

# Full-Days School Program in Elementary School: An Analysis of Curriculum Management

Siswadi<sup>1</sup>, Abu Dharin<sup>2\*</sup>

<sup>1,2</sup>UIN SAIZU Purwokerto Indonesia

## ABSTRACT

The purpose of this research is to examine the management of the full days school curriculum at MI al-Azhary Banyumas. This is field research at the Maarif Madrasa in Banyumas, where data were obtained from interviews and observations. The presence of a full days school to fill character formation for students where ordinary education is still considered lacking. The results of the study indicate that the implementation of curriculum management is carried out through preparing curriculum plans, coordinating knowledge clusters, evaluation and monitoring, as well as habituation programs for life skills, and habituation of worship practices.

**Keywords:** full day school, habituation, management, curriculum.

## INTRODUCTION

The purpose of education in Indonesia is not only to educate the nation's children but also to form a civilized character by having life skills (Ramayulis & Nizar, 2009; Triyono et al., 2019). Unfortunately, until now education has only produced intelligent students, but has not been able to produce students who have high morals, there are still many students who have deviant behavior at the elementary school. It is marked by taking school equipments without permission, lying, bullying, cheating, and mass brawl (Wiyani, 2013). Where the character-based education is very important to be instilled from an early age (Atteberry et al., 2019), although the measure of success in accreditation is absorption in the world of work.

The problem of curriculum in elementary schools in general is still less than the religious curriculum, this is different in Madrasa Ibtidaiyah which already has a more religious curriculum. (Wiyani, 2013). In 2017, the Minister of Education and Culture attempted to implement a full day school program for elementary and junior high school students. The discourse in shaping the character of students in the midst of degradation in the era of globalization, although it was ultimately opposed by NU residents because it could dissolve the *diniyah* program. Furthermore, the General Chairman of PBNU stated "We from NU strongly reject it. There is no compromise, there is no dialogue, the government must immediately revoke the five-day school regulation. Because it will displace the madrasah *diniyah* built by the community, the teachers are honored by the community of 76,000 throughout Indonesia" (Muhyiddin, 2017).

Both from the pros and cons, Full Days School (FDS) is an alternative for students who do not study at *Diniyah*, because the content of FDS is strengthening religious education. The prior of FDS is MI al-Azhary Ajibarang Banyumas, that has implemented since 2009 and the only school one in Banyumas Regency. This program has become a flagship program that has made it became favorite *Madrasa* for the people in Ajibarang.

The FDS program is managed by integrating general subjects with religious subjects.

## LITERARY REVIEW

### Model of Full Days School

Full day school is a school model that implements full day learning, starting at 07.00 AM to 15.30 PM. Full day school is a school model with the aim of building habits, especially in strengthening morals and cultivating worship (Handayani & Anisah, 2022).

According to Nor Hasan (Hasan, 2006a), the core of the Full Day School learning model are: *first*, the learning process takes place actively, creatively, transformatively, as well as intensively. The school system and the Full Day School pattern indicate an active learning process in the sense of optimizing all potentials to achieve optimal learning objectives both in the utilization of facilities and infrastructure in the institution and creating a conducive learning process for the balanced development of student potential. *Second*, the learning process carried out during an active full day does not force students to study, a study that is too boring. However, what is focused on is the relaxation system that relaxes and escapes from a boring schedule (Rahman, 2018).

**Corresponding Author e-mail:** abudharin@uinsaizu.ac.id

**https://orcid.org/0000-0001-9868-8242**

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Implementing the full-day school system in several educational institutions is inspired by a concern over the conventional school system, which is seen as having many weaknesses because schools emphasize being intellectually oriented. At the same time, the affective and psychomotor aspects are still neglected. This happens caused to the minimal amount of time allotted by the school and its formal and mechanistic interactions (Dharin, 2021).

Until now, the full-day school system has become part of education in the country. Many educational institutions implement this system with very varied models. The terms used also vary, such as; full-day school, boarding school, and Pesantren program. Inspired by the advantages of the pesantren system, several schools have started innovating their schools by pioneering full-day schools, which in certain respects are very similar to pesantren with several modifications (Rohmad, 2021). Thus, the concept of full-day school is a modernization, even a systematization or modification of the pesantren tradition, which within certain limits the pesantren is less aware of the substance of the educational pattern it applies because it has become a tradition that is inherently inherent in the process of scientific transformation. Therefore, in its application full-day school may still maintain the format of the Pesantren tradition, but the tradition has been awakened to its substance (Azizy, 2000).

### Management of Curriculum

The curriculum comes from the Greek, namely *curir* which means “runner” and *curere* which means “place to race”. The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as materials used as guidelines for the implementation of learning activities to achieve certain educational goals (Rusman, 2009). Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain goals. Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system in order to realize the achievement of curriculum objectives. In its implementation, school-based management (SBM) and unit-level curriculum (KTSP). Therefore, the autonomy given to educational institutions in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions does not ignore the national policies that have been set. Community involvement in curriculum management is intended to be able to understand, assist, and control curriculum implementation, so that educational institutions are not only

required to be cooperative but also independent in identifying curriculum needs, designing curriculum, controlling and reporting curriculum resources and results, both to the community and the government (Nasbi, 2017).

There are five principles that must be considered in implementing curriculum management, namely:

- a. Productivity, the results to be obtained in curriculum activities is an aspect that must be considered in curriculum management. Consideration of how students can achieve learning outcomes in accordance with curriculum objectives must be a target in curriculum management;
- b. Democratization, the implementation of curriculum management must be based on democracy, which places managers, implementers and students in the right position in carrying out their duties with full responsibility to achieve curriculum goals;
- c. Cooperative, to obtain the expected results in curriculum management activities, it is necessary to have positive cooperation from various parties involved;
- d. Effectiveness and efficiency, a series of curriculum management activities must consider effectiveness and efficiency to achieve curriculum goals so that curriculum management activities provide useful results with relatively short costs, energy and time;
- e. Directing the vision, mission and goals set out in the curriculum, the curriculum management process must be able to strengthen and direct the vision, mission, and goals of the curriculum (Rusman, 2009).

### Full Days School

The history of the emergence of full day schools in the early 1980 in the United States was applied to kindergarten schools, which eventually expanded to the elementary to high school levels (Alanshori, 2017). There are several factors of interest in most US people who entrust full day schools including: the increasing number of parents, especially mothers who work and have children under 6 years old, increasing the number of children of preschool age who are accommodated in schools owned by the public/general public, increased influence of television and the busyness (mobility) of parents, and progress and modernity which at that time began to develop in all aspects of life (Alanshori, 2017).

Several studies published in the Harvard Family Research Project in 2003 concluded that a full day school program can improve a child's personality, in addition to academic achievement. First, the decrease in problem behavior was not obtained by narrowing the empty space of adult supervision or by increasing the involvement of learners in constructive activities. The decrease in problematic behavior is obtained by increasing the activity of students and avoiding problematic

students. Second, the activities that contribute the most to the reduction of problematic behavior are the development of social competence and personality through activities that are intensely carried out in the school environment (Winurini, 2016).

The purpose of the full day school program is the final result expected by educational institutions for the intensification of educational factors in the teaching and learning process in schools (Hidayat & Rozak, 2022). The full day school system basically uses an integrated curriculum and integrated activity system which is a form of learning that is expected to form a highly intellectual student who can combine aspects of skills and knowledge with a good and Islamic attitude. With the outlines of the program in the full day school system, schools that implement this program are expected to be able to achieve the goals to be achieved by educational institutions that implement the full day school system. The changes above are an alternative signal for solving in order to maximize the children's free time to be more useful, so the full day school system is implemented (Alanshori, 2017). The full day school model is a form of education unit organized based on the Ministry of National Education curriculum and enriched with the Ministry of Religion curriculum. The model developed is the integration of religious and general education, by maximizing the development of cognitive, affective, psychomotor aspects. Full day school model schools can also be said to be integrated model schools (Izza, 2017). The description of the full day school program is as follows: institutions, leadership and management. Draft which was developed by a full day school that prioritizes moral honor and academic achievement. School leadership boosted by improving the quality of personality, increasing ability managerial and knowledge of contemporary educational concepts supported by short-course activities, program orientation and comparative studies, where these programs are implemented individually simultaneous and continuous (Izza, 2017).

Effendi revealed that the full day school program can be used as a program to support the implementation of character education in schools (Winurini, 2016). In other countries such as Singapore, South Korea, China, Japan, England, the United States, Taiwan, Spain, and Germany, the term used is not full day school but after school program (ASP). The full day school program is carried out as an additional activity after the children carry out the core activities. The full day school program can also be implemented through active, creative, intensive, integrative learning interactions packaged in a centralized dormitory system and a supervisory system or more precisely 24-hour coaching (Hasan, 2006b).

## METHODS

The type of this research is field research by exploring learning, teaching, management system of MI Al-Azhary Ajibarang. Collecting data through observation, interviews and documentation. In the analysis stage, the researcher uses

Miles and Huberman model which includes data reduction, data presentation, and data verification.

## RESULT AND DISCUSSION

Based on the results of data collection, it can be seen that curriculum management in the full day school program at MI al-Azhary Ajibarang is actualized into four activities:

### Curriculum Planning in the Full Day School Program

The results of the study indicate that curriculum planning in the full day school program is formulated through the purpose of the curriculum which includes (1) to produce educational services that are different from the educational services produced by other Madrasas, (2) To accommodate the wishes of parents who want students to have broad and deep religious knowledge, (3) to realize the vision of MI al-Azhary which has a focus on building student character.

Documentation results show that MI al-Azhary's vision develops the potential of students with broad-minded, moderate, inclusive, and tolerant views with in-depth knowledge, life skills, and nobility of character.

### Educational materials in the full day school program.

Educational materials in the full day school program at MI al-Azhary consist of: thematic learning subjects, PAI learning subjects, Arabic learning subjects, Al-Qur'an learning subjects, Worship learning subjects, Learning subjects based on life skills, and Subjects for developing talents and interests.

### Learning activities in the full day school program.

Learning activities in the full day school program at MI al-Azhary include:

1. Thematic learning activities use the 2013 curriculum;
2. Learning activities for PAI subject groups, such as Qur'an-Hadith, Aqidah Akhlak, Fiqh, and History of Islam;
3. Al-Qur'an learning activities;
4. Islamic habituation activities,
5. Prayer in congregation,
6. Extracurricular activities to develop students' talents and interests,
7. Life skills-based learning activities, namely learning English and Information and Communication Technology (ICT).

### Facilities and infrastructure needed in the full day school program.

Based on the interview, the facilities and infrastructure needed for the full day school program at MI al-Azhary include: classrooms, computer laboratory, language laboratory, mosque, library cchoolyard, sports field, canteen and madrasa cooperatives.

### Evaluation technique in full day school program.

Based on the results of the interviews, it can be seen that the measure of success of the full day school program at MI al-Azhary, evaluation techniques were established which include: monitoring, supervision, performance evaluation meetings.

### Curriculum Organization in Full Day School Program

Curriculum organizing activities in the full day school program at MI al-Azhary are carried out with the following steps:

#### *Socialization of full day school program.*

Based on the results of interviews with the waka curriculum, it can be seen that the socialization of the full day school program at MI al-Azhary is carried out through: 1) Meetings with parents of students held at the beginning of the school year and at the end of the school year; 2) Madrasa websites; and 3) New student acceptance brochures.

#### *The division of teacher duties in the full day school program.*

From the results of interviews with the headmaster of MI al-Azhary, the division of tasks in the implementation of the full day school program is carried out by: 1) Give assignments to the teacher as homeroom teacher; 2) Give assignments to teachers as subject teachers; 3) Give assignments to teachers as extracurricular trainers; and 4) Give assignments to the teacher as a picket teacher.

#### *Preparation of full day school program schedule.*

Based on the results of interviews with the head of MI al-Azhary, that he gave the opportunity and authority to the deputy head of the curriculum to arrange a full day school program schedule. In its preparation, the deputy head of the curriculum then collaborated with the vice principal of student affairs, and homeroom teachers.

#### *Socialization of full day school program schedule*

After the full day school program schedule was arranged, then the full day school program schedule at MI al-Azhary was socialized to teachers, staff, and guardians of students. Based on the results of interviews with the headmaster of MI al-Azhary, it can be seen that MI al-Azhary disseminated it in writing through notification letters of student activities, verbally through meetings, and by utilizing social networks such as the WhatsApp Groups.

#### *Teacher competency development to support the full day school program.*

Teacher competency development is aimed at supporting the implementation of the full day school program at MI al-Azhary. Based on the results of interviews with the head

of MI al-Azhary, it can be seen that competency development is carried out through training activities in the internal and external spheres. In addition, teacher competency development is also carried out through teacher regeneration activities.

### Implementation of the curriculum in the full day school program at MI al-Azhary

The steps taken in implementing the curriculum in the full day school program at MI al-Azhary include:

#### *Organizing a full day school program according to the schedule.*

Based on the observations, it can be seen that every morning from Monday to Friday at 06.55 to 08.40 the children participate in the Duha prayer, reading and memorizing the Qur'an. Then on Monday to Friday from 08.40 to 09.15 the children take part in learning activities. Followed by the first break at 09.15 to 09.30. Then at 09.30 to 11.50 the learning activities were carried out again. Then the second break is held at 11.50 to 12.45. In this second break, students perform Dhuhur prayers, Friday prayers, dhikr, lunch, and playing. Then at 12.45 to 14.30, learning activities and memorizing daily prayers were held again. The learning activities carried out include thematic learning activities, PAI family learning activities, Arabic language learning activities, and life skills-based learning activities. Meanwhile, on Saturday, from 06.55 to 07.30, morning exercises were held. Then at 07.30 to 08.00 to carry out the Duha prayer activities. Then from 08.00 to 11.15, Qur'an tahsin activities and extracurricular activities are carried out to develop students' talents and interests. Apart from being taught by teachers, extracurricular activities are also taught by professional trainers from outside.

Based on the results of interviews with the deputy head of the MI al-Azhary curriculum, to ensure that the implementation of the full day school program can be carried out according to the schedule, communication is carried out by the deputy head of the curriculum and the principal of MI al-Azhary with teachers and coordinators of religious activities related to their readiness in carrying out activities in the full day school program. This coordination is carried out directly through briefings and informally during breaks and by utilizing the teacher's WhatsApp Group.

#### *Ensuring the quality of the full day school program.*

Based on the results of interviews with the headmaster of MI al-Azhary, it can be seen that the quality assurance activities for the full day school program are carried out by:

1. Conducting accreditation activities through National accreditation organization;
2. Meet the minimum service standards set by the government.



3. Creating a conducive Madrasa climate to support the implementation of the full day school program.

Based on the results of interviews with the deputy head of curriculum MI al-Azhary, it can be seen that the efforts made to create a conducive madrasa climate to support the implementation of the full day school program are by optimizing the implementation of religious activities with the habituation method. When students are used to doing activities that are in accordance with Islamic teachings, at that time a conducive madrasa climate will be created. Religious activities include repetition of lesson, memorizing the Qur'an, praying dhuha, alms, reading yasin, dhikr in congregation, cleanliness, eating according to Islamic etiquette, and others. The state of the MI al-Azhary environment has also supported the implementation of the full day school program that can be included by: 1) the low rate of delay in children, 2) The activeness and enthusiasm of children in participating in activities organized by the management of MI al-Azhary, 3) Educational facilities and infrastructure can be used optimally in the implementation of activities in the full day school program, and 4) cases of bullying in the madrasa environment can be prevented.

### **Curriculum Evaluation at the Full Day School Program at MI al-Azhary**

Based on the results of the study, it can be seen that the evaluation of the curriculum in the full day school program at MI al-Azhary, among others:

#### *Diagnosing supporting factors in the implementation of the full day school program.*

Based on the results of interviews with the deputy head of curriculum MI al-Azhary, it can be seen that there are seven supporting factors in the implementation of the full day school program, namely:

1. Have a break for students that is appropriate and in accordance with the needs of students. The first break is from 09.15-09.30 and the second break is from 11.50-12.45;
2. Have adequate worship facilities;
3. There is a high level of commitment from the parents regarding the education of their children;
4. A supportive madrasa environment, where the community around the madrasa has high religiosity;
5. Teachers from morning to evening have a high teaching spirit;
6. The level of teacher welfare is higher when compared to other MI in Ajibarang sub-district;
7. There is a performance bonus for teachers who excel. The amount of the bonus depends on the teacher's tenure.

#### *Diagnosing inhibiting factors in the implementation of the full day school program.*

Based on the results of interviews with the deputy head of curriculum MI al-Azhary, it can be seen that the inhibiting factors in the implementation of the full day school program include:

1. Classroom limitations. There is one class that cannot be spaced and must occupy the center;
1. Children who have friendships with children from other institutions often want to go home early like children from other institutions. This makes children not concentrate when participating in activities in the full day school program.

#### *Designing improvement efforts in the full day school program.*

Based on the results of interviews with the head of MI al-Azhary, it can be seen that the efforts made to overcome the inhibiting factors include:

1. The management of MI al-Azhary is relocating the madrasa canteen. The madrasa canteen will be moved to the west of the madrasa, then the place used for the canteen will be renovated to build three classrooms;
2. The management of MI al-Azhary asked the teachers to do ice breaking in the midst of learning activities to refresh the child's mental state. The management of MI al-Azhary also provides a UKS room to rest for sick students;
3. All school members carry out the dhuhur prayer in congregation and continue with the dhikr activities together so that at that hour no children leave the madrasa.

#### *Formulate a full day school program for the future.*

One of the things that resulted from the evaluation of the curriculum in the full day school program was the formulation of the full day school program for the future at MI al-Azhary. Based on the results of interviews with the deputy head of curriculum MI al-Azhary, that in the future MI al-Azhary will add activities for students outside of extracurricular activities, namely adding chapters to be memorized by children, from chapters 30<sup>th</sup>, 29<sup>th</sup>, 28<sup>th</sup>, 27<sup>th</sup>, and 10<sup>th</sup> chapters.

In addition, in the future, MI al-Azhary will also hold open house activities to accommodate the aspirations of the parents of students and establish communication with parents for the benefit of their children's education. Then to increase the parents' attention to their children, MI al-Azhary will hold a family gathering activity.

### **CONCLUSION**

Based on the results and discussion of research related to curriculum management in the full day school program

at Madrasa Ibtidaiyah as follows: first, the curriculum management of the full day school program at Madrasa is to develop a curriculum plan for the full day school program followed by the formulation of policies, objectives, materials, activities, and infrastructure. Second, organize the full day school program curriculum through activities: socialization, division of tasks to teachers, scheduling, and teacher competency development. Third, implementing the full day school program curriculum through activities: organizing full day school programs, ensuring quality, creating a conducive madrasah climate, giving more attention to students, and responding to the needs of students and parents in implementing the full day school program. Finally, evaluate and monitor the curriculum of the full day school program in order to achieve better results by solving problems and making better.

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