhadap peningkatan perkembangan sikap sosial emosional anak, akan tetapi hasil tersebut belum memenuhi kriteria ketuntasan pada penelitian ini, sehingga peneliti melakukan penelitian lanjutan pada siklus ke II, dari hasil pengamatan pada siklus ke dua diperoleh nilai rata-rata sebesar 82% dengan kategori berkembang sesuai harapan (BSH). Dengan hasil tersebut dapat disimpulkan bahwa penerapan kegiatan outing class dapat meningkatkan perkembangan sikap sosial-emosional anak, dan hasil tersebut telah memenuhi kriteria keberhasilan dalam penelitian ini.

Kata Kunci: Outing Class, Sikap Sosial, Emosional Anak

Abstract

The purpose of this study was to identify the implementation of outing class activities to develop social emotional attitudes of early childhood in PAUD Kasih Ananda 2 Tanjung Raman. This study uses a classroom action research method using a research model developed by Kemmas Mc Tagart with 4 stages, namely planning, implementation, observation and observation. In this classroom action research, the researcher used 2 cycles, where each cycle was carried out 2 times. The results of observations in the pre-cycle on the development of children's social emotional attitudes were 31.5% with the category of not yet developing (BB). The results of observations in the first cycle obtained an average value of 67% with the category of starting to develop, this value indicates that the implementation of outing class activities has a good impact on increasing the development of children's social emotional attitudes, but these results have not met the criteria for completeness in this study, so the researcher conducted further research in the second cycle, from the results of observations in the second cycle an average value of 82% was obtained with the category of developing according to expectations (BSH). With these results, it can be concluded that the implementation of outing class activities can improve the development of children's social-emotional attitudes, and these results have met the criteria for success in this study.

Keywords: Outing Class, Social Attitudes, Children's Emotions

Introduction

Early childhood education (ECE) serves as the primary and foundational stage in shaping a child's holistic development. At this stage, children's growth encompasses not only cognitive and motoric aspects but also emotional, social, linguistic, artistic, spiritual, and self-reliance domains (Tripathi, 2023). As such, early education has become a major concern for parents, educators, and government authorities, who expect it to produce individuals capable of thinking logically, creatively, and adaptively in facing challenges (Darmawan et al., 2024; Apriani & Manto, 2024).

One of the most crucial aspects in early childhood development is the social-emotional domain. This domain refers to a child's ability to build relationships with others, manage their emotions in a healthy way, and exhibit empathy and social responsibility (Dewi et al., 2020; Parengkuan & Nurhasanah, 2021). Research shows that when social-emotional development is neglected, children may face obstacles in cognitive and academic areas later in life (Harianja et al., 2023; Kahdafi et al., 2024). Therefore, appropriate stimulation and a supportive educational environment are essential in fostering the growth of social and emotional skills (Amalia et al., 2023; Saniti et al., 2023).

The healthy development of children's social and emotional abilities can be observed through several key indicators, such as the ability to identify and manage emotions, build positive peer relationships, communicate effectively, and carry out simple tasks independently (Gymnastia et al., 2025). A nurturing school environment, positive interactions with teachers, and parental involvement all play significant roles in developing these competencies (Khoiruddin, 2018; Nurjannah, 2017). Practical methods proven to enhance social-emotional skills include group games, storytelling, and role-playing activities (Aulia & Sudaryanti, 2023; Harianja et al., 2023; Sari et al., 2023).

In this regard, ECE teachers are expected not only to facilitate learning but also to observe and guide children's social-emotional development. Teachers must be capable of identifying children who may struggle in this area and implement teaching approaches that address those needs (Fitri et al., 2022; Syafi'i & Solichah, 2022). The methods employed should be innovative, engaging, and relevant to the world of children, enabling them to learn through play and

social interaction in natural settings (Azizah & Busyra, 2021; Diputera et al., 2023).

One contextual approach that has proven effective in promoting social-emotional development is the outing class method or field trip learning. Outing class activities provide direct, concrete, and contextual learning experiences, linking classroom theories with real-life situations (Jaelani et al., 2025). Through such experiences, children not only acquire knowledge but also develop social interaction skills, teamwork, and sensitivity to their surrounding environment and local culture (Galbraith, 2012; Hudat et al., 2022).

In addition to enriching cognitive development, outing class activities help foster observation skills, critical thinking, and emotional engagement in the learning process (Fatimah et al., 2020; Nwokocha, 2024; Orion & Hofstein, 1994). When thoughtfully planned and integrated into the curriculum—including pre-visit preparation and post-visit reflection—outing class can significantly enhance learning outcomes (Davidson et al., 2010; Rangga et al., 2023). Within the ECE context, this method offers a promising solution to improve educational quality and support the comprehensive development of children's character (Isoardi, 2015; Mor et al., 2018).

PAUD Kasih Ananda 2 Tanjung Raman is one such early childhood institution that has adopted the outing class method as part of its educational approach. These activities are conducted systematically to develop children's social and emotional skills through experiential learning outside the classroom. Therefore, this study aims to explore how the implementation of outing class activities contributes to the enhancement of early childhood social-emotional development at PAUD Kasih Ananda 2 Tanjung Raman, and to examine the impacts of these activities on children's social behavior and interaction within real-world learning contexts.

Method

This study employed a Classroom Action Research (CAR) method. Classroom Action Research is conducted to identify problems occurring in the classroom while simultaneously providing solutions to those problems. CAR combines the procedures of systematic research with substantive action—an intentional effort carried out within the framework of inquiry, allowing the practitioner to both understand the

ongoing issues and engage in a process of improvement and change (Azizah, 2021).

The implementation of this Classroom Action Research involved two cycles, each consisting of four stages: planning, action, observation, and reflection. The first cycle was carried out in two sessions, held on April 14 and 16, 2025. The second cycle was also conducted in two sessions, on March 21 and 23, 2025. The entire research process took place over the course of one month.

The research instruments were based on the Early Childhood Development Achievement

Standards (STTPA) outlined in Regulation of the Ministry of Education and Culture (Permendikbud) No. 137 of 2013 concerning National Standards for Early Childhood Education. The observed indicators included self-awareness, responsibility for oneself and others, and prosocial behavior.

This study also adopted the Kemmis and McTaggart CAR model, which integrates action and observation within a single cycle. Each cycle comprised four components: 1) Planning, 2) Action, 3) Observation, and 4) Reflection.

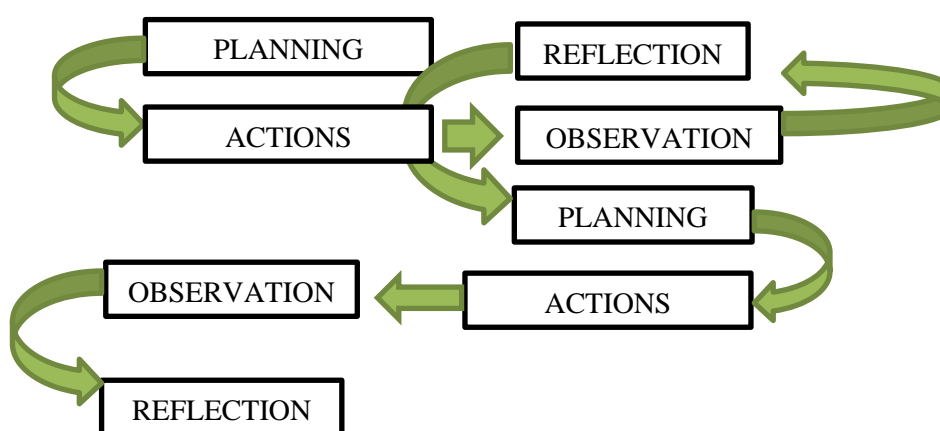


Figure 1. Kemmis and Mc Tagarat Model Class Action Research Cycle

The data analyzed in this study were obtained from observation sheets and documentation related to the social-emotional development of children through Outing Class activities. The analysis was conducted for each cycle using quantitative descriptive techniques. The following formula was applied for the quantitative descriptive data analysis:

$$NP = \frac{R}{SM} \times 100\%$$

Where:

- NP = The percentage score being calculated
- R = The raw score obtained
- SM = The ideal maximum score
- R = Constant (multiplier)

In this study, the researcher interpreted the level of success based on four criteria:

1. Very Well Developed (BSB): if the child's social-emotional development score is between 86% and 100%.

2. Developing as Expected (BSH): if the score is between 71% and 85%.
3. Beginning to Develop (MB): if the score is between 51% and 70%.
4. Not Yet Developed (BB): if the score is between 0% and 50% (Indriani & Manto, 2024)

Result and Discussion

One important aspect of early childhood education that requires development is the socio-emotional behavior of children. Social development refers to achieving maturity in social relationships. Children acquire social skills through various opportunities and experiences interacting with people in their environment. The need for social interaction is already felt by the age of six months, when a child begins to recognize their surroundings (Dewi et al., 2020). One activity that can enhance the socio-emotional attitudes of early childhood learners is the Outing Class. This activity offers an enjoyable learning experience. Learning becomes enjoyable because play activities are voluntary and bring joy to children (Rahmawati & Nazarullail, 2020).

Initial observations conducted by the author revealed that out of 13 children enrolled at PAUD Kasih Ananda 2 Tanjung Raman, many had not yet shown well-developed socio-emotional attitudes. This finding is based on pre-cycle observations using an observation sheet developed from the Early Childhood Development Achievement Level Standards (STTPA) stated in Regulation of the Minister of Education and Culture No. 137 of 2013. The instrument developed by the researcher showed that, for the indicator “obeying classroom rules,” the achievement rate was only 32.6% (Not Yet Developed - BB), “self-regulation” was 42.3% (BB), “waiting for turns” was 38.4% (BB), “playing with peers” was 59.6% (Beginning to Develop - MB), “recognizing others' feelings and responding appropriately” was 40.3% (BB), and “sharing with others” was 38.4% (BB).

These results indicate that the socio-emotional development of children at PAUD Kasih Ananda 2 Tanjung Raman did not yet meet the expected standards as outlined in Permendikbud No. 137 of 2013. Therefore, the researcher aimed to improve this development through the implementation of Outing Class activities. This research was conducted through Classroom Action Research (CAR) involving two cycles, with each cycle consisting of two sessions.

In the first cycle, the teacher introduced the topic of coffee farming, explaining what coffee is and how it can be processed. After the explanation, the children were given the opportunity to ask questions about coffee. The teacher also introduced the tools used in coffee cultivation, such as "kinjar" (coffee-picking basket), "sengkuit" (a weeding tool), scissors for trimming branches, and knives for cutting dead shoots.

During the observation phase, the researcher found improvements in several areas. For example, “obeying classroom rules” rose to 57.7% (MB), “self-regulation” to 67.3% (MB), “waiting for turns” to 65.4% (MB), “playing with peers” to 84.6% (Developing as Expected - BSH), “recognizing others' feelings” to 63.5% (MB), and “sharing with others” to 63.5% (MB).

Together with the class teacher, the researcher evaluated the shortcomings of Cycle I, including children still lacking self-confidence, difficulties in waiting their turn, and failure to follow agreed-upon rules. It was also noted that the activity space was too large. Therefore, the planned improvements for Cycle II included: teaching children to queue, reminding them about the agreed rules, and using a rope to mark boundaries.

Cycle II was carried out on April 23 and 25, 2025. In the core activities, the teacher assigned roles to the children (e.g., nurse and patient). Children acted out these roles in a prepared setting. During role-play, there was a noticeable improvement in socio-emotional behavior. For instance, children assigned as nurses were able to ask appropriate questions to their patients, offer suggestions, and give pretend medication, while those playing patients followed the queue and displayed appropriate social behavior.

Observations from Cycle II showed continued improvements. The results were as follows: “obeying classroom rules” reached 82.7% (BSH), “self-regulation” 84.6% (BSH), “waiting for turns” 86.5% (Very Well Developed - BSB), “playing with peers” 88.5% (BSB), “recognizing others' feelings” 69.2% (MB), and “sharing with others” 82.7% (BSH). The comparison across all cycles is shown below:

Table 1. Comparison of Research Results

No	Indicator	Pre-Cycle	Cycle I	Cycle II	Criteria
1	Obeying classroom rules	32.7%	57.7%	82.7%	BSH
2	Self-regulation	42.3%	67.3%	84.6%	BSH
3	Waiting for turns	38.5%	65.4%	86.5%	BSB
4	Playing with peers	59.6%	84.6%	88.5%	BSB
5	Recognizing feelings and responding properly	40.4%	63.5%	69.2%	MB
6	Sharing with others	38.5%	63.5%	82.7%	BSH

Based on the table above, it is evident that improvements occurred from the pre-cycle to Cycle I, and continued into Cycle II. Specifically, indicators such as obeying classroom rules, self-regulation, waiting for turns, and playing with peers showed notable progress.

The success of this research aligns with previous studies. For instance, Widianita (2023) found that the Outing Class method significantly improved children's socio-emotional development. Her study showed a t-count of 49.293, exceeding the t-table value of 2.145 (with $df = 14$, $\alpha = 0.05$), indicating a significant difference between pre-test and post-test scores. The hypothesis testing confirmed that the Outing Class method was effective in enhancing socio-emotional skills among early childhood learners at BTK Dharma Wanita Rempung.

Similarly, Isnawati (2019) research concluded that Outing Class activities benefited socio-emotional development in children aged 5–6 years. Her study emphasized the comprehensive execution of Outing Class, including planning, implementation, involvement of various stakeholders, material delivery, and post-activity evaluation. It was found that the activity encouraged children's enthusiasm, introduced them to new environments, and positively influenced their growth and development.

Conclusion

The implementation of Outing Class activities to develop the socio-emotional attitudes of early childhood students at PAUD Kasih Ananda 2 Tanjung Raman was carried out in two learning cycles, each consisting of two sessions. Based on the observations in each cycle, it was concluded that the application of Outing Class activities effectively supports the development of children's socio-emotional behavior. This is evident from the final accumulated percentage, which reached 82%. However, several obstacles were encountered during the implementation, including the relatively distant learning location, which limited the available instructional time. In addition, there was a lack of enthusiasm from some parents regarding outdoor learning activities, and the absence of a specific budget allocation for conducting Outing Class sessions posed a further challenge.

The pre-cycle observation results showed that children's socio-emotional development was

at 31.5%, categorized as "Not Yet Developed" (BB). In response, the researcher implemented Outing Class activities as an effort to enhance socio-emotional growth in early learners. Observations during the first cycle revealed an average score of 67%, categorized as "Beginning to Develop" (MB). These results indicated that the implementation of Outing Class had a positive impact on improving children's socio-emotional attitudes. However, the outcome did not yet meet the success criteria established for this study, prompting the researcher to conduct a second cycle. The observations in Cycle II yielded an average score of 82%, categorized as "Developing as Expected" (BSH). Based on these findings, it can be concluded that the application of Outing Class activities significantly improves the socio-emotional development of early childhood students, and the results have successfully met the criteria for achievement in this study.

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