
FULL DAY SCHOOL POLICY ANALYSIS AT THE ISLAMIC EDUCATION UNIT

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Abstract

This research aims to find out the government's policy on a full-day school in shaping the character of students in Islamic Education institutions, namely how the history of the full-day school policy is determined, how the implementation of the full-day school policy and how the implications of the creation of the full day school policy. This research is a type of library research that is centered on the study of some literature related to the issues discussed such as Permendikbud No. 23 of 2017, the results of research on Full Day School and the regulation. The result of this study is that the full-day school policy has been implemented simultaneously in 2017. The Minister of Education and Culture launched the full-day school policy through the authority of Permendikbud No. 23 of 2017 concerning school days, then followed by Presidential Regulation No. 87 of 2017 concerning character education. The implementation of the full-day school policy in shaping the character of students requires structured management, such as good planning, curriculum innovation, excellent programs, and extracurricular activities. The positive implications of the full-day school policy can shape the character of students, but it cannot be denied that there are negative implications that cause a lack of student interaction with family and society, causing boredom if learning is not innovative and interactive. The negative impact of the full-day school policy also has an impact on teacher work discipline. Therefore, the implementation of full-day schools needs regular evaluation to produce quality education and generation.

Keywords: Policy, Full-day school, Education.

Abstrak

Tujuan dari penelitian ini yaitu membahas mengenai surat keputusan kebijakan pemerintah mengenai full day school dalam pembentukan karakter peserta didik di lembaga Pendidikan Islam, yakni bagaimana sejarah kebijakan full day school ditetapkan, bagaimana implementasi kebijakan full day school dan bagaimana implikasi atas terciptanya kebijakan full day school. Metode yang digunakan dalam penelitian ini merupakan jenis library research yang menekankan pada pengkajian beberapa literatur yang relevan dengan permasalahan yang dibahas, yakni Permendikbud No. 23 Tahun 2017, hasil penelitian tentang implementasi program Full Day School atas peraturan tersebut. Hasil dari penelitian ini yaitu bahwa kebijakan full day school telah diterapkan secara serentak pada tahun 2017. Kebijakan full day school dicanangkan oleh Menteri Pendidikan dan Budaya melalui kewenangan permendikbud no. 23 tahun 2017 tentang hari sekolah, kemudian disusul oleh peraturan presiden no. 87 tahun 2017 tentang Pendidikan karakter. Adapun

pelaksanaan kebijakan full day school berimpact membentuk karakter peserta didik, akan tetapi perlu adanya pengelolaan yang tersusun, seperti perencanaan yang baik, inovasi kurikulum, program-program unggulan, serta kegiatan ekstrakurikuler. Implikasi positif kebijakan full day school dapat membentuk karakter peserta didik, akan tetapi tidak dapat dipungkiri bahwa terdapat implikasi negative yang menyebabkan kurangnya interaksi peserta didik dengan keluarga dan masyarakat, memunculkan rasa bosan jika pembelajaran tidak bersifat inovatif dan interaktif. Dampak negative kebijakan full day school juga berdampak kepada kedisiplinan kerja guru. Maka dari itu, implementasi full day school membutuhkan adanya evaluasi secara berkala untuk menghasilkan Pendidikan dan generasi yang berkualitas.

Kata kunci: Full day school, Kebijakan, Pendidikan.

INTRODUCTION

Regulation of the Minister of Education and Culture has issued letter Number 23 of 2017 regarding School Days giving rise to polemics and conflicting opinions pro and contra (Chabibi, 2018). This policy underlies the full-day school program to create a better future for the country's future people with various policy innovations aimed at improving education standards (Lana Fauziah, Junarti, 2023). The implementation of quality education is a demand that must be met by educators in carrying out their duties and responsibilities. Implementation of the full-day school program also functions as an effort to improve the quality of the education unit in the learning process. Based on research by Nur Afifah dan Ely Mufidah (2023) explains that the quality of learning can be supported by implementing full-day school through good planning, curriculum and learning innovation, creating superior programs, habituation to positive activities, and extracurricular activities (Afifah & Mufidah, 2023).

A full-day school system is a form of education program that is organized based on the Ministry of National Education curriculum standards and supported by the Ministry of Religion curriculum (Takwin, 2021). The full-day school system is in great demand among the public or parents in the modern era who have other activities outside the home (Rezki, 2020). This supports the implementation of the full-day school policy to be maintained. However, it cannot be denied that the full-day school policy has had a less than positive impact. This is proven by research (Ningsih & Hidayat, 2022) which explains that there is a negative impact of implementing full day school to develop the social spirit of students, namely reducing interaction time between children and their families and surrounding communities.

Education is the main foundation in forming the character, morals and skills of children as the nation's next generation (Kamila, 2023). In the last few decades, the education system in Indonesia has experienced various significant changes, one of which is the implementation of the Full Day School policy. This policy is designed to improve the quality of education by extending students' study time at school, providing greater space for academic and non-academic development, and

strengthening character education (Humaira, 2023). In this dynamic, Islamic education units, such as madrasas and Islamic boarding schools, have a unique and significant role in implementing this policy.

Implementing Full Day Schools in Islamic education units requires a special approach considering the characteristics of Islamic education which integrates the general curriculum with intensive religious education (Subagyo, 2022). Islamic education units have long been known for their holistic teaching system, where the formation of morals and religious knowledge receives a balanced portion with general knowledge (Subagyo, 2022). This analyzes the Full Day School policy in Islamic education units very relevant to explore, to understand how this policy can be adapted and implemented effectively (Ariarta et al., 2024). In the context of globalization and rapid technological developments, the Full Day School policy in Islamic education units also has great potential to prepare students to face future challenges (Hadi et al., 2024). With optimal study time management and a comprehensive curriculum, students are expected to develop academic competence, social skills, and spiritual values in a balanced manner. Therefore, this policy analysis is not only important to assess its effectiveness and impact, but also to provide strategic recommendations for the development of better Islamic education in Indonesia (Latif et al., 2023).

As for this research, it is understood that the full-day school policy was implemented simultaneously in 2017. The full day school policy was proclaimed by the Minister of Education and Culture through the authority of Permendikbud Number 23 of 2017 concerning school days, then followed by presidential regulation Number 87 of 2017 concerning Character building. The implementation of the full day school policy in shaping the character of students requires structured management, such as good planning, curriculum innovation, superior programs and extracurricular activities. The positive implications of the full-day school policy can shape the character of students, but it cannot be denied that there are negative implications that cause a lack of interaction between students with their families and the community, giving rise to feelings of boredom if learning is not innovative and interactive. The negative impact of the full-day school policy also has an impact on teacher work discipline. Therefore, the implementation of full day school requires regular evaluation to produce quality education and generations.

Several research results have examined the full-day school policy, both research that focuses on conceptualization, implementation, or impact. According to research (Setyawan et al., 2021) entitled Analysis of full-day school education policies in Indonesia, this policy is a breakthrough in foreign education which in its application is very visionary and can handle various educational problems from various aspects of development, both in the form of abilities. cognitive, affective, and psychomotor, but should be adjusted earlier to the conditions of education in



Indonesia. Meanwhile, research by (Nisrina et al., 2021) with the title Full day school policy analysis on the development of students' character explains that full day school is a learning system that prioritizes students in the school environment by applying core values in the world of education, namely integrated activity. and an integrated curriculum whose characteristics include cognitive, affective and psychomotor aspects. Meanwhile, research (Rahem, 2017) entitled The social impact of implementing full-day school, which explains that the full-day school policy has given rise to two different views regarding the consideration of positive and negative impacts. This research will explain the history, implementation and implications of the full day school policy.

Thus, this research will not only provide a comprehensive overview of effective strategies, but will also provide practical recommendations for full day school policies in Islamic education units in Indonesia. Therefore, this research aims to find out the history of Full Day School, Full Day School Policy, Implementation of Full Day School Policy, and the Implications of Full Day School. It is hoped that the results of this analysis can provide a meaningful contribution to the formulation of education policies that are more inclusive, adaptive and sustainable, as well as supporting improving the quality of Islamic education in Indonesia.

METHOD

The method in this research is a literature review, which is comprehensive research from various sources. A literature review is an activity of reviewing written results contained in journals, books, magazines, or related documents (I. Prasetyo, 2020). Researchers look for data sources from several scientific articles, digital journals, and research materials that are relevant to the research theme using the keyword "full day school" in Google Scholar, Open Knowledge Maps, Connected Papers, and Publish or Perish 8. Researchers collected data and read The search results selected several types of articles that were appropriate or not in answering this research, then the data was studied in depth and arranged in a word description. To assess the credibility and reliability of the findings, researchers used data validity techniques through a triangulation approach by utilizing various data sources. In short, the stages of this research are searching for data, collecting data search results, reducing the data collection, displaying relevant data and drawing an essence of conclusion.

RESULT AND DISCUSSION

History of Full Day Schools

The concept of full day school emerged in the United States in 1980 aimed at early childhood learning in educational institutions which then expanded to elementary to high school levels. The factors that underlie parents in entrusting

their children to full day school in the United States, namely the desire of parents to improve their children's academic grades in the hope that the children will be successful in facing a higher level of life and the increasing number of parents whose role is not only doing activities at home but having activities or mobility outside the home such as work and for parents who have children under 6 years of age. Meanwhile, in Indonesia full day schools appeared in 1990 with the term excellent schools which came into effect in July 2017 (Alanshori, 2017)(Y. Pratiwi, 2017). In fact, the practice of full day school had been implemented by several Indonesian educational institutions before this policy was officially established by the Ministry of Education and Culture, namely at Islamic boarding schools, several private schools and international schools (Soeli et al., 2021).

Full Day School Policy

Etymologically, full day school comes from English. Full means full, day means day, and school means school. To emphasize a study of the term, full day school is understood as providing education that is carried out throughout the whole day or can be interpreted as learning activities carried out from morning to evening from 06:45-15:00 WIB which is supported by an informal learning atmosphere and time limits. take a break every two hours (Takwin, 2021), (Rahem, 2017). The full day school policy was launched by the Minister of Education and Culture through the authority of Permendikbud no. 23 of 2017 concerning school days, then followed by presidential regulation no. 87 of 2017 concerning Character Education. According to the Ministry of Education and Culture, the basis for the emergence of this policy is in accordance with the Nawacita program of the President of the Republic of Indonesia, one of which is reviewing and redesigning the education curriculum based on the applicable curriculum, namely the independent curriculum which frees up educational institutions to develop national curriculum and learning, however, in implementing this policy the emphasis is on character education curriculum (Luthfi, 2020)

Regulation of the Minister of Education and Culture Number 23 of 2017 concerning School Days, in Article 2 paragraph (1) reads "School days are held for 8 (eight) hours in 1 (one) day, or 40 (forty) hours over 5 (five) days in 1 (one) week". Then, based on article 8, it is stated that at the start of the full day school policy, "The implementation of school days will be implemented starting from the 2017/2018 school year)". Presidential Regulation Number 87 of 2017 with the theme Strengthening Character Education stated in article 9 paragraph (1) reads "Strengthening Character Education through formal channels can be held over 6 (six) or 5 (five) days". then, article 9 paragraph (2) states "School day provisions as referred to in paragraph (1) are submitted to each Educational Institution Unit together with the School/Madrasah Committee and reported to the Regional Government or Ministry of Religion which organizes government delegations in local religious fields with their respective authorities". Then, in article 9 paragraph



(3) it is specifically stated that "in determining 5 (five) school days, educational institution units and school/madrasah committees must pay attention to four things, namely the adequacy of educators and educational staff, availability of facilities and infrastructure, local wisdom, and the opinions of community leaders and/or religious leaders outside the school/madrasah committee."

The policy of Law Number 35 of 2014 on the improvement of Law Number 23 of 2002 concerning the right to child protection in Article 4, namely "Every child has the right to live, grow, develop, and participate reasonably in accordance with the dignity and dignity of humanity, and to receive protection from violence and discrimination". From the policies regarding life, growth and development, it may be in accordance with the aim of full day school to develop children's competency qualifications and potential. However, some children cannot socialize and participate appropriately according to their dignity, because of the opportunity to socialize with peers and family. very limited due to the length of the school day, causing children to feel physically tired because they are at school all day, children prefer to rest or complete assignments rather than play with their peers when they return home. This description is in accordance with research results (Ningsih & Hidayat, 2022) children's busy learning at school limits interaction time with their family and environment. This research is supported by article 11 of the Child Protection Law which clearly states "Every child has the right to rest and take advantage of free time, to socialize with children of the same age, to play and have recreation, and be creative according to their interests, talents and level of intelligence for the sake of self-development." Meanwhile, Article 2 paragraphs (1) to (4) of Minister of Education and Culture Regulation No. 23/2017 has determined the duration of study with a break period of 30 minutes. Schools that want to increase the break time for their students are allowed to do so, but need to adjust the school return time to the break duration these additions (Y. Pratiwi, 2017).

Since July 2017, the full day school concept has been implemented throughout Indonesia in stages. Currently, according to Takwin (2021) there are approximately 10,000 schools that have adopted this system voluntarily. In this system, the teaching and learning process takes place for eight hours per day with two days off a week, namely Saturday and Sunday. So, this longer study duration allows for in-depth study of material, extracurricular activities, and flexible study schedules according to the needs of students' abilities and the weight of the intended lesson.

The full day school policy in Indonesia is classified as an orthodox policy. This is because this policy does not fully consider the interests of society, but rather focuses on achieving achievements and strengthening character education in accordance with the government's vision in facing the era of globalization. Criticism of this policy arises due to the lack of community participation in the

formulation and implementation process, as well as concerns about the negative effect on children's balance of study and play time.(Chabibi, 2018). The full day school program policy is optional, therefore this policy does not require it to be implemented in all Indonesian schools. The Indonesian government does not anticipate that this policy will be fully implemented, because there is an evaluation that needs to be studied (Netti & Hidayati, 2023). According to (Risnita; Asvio, 2019) the full day school policy implemented through Minister of Education and Culture Regulation Number 23 of 2017 has reaped various pros and cons. Because there are still many weaknesses in this system, the government decided to review its implementation. This review is contained in Presidential Decree Number 87 of 2017 in article 9, which states that the full day school system is optional and does not have to be implemented in all Indonesian schools because it takes into account capabilities and resource availability.

Implementation of The Full Day School Policy

According to Sulistyarningsih, full-day school is a typical school program that not only focuses on general lessons but also integrates intensive religious education by providing additional hours for in-depth study (Andriani et al., 2022). In its implementation, full day school really requires cooperation, both internal and external. As stated by (Y. A. Pratiwi & Wiyani, 2020) the success of the full-day school program depends on communication and openness between the school/madrasah principal and teachers. Solid collaboration between related parties is the key to realizing short-term and long-term programs compactly. This good and close relationship will facilitate the path to the planned program goals. Apart from that, external cooperation also plays an important role in supporting the smooth running of the full-day school program. Collaboration with external agencies or parties allows expanding relationships, reach and learning resources in various fields, such as technology, science, arts and culture and tutoring (Irayasa et al., 2019).

The full day school system is not limited to formal-based schools, but also informal ones. So the concept that can be applied is integrated activity (integrated teaching) which is interesting, fun, not stiff and not monotonous. Therefore, educators are required to develop their competencies to be more creative and innovative, so as to create a pleasant atmosphere and later be able to give birth to a generation of students who are intelligent intellectually, emotionally and provide a broad learning experience (Risnita; Asvio, 2019). With this system, it is hoped that education will not only lead to book theory, but also the cultivation of character in students, which is commonly known as PPK (Strengthening Character Education) (Luthfi, 2020). Therefore, the implementation of this policy is widely considered as a development to increase the effectiveness of schools in character education (Risnita; Asvio, 2019), such as being independent, having high integrity, nationalist



and religious in accordance with the values contained in the 1945 Constitution (Setyawan et al., 2021).

The implementation of full day school is carried out only five days a week and has received some support which is interpreted as an alternative form of overcoming several educational problems, both in terms of achievement, character, morals and character. There are several reasons parents choose a full day school program, namely: parents are busy and work, so their attention to their children is reduced; social and cultural developments and technological advances are rapidly leading to an attitude of individualism, especially in urban environments; the influence of society's point of view and mindset is due to social and cultural changes regarding success with material things, so that not a few mothers now have a career role; the rapid development of science and technology makes it more fun for children to sit in front of televisions, gadgets and play stations. This condition requires a solution by formulating a new paradigm (H. Prasetyo & Destiyanti, 2023).

This presentation, in accordance with research by Eri Susanto entitled Analysis of the Impact of the Five-Day School Learning Policy on Basic Education, explains that the impact of the five-day school policy has advantages and disadvantages. The advantages obtained are anticipating a decline in moral values in the national education system, while the disadvantages are parents' concern about students' physical and mental fatigue (Lana Fauziah, Junarti, 2023).

Full Day School Policy Implications

There have been various responses to the full day school policy, namely the pros and cons. This policy means that children spend most of their daily time in the school environment, this has both positive and negative impacts on students. The advantage is that this policy can minimize students carrying out activities that lead to negative things that are not useful (Setyawan et al., 2021). If they are in a school environment, students can develop their potential and competencies by taking part in in-depth activities, extracurricular activities or additional material as needed. Meanwhile, the concern felt with this policy is the reduction in students' time to socialize with their local community (Rahem, 2017).

According to (Alanshori, 2017) full day school is an alternative effort to improve education management in learning as well as a form of community demand that requires schools/madrasahs with longer study time. Education is generally defined as a deliberate and continuous process in fostering and developing an individual's physical potential which includes physical and spiritual aspects. This effort is in line with the values and principles applied by society and culture (Rahman et al., 2022). Efforts to improve the quality of character education have become the focus of attention in curriculum and education policies in various countries, including Indonesia (Sutarjo, 2023). This policy is felt to be able to shape the character of students. Based on research with the theme Implementation of

Full Day School as an Effort to Form Student Character, it is stated that the success of the full day school system in developing student character can be seen through the development of religious character habits, punctuality, independence, hard work and enthusiasm. (Andriani et al., 2022). Activities to strengthen character education in this school are realized through various programs, including providing ice breakers, quizzes before class time, organizing TPQ/BTQ, tahfidz and tahsin activities, as well as increasing study time. Apart from that, there are various extracurricular activities, such as dance, music, theater, painting, MTQ (musabaqoh tilawatil Qur'an), sports, taekwondo, and drumband. These programs are designed to grow and develop students' talents and interests, as well as strengthen noble character values in them. (Afifah & Mufidah, 2023).

It is not impossible that a policy will have negative implications, therefore it is necessary to carry out continuous evaluation. The results of research (Setyawan et al., 2021) state that there are weaknesses in implementing full day school, some of which are: Creating a feeling of boredom and boredom. In fact, according to research by Yuniar, et al, it is explained that students suffer from mild stress dominated by the implementation of the full day school system with symptoms of physical fatigue, emotional anxiety and forgetfulness (Soeli et al., 2021). This explanation is confirmed by the results of research by (Utama et al., 2020) that one of the negative impacts of full day school is teacher work discipline, because the density of activities, lack of infrastructure, and student behavior can create a saturation point that impacts teacher work discipline.

Therefore, full-day school learning requires a variety of mature preparations, both from a good physical, psychological, and intellectual perspective, and requires more attention regarding management as a support for the learning process so that it takes place optimally, and requires collaboration and more attention from stakeholders. interests, teachers, and students (SUTARJO, 2023). The success of a full-day school program depends on four main supporting factors: (1) Human Resources: The effectiveness of the implementation of the full-day school program depends on the will and cooperation of all stakeholders in the educational institution environment, including school principals, teachers, students, committee members, and administrative staff, to achieve the program objectives that have been previously planned. (2) Facilities and infrastructure: The availability of adequate educational facilities and infrastructure plays an important role in ensuring the implementation of the full-day school program effectively and efficiently. (3) Learning innovation, Curriculum carefully designed to address contemporary needs and challenges, fosters a stimulating and enjoyable learning environment that empowers students to thrive in the madrasa environment. (4) Adequate financial support tailored to program needs will empower educators to implement each initiative effectively. However, apart from these supporting factors, some challenges hinder the successful implementation of the full-day



school program. The implementation of full-day school programs faces several obstacles, mainly caused by increasing financial needs, less attractive teaching methods, and the potential for student fatigue and disengagement. (Y. A. Pratiwi & Wiyani, 2020).

CONCLUSION AND SUGGESTION

The history and policy of full-day school began in the United States in the 1980s, where this concept was first applied to early childhood education and then expanded to elementary to high school levels. American parents entrust their children to Full Day School in the hope of improving their children's academic grades and adapting to the busy lives of parents who work outside the home. In Indonesia, Full Day Schools were introduced in 1990 with the term "superior schools" and were officially implemented by the Ministry of Education and Culture in July 2017. This policy is regulated through the Ministry of Education and Culture Regulation No. 23 of 2017 and Presidential Decree no. 87 of 2017, which emphasizes character education as part of the government's Nawacita program. Full Day School in Indonesia is implemented for eight hours per day with five school days a week. This policy aims to increase the effectiveness of education and build the character of students but faces various challenges such as students' physical and mental fatigue, as well as reduced time to socialize with family and the environment. In addition, this policy is optional and not mandatory for all schools, considering available capabilities and resources.

In its implementation, the success of Full Day School is very dependent on cooperation between school principals, teachers, parents, and external parties. This system also requires adequate facilities and infrastructure, innovation in the curriculum, and financial support by program needs. Although this policy is expected to improve the quality of education and student character, there has been criticism regarding the lack of community participation in the formulation and implementation process, as well as the negative impact on children's balance of study and playtime. The success of the Full Day School program in Indonesia requires continuous evaluation to overcome existing weaknesses, such as boredom and stress among students and teacher work discipline. Support from various parties and good physical, psychological and intellectual readiness are the keys to ensuring that this program runs optimally and can provide maximum benefits for students.

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