



FULL-DAY SCHOOL PROGRAM FOR STRENGTHENING STUDENT CHARACTER WITH A SCIENTIFIC APPROACH IN ELEMENTARY SCHOOLS

NANDA SEPTIANA


Institut Agama Islam Negeri Madura

nandaseptiana@iainmadura.ac.id

Abstract

SD Plus Qurrota A'yun and SD Islamic Global School are schools that implement full-day learning programs. By learning the full-day school program the teacher can monitor and guide the religious activities of students not only to monitor the development of student academic achievement but also to strengthen character education in students. The purpose of this study was to analyze and describe the full-day school program in strengthening students' character with a scientific approach applied at SD Plus Qurrota A'yun Malang and SD Islamic Global School Malang. The results showed that: (1) The idea of developing the implementation of the full-day school program began with the establishment of the school, factors, and motivation so that the implementation of the full-day school program, curriculum, and main characters at both sites was the presence of PPK; (2) Program planning to strengthen student character begins with the preparation of an academic calendar, conditioning the school environment, developing syllabus and lesson plans, and integrating character development into the curriculum. The implementation of the student character strengthening program consists of the cooperation of all teachers and educational staff, building communication and collaboration with parents of students, establishing harmonious relationships between student teachers, integrating character values into subjects, implementing self-development, and implementing school culture. Evaluation of student character strengthening programs consists of evaluating educators and educational staff, collaborating with parents of students, and assessing student success; (3) The impact on schools consists of results, implications, supporting factors, inhibiting factors, and efforts. Meanwhile, the impact on parents of students at both sites was that each student's parents felt helped by the full-day school program in strengthening their children. As a result of strengthening children's character at home, the values of religious character, discipline, responsibility, independence, environmental care, and social care began to form and achieved very positive results in both sites.

Keywords: Full Day School, Character, Scientific Approach.

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INTRODUCTION

In the last few months, the full-day school discourse has immediately become a topic of controversy among the public. Especially for stakeholders related to education. This is actually normal. Something new, even if it's just an idea, is always a topic of conversation. Comments came from everywhere, from regional heads to educational observer institutions (Kristianawati, 2016: 15).

For children who attend full-day school, the school environment is an aspect that greatly influences the process of forming a child's character. This happens because the child spends a lot of time at school. So that there is more time to interact with other people in the school environment. In practice, schools with a full-day school system have a teaching system that is not rigid or monotonous, and even enjoyable. Educators are required to be sensitive to the times, creative, professional, and innovative (Baharuddin, 2009: 224).

It must be realized that every student whose parents send them to any school, their children already have and bring their own character. Because the character of a child begins to form from the moment he is born, raised, and raised by his parents and plays with his peers. After that, they began to be sent to formal educational institutions which are social institutions and places that provide an opportunity for an educator to find a model and then develop it.

Character education is of course important for all levels of education, from elementary school to university. In general, character education is actually needed from an early age. If a character has been formed from an early age, when it becomes an adult it will not change easily even though temptation or seduction comes so tempting (Azzet, 2013: 15).

In developmental psychology, the age of students in elementary school is in the period of late childhood (end of childhood). They are roughly in the age range of six or seven years until the time comes when the child becomes biologically mature around the age of thirteen. This period is characterized by conditions that greatly affect the child's personal and social adjustment. They are faced with a new environment that requires them to adapt. In this situation, psychologically most children are in an unbalanced state, so it is difficult for children to work together which can result in changes in attitudes, values, and behavior (Wiyani, 2013: 146).

SD Plus Qurrota A'yun and SD Islamic Global School are schools that implement full-day school learning, where the curriculum already uses the 2013 curriculum enriched with Islamic nuances. The lesson starts from 07.00-15.30 WIB. With full-day school learning, teachers can monitor and guide students' religious activities not only to monitor the development of students' academic achievements but also to strengthen children's character.

METODE

To answer this research question, a case study-type multi-site research design with a descriptive qualitative approach was chosen. Multi-site research is a qualitative research design involving several sites, places, and research subjects (Bogdan and Biklen, 1982: 105). A multi-site study is a form of qualitative research that can indeed be used primarily to develop theories that are drawn from several similar research backgrounds, so that theories can be produced which can be transferred to a wider situation and a more general scope is stated. In this study, the case study method was chosen because the researcher wanted to know in depth about the implementation of the full-day school program in strengthening students' character with a scientific approach at SD Plus Qurrota A'yun Malang and SD Islamic Global School Malang so that they could reveal or understand the actual situation scientifically.

Instruments in qualitative research can be in the form of tests, interview guidelines, observation guidelines, and questionnaires. In this study, the research instruments used were interview guidelines and observation guidelines. Interview guidelines and observation guidelines were used to collect data.

Data collection was carried out by providing interview guidelines to research data sources consisting of school principals, vice principals, vice principals of curriculum, deputy heads of student affairs, teachers of grades IV, V, and VI, and parents of students. Furthermore, data collection uses observation guidelines with observations of researchers observing the daily activities of students and the surrounding environment. The observation used by researchers is passive participatory observation. In this case, the researcher comes to the activity of the person being observed, but is not involved in the activity.

Data analysis was carried out in two stages, namely: (1) individual site data analysis, and (2) cross-site data analysis. Analysis of individual sites begins by examining all the data that has been collected from various techniques that have been carried out, namely observation, interviews, and document studies that have been recorded by researchers in field notes. The data were analyzed according to the interaction model through several stages, as stated by Miles & Huberman that the activities in the analysis are data reduction, data display, and conclusion drawing/verification. The cross-site analysis is intended as a process of comparing the findings obtained from each site as well as a process of integrating between sites. From the results of the data analysis, the results of the full-day school program will be obtained in strengthening the character of students with a scientific approach in elementary schools.

HASIL PENELITIAN DAN PEMBAHASAN

Research Result

The idea of developing a full-day school program at SD Plus Qurrota A'yun Malang was implemented in 2007. Meanwhile at SD Islamic Global School Malang in 2010. The factors and motivation for implementing the full-day school program at SD Plus Qurrota A'yun Malang are people parents who both work until the afternoon and have a motivation for da'wah institutions, because the motivation for religious activities is very low. Meanwhile, at SD Islamic Global School Malang, the factors and motivation are a need for guardian parents who both work, can suppress negative behavior, have the momentum to provide sufficient skills for the independence of a student, and accustom children to obey worship through congregational prayers. The curriculum used at both sites is by the current government program using the 2013 curriculum. The prioritized characteristics at SD Plus Qurrota A'yun Malang are religious, mutual cooperation, nationalism, independence, and integrity. Meanwhile, at SD Islamic Global School Malang, namely independence, starting habits, mutual respect, togetherness, and tolerance.

The implementation of the full-day school program in strengthening students' character with a scientific approach in elementary schools consists of planning, implementing, and evaluating. Based on observation and analysis of documents that to achieve the vision and mission that had been set by the school previously, there are several program plans for strengthening students' character, namely (1) preparation of an academic calendar, (2) conditioning, (3) developing syllabus and lesson plans, and (4)) integrating character development into the curriculum, integrating character development into the curriculum includes integrating character values into subjects, self-development activities, and school culture. Program implementation in strengthening students' character is (1) collaboration of all teachers and educational staff, (2) building communication and cooperation with parents of students, (3) establishing harmonious relationships between teachers and students, (4) integrating character values into subjects, (5) implementation of self-development programs, (6) implementation of school culture programs, in the implementation of school culture programs include routine and exemplary activities. Then for program evaluation in strengthening student character, namely (1) assessment of teaching and educational staff, (2) collaboration with parents of students assessing student success through learning completeness including class promotion and graduation.

The full-day school program has an impact on schools and parents, including: (1) the impact on SD Plus Qurrota A'yun Malang, namely First, the results of the full-day school program are that children worship diligently, have lots of free time with parents who dare to appear at the community by filling in events starting from reciting the Koran, MC, competition committee, etc. Second, the implications of the full-day school program are reducing children's activities in negative actions, spending time studying and doing positive activities, activities at school are starting to be brought to the house, such as being diligent in praying and reciting the Koran, children learning healthy food. Third, the supporting factors for the full-day school program are parents, activities, conditions, institutions, and all teaching and educational staff. Fourth, the inhibiting factors and efforts

to make the full-day school program are that the facilities and infrastructure are still inadequate, and the efforts to find investors and find large areas of land for the construction of facilities and infrastructure are still inadequate.

While the impact on parents is First, the full-day school program helps parents of students, because parents work together so parents are not worried and with the full-day school program students are more monitored at school and not only given academic education, but more to the formation of children's character. Second, schools with a full-day school program can strengthen students' character with the habits that exist at school, so that they are carried away at home, including, reciting the Koran and praying the five daily prayers in congregation (religious), knowing prayer times and doing assignments without being told (disciplined). make the bed, get your own clothes in the cupboard, prepare books without being asked (independent), have tasks done directly and help clean the house (responsibility), not picky friends, friends who can't afford and have difficulty being helped (social care)), dispose of trash in its place, have the initiative to plant trees, and like gardening (care about the environment), (2) the impact on SD Islamic Global School, namely First, the results of the full day school program, namely the children are diligent in praying and fasting sunnah, and are brave memorization in front of playgroup friends. Second, the implications of the full-day school program are good interactions with other people, lots of time to study, avoiding negative things, spend time studying. Third, the supporting factors for the full-day school program are student guardians, teachers, and educational staff who are related to schools and programs in schools. Fourth, the inhibiting factors and efforts for the full-day school program, namely first, the physical facilities are not very good, not yet standard, and second, parental support related to funding has not been 100% fixed. His efforts are to improve and appeal to parents who register their children in school to make a statement that they are ready to support, including financing. While the impact on parents First, the full-day school program helps parents of students, because parents work together so parents are not worried and with the full-day school program students are more monitored at school and directed towards student independence. Second, schools with a full-day school program can strengthen the character of students with the habits that exist at school, so that they are carried away at home, including obligatory prayers, sunnah prayers, reciting diligently, studying and reciting without being told, when the call to prayer resounds, they immediately rush to pray (religious), when you wake up you have tidied up, get your clothes in the wardrobe (discipline), prepare books without being asked, there are assignments done immediately, there are tests directly studying (independent), and help clean the house, when friends don't have toys to lend (responsibility), helping friends who are having problems and visiting school friends who are absent (social care), dispose of trash in its place and like to care for plants (care for the environment).

Discussion

The idea of developing a full-day school program arose as a result of an educational problem. So that there is a renewal in the world of education called educational innovation through the full-day school program. With changes in education through the full-day

school program, it is hoped that there will be positive changes in the world of education. Sa'ud stated that educational innovation is a new change, qualitatively different from (previous) things, and is deliberately sought to increase the ability to achieve certain goals in education (Sa'ud, 2011: 5).

Concerning learning theory, the implementation of the full-day school program in strengthening students' character with a scientific approach in elementary schools is following behaviorism learning theory. Behavioristic learning theory explains that learning is a behavior change that is observed, measured, and assessed concretely. Change occurs through stimuli (stimulants that cause reactive behavior (response) based on mechanistic laws). Stimulus is none other than the child's learning environment, both internal and external, which is the cause of learning. Meanwhile, response is the result or impact, in the form of a physical reaction to stimulants. Learning means strengthening ties, associations, traits, and behavioral tendencies S-R (stimulus–response) (Siregar and Nara, 2010: 60).

The research results from each site have been proven by the theories that have been found in the full-day school program. Among them, the full-day school program in strengthening students' character with a scientific approach found several characteristics that match the characteristics prioritized by the school, namely religion, independence, disciplined, responsible, caring for the environment, and caring for the society.

The application of a scientific approach in the full-day school program not only strengthens the character of being religious, independent, disciplined, responsible, caring for the environment, and caring for the social, but also strengthens the characteristics of honesty, curiosity, self-confidence, tolerance, and creativity. And each existing character runs effectively in each field.

Therefore, each site has similarities in the theory of a scientific approach to strengthening student character and each site has slight differences in the implementation of the program. This is following the multi-site study research design proposed by Bogdan and Biklen that research involves several sites, places, and research subjects. The research subjects are assumed to have the same characteristics. Then it was reinforced by Aziz who stated that multi-site research is research that explores a problem with detailed boundaries, has in-depth data collection, and includes various sources of information from places that have the same characteristics.

CONCLUSION

The findings of this study indicate that at both sites the idea of developing the implementation of the full-day school program began with the establishment of the school, factors, and motivation so that the full-day school program was implemented, the curriculum used was following government programs, as well as the main characters on both sites with the existence of PPK in the implementation of the full day school program.

Implementation at both sites in planning student character-strengthening programs begins with the preparation of an academic calendar, conditioning the school environment, developing syllabi and lesson plans, and integrating character development into the curriculum. Then the implementation of the student character strengthening program

consists of the collaboration of all teachers and educational staff, building communication and collaboration with parents of students, establishing harmonious relationships between student teachers, integrating character values into subjects, implementing self-development, and implementing school culture. As well as evaluation of student character strengthening programs consisting of assessments of teaching and educational staff, collaboration with parents of students, and assessment of student success. Based on the 18 existing characters, it turns out that religious, discipline, responsibility, independence, environmental care, and social care values achieve relatively high character values in both sites.

The impact of full-day school programs schools in strengthening student character in both sites consists of results, implications, supporting factors, inhibiting factors, and efforts. Meanwhile, the impact on parents of students at both sites was that each student's parents felt helped by the full-day school program in strengthening their children. As a result of strengthening children's character at home, the values of religious character, discipline, responsibility, independence, environmental care, and social care began to form and achieved very positive results in both sites.

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