

## Management of Outing Class Activities in Early Childhood Education: Learning Local Foods through Market Visits

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### ABSTRACT

This study aims to describe the management of outing class activities in early childhood education (PAUD) focused on learning about local foods through market visits. The background of this study is rooted in the importance of managing learning activities based on real-life experiences relevant to the lives of young children. The research employed a qualitative descriptive approach, utilizing direct observations and interviews at Al-Kautsar Kindergarten in Samarinda. The results indicate that the institution has implemented effective educational management principles through systematic planning, implementation, and evaluation of outing class activities. Children are invited to visit Segiri Market to learn about various local foods, understand basic buying and selling processes, and foster an appreciation for local culture. This activity aligns with the implementation of the Merdeka Curriculum, which emphasizes in-depth and contextual learning. The management of outing class activities at Al-Kautsar Kindergarten has proven effective in creating active, enjoyable, and meaningful learning experiences for young children.

**Keywords:** *Outing class; PAUD; Learning management; Local food; Independent Curriculum.*

### INTRODUCTION

Early Childhood Education (PAUD) serves as the primary foundation in shaping children's character, personality, and basic abilities before entering formal education levels. The educational process at this stage must be designed with consideration for the characteristics of young children, who learn through play and direct experiences. One of the main challenges in implementing early childhood education is how to create meaningful and contextual learning so that children can connect learned concepts with their daily lives. Learning that is monotonous and confined to the classroom often results in children being less actively engaged in the learning process. Therefore, teachers need to provide enjoyable, authentic, and child-centered learning experiences.

In this context, outing class activities emerge as a relevant innovation in PAUD learning. Outing class refers to learning activities outside the classroom that

allow children to interact directly with their social, cultural, and natural environments. This activity provides opportunities for children to build knowledge through concrete experiences, ensuring that the learning process is not only theoretical but also applicative. According to Pinasti, (2023), learning based on direct experiences (experiential learning) encourages children to form new concepts based on interactions and reflections on their experiences. On the other hand, the Merdeka Curriculum emphasizes the importance of contextual learning and deep learning, where children not only know but also understand and apply the meaning of learning in their daily lives.

The problem underlying this study is the lack of implementation of real-experience-based learning activities in some PAUD institutions, leading to passive children and less meaningful learning. Outing class activities can serve as a concrete solution to address this issue by bringing children to learn directly in the social and cultural environments of the community, such as through visits to traditional markets. Markets, as dynamic public spaces, are ideal places for children to learn about buying and selling concepts, recognize various types of local food ingredients, and appreciate the role of society in meeting daily needs. Thus, this activity not only introduces children to factual knowledge about food but also instills social values, responsibility, and love for local culture.

Al-Kautsar Islamic Kindergarten in Samarinda is one institution that has implemented outing class activities as part of its thematic learning strategy within the Merdeka Curriculum. The theme adopted is "Learning about Local Foods" through visits to Segiri Market. This activity is designed in a structured manner, from planning, implementation, to evaluation, involving collaboration between teachers, the school principal, and parents. The management of these activities reflects the application of educational management functions, including planning, organizing, actuating, and controlling, as explained by Hamida et al. (2023). Effective management ensures that each activity runs according to its objectives and provides optimal learning experiences for children.

Conceptually, this study is also supported by various previous research findings. Darmawan et al. (2024) found that the outing class method can enhance naturalistic intelligence and social skills in early childhood through real-environment-based learning. Similar research by Nursarofah (2022) shows that contextual learning outside the classroom increases children's learning motivation and curiosity. Additionally, Ulfadhilah (2024) asserts that activity management in PAUD must be designed flexibly and participatively to adapt to children's needs and characteristics. These research findings strengthen the empirical basis that outing class activities are not only effective as a learning method but also as a means of developing children's character and socio-emotional skills.

Based on the above description, the urgency of this study lies in the importance of understanding how outing class activity management is systematically applied in PAUD institutions with an orientation toward meaningful learning. This study aims to comprehensively describe the management of outing class activities at Al-Kautsar Islamic Kindergarten in Samarinda themed "Learning about Local Foods through Market Visits," covering the stages of planning, implementation, and evaluation. The results of this study are expected to contribute to the development of learning management practices in PAUD and serve as a reference for other institutions in creating contextual learning relevant to children's lives.

## **METHODS**

### **Subjects of Research**

The subjects in this study consisted of one school principal and a group of children in Group B at Al-Kautsar Islamic Kindergarten in Samarinda. The principal was selected as the primary informant due to their significant role in planning, implementing, and evaluating outing class activities. Meanwhile, the children served as subjects for observation to assess their engagement and learning experiences during the outdoor activities.

### **Instuments and Interview Questions**

This study used a qualitative descriptive approach aimed at deeply understanding how the principal manages outing class activities and how these activities provide contextual learning experiences for children. The main instruments in this study were semi-structured interview guidelines and child observation sheets. Interviews were conducted with the principal to gather information about the managerial aspects of outing class activities. The questions used in the interviews included:

1. How is the planning process for outing class activities conducted at Al-Kautsar Islamic Kindergarten in Samarinda?
2. What are the principal's considerations in choosing the market as the location for learning about local foods?
3. How are the implementation strategies designed to ensure safety and support children's learning objectives?
4. What are the challenges or obstacles faced during the activity?
5. What forms does the evaluation of outing class activities take after completion?
6. What are the benefits of this activity for children, both in terms of learning and character development?

In addition to interviews, researchers also conducted direct observations of the children during the activities. Observations focused on children's engagement in

learning activities, social interactions with peers and teachers, and children's responses to learning experiences in the market.

### **Data Collection**

Data collection was carried out through three main techniques: interviews, observations, and documentation.

1. Interviews were conducted directly with the principal at Al-Kautsar Islamic Kindergarten. This aimed to obtain in-depth information related to activity management, from planning to evaluation stages.
2. Observations were conducted during the outing class activities at Segiri Market in Samarinda. Researchers noted children's interactions, teachers' roles in accompaniment, and the learning atmosphere on-site.
3. Documentation included photos of activities, daily lesson plan notes (RPPH), and children's work results after the activities. Documentation was used to strengthen observation and interview results for more accurate data.

All data were analyzed using the Miles and Huberman model, which includes three main stages: data reduction, data display, and conclusion drawing. Data validity was maintained through source triangulation, comparing interview results with observation and documentation results. This process was conducted to ensure that the research results truly reflect the implementation of outing class activity management in the field.



**Figure 1.** Data analysis using the Miles and Huberman method

### **RESULT AND DISCUSSION**

The research results show that outing class activities at Al-Kautsar Kindergarten were conducted in a planned, systematic manner, involving various parties, from the principal, teachers, to parents. This activity not only serves as a recreational medium but also as a contextual learning tool that provides direct experiences for children to learn about local food ingredients and strengthen various aspects of child development, such as cognitive, socio-emotional, and language skills.

During the activities, children appeared enthusiastic, actively asking questions, and showing high curiosity about their surroundings. Teachers acted as facilitators guiding children to learn directly in the market through interactions with vendors and observations of various food ingredients. This activity also fostered self-confidence, independence, and responsibility in children. Additionally, the

principal ensured that each stage of the activity was carried out with attention to safety, engagement, and relevance to children's daily lives.

**Table 1.** Results of Interviews with the Principal of Al-Kautsar Kindergarten, Samarinda

Question	Answer
How is the planning process for outing class activities conducted at Al-Kautsar Kindergarten in Samarinda?	Planning is done through coordination meetings between the principal and teachers. This stage includes determining the theme, location, schedule, and necessary equipment. Teachers also prepare RPPH, child observation sheets, and permission letters addressed to parents so they can accompany the children during the activities. Before implementation, children are given explanations in class about the activity's objectives, appropriate behavior in public places, and things to observe while at the market.
What are the principal's considerations in choosing the market as the location for learning about local foods?	The market is chosen because it is a place close to children's daily lives. In the market, there are many local food ingredients that can be observed directly. Children can learn about various types of vegetables, fruits, fish, and spices commonly used by the community in daily life. Additionally, activities in the market provide real learning experiences and foster appreciation for community work.
How are the implementation strategies designed to ensure safety and support children's learning objectives?	Teachers divide children into small groups for easier supervision. Each group is accompanied by one teacher and one parent. Before departure, children are briefed on maintaining cleanliness, not running in the market area, and being polite to vendors. During the activity, teachers guide children to observe, ask questions, and make simple notes of their observations. The principal also prepares contingency plans for unexpected situations, such as bad weather or excessive crowds in the market.
What are the challenges or obstacles faced during the activity?	The main challenge is maintaining children's attention to stay focused in the crowded market environment. Some children are easily distracted by the surroundings. Additionally, the market's cleanliness conditions are a special concern. Teachers address this by preparing wet tissues, drinking water, and giving brief directions periodically to keep children focused and safe.
What forms does the evaluation of outing class activities take after completion?	Evaluation is conducted in two forms: evaluation of children and evaluation of the activity. For children, teachers assess their engagement through drawing activities or recounting experiences at the market. For the activity, teachers and the principal discuss what went well and aspects that need improvement for future activities.
What are the benefits of outing class activities for children, both in terms of learning and character development?	This activity benefits children in recognizing various types of local food ingredients, improving language skills through question-and-answer sessions with vendors, and fostering responsibility, curiosity, and gratitude. Children also learn to appreciate others' work and understand the importance of food in daily life.

Based on the interview and observation results, it can be concluded that

outing class activities at Al-Kautsar Islamic Kindergarten in Samarinda are managed effectively through three main stages: planning, implementation, and evaluation. Each stage demonstrates the application of early childhood education management principles that are directed and aligned with children's developmental characteristics. In the planning stage, the principal and teachers conduct thorough coordination to ensure activities run according to learning objectives. The selection of the theme "Learning about Local Foods" shows the school's efforts to integrate learning with children's real lives. Thorough planning, such as preparing RPPH, task division, and parental permissions, represents the application of managerial functions as stated by Hamidu et al. (2023), that good planning is the key to educational activity success. The success of outing class activities highly depends on the school's readiness in formulating strategic steps, including goal setting, location selection, and child accompaniment preparation.

The implementation stage shows the real application of contextual learning. Children learn through direct interactions with their surroundings. They do not just listen to teacher explanations but also observe, touch, and ask vendors directly about food ingredient types. Observation results indicate that children are very active in this activity. They dare to ask questions, name food ingredients, and engage in simple activities like counting fruits and distinguishing vegetable colors. Research by Fhatri et al. (2024) supports this finding, where real-experience-based outing class activities have proven to enhance creativity and participation of early childhood in learning activities.

Furthermore, outing class activities also strengthen social relationships between teachers, children, and parents. The collaboration formed shows that activity implementation not only involves school elements but also the role of families as learning supporters. Direct parental involvement creates a sense of security for children and fosters an enjoyable learning atmosphere. According to Vygotsky, social interactions between children and adults are crucial factors in supporting cognitive and social development. This finding is also reinforced by research by Fasya & Alwi (2025), which shows that outing class activities can enhance children's socio-emotional abilities through collaborative activities between schools and parents.

In the evaluation stage, teachers and the principal conduct reflections on the process and results of the activities. Evaluation is not only to assess children's abilities but also to review the overall effectiveness of the activities. Teachers invite children to draw or recount their experiences at the market as a form of authentic assessment. Post-activity reflections are also conducted by the principal and teachers to identify strengths and weaknesses in implementation. According to Nafiah et al. (2025), reflective evaluation in early childhood learning activities

serves as a means of continuous quality improvement. This indicates that Al-Kautsar Islamic Kindergarten has applied the principle of continuous improvement in early childhood learning management.

Outing class activities also hold strong educational value in introducing local culture to children. Through these activities, children learn to recognize diverse regional food ingredients and understand socio-economic processes in the community environment. This aligns with research by Yulia (2017) which found that outing class activities focused on introducing local foods can enhance children's knowledge about nutrition and foster love for local products.

Overall, the results of this study indicate that the management of outing class activities at Al-Kautsar Islamic Kindergarten in Samarinda has been well-implemented. This activity integrates managerial, pedagogical, and character aspects of early childhood. This contextual learning aligns with the direction of the Merdeka Curriculum policy, which emphasizes meaningful and child-centered learning experiences. By inviting children to learn in real environments, the school has created learning experiences that are not only enjoyable but also strengthen critical thinking, communication, and cooperation skills in early childhood.

## CONCLUSION

Based on the research results conducted, it can be concluded that the management of outing class activities at Al-Kautsar Islamic Kindergarten in Samarinda has been well-executed through structured stages of planning, implementation, and evaluation. Outing class activities themed "Learning about Local Foods through Market Visits" have proven to provide real and meaningful learning experiences for early childhood. Through this activity, children gain opportunities to recognize various types of local food ingredients, develop language skills through question-and-answer sessions with vendors, and cultivate social attitudes such as responsibility, curiosity, politeness, and appreciation for others' work. Thus, the implementation of outing class activity management can serve as an effective learning model for other PAUD institutions to develop children's potential through enjoyable, contextual, and culturally rich learning experiences.

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