

The Implementation of Full-Day School Program at the Integrated Islamic Middle School

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Abstract

The implementation of a full-day school program at the Integrated Islamic Middle School was aimed to analyze and describe the plans, organization, application, and evaluation of the implementation of a full-day school program in Islamic Middle School. This research approach was framed in terms of objectives; therefore this study was a qualitative study. Qualitative research aims to understand the phenomena about what is experienced by research subjects. The research design used in this study is descriptive qualitative. Qualitative descriptive is the data collected in the form of words or images, not concerned with numbers, but more on the process. The research results of full-day school program at the Integrated Islamic Middle School are the factors that support the implementation of full-day school for development including: the complete facilities and infrastructure; students' parents or the community support; the existence of teachers or teaching staff who are competent in their fields. The inhibiting factors of the full-day school implementation for development are various students' psychological abilities and souls, the laziness among teachers, lack of school funding, and lack of coordination with institutions or other higher institutions.

Keywords: *Implementation, Full-Day Schooling, and Integrated Islamic Middle School*

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I. Introductions

The goal of national education based on Pancasila is that educational institutions are expected to develop students' potential to become human beings who are faithful, pious to God Almighty, noble, knowledgeable, capable, creative, healthy, independent, responsible, and democratic (Hawi, 2016). Moreover, a good quality education program applies an interesting and a challenging learning process, so the students get as much learning as possible through experience. "Stimulate the curiosity of students asking questions that are expected to understand new things" (Hawi, 2016).

Generally, full-day schooling is carried out due to several demands, including: First, the lack of parents' time at home due to very busy activities outside (work demands). If it is not circumvented with additional school hours, it will cause the implications for the lack of parental control over children at home (outside school hours). Second, the need of additional hours of religion formalize because of the lack of parental time at home so automatic monitoring of this matter is also minimal. Third, it is carried out to improve education quality as an alternative solution in order to overcome various life problems. The quality improvement will not be achieved without the creation of a representative and professional educational atmosphere and process. So the presence of a full-day school is expected to accommodate the demands above (Naim, 2007).

The implementation of learning is carried out at school from morning to evening on a regular basis, in accordance to the program at each level of education. In full-day school, the institutions are flexible to set their own subject schedules by still referring to national time allocation standards as a minimum standard and adjusting the weight of subjects, added with deepening models. So, the most important thing in full-day school is the setting of subjects' schedule. This program is found in many high-level private junior high schools.

A good relationship between the school and students' parents must be maintained because parental support will create a positive impact in promoting the quality of students' growth and development. It is proven that nowadays there are many faith-based schools which are able to create the great generations. This was stated by Minister of Education and Culture (Mendikbud) Muhajir Effendy in his speech at a teacher workshop in Labschool Jakarta, on Thursday, July 6, 2017 regarding the importance of full-day school. According to supervisory data obtained in Lampung, the implementation of the full day school program is quite influential. It is based on data obtained from the report.

As the next generation, the children must obtain serious attention and education. Good or bad development and education of children starts from here, if the children are well educated from an early age, then later they will also have a good education, and vice versa (Lorin, 2016: 47). The parents' role to guide the

growth of their children from an early age becomes very urgent for laying the foundation of education or life of their children in the future. Actually, there are not a few families that are not being able to provide good religious education for their children. This might be caused by the lack of parental religious knowledge, busy parents, and lack of parental attention to children's religious education. This reality will definitely give the impact on the Islamic religious education and religious preparation in every child. Every child needs to obtain the knowledge of religion and general science proportionally as their provision to overcome every challenge they will encounter throughout their lives.

II. Methods

The research approach is reviewed in terms of objectives, so this research is a qualitative study which is conducted to answer the research questions that have been formulated. According to Moloeng (2014:6), qualitative research is a research that intends to understand the phenomenon of what is experienced by research subjects.

The research design used in this study is descriptive qualitative. Qualitative descriptive is the data collected in the form of words or images; it gives more attention to the process than the numbers (Sugiyono, 2013:231). The purpose of this study is to uncover facts, circumstances, phenomena, and variables that occur during the process of the research and present them as they are. In addition, descriptive qualitative research interprets and shows the data concerned with the situation that is happening, attitudes and views that occur in society, the contradiction of two/more circumstances, the relationship between variables, the differences between facts, the influence on a condition, and others.

III. Results

Full-day school program in the development model planning of Islamic religious curriculum at SMPIT Daarul 'Ilmi is a curriculum development model that chooses the best of the four existing approaches including: academic subject approach, humanistic approach, technological approach and social reconstruction approach adjusted to student characteristics in each study material and subject. In organizing a full-day school program, a teacher must apply the variety of teaching methods or strategies so that students will not feel bored. Also, they will feel comfortable in school although they have to study from morning to evening.

Teaching strategies used by teachers are required to make students more active, creative and fun so they do not only focus on lectures and questions and answers but they must also apply different learning strategies. The learning strategy is an effort for a teacher in delivering the lessons to be clearly received by students. Therefore, the learning atmosphere must be formatted in such a way as to create a pleasant learning atmosphere, make the school as a home for students, avoid them from boredom, and make students' happiness as the foundation of the entire program.

The learning strategy is proven to be able to increase the learning motivation and the activeness of SMPIT Daarul 'Ilmi students. In the end of the teaching and learning process, it can improve the quality of the institution's output. The implementation of full-day school is quite good for developing the curriculum of SMPIT Daarul 'Ilmi. In accordance to the use of the school curriculum that integrates the National curriculum and school curriculum and combined with the Pesantren and Madrasah curriculum, in the teaching and learning process, the teachers are required to implement various learning strategies, such as games, different learning settings, moving classes, and so on. Then, in enhancing curriculum development, the school spurs continuously by completing infrastructure, regulating the use of infrastructure, monitoring and fostering flexible intensive learning, since basically, full-day school is developed to integrate the curriculum and the integration of student activities. For the evaluation of a full-day school program, there are factors that support and hinder the development of a full-day school program. Supporting factors in the implementation of full-day school for the development of Daarul 'Ilmi SMPIT are the complete facilities and infrastructure; students' parents or the community support; the existence of teachers or teaching staff who are competent in their fields. The inhibiting factors in the implementing full-day school for development are various students' psychological abilities and souls, the laziness among teachers, lack of school funding, and lack of coordination with institutions or other higher institutions.

IV. Discussions

In implementing a full-day school program, a teacher must apply the variety of teaching methods or strategies so that students will not feel bored. Also, they will feel comfortable in school although they have to study from morning to evening. Teaching strategies used by teachers are required to make students more active, creative and fun so they do not only focus on lectures and questions and answers.

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as the foundation of the entire program. The learning strategy is proven to be able to increase the learning motivation and the activeness of SMPIT Daarul 'Ilmi students. The existing learning strategies apply a variety of fun methods, the learning process are not focused only in the classroom but also outside the classroom, the classroom management is varied, in which the class is conceived as comfortable as possible, the arrangement of the benches is also varied, so it will make the teacher easier to convey the material and monitor the students, and save the teacher's energy during the teaching process.

The use of learning strategies by adopting the curriculum of Islamic boarding school is one of the ways to form akhlakulkarimahsalaf (Islamic kejawen) in which salaf education greatly determines character education for the students. In the application of the full-day school program at the Integrated Islamic Middle School, the students have to learn for eight hours a day. The curriculum is from the Ministry of National Education or the Ministry of Religion as the primary school standard requires a 9-year compulsory education.

Furthermore, the provision of religion adopts from several sources for the students. Firstly, it is from the school at the government level. Secondly, a typical curriculum brings out a curriculum characterized by pesantren. Thirdly, a habituation which is adjusted with a life at home or in a community is also applied. In accordance to school hours from morning to evening, the school is flexible to set the schedules which is adjusted to the weight of the lesson and added with the deepening model. The time is being used for informal, flexible, and fun learning programs in which the teacher have to be creative and innovative to reach those goals. In this case, it is in line with the research which states that the effective learning time for children is only three to four hours a day (in a formal setting) and seven to eight hours (in an informal setting).

V. Results

The implementation of full-day school program at the Integrated Islamic Middle School are the factors that support the implementation of full-day school for development including: the complete facilities and infrastructure; students' parents or the community support; the existence of teachers or teaching staff who are competent in their fields. The inhibiting factors in the implementing full-day school for development are various students' psychological abilities and souls, the laziness among teachers, lack of school funding, and lack of coordination with institutions or other higher institutions.

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