

Learning Strategy of Outing Class to Improve the Developmental Aspects of Early Childhood

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ABSTRACT: Learning is an essential component in the educational process. Therefore, an appropriate learning strategy is needed. One such strategy is the implementation of *outing class* activities. These activities can help improve various aspects of child development, as one of the main objectives of early childhood learning strategies is to support children's developmental growth. The purpose of this article is to explore the impact and outcomes of learning in early childhood through outing class activities. The method used in this article is based on a conceptual approach—this paper is a scientific work categorized as non-empirical research, meaning it consists of systematically and logically organized ideas. The outcome of this conceptual thinking is that the outing class learning strategy can help foster children's interest in learning. In the new normal era, this strategy is suitable for learning environments as it can reduce learning fatigue experienced by children during the COVID-19 pandemic, provided that learners continue to adhere to health protocols.

KEYWORDS: learning strategy, outing class, early childhood developmental aspects

INTRODUCTION

The educational process during the new normal period has shifted from being conducted conventionally to being carried out online (in-network). Several approaches have been implemented to support education during this new normal era. One such approach is the use of online learning activities through social media and Learning Management System (LMS) applications, which were originally conducted offline (face-to-face) (Wulandari, H & Purwanta, E, 2020). Online learning activities are a recommendation from the Government and the Ministry of Education and Culture. This policy has been applied to all levels of formal education, starting from preschool education—including playgroups and kindergartens—to elementary and secondary schools, as well as higher education institutions. According to Herliandry et al. (2020), online learning has become a new experience for both educators and learners, introducing a new model of teaching and learning that aligns with health protocols.

Teaching and learning processes under social restrictions certainly require effective and efficient learning strategies. According to Yaumi (2013), a learning strategy includes all efforts by teachers to apply various teaching methods in order to achieve the intended educational goals. Thus, a learning strategy focuses on how the teacher conducts teaching activities and how children engage in learning. Fadlillah (2012) defines learning strategy as a planned series of activities to be carried out by teachers and students, including the use of methods and resources to achieve effective and efficient learning objectives.

Such strategies also help teachers facilitate their teaching activities because they have planned and organized their lessons in advance. Although learning strategies are very important, the preparedness of teachers to implement online learning is also crucial for supporting the learning process (Ayuni, D. et al., 2020).

One innovative learning strategy that can be applied to children and attract their interest in learning is the **outing class strategy**. Outing class is a learning process conducted outside the classroom. These activities allow children to gain new experiences and knowledge, and also to learn how to interact directly with the environment and nature (Maryanti, S. et al., 2019). Moreover, outing class also helps in enhancing children's developmental aspects. Therefore, the outing class strategy is considered very effective in increasing student participation—provided the COVID-19 situation is deemed safe and face-to-face learning can resume as before. Considering that the development of children's skills during the pandemic was less effective, implementing an **outing class learning strategy** becomes one of the most appropriate educational activities to apply when face-to-face learning returns to normal. Through outing class activities, children can directly explore their surroundings. This helps eliminate boredom during the learning process. The outing class strategy can make learning more enjoyable for children. They can gain broad knowledge directly through real interaction with the environment and nature around them.

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According to Adelia Vera (2012), teaching outside the classroom specifically refers to teaching and learning activities between teachers and students that take place not inside the classroom, but in an outdoor setting or open nature as a form of student-centered learning. Teaching outside the classroom is also seen as a learning approach that involves various games as a medium for transforming concepts conveyed in lessons.

Outing class is an activity that involves direct interaction with nature, used as a learning resource (Vera, 2012). It is one way to bring children closer to real life, namely, the social environment. Outing class activities typically involve taking children to outdoor locations planned for educational purposes or other activities aimed at supporting early childhood development.

According to Wulandari, H & Purwanta, E (2020), during the COVID-19 pandemic, online learning activities led to a significant decrease in the developmental progress of early childhood, especially in the social and emotional aspects. Their research shows that children's social-emotional development regressed during the pandemic. Therefore, interaction between children and their environment needs to be well-stimulated, while still adhering to health protocols.

Common outing class activities include visits to the zoo, the beach, swimming pools, and playgrounds. Contextual learning with the outing class strategy can also involve visits to health centers, police stations, post offices, fire stations, companies, and other places. During outing class activities, children can play while learning. These activities allow children not only to sit still listening to the teacher's explanation but also to move actively and freely according to their abilities in exploring the environment they visit.

During the COVID-19 pandemic, learning activities could not be conducted optimally. This led to a decline in children's learning activity and, subsequently, a decline in their developmental aspects, particularly in the social-emotional domain (Wulandari, H & Purwanta, E, 2020). For many children, learning can feel boring. Therefore, in this article, the authors propose an idea about learning activities carried out outside of the daily classroom—**outing class**—to make learning more meaningful for children. The activities in an outing class can help increase children's enthusiasm for learning, which then positively affects their overall developmental progress.

RESEARCH METHOD

The method used in this study is a **structured and systematic literature review**. This article examines several principles, concepts, and theories. The discussion and content of the conceptual ideas presented are based on literature studies drawn from journals, books, and scientific articles that have been proven to be authentic and credible.

RESULTS AND DISCUSSION

The **outing class learning strategy** has the potential to provide **positive effects** on both child development and the improvement of their motivation to learn. In the current **new normal** era, implementing this learning strategy is a very attractive option for children's learning activities after experiencing online learning at home. This strategy also brings health benefits, as children can be active outdoors and get direct sunlight exposure, which induces sweating and contributes to a healthier, fitter body.

However, currently, **outing class activities cannot be fully implemented** due to restrictions on public activities aimed at curbing the spread of COVID-19. Therefore, this concept is intended for educators to apply once learning and playing activities return to normal.

1. The Essence of Outing Class in Educational Development

Outing class is a fun and engaging learning activity. Learning becomes enjoyable when it involves **voluntary play** that brings joy to children (Rindani, 2017). What was previously a monotonous learning activity can turn into an exciting experience through play. Learning is no longer confined to the classroom but takes place outdoors, bringing children closer to their surroundings.

Outing class is a **learning activity directly connected to the environment or nature**, making it a natural learning resource (Vera, 2012:17). These outdoor activities involve both teachers and children as active participants and make the learning process more engaging.

According to Dina Indriana (2011), outing class is an outdoor learning activity designed to equip students with skills and develop their abilities. To carry out this method effectively, teachers must be **careful in selecting appropriate and strategic locations**.

In general, there are two types of locations for outing class activities:

a. School-based environments, such as:

- Schoolyard
- School flower garden
- Trees in the schoolyard
- Backyard
- School field
- School cooperative
- School pond

Not every school has access to all these facilities. Therefore, this article suggests alternative **outing class models**, such as using the school backyard or school garden for **planting activities**. Teachers can guide children in **gardening** close to the school area.

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Gardening activities allow children to interact directly with nature, making them feel happy and helping to **alleviate classroom fatigue**. These activities can be conducted safely under health protocols. In the new normal period, schools have gradually reopened, though some still only allow weekly attendance. Thus, **backyard gardening outing classes** are a **safe and practical option** for learning.

b. Outside the school environment, such as:

- Rice fields
- Zoos
- Museums
- Companies
- Beaches
- Gardens
- Mountains
- Places of worship
- Parks
- Nature reserves
- Tourist attractions
- Animal pens

Many other places outside school can also serve as outing class venues. However, not all of them are suitable for educational purposes, so teachers must **carefully choose appropriate sites**.

Types of Outing Class Activities

1. Exploring Nature

Children are naturally inclined to engage with nature. They often play with elements like soil and sand.

2. Camping

Camping is an outdoor activity that contributes to **character building**. However, it requires thorough planning to ensure smooth execution.

3. Field Trips (Karyawisata)

In Indonesian, “karyawisata” refers to visiting a place to expand knowledge, often related to career development or group learning. Field trips involve **learning and adapting**, not just sightseeing.

Steps in Conducting Outing Class Activities

a. Planning:

1. Define the learning objectives
2. Choose a location that aligns with the learning goals
3. Set the outing duration
4. Plan the required learning materials

b. Implementation:

Conduct the outing class under teacher supervision at the chosen location, ensuring the learning goals are met. Activities should follow the school curriculum and relate to specific themes or learning objectives.

c. Follow-up:

At the end of the outing class, students are asked to **orally share** what they have learned during the trip (field trip/outbound/study visit).

d. Evaluation:

If a student cannot provide an answer, the teacher does not say “wrong” but instead **offers the correct response** and invites the child to repeat it (Abdurrahman, 1995:11).

Impact and Benefits of Outing Class

Outing class has significant benefits in supporting children's development. Its advantages include:

- Encouraging students to be more **active participants**
- Applying **learning by doing and refreshing**
- Reducing boredom in classroom learning
- Promoting **democratic values** in education (Suherman and Udin, 2002:312)

Specific benefits include:

- a. Reducing boredom in both online and face-to-face learning
- b. Teaching **social interaction** and collaboration through group work
- c. Enhancing **creativity**
- d. Improving **moral discipline**

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e. Increasing children's **love for the environment and all of God's creations**

f. Strengthening **language skills**, especially storytelling

Character Development in Outing Class

Lickona (1991) argues that value/moral education that builds character includes three components of good character:

- **Moral knowing** (moral knowledge)
- **Moral feeling** (moral emotions)
- **Moral action** (moral behavior)

Outing class plays an important role in developing all three components of character. These are:

- **Affective (Emotions):** Feelings like joy, sadness, laughter, or crying
- **Cognitive (Thinking):** The mental process of thinking about something
- **Psychomotor (Physical Action):** The ability to act based on learned experiences

Educational Components in Outing Class

Successful education requires components that support the learning process:

1. **Learning Objectives** – the direction or goal to be achieved through the teaching-learning process
2. **Educators** – must be competent and capable of applying their skills
3. **Learners** – individuals who seek knowledge and new experiences to prepare for their future

These three components are **interdependent**. If one is missing, the educational process cannot run effectively.

2. Outing Class Learning Strategy

A **strategy** is a set of steps specifically designed over a long period by an organization or institution to achieve a series of planned goals. A strategy involves a process that includes planning, implementation, and execution within a certain timeframe. Thus, nearly every activity requires an appropriate strategy to be carried out effectively.

Learning through **outing class** can refer to several themes within early childhood education (PAUD), such as **my environment, professions, plants, animals, air, water, and fire**. Outing class activities can be adapted based on the learning needs. These activities are highly suitable for children, as they help **enhance various developmental aspects**.

Outing class **does not have to involve expensive trips**. It can be as simple as visiting the school garden, schoolyard, nearby animal pens, local vegetable gardens, and so on. These options are low-cost, time-efficient, and still allow for effective learning. Outing class activities can be conducted **a few times a year**, based on the selected learning themes.

Examples of outing class activities include:

- **Outbound activities**
- **Visits to specific institutions**
- **Exploring the nearby environment**

Outbound activities in particular can support the development of children's **psychomotor skills**. Psychomotor development can be stimulated both inside and outside the classroom (Ratih, K., et al., 2019). According to Djameluddin Ancok (2003), **outbound** refers to activities in open nature (outdoor), which can **stimulate learning enthusiasm**. Outbound activities provide learning experiences through adventurous tasks, making children eager and creative. They typically involve games that are **creative, recreational, and educational**.

Outbound activities can be carried out **individually or in groups**.

Based on the explanation above, outing class learning is a **learning effort that takes children outside the classroom** or into their surroundings as a way to connect them with society and their environment. Teaching and learning activities do not have to occur indoors only but can take place outdoors, depending on the scope of the material.

This approach can **increase children's enthusiasm** for learning, make them **happier during lessons**, and **enrich their knowledge and experiences** related to the outside environment. Therefore, outdoor learning has a **strong impact on children's developmental aspects**.

Outing class activities **must have clear objectives**. They are not merely for fun but are designed to achieve educational goals. According to Indriana (2011: 59), the objectives of outing class learning include:

- a. This strategy can help **identify children's strengths and weaknesses**
- b. Children participating in outing class can **express themselves and their potential freely**, yet within the rules of the game
- c. Outing class encourages children to **respect themselves and others**
- d. Children will learn in an enjoyable way, keeping them **motivated and enthusiastic**
- e. Outing class nurtures children's **independence** by allowing them to complete a series of tasks using their own potential, leading to **maximum results**
- f. It helps children develop **empathy** toward others, especially since many activities are done in groups
- g. Outing class teaches children to **communicate** with others around them
- h. Children learn **effective and creative problem-solving skills**

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i. Outing class becomes a **medium for character building and personal development**

j. Children are able to understand **positive values** through real-life examples in outing class activities

Outing class also offers benefits not just for students but for everyone involved. According to Dina Indriana (2011), the **benefits of outing class activities** include:

- a. Increasing children's knowledge about the surrounding environment
- b. Fostering children's love for nature
- c. Reducing children's boredom during learning
- d. Making it easier for children to **receive and process information**
- e. Enhancing children's **sense of care for the environment**
- f. Improving **storytelling and verbal communication skills**
- g. Stimulating **children's creativity**
- h. Increasing **teachers' insights** in planning effective learning strategies

3. Developmental Aspects Formed Through Outing Class

Here is the **complete translated version of Table 1** from the document, reformatted into a clean bilingual table in **English**:

Table 1. Achievements of Developmental Aspects Through Outing Class

No.	Developmental Aspect	Description of Achievements
1.	Cognitive	a. Ability to remember, indicated by naming and connecting concepts. b. Ability to understand, indicated by grouping, comparing, and understanding number concepts. c. Ability to apply, indicated by solving simple problems.
2.	Physical-Motor	a. Children are able to hold objects that are safe for them and feel their texture.
3.	Language	a. Children ask about things they do not yet know. b. Children learn to tell or retell what they have seen or experienced during outing class activities, either in front of the class or in a space prepared by the teacher.
4.	Social-Emotional	a. Children learn to be patient and queue during the teaching and learning process. b. Children are able to work together in activities that require cooperation.
5.	Art	a. Children can draw about what they have learned from outing class activities. b. Children learn to paste pictures based on outing class experiences.
6.	Religious and Moral Values	a. Children learn to be grateful for God's creations. Muslim children may express this by saying <i>Alhamdulillah</i> , while non-Muslims may adapt it accordingly.

In addition to the explanations about the impacts of outing class, outing class can also help **increase children's enthusiasm for learning**, which in turn affects the **quality of their developmental aspects**. Developmental aspects are a crucial part of the learning process. In conducting learning, teachers usually focus the topic to **enhance children's development**. In these activities, children will learn a lot and discover things they did not know before.

Catron and Allen in (Sujiono, 2009) stated that there are **six developmental aspects** of early childhood, namely: **personal awareness, emotional development, socialization building, communication development, cognitive development, and motor skills development**. All six aspects can be applied through both indoor and outdoor learning.

The developmental aspects achieved through outing class activities include:

a. Cognitive Aspect

Cognitive ability is the ability to **acquire and use knowledge** to solve problems and adapt to the environment (Knoblauch & Woolfolk Hoy, 2008). Steve Stork and Stephen W. Sanders (2008:197–199) state that **physical activity is crucial** for overall growth and development in children. Optimizing skill mastery and attitudes can lead to healthier behavior in life, and also facilitate **cognitive and social development**, as well as unique physiological and neurological development in early childhood.

According to Woolfolk, cognitive development consists of several indicators:

1. **Memory ability**, with indicators of naming and linking
2. **Understanding ability**, with indicators of grouping, comparing, and understanding number concepts
3. **Application ability**, with indicators of solving simple problems

b. Physical-Motor Aspect

Motor movements are terms used to describe **body movements performed by humans** (Hasanah, 2016). According to Santrock (2012:145), **gross motor skills** include large muscle activities such as moving arms and walking. Outing class activities are quite effective in optimizing children's **psychomotor development**.

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The physical-motor aspect relates to physical function or **muscle movement**. The aspects gained from outing class include: children can **hold objects that are safe to handle** and experience their textures.

c. Language Aspect

According to Jamaris (2006), **communication and language** are two very important aspects of human life. Without these two abilities, humans will have difficulty engaging in social interactions. Language can be defined as a form of **social code with a system used to communicate**.

The language aspect relates to **children's speaking ability**. Outing class is very suitable for children to hone their verbal skills. The language aspects gained from outing class include:

- (a) Children will ask questions about things they do not know
- (b) Children will learn to **tell stories or recount** what they saw or their experiences during outing class, either in front of the class or in a space provided by the teacher

d. Artistic Aspect

Fabiola Priscilla Setiawan (2010) states that **art education plays an important role** in stimulating the development of the right brain hemisphere in children. The right brain is more oriented toward **skills, arts, and creativity**.

The artistic aspect focuses on the **level of children's creativity**. In outing class activities, children can create or interpret what they see. The artistic aspects gained from outing class include:

- (a) Children can draw things they observed during outing class
- (b) Children learn to make **collages or paste pictures** based on the outing class experience

e. Religious and Moral Values Aspect

The aspect of religious and moral values is related to **rules set by God**. The religious and moral values aspect that can be gained from outing class is that children **learn to be grateful** for what God has created. For Muslim children, this can be expressed by saying *Alhamdulillah*, and for non-Muslim children, it can be adjusted accordingly.

According to research by Adhani and Nazarullail (2019), **outdoor play activities** with predetermined and structured concepts can train early childhood **compliance with applicable rules**.

f. Social-motional Aspect

Through play, children learn to **socially interact** with their peers. They learn to understand, adapt to groups, and communicate with others (Latifah and Sagala, 2015:115). The social-emotional aspect is related to a child's **attitude or behavior** toward something. Social-emotional aspects gained through outing class include:

- Children learn to be **patient and take turns** during learning activities
- Children **collaborate** in activities requiring teamwork, for example, at the fire station where they cooperate while learning to hold the fire hose

Learning activities using the outing class strategy provide **many benefits** for early childhood development. One major benefit is its ability to **improve multiple developmental aspects**. The developmental areas that can be enhanced through outing class include **cognitive, physical-motor, language, arts, social-emotional, and religious/moral values**. Thus, outing class is a highly **effective learning approach**.

Outing class also **encourages children to think creatively** and improves their potential in other areas as they directly engage with real life. Children will better understand lessons learned through direct experience compared to just **seeing and hearing explanations in class**. Observing and listening can easily be forgotten because they are based only on imagination or temporary memory, without truly understanding.

Learning through **visits to knowledge-rich places** provides significant benefits for children because they **better comprehend and internalize** what they have done. Surakhman in Suryaningsih (2015) explains that **educational tours** offer a form of learning experience that should not be underestimated, as they provide real-life learning opportunities.

By inviting children to **learn while playing in tourist destinations**, their willingness to learn increases, because the nature of childhood is to play. Therefore, **field trips or educational tours** can help teachers insert learning material into enjoyable, experience-based activities.

CONCLUSION AND RECOMMENDATIONS

The **outing class learning strategy** significantly contributes to fostering children's interest in learning. In the **new normal era**, this strategy is highly suitable for classroom application because it can **reduce children's boredom**, provided that learners continue to comply with **health protocols**.

To conduct outing class activities successfully, a **well-designed learning strategy** is also needed to achieve the desired objectives. Outing class activities offer **numerous benefits**, one of which is **increasing children's knowledge of their surroundings** and helping to improve their **developmental aspects**. These developmental aspects are key learning goals in **early childhood education institutions (PAUD)**, and achieving them is a core priority.

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Having a clear learning strategy also **eases the teaching process** for educators, ensuring that they are not confused about which materials or activities to deliver during lessons. Thus, teachers are better prepared and more effective in guiding children's learning.

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