ABSTRAK

Nuzuliyah, Salsabilla. 2026. *Implementasi Pembelajaran Outing Class dalam Meningkatkan Keterampilan Sosial Siswa di MI Al-Urwatul Wutsqo 1*. Skripsi, Program Studi S-1 Pendidikan Agama Islam, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Beny Sintasari, S.Pd.I., M.Pd.

Kata kunci: *Outing class,* Keterampilan Sosial.

Pembelajaran yang masih berpusat pada guru menyebabkan sebagian siswa kurang aktif dalam berkomunikasi, bekerja sama, dan berinteraksi dengan lingkungan sosialnya. Kondisi tersebut mendorong MI Al-Urwatul Wutsqo 1 menerapkan pembelajaran *outing class* sebagai salah satu strategi pembelajaran yang memberikan kesempatan kepada siswa untuk belajar secara langsung melalui berbagai aktivitas di luar kelas. Penelitian ini bertujuan untuk: (1) mendeskripsikan dan menganalisis implementasi pembelajaran outing class dalam meningkatkan keterampilan sosial siswa di MI Al-Urwatul Wutsqo 1 dan (2) mendeskripsikan dan menganalisis peningkatan rasa percaya diri dan kenyamanan siswa dalam berinteraksi sosial melalui kegiatan outing class. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri dari kepala madrasah, guru, dan siswa kelas VI. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diperoleh melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa: (1) implementasi pembelajaran *outing class* dilaksanakan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi. Tahap perencanaan meliputi penentuan tujuan pembelajaran, pemilihan lokasi, persiapan sarana dan prasarana, serta koordinasi dengan pihak sekolah. Tahap pelaksanaan melibatkan siswa dalam kegiatan individu maupun kelompok yang mendorong munculnya keterampilan komunikasi, kerja sama, tanggung jawab, saling membantu, menghargai pendapat, dan kemampuan beradaptasi. Tahap evaluasi dilakukan melalui pemeriksaan hasil tugas, evaluasi proses kegiatan, serta penilaian terhadap keamanan, kenyamanan, dan kelayakan lokasi sebagai bahan perbaikan kegiatan berikutnya. (2) *Outing class* meningkatkan rasa percaya diri dan kenyamanan siswa dalam berinteraksi sosial. Hal tersebut terlihat dari keberanian siswa bertanya, menyampaikan pendapat, mencoba pengalaman baru, aktif berkomunikasi, mengambil peran dalam kelompok, serta berinteraksi dengan lingkungan baru. Kenyamanan siswa terlihat dari berkurangnya rasa malu dan canggung, komunikasi yang lebih terbuka, meningkatnya kerja sama, kedekatan dengan teman dan guru, serta kemampuan menyesuaikan diri dengan lingkungan sosial. Dengan demikian, pembelajaran *outing class* dapat menjadi salah satu strategi pembelajaran yang mendukung peningkatan keterampilan sosial siswa di MI Al-Urwatul Wutsqo 1.

ABSTRACT

Nuzuliyah, Salsabilla. 2026. *The Implementation of Outing Class Learning in Improving Students' Social Skills at MI Al-Urwatul Wutsqo 1*. Undergraduate Thesis, Islamic Religious Education Study Program, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Beny Sintasari, S.Pd.I., M.Pd.

Keywords: Outing Class, Social Skills.

Learning that is still teacher-centered causes some students to be less active in communicating, cooperating, and interacting with their social environment. This condition encouraged MI Al-Urwatul Wutsqo 1 to implement outing class learning as a learning strategy that provides students with opportunities to learn directly through various activities outside the classroom. This study aimed to: (1) describe and analyze the implementation of outing class learning in improving students' social skills at MI Al-Urwatul Wutsqo 1 and (2) describe and analyze the improvement of students' self-confidence and comfort in social interaction through outing class activities. This study employed a qualitative approach with a descriptive research design. The research subjects consisted of the principal, teachers, and sixth-grade students. Data were collected through interviews, observations, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was established through source and technique triangulation. The results showed that: (1) the implementation of outing class learning was carried out through three stages, namely planning, implementation, and evaluation. The planning stage included determining learning objectives, selecting locations, preparing facilities and infrastructure, and coordinating with the school. The implementation stage involved students in individual and group activities that encouraged the development of communication skills, cooperation, responsibility, helping one another, respecting others' opinions, and adapting to the environment. The evaluation stage was conducted through reviewing students' assignments, evaluating the learning process, and assessing the safety, comfort, and suitability of the location as a basis for improving future activities. (2) Outing class learning improved students' self-confidence and comfort in social interaction. This was demonstrated by students' courage to ask questions, express opinions, try new experiences, communicate actively, take roles in groups, and interact with new environments. Students' comfort was reflected in reduced feelings of shyness and awkwardness, more open communication, improved cooperation, closer relationships with friends and teachers, and the ability to adapt to the social environment. Therefore, outing class learning can serve as a learning strategy that supports the improvement of students' social skills at MI Al-Urwatul Wutsqo 1.