



An Analysis of Full Day School Policy

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Abstract:

This study is aimed to identify how the implementation of full-day school programs in High Schools 3 and 8 Yogyakarta. This research is related to policies due to changing times. The approach used is a qualitative case study. Data collection techniques are observation, interviews, and documentation. The subjects of this study were the school principal, deputy headmaster, educators, education staff, BK teachers, students, and graduates. The findings show that a full-day school creates conflict for schools and makes schools adapt to new rules

Keywords: Full day school. Policy, Conflict

INTRODUCTION

Humans have the need to get a proper education. This is to realize human learners to become a quality generation. According to Amri (2010: 13), education is the key to all quality advances and developments because human education can realize all its potential both as individuals and as citizens. Through education, individuals can realize their desired dreams. This means that humans do the process by producing their potential. Starting from elementary school, junior high school, high school, to college, individuals compete to become excellent students, become advanced students, develop, and be able to survive in the era of globalization. To create quality education for the sake of producing superior individuals, the government makes policies. Friedrick (in Nugroho, 2011: 93) defines public policy as a series of actions proposed by a person, group, or government in a particular environment, with threats and opportunities. The proposed policy is intended to exploit the potential while overcoming existing obstacles in order to achieve certain goals. Furthermore, Tachjan (2006i: 25) concludes that the implementation of public policy is a process of administrative activities carried out after the policy is established and approved.

One of the policies made by the government is the full-day school system. According to Arifin (2012: 107) "Learning with a full day school system requires schools to design learning plans from morning to evening." So, it can be concluded that the full-day school system is a hallmark of integrated schools that implement a full day learning process that is morning to evening. The full-day school program is a program that has been established by the government in the form of policies that can improve the quality of learning. The quality of learning must always be improved because every time there is a demand for change. For example, in 2000 learning was done by the instructor method whereas now it uses a multi learning method. On the British and American campuses change the quality of learning with treatment and create the conclusion that students need to interfere or take responsibility for the learning process, not just teachers, For example, teachers and students discuss how the right method to discuss the material. Whether the material is peeled based on theory only, problem based (case) or practice. The expectation of a full-day school program is that student learning needs are met.

Teachers are educators who contribute directly to this policy. The teacher as a facilitator who runs the learning, guiding, and educating students. For that, the teacher also needs to change the learning method so that it is not boring for students. In addition to arousing the enthusiasm of the teacher himself, the teacher must be able to become a role model for students so that students are also enthusiastic about learning, happy with learning, and continue to understand learning even with a long duration of learning every day. Problems that arise in this policy include students feeling the learning provided does not make the focus because they are tired in the afternoon, disrupting extracurricular activities, activities outside of school are confiscated such as communities and tutoring. Besides, this policy also brings up the cons of the teacher and the cooperative or canton in the school. Teachers assume that with this policy much time is left for other activities outside of school and students including teachers are also tired.

Nevertheless, full-day school policy has been established and must be implemented. A policy is set because it brings benefits and improves the quality of education. Teacher professionalism must be applied, the task of the teacher is to arouse students' enthusiasm for learning, the way students learn according to full-day school policies. Besides the need to make students happy because a school with a long time will make students bored. Keeping their spirits is by making learning fun and activities outside of learning that makes them happy too. In addition to effective learning, the full-day school will succeed if the learning is implemented equipped with learning media. In government, the policy is considered a rule that governs shared life that must be obeyed and applies to every individual. For individuals who violate the sanctions will be given in accordance with what has been determined. According to Agustino (2006), policies must show what is actually done from what is proposed in some activities on a problem. Formulating a policy process is not a simple process. This is because there are many factors or forces that influence the policymaking process. Every decision-maker views every political problem differently from another decision making. Not necessarily a problem that is considered by the public to be solved by policymakers can be a political issue that can be included in the government's agenda which is then processed in a policy. Thus, in this paper, the author describes how the process of policymaking.

LITERATURE REVIEW

1. Policy

The whole process which involves articulating and defining the problem, formulating possible solutions to problems in the form of political demands, channeling these demands into the political system, seeking sanctions or legitimacy from the chosen course of action, endorsing and implementing monitoring and review (feedback), (Slichin. 2002: 17). According to Edi Suharto (2008: 7) policy is a provision that contains principles to direct the way to act

planned and consistent in achieving certain goals. In addition to the 3 theories above policy can also be defined in accordance with the theory that follows, namely:

- a. Institutional Theory views policy as an institutional activity in which the structure and institutions of government are the centers of political activity.
- b. Group theory which views policy as a group balance achieved in a group struggle at any given moment. Government policies can also be seen as the values of the ruling elite.
- c. Elite Theory views Government policy as the values of the ruling elite.
- d. Rational Theory views policy as the achievement of goals efficiently through a fixed decision-making system.
- e. Incremental theory, the policy is seen as a variation of past policy or in other words, the current government policy is a continuation of government policy in the past accompanied by gradual modification.
- f. Game Theory views policy as a rational choice in competing situations.
- g. Another policy theory is Mixed Theory which is a combination of comprehensive and incremental rational models.

2. Full-Day School Policy

Full-day school is an all-day school or teaching and learning process that starts from 06.45-15.00 with a break every two hours. Schools can arrange lesson schedules freely, adjusted to the weight of subjects and supplemented with the deepening of the material. Arrangement of subject schedules and deepening is prioritized in full-day school (Baharudin, 2010: 221). Santo in the article "Measuring the Capitalization of Full Day School" also revealed that a full day school is an all-day school with a learning process that starts at 06.45-15.00 WIB with a break duration every 2 hours of subjects. Basuki (Baharudin, 2010: 221) states that in a full-day school, part of the time is used for courses that are informal, fun for students, and require creativity and innovation from educators. Wiwik Sulistyaningsih (2008: 59) states that this type of full-day school lasts for almost a full day, from 8:00 a.m. to 3:00 p.m. Based on the explanation of the opinion above, the researchers concluded that full-day school is a school that organizes full-day learning from morning to evening with a portion of the time being used for courses that are informal and fun for students. Schools can arrange lesson schedules freely according to subject weights.

3. Characteristics of Full Day School

School leadership is balanced by enhancing the personality quality of managerial abilities, and knowledge of contemporary educational concepts that are supported by short-course activities, program orientation, and comparative studies that are carried out continuously. Hafizh (2013) states that full-day school when viewed from the institutional, leadership, and management aspects refers to concepts that promote moral glory and academic achievement. The quality of full-day school human resources is selected from professional subject teachers with high integrity. Improving the quality of education personnel such as experts, libraries, laboratories, and administration is also a priority in full-day school. School committees, education supervisors, school administrators, teachers are also involved in the program development deliberations. Utilization of learning infrastructure using multimedia. In addition, there are also various equipment and spaces to support the implementation of learning such as laboratories, and computer rooms. Loukeris et al (2009: 162) states that holoimero school or all-day school can also be said as a full day school with the aim of implementing education. The basic targets of the operation of the Holoimero school are as follows:

- a. The reinforcement of knowledge and skills that students are taught in the morning syllabus (studies, additional teaching interventions in Language and Mathematics, consolidating teaching, individualized programs by the schoolteachers of the afternoon classes); and

b. The enrichment of the morning syllabus with more subjects of particular cultural and social importance (English Language, Sports, Music, Dance, Theatrical Studies, Arts, New technologies in Education), according to the students' needs and interests, taught by specialized teachers.

Enrichment of subject matter with specific cultural and social subjects (English, sports, music, dance, theater studies, art, new technology in education), according to students' needs and interests and taught by special teachers. Loukeris et al (2009: 162) revealed that the aim of implementing Holomero school education was to strengthen students' knowledge and skills (learning, additional language, and mathematics teaching interventions, teaching consolidation, individual programs by school teachers from the afternoon class. Mufidati (2013) stated that the learning system in a full day school applies the basic concepts of Integrated-Activity and Integrated-Curriculum. This is what distinguishes it from schools in general.

In full-day school, all programs and activities of students at school, whether studying, playing, worshiping are packaged in an education system. The thing that is emphasized is that students always excel with quality learning and it is hoped that there will be positive changes from each student. The learning achievement in question lies in three domains that are cognitive, affective, and psychomotor. Muhibbin Syah (2004: 154-156) explains that:

a. Cognitive achievements

Cognitive achievements include observation, memory, understanding, application, analysis, and synthesis.

b. Affective achievements

Affective achievements include acceptance, greeting, appreciation (respect), internalization (deepening), characterization (appreciation). For example, students can accept or reject a statement.

c. Psychomotor achievements

Psychomotor achievements include moving and acting skills, verbal and non-verbal expression skills. For example, students receive lessons about manners, then apply them in everyday life.

Integration is created by focusing on a problem that requires a solution with material from various disciplines. Soetopo and Soemanto (Kuswandi, 2012) stated that the integration of learning materials and various kinds of lessons is called an integrated curriculum. Integrated curriculum is grouped into five types, namely (a) The Child-Centered Curriculum (curriculum centered on children); (b) The Social Function Curriculum; (c) The Experience Curriculum; (d) Development Activity Curriculum (curriculum development activities); and (e) Core Curriculum. Afwan (2002: 44) states that the full-day school and integrated system also applies the dialogic-emancipatory method by activating an atmosphere of friendship and brotherhood, the freedom to choose a place of learning, learning arrangements according to its weight, and paying attention to extracurricular activities.

4. Supporting Factors for Full Day School

Baharudin (2010: 227-231) states that the factors that support the full-day school learning system are:

a. Curriculum

The curriculum is a tool to achieve educational goals. The success or failure of education can be seen from the curriculum used by schools. The curriculum is very supportive to improve the quality of education because it becomes a benchmark in teaching and learning activities in schools.

b. Education Management

Effective and efficient education management will support the development of quality educational institutions.

c. Facilities and infrastructure

Means of learning is something that is indirectly related to the learning process every day but affects the learning conditions. Infrastructure is closely related to the material discussed and the tools used. School facilities and infrastructure that implement a full day school learning system, are expected to be able to support learning activities that are relevant to the needs of students, for example, 1) the principal's office, teacher's room, BK's room, TU's room, and OSIS's room; 2) classrooms with seating formations that are easily moved according to needs; 3) science laboratory room, language laboratory, computer laboratory and library room; 4) school canteens, cooperatives, prayer rooms/places of worship, polyclinics; 5) meeting hall; 6) sports field; 7) Bathroom / WC. Djamari (Baharudin, 2010: 229) revealed that the infrastructure has an important meaning in education, especially in the full-day school system because it affects the teaching and learning activities in schools.

d. Human Resources (HR)

Human resources in education, namely teachers and employees. Teachers are required to enrich their knowledge and skills and must master learning methods that do not make students bored. This is because the full-day school learning system requires students to spend the whole day in school. Besides that, the existence of employees is also very important in educational institutions, because it supports the learning process indirectly. Hilalah (2012) states that the supporting factors for implementing full-day school are:

a) A conducive school environment

A conducive school environment can be realized if the principal has high emotional intelligence and the right leadership style.

b) Principal's managerial competence

Principal's managerial competencies include management and leadership abilities, which are equipped with conceptual, human, and technical skills.

c) Teacher professionalism

The existence of professional teachers is expected to be able to have a positive influence on the success of the teaching and learning process and be able to maximize the development of students as well as possible.

d) Completeness of facilities and infrastructure

Facilities and infrastructure in the form of reading books, study rooms, computer laboratories, language laboratories, and others. All of that is very useful as a supporter of the implementation of full-day school and even becomes a very important factor in the smooth teaching and learning process.

e) Parent participation

The good relationship between school and parents/guardians of students will affect the educational outcomes at school. They give each other information about the development of their children both at school and in the family so as to obtain maximum results. Based on the explanation above, it can be concluded that the supporting factors for the implementation of the full-day schools include curriculum, effective and efficient education management, complete infrastructure, and qualified teaching staff. A conducive school environment, principal's managerial competence, parents' participation also supports the implementation of full-day school.

5. Full-Day School Inhibiting Factors

Baharudin (2010: 232-233) states that the full-day school learning system has inhibiting factors namely aspects of facilities and infrastructure as well as aspects of teachers. The limitations of school facilities and infrastructure can hamper school progress because essentially the facilities and infrastructure are vital parts that support the success of education. The teacher accompanies students for a day at school in a full day school learning system. Therefore, teachers are required to understand the different abilities and characters of students.

Teachers are also required to have knowledge, skills, discipline, personal effort, and work harmony and professionalism. If the teacher does not have this, it will hamper school development.

Arsyadana (2010) states that the inhibiting factors in implementing a full-day school are:

- a. Input-oriented educational development strategies
Input-oriented strategies rely more on the assumption that when all educational inputs have been met, such as the provision of books, educational facilities, teacher training, and other education personnel, automatically educational institutions (schools) will be able to produce graduates quality as expected, even though this only happens in economic and industrial institutions.
- b. Management of education that is mostly regulated by the center
Management of education that is heavily regulated by the center will lead to an optimal implementation of education, given that schools as implementing units of formal education with a diversity of potential students who require diverse educational services, so that dynamism and creativity is needed in implementing quality improvement or quality of education.
- c. Low community participation
The low level of community participation will hamper the ongoing educational development process. Based on the explanation above, it can be concluded that the inhibiting factors for full-day school are the limited facilities and infrastructure, the low quality of teachers and community participation. Educational development strategies are input-oriented and their management which is mostly regulated by the center is also an inhibiting factor in the implementation of full-day school.

RESEARCH METHODS

This research is a qualitative case study. The author uses case study research because he wants to know how the implementation of a full-day school in schools. This research was conducted in January-March 2018 in SMA 3 and 8 Yogyakarta. The subject of this study was the teacher. And the vice-principal and students. Data collection techniques are by observation, interview, and documentation. Data validity includes the use of internal validity, external validity, reliability, and objectivity. The author uses an interactive analysis technique model by Miles, Huberman, & Saldana (2014) which consists of four components, namely data condensation, data display, pictures, and verification of conclusions.

RESULT AND DISCUSSION

The 5-day school or full-day school policy is stated in Permendikbud No. 23 of 2017. This is a policy where students learn from Monday-Friday, and Saturday - Sunday. This develops the pros and cons of the community, stakeholders, the school, and students and parents. In 2018, I visited a number of superior schools in Yogyakarta, namely SMAN 1, SMAN 3, and SMAN 8 Yogyakarta. The deputy headmaster conveyed the 5-day school policy had been carried out but this caused a problem. Problems that arise are like activities that have to be rescheduled again. Some activities are school competitions, extracurricular curricular activities, and collaboration with outside parties. The deputy headmaster further explained that with this policy, the canteen complained because the canteen had become quiet. Students and teachers bring provisions from home since this policy was implemented. The school and the canteen must discuss for a solution in the future how so that no party is harmed. According to a PPKN teacher, Mr. X told me that the teacher did not agree with the 5-day school policy. This requires a change in activities so that it must create new habits. Bringing supplies to school is troublesome, but if we don't bring lunch, we also need the energy to teach. The teacher added

that with this policy, the time to socialize in the home environment was reduced due to returning home late afternoon. This is bothersome and tired. Furthermore, teacher X also revealed that students are vulnerable to illness due to exhaustion. In this one week, there were 7 students in grade 3 who were sick. According to some students whom I asked for a time after the organizational meeting, school day school policies make them easily tired, but if they are often used to it. The obstacle is that it is difficult for us to find time for organizational meetings. Must have good time management skills. At that time I also saw students meeting while eating with their own provisions. The Minister of Education and Culture (Medikbud) 's a controversial policy which is being discussed hotly across the country is about Five School Days (LHS). This policy was born with the implementation of Permendikbud No. 23 of 2017 concerning School Days. Called controversial because many education actors who do not agree with this policy, although most education actors wait and see the implementation of this regulation. The following chart is the lack of objection of students and teachers in implementing full-day school policies in Yogyakarta.



Figure 1. chart is the lack of objection of students and teachers in implementing full-day school policies in Yogyakarta

Adapt to new rules students vulnerable to illness students are not 100% focused on receiving learning teachers need new competencies bring conflict time-consuming agenda outside PBM

Besides, the shortcomings or obstacles in the full-day school program, there are advantages in the implementation of this program. The following table is the advantages and disadvantages of implementing a full-day school program.

	advantages	disadvantages
1	Parents are busy working so they can overcome the lack of time paying attention to children.	Rarely spend time with parents and get education from parents
2	Enjoy the technology provided at school satisfactorily	Schools become ineffective and inefficient when their incomplete facilities and infrastructure.
3	Students get a personality education at school	Lack of student socialization with the environment outside of school
4	Student development is monitored by the BK teacher	BK teachers do not have teaching hours in class so not all students can be given maximum service. Only detected

	regarding students' talents and interests in learning	students with their own volition meet the BK teacher.
5	The teacher has plenty of time to provide maximum learning	Teachers are not optimal in learning because of various factors such as inappropriate learning methods according to the situation and conditions of the full-day school program. For teachers who teach in the afternoon hours - it should use a method that is fun and not boring.
6	Students can visit the library longer	A library with inadequate facilities and infrastructure bore students at school.
7	Negative activities outside of school can be minimized such as students who fight on the street..	Students who have positive activities outside of school find it difficult to divide their time.

SWOT Analysis Full Day on Teachers

Analisis SWOT Full Day School pada Guru	
<i>(Strengths)</i>	<i>(Weaknesses)</i>
1) Teachers are already widely certified. 2) Sufficient for teacher teaching hours.	1) Full-Day School has not been publicly tested. 2) The mindset of the teacher hasn't changed. 3) The teacher is not ready for change. 4) Few teachers understand the concept of FDS. 5) Few teachers teach interactively. 6) Lack of teaching staff 7) There is an additional teaching burden. 8) The teachers will be very tired.
<i>(Opportunities)</i>	<i>(Threats)</i>
1) There is a new regulation on teacher certification. 2) Have enough time to complete the subject matter. 3) Teachers with additional / extracurricular skills will have the opportunity to incentivize. Can provide counseling guidance for students who have problems.	1) Not suitable for remote area teachers. 2) Less time for family. 3) Additional costs for consumption. 4) Demanding teacher creativity. 5) Responsibility to accompany students

Analysis of the Full Day School Costs or Benefits Facilities and infrastructure is an investment in an organization. Investment is something that brings benefits in the future and it costs. According to Levin (1981 in McMillan & Schumacher, 2001: 716) says that there are

four ways of cost-analysis: 1) cost-benefit, 2) cost-effectiveness, cost-usability, and cost-worthiness. The methods of this analysis are different and each has strengths, and weaknesses. According to Davis, S. & David in Jogiyanto (1995) said that there are methods in analyzing costs including:

- a. Payback period method.
- b. Investment return method (return on investment or ROI)
- c. The net present value method (net present value or NPV)
- d. Internal rate of return method. (internal rate of return or IRR)

Thus full-day school does not yet have clarity in the development of facilities and infrastructure. This means that the analysis of the costs cannot be done yet. From the above SWOT analysis, we can conclude that the thinking of parents, students, and teachers can change. It will be said that this application was carried out an experiment sometime after seeing the results, it can be decided whether this policy can be continued or not. Another case in the application of policies in the world of education is the 2013 curriculum stretching. The 2013 curriculum has not been fully prepared until now. This year there are still schools that are still at the stage of socialization. If full-day school policy has the same constraints as K-13, this can be interpreted as not being able to learn from existing experiences. This is a system policy that is implemented in schools. The system created must be tested first before it is implemented in order to achieve a system maturity.

CONCLUSION

Full-day school program policies implemented in schools bring up the pros and cons. This can be interpreted that there are positives and negatives to this policy. The negative impact is caused by insufficient facilities and infrastructure in the school. Full-day school cannot be implemented in all schools related to school infrastructure, but there is still no such program to support the program.

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