International Conferences On Early Childhood Education Proceedings
E-ISSN (Online Media):3032-7288

Application of Outbound Method to develop Early Childhood Social Emotional Skills

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ABSTRAK:

Background/purpose.
Early childhood is in a golden age that will determine the ability to develop various aspects, including social and emotional. Good social-emotional skills will be so important that children are able to interact, control emotions, and adapt in the surrounding environment. But there are still many teachers and parents who do not understand the importance of early childhood social emotional development. This study aims to find out how the application of outbound methods can develop the social-emotional abilities of early childhood at RA SALSABILA.
Materials/methods.
This research uses a qualitative descriptive method with observation, interview, and documentation approaches. The research subjects were children aged 5-6 years in class B of RA SALSABILA. Outbound activities are designed to provide direct experience in the form of fun games, which can stimulate children's social-emotional development.
Results.
The results showed that the application of outbound methods can effectively improve children's social-emotional abilities, especially in the aspects of cooperation, communication, emotional control, self-confidence and adaptability. Children are more able to interact with peers, complete group tasks, and show empathy and tolerance.
Conclusion.
The outbound method is proven to be an effective and fun means of developing early childhood social-emotional skills. Therefore, outbound activities are recommended to be part of the learning strategy in RA/TK to maximize children's potential holistically.

Article History
Received 22 July, 2025
Accepted 30 July, 2025
Published Online 31 July, 2025

Keywords: Early Childhood, Social Emotional Skills, Outbound, Play Learning.

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1. Introduction

In early childhood children experience a golden period (the golden years), in accordance with article 28 of the National Education System Law No. 20/2003 paragraph 1 "which includes early childhood are children who enter the age range 0-6 years". The golden age period is the best period for child development where children begin to be sensitive to receive various stimuli. The sensitive period in each child will be different, along with the rate of growth and development of the child individually. The sensitive period is the period of maturity of physical and psychological functions that are ready to respond to stimulation provided by the environment. This period is also a period of laying the foundation for developing cognitive, motor, language, social-emotional, religious and moral abilities.

Early childhood is a period of maturation in physical and mental functions that are ready to respond to stimulation that will be provided by the environment. At this time the child will be very receptive to all influences given by the environment. At this time is the first foundation laid for the development of physical, emotional, social, intellectual, artistic, language, and moral potential (Kurniawati, Satyaninrum, Sayekti, & Rahmizar, 2022). One aspect that will be important in child development is training their social emotional development because this development is an important aspect that can affect the growth and quality of children's lives in the future. Therefore, parents or teachers must pay special attention to the social emotional development of children, failure in coaching, education, care and treatment of children will have a negative impact on children's lives every day (Kartikawati, Roni, Purwanti

& State Islam Raden Intan Bandar Lampung, 2022). Children must be introduced to the ability to recognize themselves, control and process their emotions and social behavior early on so that they can respond and stimulate properly, by learning readiness and ability to adapt to their development.

Early childhood education is an education that cannot be separated from play activities. Whatever children's learning activities are always done by playing. For early childhood play has become one of the basic needs that must be met. With the fulfillment of play needs, it will indirectly affect the growth and development of children. In addition, various studies have shown that play is the most effective way for children to learn. This is evidenced by the phrase "learning while playing". This means that by playing, children are actually learning, both social-emotional and 5 other aspects of development.

Children's social emotional development is the acquisition of children's behavioral abilities in accordance with social guidance in the family or community environment. Early childhood social emotional development is the ability to interact socially, regulate emotions, and understand and express emotions appropriately. Early childhood social emotional abilities are characterized by the development of the ability to adapt to the surrounding environment, have a sense of friendship that involves their emotions, thoughts and behavior. And the development of children's own emotional side can be seen through a process where children are able to develop their interpersonal skills about the people around them because that way children also understand the beauty of togetherness in the surrounding environment.

Children's social emotional abilities can be obtained in various ways, starting from through opportunities and experiences of children when interacting with people around children. One way to effectively develop children's social-emotional skills is through outbound games. In outbound games there are various activities that challenge and build cooperation, problem solving, communication, and emotional management in children.

Early childhood education is carried out with the concept of learning while playing. Learning is packaged in such a way as to provide an active, innovative, creative, fun, joyful and weighted learning atmosphere. In this case the teacher designs learning with the aim of providing stimulation and helping to develop potential as optimally as possible. Playing for early childhood is very important because learning while playing. One of the games that can stimulate children's development is through outbound games, which is a method used through direct experience activities for children in nature or outside formal classes conducted in the classroom with fun games, and suitable for RA / TK children, so that the learning applied can be accepted, understood, and applied again by children (Mangiantini, 1957).

Educators will play an important role in outbound activities both as mediators and as facilitators. Outbound games are intended to be not just games, but must be games that are of high value in helping the development of children's intelligence. Outbound activities are outdoor and open game activities that require adult or teacher supervision. One of the characteristics of outbound is full of excitement because it is done with games. Outbound games are the same as outdoor learning based on the principle of experiential learning (learning through direct experience) which is presented in the form of games, stimulation, discussion and adventure as a medium for delivering material. Which means that in the process of the outbound game program, children are actively involved in all activities carried out. With the concept of interaction between children and nature through outbound activities, it will stimulate children's development by simulating in nature. It is believed to provide a conducive atmosphere to form attitudes, ways of thinking and creative and positive perceptions of each student in order to form a spirit of leadership, togetherness (Rocmah & Sidoarjo, 2012).

The outbound game method is able to contribute to the development of various skills including cooperation, communication and leadership that can be implemented through games, simulations and adventure activities. However, in reality, there are still many teachers and parents who do not know about the benefits of outbound games on the development of children's social emotional abilities, this is because parents are still worried about their children, for example their children fall or are unable to face obstacles, therefore this is one of the reasons researchers introduce outbound games as a means of training children's social emotional development at RA SALSABILA which is certainly safe and will attract children's interest. This research is entitled "The Application of the Outbound Method to develop Early Childhood Social Emotional Skills at RA SALSABILA".

2. Methodology

This research uses descriptive qualitative methods on the grounds that qualitative research is able to capture the symptoms that accompany a problem in detail and can be explored in depth, thoroughly and systematically and uses human instruments, namely researchers themselves. Qualitative descriptive method is data collected in the form of words, images, and not numbers (Moleong. 2017: 11). The place of this research was conducted at RA SALSABILA. This research will be conducted in the even semester of the 2025 school year. The research time is estimated to run less than one month. The subject of this research is needed as a center for providing information and information on data that is the target of research that can be recognized as true. The target subjects of this research are grade B children at RA SALSABILA.

3. Result/Findings

Based on the results of interviews with teachers and event organizers, outbound activities for early childhood are designed to be fun and educational, taking into account their safety. This outbound activity is carried out once a year in February as a form of learning outside of school, as for some forms of activities that have been carried out include:

Kegiatan outbound

1. Iron climbing can develop cooperation and mutual help: Children may wait for each other's turn, encourage a friend who is struggling, or even help a friend to reach a higher handhold and also build trust: when a child successfully climbs, this can foster trust in his or her own abilities and also trust in friends or teachers who provide support.
2. Painting can build 2 benefits which are social and emotional:
    a. Social: Encouraging Self-Expression and Communication with painting activities allows children to express their ideas and feelings non-verbally. They can share the stories behind their paintings with friends can build appreciation for the work of others as children learn to appreciate and respect the work of their different friends and also cooperation in large projects if painting is done in groups to create a mural or artwork together, this trains teamwork.
    b. Emotional: Releasing Emotions and Stress by painting can be an effective therapeutic tool for children to express feelings that are difficult to express in words, thus reducing stress or anxiety can also increase creativity and Imagination: Freedom of expression through colors and shapes triggers imagination and enriches their emotional world, a sense of calm and focus: Painting activities are often calming and help children to focus, which is good for emotional regulation.
    a. Planting Rice can build 2 benefits which are social and emotional:
    Social: Increasing a Sense of Social Responsibility i.e. children learn about the importance of agriculture and food, and their role in the process, can also develop empathy they can learn to care for living things (plants) and the environment, which can foster empathy for others. teamwork with rice planting activities often involve several stages that can be done together, training coordination and cooperation.
    b. Emotional: Building Patience The process of planting to harvesting takes time, training children to be patient and understand that results are not always instant and also have respect for the environment, namely interacting directly with nature and soil can foster respect and emotional connection to the environment, building a sense of satisfaction and contribution by seeing plants grow thanks to their efforts gives a sense of satisfaction and feels that they have contributed, increasing self-esteem.
3. Obstacle Course can build two benefits: social and emotional:
    a. Social: Encourages Cooperation and Support i.e. with obstacle course activities children may help each other through obstacles, give directions, or encourage friends who are struggling and learn to line up as well as follow the sequence in passing obstacles exercising patience and understanding of shared rules as well as being able to communicate about strategies or difficulties while passing obstacles.
    b. Emotional: Increasing Self-Confidence with obstacle course activities is proven to successfully pass a series of obstacles giving a great sense of confidence in physical and mental abilities, they can overcome fear and

anxiety children also learn to face physical challenges that may seem daunting at first, such as crawling in a dark tunnel or jumping over blocks also can manage frustration when failing on the first try, they learn not to give up and try again, training resilience. Celebrating the achievement of completing the entire obstacle course provides a great feeling of joy and pride.

4. Flying fox can build 2 benefits which are social and emotional:
   a. Social: Building Trust with flying fox activities Children learn to trust the equipment, instructors, and their friends who may be waiting at the end of the track and also encourage each other friends who are waiting for their turn or have finished will provide support and encouragement.
   b. Emotional: Overcoming Fear and Managing Adrenaline through flying fox activities can provide children with a thrilling experience. Children learn to face the fear of heights and speed, and feel the excitement after success can also increase courage and self-confidence that can train the courage needed to slide on the flying fox, as well as the success of doing so, will greatly increase self-confidence and also grow a sense of joy and positive sensations by multiplying experiences to children with fast and fun gliding produces a joyful sensation and a strong sense of achievement.

Taken together, these outbound activities provide valuable opportunities for young children to develop essential social skills such as cooperation, communication, empathy and mutual aid, while building emotional strengths such as confidence, courage, resilience and the ability to manage emotions. The outdoor environment and interactive nature of the activities naturally encourage this holistic development.



Figure 1: Children ride an obstacle course to develop courage, cooperation, and emotional regulation in a fun atmosphere.



Figure 2. Rice planting activity trains children's responsibility, empathy and cooperation in the outdoors.



Figure 3: Children play net climbing which stimulates cohesiveness and gross motor skills in a fun way.



Figure 4. Flying fox activity that trains courage, confidence, and social support among friends.

The main purpose of teachers, counselors, or parents including children in outbound activities is to:

- Develop Gross Motor Skills: Through running, jumping, climbing and other physical activities.
- Improve Social and Emotional Skills: Learning to share, cooperate, communicate, solve problems together, and manage emotions in new situations.
- Stimulates Cognition: Introduces new concepts about nature, science or the environment through hands-on experiences.
- Builds Independence and Self-Confidence: Children learn to face small challenges, make decisions, and feel proud of their achievements.
- Develops a Sense of Environmentalism: Builds a positive connection with nature and fosters awareness of the importance of protecting the environment.
- Reduces Stress and Improves Wellbeing: Being outdoors and engaging in physical activity can help reduce stress and improve mood.
- Develops Creativity and Imagination: Outdoor environments provide plenty of stimulus for role play, exploration and new ideas.

Children's Response to Outbound Activities

Children's responses to outbound activities were generally very positive and enthusiastic. They showed various reactions indicating that they enjoyed and benefited from the experience:

- Excitement and Enthusiasm: Children are usually very happy and excited when they know they will be doing outdoor activities. They show high energy and active participation.
- High Curiosity: New environments and outdoor activities stimulate their curiosity. Children tend to be more explorative and eager to discover new things.
- Increased Energy and Focus: Being outdoors and engaging in physical activities can help children who may struggle to sit still in class. They often show increased focus on the task at hand due to the intrinsic motivation of the activity itself.
- Active Engagement: Children tend to be more engaged and participate more directly in outbound activities compared to a more formal classroom learning atmosphere.
- Freer Self-Expression: Outdoor environments often feel more relaxed, allowing children to express themselves and interact with their peers more freely and naturally.
- Improved Sleep: The positive fatigue gained from outdoor physical activities often helps children sleep better at night.

While most children respond positively, keep in mind that some children may initially show shyness, be a little anxious, or need time to adapt to a new environment or activity. However, with support, encouragement and guidance from teachers or adults, most of them will quickly feel comfortable and enjoy the activity to the fullest.

Outbound activity planning

With the holding of outbound activities in accordance with the planning of the teacher and the committee, namely as a form of learning outside the school. Teachers and committees form activities that children will do according to their developmental stages and adult / teacher assistance because groups are formed, each group contains 5-8 people and 1 teacher to accompany them during the activity.

Challenges in planning outbound activities

While the challenges in outbound activities offer many benefits, their implementation for early childhood has its own set of challenges that need to be considered, some of the main ones:

- Safety and Security: This is the number one priority. Ensuring the environment and all activities are completely safe for young children is the biggest challenge. This includes minimizing the risk of physical injury, ensuring the equipment used is safe and up to standard, and keeping children away from potential environmental hazards such as poisonous plants or dangerous areas.
- Unpredictable Weather Conditions: The weather can be very changeable. Heavy rain, scorching heat, strong winds, or even high humidity can quickly affect a child's comfort and safety, which can force cancellation or sudden changes to activity plans.
- Complicated Logistics Planning: Arranging safe transportation, sufficient food and drink supplies, access to clean toilets, as well as emergency kits (first aid kits) for a group of young children can be very complex and require attention to detail.
- Adequate Supervision Ratios: Ensuring there are enough trained adults (teachers, assistants, or parents) to effectively supervise each child is crucial. A low supervision ratio can increase risk and reduce the quality of the experience.
- Meeting Children's Individual Needs: Every child has a different personality, abilities, and needs. Some children may have allergies, phobias, or difficulties adapting to new environments, which require individualized attention and approach from the chaperone.

- Cost of Implementation: Some outbound activities, especially those involving visits to special locations or the use of certain facilities, can require significant costs. This can be an obstacle for educational institutions or families with limited budgets.
- Availability of Suitable Locations: Finding a location that is not only safe but also interesting, educational and accessible for early childhood is not always easy, especially in urban areas.
- Licensing and Bureaucracy: Sometimes, certain licensing or bureaucratic processes are required from the authorities or location managers if the activities are conducted outside the school area, which can be time-consuming and labor-intensive.
- Limited Knowledge and Skills of Facilitators: Not all teachers or parents have sufficient experience or training in designing, facilitating and managing effective, safe and educational outbound activities specifically for early childhood.
- Understanding these challenges is the first step to planning and executing a successful and rewarding outbound activity for children.

Changes in children's social behavior after participating in outbound:

There are often positive social behavior changes in children after they participate in outbound activities. The benefits felt during outbound tend to be carried over and manifested in their daily social interactions including:

- Improved Cooperation Skills: Children who previously tended to play alone may start showing initiative to work together in groups, share tasks or help their friends. They learn that achieving goals together is more effective than doing it alone.

- Better Communication Skills: Outbound often forces children to communicate verbally and non-verbally to complete tasks or overcome obstacles. This can make them more willing to speak, listen, and express their ideas or needs clearly to peers and adults.

- Increased Empathy and Caring: Activities that involve interacting with nature or animals, as well as challenges that require team support, can foster a sense of empathy. Children learn to recognize the feelings of others, understand that others may need help, and offer support.

- Reduced Selfishness and Increased Sharing: In outbound, resources or tools are often limited, encouraging children to learn to share. They may also realize that shared happiness is more satisfying than personal pleasure.

- Improved Conflict Resolution Skills: While interacting in a group, minor conflicts may occur. Outbound, with the guidance of the facilitator, can be an arena where children learn to negotiate, find solutions together and compromise.

- Respect for Differences: Interacting with a variety of friends with different abilities and temperaments in an outbound context can help children learn to accept and respect differences.

- Increased Social Initiative: Formerly shy children may become bolder to initiate interactions, invite play or join groups after experiencing social success in a supportive outbound environment.

It should be noted that the extent and duration of these behavioral changes vary from child to child, depending on the frequency and quality of the outbound activities they participate in, as well as the support they receive in their daily environment (home and school) to apply the social lessons learned. However, in general, outbound provides a strong foundation for the development of essential social skills.

Outbound activities provide a unique and dynamic environment that naturally encourages children to face, feel and learn to manage a range of emotions. Here are some specific ways:

a. Identifying and Expressing Emotions i.e. with New Experiences Triggering Emotions, Outbound often presents new or out-of-the-routine situations, such as climbing, overcoming obstacles, or interacting with nature. These experiences naturally trigger a range of emotions such as excitement, enthusiasm, curiosity, but can also bring up anxiety, fear, frustration, or even boredom. Providing Room for Expression with the outdoor environment and unstructured nature of play gives more freedom for the child to express these emotions physically (jumping for joy, crying for frustration) or verbally, without feeling too restricted like in a classroom.
b. Overcoming Fear and Building Courage to Face Challenges, Many outbound activities involve slight risks or fear-inducing challenges, such as sliding on a mini flying fox, crossing a rope bridge, or exploring a new area. When children dare to try and succeed, they learn that they can overcome the fear.
c. Pride and confidence begin to emerge, success in conquering fears or completing challenges (even if they are small) will result in a significant sense of pride and increased confidence. It teaches them that their abilities are greater than their fears, and this is a powerful emotional lesson. Managing Frustration and Increasing Resilience by Honoring
d. Pride and confidence begin to emerge, success in conquering fears or completing challenges (even if they are small) will result in a significant sense of pride and increased confidence. It teaches them that their abilities are greater than their fears, and this is a powerful emotional lesson.
e. Managing Frustration and Increasing Resilience by Facing Adversity Not all activities will be immediately successful. The child may struggle with climbing, balancing, or cooperating with friends. These moments of frustration are valuable learning opportunities.
f. Learning Perseverance, with guidance, children learn not to give up, try another way, or ask for help. This process teaches them resilience the ability to bounce back after facing difficulties, rather than giving in to negative emotions.
g. Regulating Self and Emotions in Groups i.e. sharing and Waiting for Turns, In group play, children have to learn to wait for their turn, share tools, and follow rules. This trains them to delay gratification and manage their impulsive desires, which is an important part of emotion regulation.
h. Interacting with Others' Emotions i.e. they learn to observe and respond to their peers' emotions- for example, comforting a friend who is scared or celebrating a success together. This develops emotional intelligence and empathy. Managing Conflict, Minor conflicts may arise, and children are taught to negotiate, share, or seek peaceful solutions, instead of responding with anger or aggressiveness.
i. Healthy Channels for Energy and Stress through Physical Activity: Running, jumping and playing outdoors are very effective channels to release excess energy or emotional tension. Children who have a lot of energy or tend to be anxious often feel calmer and more in control after physical activity can also reduce stress. Being outdoors and engaging in free play can be an excellent way to reduce stress and anxiety, giving them a mental “break” from daily pressures or routines.

Overall, outbound activities create safe, real-life scenarios where children can experience, experiment with and ultimately learn healthy ways to manage their various emotions, preparing them for future emotional challenges.

With outbound activities for AUD, children often become more confident and able to express their opinions after participating in outbound activities. There are several compelling reasons why this is the case as the experience of personal success through outbound activities is designed to provide challenges that children can overcome, albeit sometimes with little effort or assistance. Every time a child successfully overcomes an obstacle, climbs or completes a task, they feel a great sense of accomplishment. This success directly builds confidence in their own abilities. The more often they feel "I can!", the more confident they become in themselves.

An Environment that Supports Expression, the outbound atmosphere is generally freer, relaxed, and less formal than the classroom environment. Children feel more comfortable to move, interact, and express

themselves without fear of being wrong or judged. Facilitators or teachers also usually encourage participation and ideas from each child. Improved communication skills i.e. the need to have a say in many group activities in outbound, children need to express ideas for strategies, ask for help, or give directions to friends. This encourages them to speak up and articulate their thoughts. Children also Listen and Understand not only speaking, children also learn to listen to the opinions of others, which is an important part of two-way communication. Children become Courageous in Public Speaking (Small Group), Although not in front of a large audience, speaking in front of a group of peers or adults in an outbound context trains their courage to convey ideas.

Learning from Direct Experience Unlike theory, outbound is all about doing. When children successfully apply their ideas or strategies in a game, they see the direct impact of their opinions. This reinforces the belief that their ideas are valuable and worth sharing. Children can also build resilience and overcome fears: As discussed earlier, overcoming fears (e.g., heights, speed) in activities like flying fox builds internal courage. This courage is not just limited to physical activities, but also extends to social and emotional aspects, making them braver to take social risks such as speaking up. In short, through a series of successes, positive interactions, and opportunities for expression, outbound activities create a strong foundation for children to develop self-confidence which in turn makes them more courageous and capable in expressing their opinions and communicating effectively.

Outbound activities significantly increase children's empathy and care for their peers. This happens because outbound often creates situations that naturally encourage children to step out of their self-focus and pay attention to the needs and feelings of others. With outbound activities children become more empathetic and caring, i.e. interdependent and helpful, many outbound games, such as crossing an obstacle course or solving a group puzzle, demand teamwork. Children will realize that they need their friends' help to complete a task, or vice versa, their friends need help from them. For example, one child may need to hold their friend's hand while crossing a bouncy bridge, or help lift a block. These experiences of dependence and mutual help build an understanding that we all need each other. Can see the struggles and successes of others, When a friend is scared to climb or struggles to get over an obstacle, the other child will see the emotional struggle firsthand. When they then see their friend succeed with support, they feel the same joy. This process naturally trains them to recognize and feel the emotions of others (empathy) can also provide encouragement and support i.e. in a supportive outbound atmosphere, children are often encouraged to encourage their friends. “Come on, you can do it!” or “Just a little more!” are phrases often heard. These acts of support train them to notice and respond to the emotional needs of friends. In outdoor activities, there are sometimes limitations on tools or space.

Children learn to share, wait their turn, or give priority to friends who are more in need. This teaches them about collective well-being and the importance of sharing. Children can also solve problems together, that is, when faced with a complex problem or challenge, children are invited to discuss and find solutions together. In this process, they learn to listen to their friends' ideas, appreciate different perspectives, and reach consensus, all of which are important foundations for empathy and caring. Children also have increased social awareness with the dynamic and interactive outbound environment constantly providing social feedback. Children learn how their behavior affects others and how they can contribute to a positive experience for the whole group. In short, outbound activities provide a safe social “laboratory” where children can directly experience and practice social-emotional skills. Through shared experiences of challenge and fun, they learn to understand, sense and respond to the needs and feelings of their peers, thus promoting empathy and a strong sense of caring.

While observing various outbound activities involving early childhood, I often see positive moments that show how these outdoor experiences effectively shape their social character. One of the most memorable experiences was when a group of children aged around 5-7 years old in group B participated in the "Planting Rice" game.

At the beginning of the game, some children, such as Adnan who tends to be independent, immediately tried to plant rice with the direction of the organizer's brother and was a little upset and frustrated when planting rice was not as easy as he imagined. Meanwhile, Nathan, who tends to be spoiled, just stood aside, hesitant to try and always followed wherever his mother went.

However, this is where the magic of outbound happens. The Organizing Sister didn't directly help, but instead gave a short instruction: "You have to help your friends, so everyone can try planting rice!".

Slowly, the children began to interact. Adnan, who had been selfish, began to offer his hand to a friend who was struggling. When it was Nathan's turn, two of his friends, without being asked, approached and tried to hold the rice to be planted in the field. Some of the other groups who hadn't gotten a chance also gave verbal encouragement. "Come on Nathan, slow down! You can do it!".

Nathan's response was remarkable. His previously tense and shy face turned into a big smile as he successfully planted 1 rice seedling with the help and support of his friends. He waved his hands and shouted "yesss I did it" to his friends proving that he had successfully planted the rice.

Moments like these, where children naturally interact, face challenges and support each other in a fun environment, are at the heart of how outbound activities successfully shape their social character in a deep and positive way. They learn valuable social skills not from lectures, but from memorable hands-on experiences.

The relationship between the form of guidance for social barriers and outbound activities is that the material on the form of guidance for children with social barriers is very relevant and complementary to the discussion of outbound activities. In fact, outbound activities can be a very effective medium or tool for implementing the various forms of guidance that have been mentioned, especially in early childhood.

1. Outbound as Individualized Guidance (Play Therapy)

Although outbound is often group-based, its elements can be adapted for individualized guidance by observing individualized socially-challenged children as they interact with the outbound environment (e.g., how they approach obstacles, how they react to minor failures). These observations become important data for subsequent play therapy or individualized sessions.

a. Gradual Facilitation If a child is very shy or anxious, the counselor can facilitate his/her participation in just one element of the outbound first (for example, only walking on the balance beam, not the entire obstacle course). This is similar to the small steps in play therapy that build a child's confidence gradually in a safe environment.
b. Outbound as Small Group Guidance This is the strongest and most natural link. Many outbound games are inherently cooperative games designed to promote social interaction. Natural Guided Discussions After the outbound session, the counselor can immediately lead a brief discussion (debriefing) about what happened, how they felt, and how they worked together. This becomes a powerful moment of social and emotional reflection, where children can learn from real experiences. Simulation of Real Social Situations: Outbound provides a real "life simulation" where children encounter situations that require social skills, such as resolving minor conflicts during play, or negotiating to achieve a goal.
c. Outbound as Part of Collaborative Guidance with Parents and Teachers, Outbound activities can be a bridge of communication and collaboration between the school/counselor and parents. Joint Observation: Parents who participate in outbound activities can see first-hand how their child interacts in different social environments. This can give them a better understanding of their child's strengths and areas of development. Training in Real Context: Counselors can show parents or teachers how to facilitate positive interactions during outbound, model positive reinforcement and how to guide children when facing social challenges. Discussion Topics: The outbound experience can be a great

starting point for follow-up discussions between counselors, teachers, and parents on how to apply the social learning from the outbound to the child's daily life at home and at school.

d. Outbound as a Form of Environmental Guidance (Creating an Inclusive Environment), Outbound physically creates an environment that supports social interaction and inclusion. Natural Play Space Arrangement: The outdoor environment itself is a rich "play space", with elements such as dirt, sand, trees and large areas for movement, which naturally encourage interaction and imaginative play.

Mentoring children who struggle to interact in outbound activities is key to ensuring they get the most benefit and feel comfortable. Linking to the material above, this mentoring is a tangible manifestation of the principles of individualized and small group guidance, as well as collaboration with parents, aimed at developing children's social and emotional skills.

2. Here is how mentoring is done, linked to the points discussed:

Supporting Children with Interaction Difficulties in Outbound

1. Initial Observation and Relationship Building (Relating to Individualized Guidance)

Before the activity starts, or at the beginning, the helper (teacher, counselor, or facilitator) needs to:

Observe Carefully: Pay attention to the child's body language (withdrawing, avoiding eye contact), initial interaction patterns (playing alone, reluctant to join in), and their emotional responses to new situations. This is part of the crucial initial assessment in individualized guidance.

Establish Rapport: Approach the child personally, say hello by name, talk gently about things they enjoy (not directly about outbound). Offer a warm smile and an approachable, calming demeanor. The main goal is to make the child feel safe and comfortable around the mentor, just like the relationship in play therapy.

2. Facilitation of Gradual and Structured Participation (Link to Small Group Guidance)

Guidance focuses on integrating the child into the group slowly, according to their comfort zone.

Start Easy and Engaging: Introduce the child to one outbound element that may interest him or that he feels safest about. For example, invite him to watch friends play first, then offer to try the simplest part (for example, just holding the rope without crossing the bridge first). This is similar to the play therapy approach of starting with activities that are familiar to the child.

Provide Limited Options: Instead of forcing him to join, give him choices. "Want to try here first or want to see friends play over there?" Giving choices gives the child a sense of control and reduces pressure.

3. Positive Reinforcement and Emotional Validation (Link to Individual & Emotional Guidance)

Every child's effort and participation, no matter how small, should be rewarded.

Give Specific Praise: "Wow, it's great that you have the courage to hold the rice seedlings!" or "It's great to see you smile when you play with friends!" This specific praise builds confidence and reinforces the desired social behavior.

Emotional Validation: If your child seems anxious or frustrated, acknowledge their feelings. "It's okay to be scared, Big Brother is here." or "I know it's hard, but look at how excited your friends are!" This helps children feel understood and learn to manage their emotions, which is the goal of emotional guidance.

Focus on the Process, Not the Result: It is more important to praise a child's courage to try or their efforts to interact, rather than focusing on whether they successfully completed the activity.

4Collaboration and Advanced Communication (Link to Collaborative Guidance)
The mentoring does not stop after the outbound is over.

Share Information with Parents/Teachers: Share observations during the outbound with parents and teachers in the classroom. Discuss strategies that worked and challenges that remain. "Earlier Budi was hesitant, Mom, but after being coached, he wanted to hold his friend's hand." This ensures consistency of guidance across different environments.

Provide Repeated Opportunities: Make sure the child continues to get opportunities to practice his social skills in other environments, both at home and at school, with consistent support.

Through this patient, purposeful and positive mentoring, outbound activities that should be challenging for children with social barriers become transformative experiences that build confidence, strengthen social skills and improve their emotional well-being. This proves that outbound is not just a game, but a highly effective guidance tool.

The synergy between teachers, counselors and parents is key in supporting and developing children's social lives. When these three pillars work together in harmony, they create a consistent and supportive environment, allowing children to learn, practice, and internalize social skills more effectively.

The following are the forms of synergy that can be done:

Forms of Teacher, Counselor, and Parent Synergy in Children's Social Life

1. Open and Ongoing Communication

Mutual Information Sharing: Teachers can share observations of children's social behavior in the classroom (e.g., difficulty sharing, problem-solving ability) with parents and counselors. Conversely, parents can inform about their child's behavior...
parents in supporting early childhood social life is very fundamental and irreplaceable. Parents are children's first and primary educators, mentors, role models and social environments. The extent of their involvement will greatly influence how children develop social skills, manage emotions and build relationships in the future.

The Extent of Parental Involvement in Supporting Children's Social Life
Parental involvement covers a wide range of aspects, from daily interactions at home to active participation in the child's social environment outside the home.

2. As Early Educators and Mentors:

Social Foundations: Parents are the first to teach the basics of social interaction. This starts from simple things like teaching the child to say “please,” “thank you,” “sorry,” and “excuse me”.
Norms and Ethics: They introduce social norms, such as not interrupting conversations, sharing toys, or how to be polite. Children learn most social behaviors from observation and direct instruction from parents.

Managing Emotions: Parents guide children in recognizing, understanding, and expressing their emotions in a healthy manner. This includes teaching self-calming strategies when angry, or how to express disappointment without aggression.

3. As a Role Model:

Real Examples: Children are great imitators. They will mimic the way their parents interact with others be it family members, friends, or strangers. If parents exhibit positive behaviors like empathy, open communication, and healthy conflict resolution, children are more likely to emulate them.

Response to Social Stress: The way parents deal with challenging or conflictual social situations will set an example for children in developing their own social resilience.

4. Social Environment Provider:

Access to Interaction: Parents facilitate opportunities for children to interact with peers. This could be through play activities at the park, playdates at home, participation in playgroups, school, or extracurricular activities. The more opportunities for positive interactions, the better the child will practice his social skills.

Safe and Comfortable Environment: Creating a home atmosphere that is safe, loving and supportive of self-expression is crucial. This sense of security lays the foundation for children to explore social interactions outside the home.

Stimulation Through Play: Playing with your child (e.g., role-playing, board games) is an effective way to practice sharing, negotiation, and cooperation skills in a fun atmosphere.

5. As Facilitator and Supervisor:

Encouraging Participation: Parents encourage the child to try new social experiences, even if the child feels a little shy or anxious at first. They provide positive support and encouragement.

Guiding in Conflict: When children experience conflicts with friends, parents can guide them to find a solution instead of intervening or punishing them immediately. They teach them to negotiate, share, or apologize.

Analyzing Social Situations: After the child interacts, parents can discuss with the child what happened, why their friend reacted that way, and what can be done next time. This helps the child develop social intelligence.

6. As School and Counselor Partners:

Active Collaboration: Parents' most profound engagement is when they actively collaborate with teachers and counselors. This means sharing information about their child's development, aligning guidance strategies between home and school, and supporting programs run by the school (such as outbound activities or social guidance programs). Consistent Support: Consistency in approach from home and school strengthens children's social learning and helps them internalize skills faster.

Overall, parents' involvement in supporting their child's social life is not just a side role, but the core of their child's social-emotional development. They are the foundation, drivers and key supporters that shape how children learn to interact, empathize and succeed in the wider social world. The stronger and more positive this engagement, the more likely the child will grow into a socially and emotionally competent individual.

Overall, outbound activities strongly encourage children's social-emotional development and parents' involvement in supporting children's social lives is not just a side role, but the core of children's social-emotional development. They are the foundations, drivers and key supporters that shape how children learn to interact, empathize and succeed in the wider social world. The stronger and more positive this engagement, the more likely the child will grow into a socially and emotionally competent individual.

4. Discussion

The results of this study indicate that the application of the outbound method is significantly able to develop the social-emotional abilities of early childhood, especially in the aspects of cooperation, self-confidence, emotional control, and empathy. This finding is in line with Dewi's research (2020) which shows that outbound activities encourage children to be more open in interacting, be more confident when completing tasks together, and form positive social relationships through fun and collaborative play experiences. This research is also reinforced by Kurniawati (2019) who emphasizes that outbound activities are an effective medium in building children's character through direct experience, including values such as responsibility, empathy, and solidarity. Lestari (2020) also found

that outbound games can improve children's emotional intelligence, especially in terms of facing challenges, managing fear, and growing courage.

In the context of Early Childhood Guidance and Counseling, the results of this study reinforce the importance of the teacher's role as an early counselor who assists children's social emotional development. The application of outbound methods can be used as part of developmental guidance services, where children are given space to recognize themselves, understand their feelings, and learn to manage emotions in real social situations. In line with the principles of BK in PAUD, namely prevention and development, outbound is a natural medium that helps children develop social skills, such as cooperation and communication, while helping them overcome emotional barriers such as fear, shyness, or low self-esteem.

Sari and Hartati (2018) assert that children's social emotional development is closely related to healthy social interactions and emotional support from the surrounding environment. Through outbound activities, teachers and assistants not only act as learning facilitators, but also as counselors who provide psychosocial support, pay attention to children's emotional responses, and provide interventions if there are behaviors that require special attention. With the experiential learning approach (Kolb), the outbound method indirectly becomes part of a preventive and curative counseling strategy. Children do not only learn through theory or direction, but also through direct experience that touches the cognitive, affective and social domains. This is in accordance with theSari and Hartati (2018) assert that children's social-emotional development is closely related to healthy social interactions and emotional support from the surrounding environment. Through outbound activities, teachers and assistants not only act as learning facilitators, but also as counselors who provide psychosocial support, pay attention to children's emotional responses, and provide interventions if there are behaviors that require special attention. With the experiential learning approach (Kolb), the outbound method indirectly becomes part of a preventive and curative counseling strategy. Children do not only learn through theory or direction, but also through direct experience that touches the cognitive, affective, and social domains. This is in accordance with the counseling approach that prioritizes experiential experience in the process of forming behavior and managing emotions.

Therefore, it is important for PAUD educators who also function as counselors to integrate outbound methods as a form of ongoing developmental guidance services. Not only does outbound function as a recreational activity, it provides a strong stimulus for children's social-emotional maturation process, and provides a direct picture for teachers about children's psychosocial conditions that can be used as the basis for the preparation of subsequent guidance services. Thus, outbound activities are not only effective in shaping the character of early childhood, but also relevant as a practical strategy in the implementation of targeted, fun and meaningful Early Childhood Guidance and Counseling.

5. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the outbound method has a significant influence on the development of early childhood social emotional abilities. Outbound activities that are designed in a fun, interactive, and challenging manner are able to stimulate important aspects of social emotional development, such as cooperation, empathy, communication, self-confidence, emotional control, and resilience. Children show positive behavioral changes, both in the ability to establish social relationships, complete tasks collectively, and in managing emotions in certain situations. Furthermore, outbound activities can be used as a strategy in early childhood guidance and counseling services, especially in developmental guidance, group guidance, and individual guidance. Outbound creates a natural and contextual space for children to express themselves, understand the feelings of others, and practice social skills relevant to their lives. It also provides teachers and counselors with the opportunity to observe, intervene, and evaluate children's psychosocial needs in a more tangible way. Thus, the outbound method not only acts as a means of recreation or entertainment, but becomes an effective educational and therapeutic approach in supporting children's social-emotional development.

6. Acknowledgements

The authors would like to express their deepest appreciation to all those who have provided support in the preparation of this article. This research would not be able to be carried out without good cooperation from various elements. The author would like to thank the Head of RA SALSABILA for giving permission and full support during the research process, as well as all teachers and educators at RA SALSABILA who have assisted in the implementation of observations, interviews, and documentation, as well as cooperation during the research process. The author would also like to thank the students of class B who have actively and enthusiastically participated in outbound activities as part of the implementation of social emotional learning, as well as the parents of students who have given trust and permission to researchers to involve children in this activity. In addition, the author would

like to express her appreciation to the supervisors of the Early Childhood Islamic Education Study Program for their guidance, direction and meaningful input in the preparation of this article. Last but not least, gratitude goes to the organizers of the International Conference on Early Childhood Education who have given the author the opportunity to present and publish the results of this research in the form of proceedings. The author also appreciates all forms of support, encouragement, and assistance from colleagues, friends, and other parties who cannot be mentioned.

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