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Implementation of Outing Class Learning as a Means of Developing Social Interaction Skills for Autistic Students

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Abstract: People with Autism or Autistic Spectrum Disorder (ASD) are someone who has a developmental disorder that affects several aspects such as speech, communication, social interaction, sensory, behavior and emotions when learning from experiences with the surrounding environment. Autistic children tend to behave differently from people in general, seem to not care about the environment around them and prefer to be alone as if they live in their own world. The aim of this research is to obtain data that provides an overview of how outing class activities are implemented as a means of improving social interaction skills in autistic students. This research design uses descriptive research with a qualitative approach. In the data collection process, the instruments chosen by researchers were interviews, observation and documentation. Data analysis researchers used the data analysis technique of the Miles and Huberman model in Sugiyono (2017) which consists of 3 stages, namely data reduction, data presentation, and drawing conclusions. The research results show that the description of the implementation of outing class learning starts from preparation to follow-up. Preparation consists of preparing tools and materials as well as planning the implementation of learning. Meanwhile, the implementation is carried out in accordance with the learning implementation plans that have been implemented previously. The follow-up to the outing class learning is an evaluation of the implementation of the learning to improve further learning objectives.

Keywords: autism, social interaction, outing class learning

INTRODUCTION

Education is an important part of human life as a lifelong learning experience and will influence the growth of every individual. According to Republic of Indonesia Law Number 2 of 1989, education is defined as a conscious effort to prepare students through activities, guidance, teaching and/or training for their roles in the future. Everyone has the right to receive a decent education without discrimination in terms of status, race, ethnicity or certain groups. Therefore, children with special needs also have the right to have the same opportunity to obtain education.

In 2003 the government issued law number 20 concerning the national education system (UUSPN) in which it stated matters that are closely related to education for children with special needs, including in Chapter IV (article 5 paragraph 1) which reads: "Every citizen has the same right to obtain quality education, whether they have physical, emotional, mental, intellectual or social disabilities, have the right to receive special education". There are various categories of children with special needs, one of which is people with autism. A person with autism or Autistic Spectrum Disorder (ASD) is someone who has a developmental disorder that affects several aspects such as speech, communication, social interaction, sensory, behavior and emotions when learning from experiences with the

surrounding environment.

Social interaction is one of the important things for autistic children to prepare them for facing the future. According to (Joesoef, 1981) social interaction is a relationship between two/more individuals, where the behavior of one individual influences, changes or improves the behavior of another individual, or vice versa. Autistic children need more time when carrying out social interactions with other people, such as when changing their attention to auditory stimuli and visual stimuli. Apart from that, autistic children have problems remembering long verbal information, limited communication skills and strange behavior that autistic children often do can also hinder social interaction activities. So, to improve social interaction abilities in autistic students, it is necessary to have a learning process that can support the development of social interaction abilities in autistic children.

The learning process is an intensive interaction process of various components of the learning system. In connection with learning strategies that aim to improve the social interaction abilities of autistic students, one of the special schools in Sidoarjo has one learning strategy, namely outing class learning. The outing class learning strategy is learning carried out outside the classroom/room which has the aim of providing students with skills by developing their

abilities, interests and talents. (Vera, 2012) states that learning outside the classroom or outing class is an activity that involves nature directly to be used as a learning resource. The outing class learning strategy usually creates a more active, innovative, creative and fun learning atmosphere, not only does it waste excess student energy but is designed so that students can carry out activities that can improve their development.

With the right design, outing class activities can influence student development, one of which is the aspect of social interaction skills, because by being outside, meeting other people, students can explore the activities provided and become more familiar with the environment around them, including connecting with other people. Of course, carrying out outing class learning activities and directing students with autism who have problems in communicating, behaving and interacting socially is not as easy as imagined.

This is what makes researchers interested in researching the implementation of outing class learning as a means of developing social interaction skills for autistic students at the Sidoarjo Special School. The aim of this research is to provide an overview and to find out how outing class activities are implemented as a means of improving social interaction skills for autistic students at the school.

METHOD

This research is a type of descriptive research with a qualitative approach. According to Moloeng (2006) descriptive research is research that attempts to reveal a problem or situation as it really is, so that researchers are not limited to containing facts and not making hypotheses. Furthermore, this research uses a qualitative research method, namely a research method based on postpositivist philosophy, where the researcher is the key instrument, the collection technique uses triangulation (combination), data analysis is inductive, and qualitative research emphasizes meaning rather than generalization (Sugiyono, 2018). Qualitative research methods are research that aims to understand an event or phenomenon experienced by research subjects, such as behavior, perceptions, motivations, actions and others, by providing a descriptive picture using words and language in a special natural context and by utilizing various scientific methods. The data collection techniques used were observation, interviews and documentation (Moloeng 2021).

The research aims to solve the problem by describing what is being researched, namely the implementation of outing class learning as a means of developing social interaction skills in autistic students in special schools in accordance with the facts that occur in the field. The research data sources were elementary class teachers (Informant 1), upper class teachers (Informant 2), parents of elementary

class students (Informant 3) and parents of upper class students (informant 4), whose research location was at one of the Sidoarjo Special Schools. The data analysis technique used in this research is qualitative data analysis, the Miles and Huberman model analysis technique in (Sugiyono 2015) is qualitative data analysis which is carried out continuously until completion, consisting of three activities, namely data reduction, data display, and conclusion drawing/verification. Data checking is carried out using source triangulation techniques and techniques for crossing information obtained from sources so that in the end only valid data is used to achieve research results (Arikunto 2006). This technique is carried out by re-checking the information from the interview with documentation and observation.

FINDINGS AND DISCUSSION

Findings

The findings from the results of research that has been carried out regarding the implementation of outing class learning in improving the social interaction abilities of autistic students by collecting data from various data sources will be presented as follows:

Background to Outing Class Learning as a Means of Developing Social Interaction Skills in Autistic Students

The social interaction abilities of autistic students before entering school until the beginning of school vary but tend to be very lacking. This is in accordance with what one teacher said as follows, “In general, it’s definitely random, not every new school year, eh... the abilities of each student are definitely different, some have good interactions, some can’t interact at all, there are some who are actually able to interact but don’t have any PD, so if you ask how their abilities are, they definitely vary.” Based on student needs, schools are required to facilitate this, so that schools have special programs with outing class learning aimed at improving students’ social interaction skills. These special programs include ceremonial activities, scouting, congregational prayers, classical learning (traffic rules, buying and selling transactions), vocational learning (cooking, gardening, smoked eggs, etc.), and extracurriculars.

This special program is structured into a school curriculum, as stated by one of the teachers as follows “...we include socialization or social interaction activities in the school curriculum, for example on Monday we start the children with joint activities such as the flag ceremony, every day at half past 12 we have midday prayers in congregation, which is mandatory for children who are already in high school. Then on Tuesday morning there are vocational activities where

the class will be bigger because it is a specialization and choice. If the class is usually only 5 students, in this vocational class the number can be increased and with changing participants it trains children to be able to adapt to meeting new friends in learning activities. Every Wednesday there is a large class of classical learning so we prepare a classical schedule...". The forms of activities in special programs to develop interaction, communication and behavioral skills as outlined in the school curriculum are found in Chapter III Curriculum Structure and Content in the special program, self-development and vocational development sections. with outing classes, students get the opportunity to meet and interact with new people, are better trained in getting to know their surroundings, their ability to adapt becomes better when going to new environments and atmospheres, students gain complete knowledge by getting to know the new things they learn, and knowing what to do outside when they meet new environments and people.

This was conveyed as follows: "They are happy, they get interaction, they also get out in the surrounding environment, I really enjoy outing class activities. their adaptability, so how can they adapt to a new environment and atmosphere? It's not easy. Children with autistic disorder, once they arrive, can immediately adapt like that. It's very rare. There are children who need to be trained once or twice before they can become comfortable. So, how can these children learn by adapting well to new situations and conditions, that's for outing classes...".

Steps for Implementing Outing Class Learning

The steps for implementing outing class learning include planning outing class learning and implementing outing class learning. The following are the steps in planning outing class learning: 1) Preparing learning tools according to the theme that will be presented to students; 2) For outing class learning in large classical classes such as scouts, the ceremony has been prepared in one academic year which is arranged in one academic calendar; 3) General planning carried out by the curriculum coordinator; 4) The plan is made in the form of a sheet and then distributed to all teachers containing the name of the activity, implementation time, program coordinator; 4) Socialize the scheduling/academic calendar of activities to parents; Determine the program coordinator; 5) The program coordinator creates an activity concept one week in advance; 6) The coordinator conducts a survey of the locations where activities are carried out both inside and outside the school; 7) The coordinator prepares all the requirements for implementation, including media, tools and equipment; 8) Division of students and accompanying teachers. Students are grouped according to their abilities and needs, then accompanying teachers are also divided according to the student groups that have

been formed; 9) Determining student assignments during implementation in accordance with the abilities and achievement indicators of students at each level; 10) Providing information to students regarding the implementation of outing class learning by providing class material according to the theme and learning objectives; 11) Carrying out simulations at school related to the implementation of outing class learning; 12) Provide information to parents regarding student needs in carrying out activities through direct communication or notification letters. Next, the steps for implementing outing class learning are as follows: 1) The coordinator prepares a rundown during the activity, starting from time, place, activities, and accompanying teacher/person in charge; 2) The accompanying teacher is responsible for checking the luggage of each student for whom he is responsible; 3) Carry out activities according to the rundown that has been prepared. The compiled rundown must be prepared as best as possible according to the needs of each student, starting from the description and sequence of activities, time, and accompanying teachers as well as allocation; 4) After carrying out the activity, the coordinator is obliged to make an activity evaluation report as a consideration for follow-up activities.

Obstacles in Implementing Outing Class Learning

In implementing outing class learning with autistic students, there are definitely many obstacles, internal and external. The main obstacle comes from students, the various characteristics of students also trigger various student responses when visiting new places and meeting lots of people. Negative responses that might arise from students could be uncertain mood, sudden emotions, tantrums, rejection because they are not used to new things, even running away when panicked. Another obstacle is the problem of teachers as companions when implementing outing class learning. This obstacle is the lack of teachers to accompany students. The next obstacles are obstacles that come from outside (external) the school, some of the obstacles are related to the transportation used when going to and from outing class learning outside the school, because the condition of autistic students is that it is difficult to get public transportation such as angkot and others, then the facilities in public places sometimes make students afraid, such as elevators and escalators, then the general public is still not used to the presence of autistic students in public places, most of them still don't know how to deal with students with autism, because of students' limitations, sometimes they are limited in several things, apart from that, the character of parents is different, sometimes some give permission, some don't because they are too protective, and the obstacle that hinders the most is the existence of various restrictions both at school and outside school, ultimately learning Outing classes are implemented on

a limited basis, starting from only conducting outing class learning within the school, then implementing only small classical classes, until it is eliminated by continuing to include special program material in online learning using image and video media.

Solutions to Obstacles in Implementing Outing Class Learning

The following are solutions to the obstacles to implementing outing class learning: 1) In facing obstacles from students, teachers make efforts to condition students to be able to participate in activities well, so that students are not too confused and surprised when they come to a new place and environment, the teacher will provide information in advance by including information related to the destination and activities into classroom learning, as well as carrying out simulations of implementing classical activities at school. Furthermore, when students have arrived at their destination, to overcome negative responses from students, the teacher will provide persuasion or understanding using rewards and punishments, the rewards in question are in the form of things that the child likes, while the punishment given is in the form of words or firm warnings from the teacher; 2) The grouping of students is adjusted to the abilities and needs of the students, this is done so that the distribution of accompanying teachers can be determined so that during teacher activities there is no confusion and there is no shortage of teachers, if it is lacking, the teacher can find out and find a solution, such as asking for help from volunteers. Volunteers can come from students who are doing internships at school, parents or families of students, baby sitters, sometimes also the general public who are interested in the activities of autistic students; 3) To deal with obstacles related to the vehicle or transportation used to leave and return after the activity, namely by renting the transportation that will be used; 4) Then, for problems with the place where they are going so that it is safe for students and there is space for students to study without any problems with the management when getting to their place, before implementing the program the coordinator will carry out a survey of the place, so that they can find out where it is safe for students, then ask permission from the manager of the place they are going to, and provide information related to the condition of the students, even if possible the school will establish partnerships with certain places so that activities can be carried out continuously; 5) The solution for people who are still not used to the presence of autistic students in public places, the solution is to provide information to the general public regarding the condition of autistic students. So it is hoped that we can understand what students do when they are there.

Discussion

The background to outing class learning as a means of developing social interaction abilities in autistic students is that students' interaction abilities are still very lacking and require appropriate learning to develop and improve students' social interaction abilities. Social interaction abilities are indeed one of the three disorders that autistic students have, the other disorders being behavior and communication. Disturbances in students' social interaction abilities begin to appear when they first enter school. Students show different social interaction abilities, there are those who can carry out social interactions but still have obstacles such as lacking self-confidence, are still afraid to interact for certain reasons and so on, then there are also those who cannot carry out social interactions at all. As stated by Prasetyono (2008), there are six types of disorders experienced by autistic students, one of which is social interaction disorders. This is reinforced by the opinion of Kaplan & Sadock (2010) who stated that autistic children cannot show interest in social interactions, this can be seen from the lack of eye contact and the absence of facial expressions. Apart from that, autistic children also show uncontrolled behavior that is not appropriate to the situation, emotions that change easily and often, such as suddenly crying sadly or getting angry, this results in autistic children being unable to interact with other people and tend to be shunned by their peers. This was further strengthened by Sutadi's statement (in Azwandi, 2005), namely that autism is a severe neurobiological developmental disorder which has an impact on a person's way of communicating and relating to other people. People with autism usually cannot relate to other people well, and their ability to build relationships with other people is disrupted because they are unable to build communication and understand other people's feelings.

With students' needs related to their social interaction skills still being very lacking, schools must provide facilities and learning that suit students' needs. In response to this, the school has formed various learning activities which are based on the aim of developing and improving students' social interaction abilities. As a form of school effort to facilitate these needs, ultimately through various evaluations carried out by school principals and teachers, a special program was formed which was included in the school curriculum. In implementing this special program, one of the main objectives is to focus on improving students' social interaction abilities. All of the activities in this special program are carried out outside the classroom so that it can be called outing class learning. Vera (2012) states that learning outside the classroom or outing class is an activity that involves nature directly as a learning

resource. So we can know that outing class learning is a learning activity that is carried out outside the classroom and is prepared and designed well according to needs and to achieve learning objectives optimally. The aim of outing class learning as stated by Vera (2012), outing class activities enable children to gain high learning motivation, meaningful learning, hone physical activity and creativity, stimulate children's mastery of social skills and learn in a comfortable and enjoyable atmosphere.

The steps in implementing outing class learning consist of planning outing class learning, implementing outing class learning, and evaluating (obstacles and solutions) implementing outing class learning. Roger A. Kauffman in Luluk Asmawati (2014), states that planning is a projection of what is needed when you want to achieve a goal. At this school, planning for the implementation of outing class learning will generally be designed by the school's Deputy Curriculum Coordinator. This general planning is of course the result of discussions with teachers to adjust schedules and student needs. The steps for planning outing class learning at the school are as follows: (1) Preparing learning tools according to the theme that will be presented to students. Preparation of learning tools includes Prota, Promes, RPP (Learning Implementation Plan), learning media, student Worksheets (LK); (2) For outing class learning in major classics such as scouting, ceremonies, congregational prayers, it has been prepared in one academic year which has been arranged in one academic calendar, while it has also been prepared for one semester, such as vocational and extracurricular learning. After that it is explained and arranged into weekly and daily activities; (3) Planning is generally carried out by the curriculum coordinator. The plan is made in the form of a sheet and then distributed to all teachers containing the name of the activity, implementation time, program coordinator; (4) Socialize the scheduling/academic calendar of activities to parents; (5) Determine the program coordinator. The program coordinator is tasked with preparing the concept, preparing the needs for implementing outing class learning and is responsible for the running of the activities; (6) The program coordinator then creates an activity concept one week in advance; (7) The coordinator conducts a survey of the locations where activities are carried out both inside and outside the school; (8) The Coordinator prepares all requirements for implementation, including the media and tools and equipment needed; (9) Organizing students and teachers by dividing students and accompanying teachers. Students are grouped according to their abilities and needs, then accompanying teachers are also divided according to the student groups that have been formed; (10) Determining student assignments during implementation in accordance with the abilities and achievement indicators of students at each level; (11) Providing information to students regarding the

implementation of outing class learning by providing class material according to the theme and learning objectives. The material is adjusted to the RPP that has been prepared by the teacher; (12) Carrying out simulations at school related to the implementation of outing class learning; (13) Provide information to parents regarding student needs in carrying out activities through direct communication or notification letters.

The implementation of outing class learning which focuses on improving students' social interaction skills must be carried out in accordance with a plan that has been carefully prepared towards the learning objectives. Wibowo (2012) states that the implementation of learning is a teaching and learning activity that is actually carried out by the teacher and there is direct interaction with students regarding the subject matter that will be taught. After the planning is complete, the next steps are the steps that must be taken into account when implementing outing class learning. The following are the steps that must be taken into account when implementing outing class learning: (1) The coordinator prepares a rundown that will be used during the activity, starting from time, place, activities, and accompanying teacher/person in charge. The activity rundown is the basis for implementing activities so that they can run in an orderly manner as planned. In the rundown, events are arranged from opening, main activities and closing. After that, managing student groups with the coordinator checking student groups and distributing teachers' tasks before leaving, only after that a briefing with teachers regarding the rundown and all the preparations needed when carrying out outing class learning; (2) The accompanying teacher is responsible for checking the luggage of each student for whom he is responsible. So every accompanying teacher before starting activities must check the student's belongings until he returns to school, whatever happens to the student, or the student's belongings, is the responsibility of the accompanying teacher; (3) Carrying out activities in accordance with the rundown that has been prepared. The compiled rundown must be prepared as best as possible according to the needs of each student, starting from the description and sequence of activities, time, accompanying teacher and allocation; (4) After carrying out the activity, the coordinator is obliged to make an activity evaluation report as a consideration for follow-up activities. The coordinator must always be responsible for the implementation of the activity, with the assistance of the accompanying teacher, the program coordinator will carry out an assessment regarding the implementation of the activity, both regarding obstacles and solutions during the implementation of the activity, so that follow-up actions can be determined for the implementation of the next activity. The steps for implementing outing class learning carried out by the School are in line

with the steps for outing class learning presented by Husmah (2013) as follows: (1) Prepare what is needed during outing class learning; (2) Choose a place that will be used for outing class teaching and learning; (3) Create steps for the outing class learning process; (5) Then the teacher explains the material being taught to students; (6) Then the teacher asks questions about learning outside the classroom.

During the implementation of outing class learning, several obstacles were encountered. More obstacles were encountered when implementing outing class learning for autistic students at the school. Some of the obstacles encountered can originate from internal or external to the school. Internal school constraints can come from students, teachers and the school environment, while external school constraints include constraints originating from outside the school such as transportation, parents, destinations and the community. The following are internal school constraints: (1) Constraints from students, namely the behaviors shown by students during outing class learning, basically often arise from students with autistic disabilities. This has been explained by Noor (in Yosfan Azwandi, 2005) that children like to do activities without thinking about the consequences and when they are forbidden it will make children angry, anxious and even have tantrums. Autistic children have limited, repetitive and stereotyped patterns of behavior, interests and activities. This behavior ultimately forms a monotonous attitude in every activity, often parroting, often pulling an adult's hand when they want something, not being interested when spoken to, injuring themselves, not being interested in toys and the surrounding environment; (2) Obstacles from teachers; (3) The obstacle most often experienced by teachers is the problem of the number of teachers being disproportionate to the number of students who will be accompanied. Currently there are 16 teachers and around 50 students. Judging from the number of teachers, there are actually quite a lot of them but they are still not enough to accompany the students. This is due to the different abilities and needs of students so that the number of teachers to accompany students is often lacking. In some conditions teachers cannot be divided equally, but are divided according to the conditions of the students. Sometimes one to two teachers have to focus on one student because the student is considered vulnerable and has strong enough energy so with these considerations two teachers have to supervise one student, for the distribution of students with moderate to light abilities and needs, several students can be divided into groups according to their needs and then accompanied by one to the teacher; (4) Constraints from the school environment in some cases or certain needs cannot be found in the school environment so that outing class learning must also be carried out outside the school.

The following is an explanation of the obstacles that

originate from outside the school: (1) Transportation, when implementing outing class learning outside the school, transportation will be needed for mobility from school to destination. Schools themselves basically prefer public transportation, this aims to introduce students to public places, and introduce autistic students to society. The problem is that some public transport owners don't want to accept passengers with autistic students, or sometimes ask to be rented, some even ask for double the fee. (2) Infrastructure in public places that makes students feel afraid because they are not used to new things, for example elevators and escalators. In the end, many students refused when invited to use these facilities; (3) The general public is still not used to the presence of autistic students in public places. When students are invited to go to a public place that they have never visited before, then meeting lots of people elicits various responses from students. When students show different behavior in the midst of other visitors, many people still pay attention so that the students become the center of attention. There are still many people who are not used to it and do not know what to do when meeting or interacting with autistic students, some even feel disturbed by their presence; (4) The destination, some of the destinations are sometimes well received and some are not, apart from that, there are also some locations that are dangerous for students' safety, an open place will make it easier for students to feel comfortable compared to a closed place containing lots of people.

In order to implement optimal outing class learning, solutions must be sought for the obstacles in implementing outing class learning through evaluations carried out by program coordinators and also teachers. After every outing class lesson, the teacher who acts as the activity coordinator is obliged to make an activity evaluation report, so that from there the follow-up action for the activity can be determined. When the obstacles to implementing outing class learning can be overcome, it is hoped that the learning objectives can be achieved optimally. Solve students' obstacles by providing advance information regarding the activities to be carried out. This information is conveyed by the teacher by including information on activities to be carried out in the classroom learning material. This information starts from the place you are going to, what you will find there, what attitude you should show when you are there, introduction to objects, the infrastructure available there and so on. Another solution to overcome negative responses from students, the teacher will carry out various persuasions and understandings to students, and use the reward and punishment method. The rewards in question are in the form of things that the child likes, while the punishment given is in the form of firm words or warnings from the teacher. The statement above is in accordance with the opinion of Malhotra et al (2012), namely giving appropriate instructions such as using a firm voice,

not repeating instructions directly, not using questions but using statements, and understanding how to deal with children when they disobey. Apart from that, the application of reinforcement methods can also be seen in the treatment of students. According to Miltenberger (2012), the use of positive reinforcement can increase obedience behavior, namely when behavior gets reinforcement, the behavior is strengthened, which ultimately increases the possibility that the behavior will appear in the future.

The obstacle that comes from teachers is that there are still not enough teachers to accompany students during outing class learning. To overcome this obstacle, teachers collaborate to conditionally be able to prepare to face students in any condition, then divide students into groups according to the students' abilities and needs and look for volunteers from outside. Outside volunteers can come from students who are doing internships or KPL at school, from students' parents or families, baby sitters, sometimes also the general public who are interested in the activities of autistic students. Overcoming transportation obstacles as a means of mobility from school to destination, namely by renting the transportation needed such as buses, cars, even public transportation. Then overcome obstacles at the place you are going to, namely by formally obtaining permits at the place you are going to with the party responsible for that place. Therefore, in advance, the program coordinator will conduct a survey of the place to see the condition of the place, determine whether the place is safe or not for students, then look for information regarding permits and familiarization with the condition of autistic students, so that if something undesirable happens, it can be predicted what should be done. If the destination receives it well, the school will also try to collaborate in the form of a partnership so that the program can be carried out continuously. And to overcome the response from people who are not used to the presence of autistic students in public places, namely by providing information to the people in that place regarding the student's condition and mentioning the name of the school. If there is an undesirable incident due to the student's behavior, the teachers will apologize directly and explain the student's condition again until the problem is completely resolved.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research that has been carried out, the following conclusions can be found: (1) The background of outing class learning as a means of developing social interaction abilities in autistic students, namely that the interaction abilities of autistic students before and when they enter school are still very lacking, social interaction abilities themselves are one of the disorders that autistic students have,

so schools are required to facilitate students' needs to develop students' social interaction abilities. Based on these students' needs, various learning activities in schools always place the development of social interaction as one of the learning objectives. Outing class learning is a type of creative and innovative learning that is often used. Learning outside the classroom can enable students to learn concretely in the surrounding environment so that students gain complete knowledge, apart from that, students can also learn new things, getting used to them gradually in a new environment; (2) steps for implementing outing class learning, including planning outing class learning, implementing outing class learning, and evaluating (obstacles and solutions) implementing outing class learning. After the planning is carried out carefully, it is continued with the implementation of outing class learning; (3) obstacles to the implementation of outing class learning, which consist of those originating from internal schools which include obstacles from students, obstacles from teachers, and obstacles from the school environment, then obstacles originating from external schools including transportation, facilities and infrastructure in public places, security and acceptance at the destination, as well as responses from the general public; (4) solutions to obstacles in implementing outing class learning, to deal with obstacles from students, teachers make efforts to condition students to be able to participate in activities well, including providing early information and activity simulations, persuasion and firm action according to students' needs, then for obstacles from teachers, namely the distribution of accompanying teachers, and assistance from volunteers, problems in the school environment can be resolved by improving facilities. Obstacles that come from external to the school include renting the transportation used, obtaining permits and information related to students' conditions, as well as providing understanding to the community regarding the existence of autistic students.

Suggestion

It is hoped that teachers at schools can continue outing class learning activities in the future, as well as continue to evaluate activities after implementing outing class learning. It is hoped that future researchers will be able to research more innovative outing class learning activities and refer to how useful outing class learning is in the implementation of learning and students' abilities. It is hoped that in the future parents of students will be able to participate in several outing class learning activities so that children's learning motivation will increase and parents will know how their children respond when taking part in outing class learning so that parents can apply this at home when they want to invite their children to go to a new environment.

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