

Full Day School: School Excellence Model Implementation Process For A Good Education

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Abstract: Full day school is a schooling program with the strategy of shortening the time outside school with strategies learners get an extra hour to education, which designed to the process of education and learning in primary schools and junior high schools.

The idea of full day school is very feasible to minimize the negative influence of the home environment and the community outside the school. Children in its activities became more focused when in a school environment that is designed for the provision of good education.

Full day school program already widely implemented in countries such as China, Japan and even the United States. Results have demonstrated a positive thing for the development of children's character. In Indonesia, the full day school program has been implemented in a number of private schools, in the last year.

Full day school program is applied in the model of integrated education is good, if the application is done thoroughly. Full day school program be tested in some urban public schools that have the completeness of adequate infrastructure, as well as private schools who are interested. This program can help difficulties urban parents who generally work all day. With a full day school children after school can follow the activities of deepening subjects and extra curricular activities to return along with the parents when they returned to work, did not go home without supervision from the family and school.

It required a thorough investigation before the policy is applied. As the emergence of the extra cost for lunch Child, and The financing activities carried learners after completion of the learning process. Studies on the policy to determine the target of education, programs to be executed, the readiness of staff, facilities infrastructures, financing and more.

Keywords: Full day school, integrated Education, Islamic Education within the framework of integrated education

PRELIMINARY

Modernization requires differentiation of the educational system in order to anticipate and accommodate a variety of social differentiation, technical, and managerial. Anticipation and accommodation needs to be translated in the form of the formulation, adoption and implementation of educational policy in national, regional and local. (**Azumardi Azra, 2012: 33**). An administrative

modernization in the context of this, educational systems and institutions need mensimbiosis into a modern school system, which is known as the integrated education system with full day school.

Minister of Education and Culture substitute **Anis Baswedan, Muhadjir Effendy** some time throwing the idea of providing education to the model of full day school, to form characters that learners are more serious for peseerta students of Elementary School (SD) and High School

(SMP). This discourse immediately reap the pros and cons in the community, both to understand and wrestle in the world of education, and who do not understand education, but talked a lot about education. Anyone agree, and not a few who refuse to various reasons. Netizen also not want to miss making a hilarious meme-themed full day school.

For the people who are struggling with the world of education, and engaged in it until the need for innovation - innovation in education is a good, full day school is not new. In the implementation of full day school, with all its advantages and drawbacks, balancing education today that has entered the era of progress, can be found in the education system and integrated full day school. About what is meant by the notion and concept, its purpose, and its learning system, will be tried is described in this article.

DEFINITIONS, GOALS FULL INTEGRATED DAY SCHOOL AND EDUCATION

Etymologically, the word comes from the full day school English. Consists of a full word which means full, and the day which means day. Thus the full day means a full day. Full day also means a busy day, and school means the school. (**John M. Echols and Hassan Shadily, tth: 260**). This means that the meaning of a full day of school, when viewed in terms of its etymology, means school or learning activities conducted full day.

Meanwhile, according to the terminology, Full day school means education system to apply the learning or teaching and learning by combining a full day of intensive teaching system ie, by adding hours of lessons for deepening the subject matter as well as self-development and creativity ([http: www. School indonesia.com/](http://www.Schoolindonesia.com/) Alirsyad / smuHTm / 2

Juni 2012). Implementation of the study conducted in schools starting from early morning until late afternoon, on a regular basis in accordance with the program at every level of education. In a full day school, free institutions arrange their own subjects while still referring to national standards as a minimum standard allocation time and the corresponding weight subjects, coupled with models of his approach. Thus, the most important in the full day school is scheduling subjects. This program is found in many elementary school level SD / MI privately featured status. Typically, these schools charge expensive and Ful Day School part of favorite programs are "sold" by the school.

Ful Day School are promising a lot of things. Pledge is the school include: the opportunity to learn a lot more students, teachers are free to add material exceeds the applicable curriculum and even set the time to be more conducive. Parents of learners, especially the father-mother and a busy career in the new office could return before the maghrib they are quieter because the child is in school all day and under the supervision of teachers. In a full day school learning does not concern the length of time to make the load for most of the time is used for time-time informal. **Cryan and Others** in his research found that the full day school provides positive effects that the children will learn more from the play, because the more time involved in class leads to high productivity, are also more likely to be close to the teacher, and the students also showed a more positive attitude, avoid deviations for a day in the classroom and in the supervision of the teacher. (**Bobbi DePorter, 2003: 7**)

In terms of curriculum, full day school education system has relevance to the integrated education. Integrated education is widely applied in public education institutions labeled Islam. In the context of

Islamic education, integrated education means common blends science with theology in a balanced and integrated (Imron Rossidy, 2009: 71). This model of integrated education as an alternative for the elimination of the dichotomy of education into public education and religious education.

Religious Education integrated learning models that are widely applied are raised by Brenda Watson, namely religious education Essentialist models. This model seeks to establish personality coherent, encompassing mind, heart and soul, as well as supporting efforts to integrate the curriculum or religious subjects with common subjects to make the subjects of religion as a basis for other subjects in the curriculum, as well as integrate something students learned by experience through self-reflection of the student (Imron Rossidy, 2009: 88)

The model is widely used in the education system full day School in educational institutions that use Islamic identity. At school labeled Islam, Full Day School is equipped with such spiritual charge: package recite al-Quran, Arabic language courses / English, and so on. Whereas in the implementation of full day school education system and integrated lead to several objectives, among others:

1. For the implementation of education and learning can be used to provide enrichment and deepening of subject matter that has been set by the national education department appropriate level of education
2. To provide enrichment experiences through habituation to live well in school and then applied in everyday life
3. To conduct training of psychiatric, mental and moral learners, in addition to sharpen the brain, for a balance between the physical and spiritual needs in order to form a complete personality.

4. For the spiritual formation of students through adding intelligence material religion and religious activities as a basis in attitude and behavior

BACKGROUND OF THE COMING FULL INTEGRATED DAY SCHOOL AND EDUCATION

Full day school originally appeared in the early 1980s in the United States. Educational approach implemented full day school for school level kindergarten and further increased to a higher level from elementary through high school. The interest of parents to send their children to full day school reasons: First, because more and more women working outside the home and those many who have children under the age of 6 years. Second, the growing number of children of preschool age are accommodated in schools belong to the public. Third, the increasing influence of television and the mobility of the elderly. Fourth, progress and modernity that began to develop in all aspects of life.

By entering their children into the schooling model of full day school, they hope to improve the value of their children's academic preparation for transfer to a higher level with success, and can overcome the problems mentioned above. The study says that children are educated in full day school proved to perform better in following each subject and show significant benefits. ([Http://mkpd.Wordpress](http://mkpd.wordpress.com). (Measured capitalization full day of school). Com. June 2, 2012.

In Indonesia, the emergence of full day school education system begins with the emergence of the term of the school featured in the 1990s, many pioneered by schools private, including schools labeled Islam. Educational superior is a school that focuses on the quality of the learning process and not on the quality of input students. the quality of the learning process relies on a system of learning. But in fact, excellent

schools are usually characterized by high cost, the facilities are complete and versatile luxurious, elite, other than the other, as well as the number of education staff are "professional" (Sismanto, "Early emergence of superior Schools", articles May 21, 2007.) This situation, in fact does not guarantee the quality of educational outcomes. this terminology is superior, then developed the managers of the schools into a form that is more diverse and a trade mark, including the full day school and school integration. In accordance with the discussion also touched on integrated education as a matter of integrating public education and religious education, then the discussion of the history of this case, would also investigated it.

Historically-sociological, integrated education was born as the implications of the development process paradigm shift educational development of Islam since the Middle Ages, which created a dichotomy between religious education that emphasizes the teaching of religious sciences to public education that emphasizes the teaching of sciences non-religious (Muhaimin , et al., 2001: 38-39). Integrated education is one manifestation of the implementation paradigm that seeks to integrate the values of science, religious values and ethics, as well as able to bring humans to master science and technology, has a professional maturity at once living in Islamic values (Muhaimin dkk.2001 : 38-39).

The concept of integrated education has become a topic of discussion among Islamic scholars since the last few decades. Integrated education is the crystallization of the recommendations of the World Conference of Islamic education first held in Mecca. The idea kept rolling into the various countries, even in non-Muslim countries (Rossidy, tth: 74). In Indonesia, the idea was a bit late arriving, because the

situation is not conducive and gained new momentum in the reform era with many integrated Islamic schools popping up, ranging from basic to upper secondary. With the integrated Islamic schools, then comes integrated network of Islamic schools (JSIT) throughout Indonesia (Zainal Arifin, 2012: 30-31).

About the importance of integrated education model, delivered by President Sukarno in his notes, "Under the Flag of the Revolution", that the Islamic boarding schools as an educational institution, you should also teach general knowledge. Even thought, Islamic science is not just knowledge alone Qur'an and hadith, Islamic science is knowledge of Qur'an and hadith plus general knowledge (Karel A. Steenbrink, 1974: 227). Dream Soekarno above, can be seen in Pondok Modern Darussalam Gontor. Imam Zarkasyi curriculum applied in Pondok Modern Gontor is 100% and 100% common religion. In addition to teaching tafsir, hadith, fiqh, usul fiqh which is taught in a traditional boarding school, Imam Zarkasyi added to the curriculum of educational institutions fosterage it, general knowledge, such as the natural sciences, life sciences, mathematics, history, governance, earth science, science education, psychology and so on (Abuddin Nata, 2005: 208-209).

CHARACTERISTICS FUL DAY SCHOOL LEARNING SYSTEM AND INTEGRATED

Full Day School to apply the basic concepts of "Integrated-Activity" and "Integrated-Curriculum". This concept is differentiate learners at the school, either to learn, play, worship packaged in an education system. Pressure point on Ful Day School is the students always excel in quality learning process. In the process of learning expected positive changes of each individual learner as a result of learning

processes and activities. The learning achievement that is expected to be achieved include:

1. **Achievement in the field of cognitive.** This achievement can be seen from the ability of learners in remembering, understanding, applying, observing, analyzing, evaluating, creative. The taxonomic revision Anderson results in Cognitive Domains are:

First, Given. The words used are sort operations, explain, identify, name, placing, repeating, rediscovered. *Second*, Understanding. The words used are operational interpret, summarize classify, compare, explain, expose.

Third, Apply. The words used are executing operational, use, execute, perform, practice, selecting, *preparing, start, finish, detect.*

For or, Analyze. The words used were decipher operations, compare, organize, reorder, change the structure, outlines, preparing an outline, integrate, differentiate, equate, compare, integrate. *Fifth*, Evaluate, operational words used are preparing hipotesis, criticize, predict, assess, test, justifying, blaming.

Sixth, creative. The words used are operational design, build, plan, produce, find, update, enhance, strengthen, beautify, composing.

2. **Achievements in the field of affective**

Learners are considered outstanding affective, when it is to be appreciated, can accept, reject the statement and the problems they are facing. Affective domain relates to attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object dalam teaching and learning activities. **Kartwohl &**

Bloom (Dimiyati & Mudjiono, 1994;) affective divide into 5 categories:

First, Acceptance. This category is the lowest level of affective covering reception problems, situations, symptoms, values and beliefs passively. Acceptance is the sensitivity of receiving stimulus / stimulus from the outside on the learner. For example, the attitude of learners when listening to the teacher to listen carefully, accept the values that are taught, and they are willing to join with these values. The verb operation are: select, questioning, followed, giving, embracing, adhere to, and interested.

Second, Respond. This category relates to the answers and the pleasure of responding to something that in accordance with the values espoused society. Responding is a gesture that shows active participation to engage itself in certain phenomena and make the reaction to it in a certain way. This can be exemplified with the task of submitting reports on time. Said operational work is: answer, help, ask, compromise the, please, welcome, endorse, approve, display, reporting, select, say, sorting, and reject.

Third, Assessment. This category with regard to judging, respect and trust towards a particular symptom. Learners do not just want to accept the values taught, but also in assessing the ability of the phenomenon, whether good or bad. For example, being honest in teaching and learning and is responsible for everything in the learning process. The verb operation

is: assume, believe, equip, convincing, clear, initiate, invite, combine, propose, stressed, and accounted for.

Fourth, the Organization.

This category includes the conceptualization of values into a value system, stabilization and priority values that have been held. For example, the ability to weigh positive and negative results of an advancement of science on human life. The verb operation is: embrace, change, organize, classify, combine, maintain, build, form opinions, integrate, manage, negotiate, and discuss.

Fifth, Characteristics. This category relates to the integration of all the systems that have the value of a person that affects personality and behavior patterns. Internalization process values were the highest in the hierarchy of values. Example unwillingness to change the opinion if there is evidence that does not support his opinion. The verb operation are: changing behavior, morality, influencing, listening, qualify, serving, show, prove and solve.

3. Achievements in the field of psychomotor

Achievement of psychomotor standpoint that experiment verbal and nonverbal skills, acting skills and movement. For example, a learner receives a lesson on etiquette of courtesy to others, more especially to the parents, then the child is considered to be able to apply it in their lives (**Muhibbin Shah, 2004: 154-156**). The system is a set of elements interconnected to one another. Learning system is a system because it is the combination

of various elements related to one another. The goal is that students can learn and succeed in learning, namely increasing knowledge and skills and have the right attitude. From this learning system will generate a number of students and graduates who have increased their knowledge and skills, and changed his attitude for the better (**Miarso, et al, 1986: 33-34**). This realm includes the competence to do the job involving the limbs and competencies associated with the physical movement (motor) consisting of reflexes, basic movement skills, perceptual ability, precision, complex skills, as well as expressive and interpretive. Categories included in this realm are:

First, Imitating. Mimicking is the ability to do something with the examples observed, although not understand the meaning or essence of that skill. Said operational work that can be used are: activation, customize, combine, apply, manage, collect, weigh, zoomed, build, transform, cleanse, positioning, and construct.

Second, Manipulate. It is the ability to perform an action and choose what is necessary from what is taught. Said operational work that can be used are: correcting, demonstrating, designing, sorting, train, fix, identify, filling, put, create, manipulate, refit, and mix.

Third, Pengalamiahan. It is an act in which the appearance of what is taught and used as an example has become a habit and the movement displayed more convincing. Said operational work that can be used are: assign, replace, rotate, send, move, push, pull,

producing, mixing, operate, packing and wrapping.

Fourth, Articulation. This is a stage where the students can do a more complex skills primarily associated with interpretive movement. Said operational work that can be used are: shift, sharpening, shaping, matching, use, start, drive, sort, paste, sketch, loosen, and weigh.

If observed, the core process of learning in the schooling system with a model Full Day School, among others:

1. Learning process takes place in an active, creative, transformative well as intensive. System schools and learning patterns in the schooling system uses full day of school indicates learning process that is active in the sense that optimize the full potential of schooling to achieve the learning objectives optimally both in the utilization of facilities and infrastructure in the institutions and embody the learning process which is conducive for the development of potential learners are balanced ,
2. The learning process conducted over a full day not memforsir active learners in the assessment, the review is too saturated. However, the focus is a system that casual relaxation and escape from a boring schedule (Noer Hasan, 2006: 110-111).

INTEGRATED LEARNING SYSTEM OF EDUCATION

Integrated curriculum is a product of the effort integration materials and a wide range of subjects. Integration was created to centralize lessons on specific issues which

require a solution with the material or materials from a variety of disciplines. According Soetopo and Soemanto, as quoted by Abullah Idi, (Zaenal Arifin, tth: 33) integrated curriculum are grouped into five types, namely:

1. The child-centered curriculum
2. Curriculum Social Function
3. Curriculum Experience
4. Curriculum Development Activities

In principle, integrated Islamic school is an amendment to the failure to do public schools and educational institutions of Islam, to integrate general science and religion. Thus, in practice, Islamic schools integrated to develop the curriculum by combining general education curriculum in the Ministry of Education, such as math, Indonesian, English, science, social studies, and others, as well as the curriculum of Islamic education that in the Ministry of Religion, coupled with the results of the study curriculum Integrated Islamic School Network (JSIT) (Zaenal Arifin, tth: 32).

Integrated education model is different from the schools that use the label of Islam that has been growing in Indonesia. Educational institutions that use the Islamic identity, if judging from its aims and objectives still seem pragmatic and utilitarian, as well as epistemological generally still refer to the dualism of the dichotomy between Islam and science general science. The model of integrated Islamic education to develop both those realms in a balanced and integrated. Building scientific developed by this model is not seen as dichotomous but rather viewed as solid and intact.

The paradigm of thinking established is that the truth in this world would not be complete only approached by the work of reason and observation called scientific truth. In addition there is an intuitive truth and the truth of revelation. Education Islam wants excavation truth through sources that

are more comprehensive. It can be found by combining a variety of sources, both scientifically and that can be extracted from the source of the holy book (Qur'an and Hadith). Between public science and theology viewed and functioned as a coherent, besides alike to explore the truth of each heir also be complementary. Al-Qur'an will be understood more broadly and deeply if you include science and science would otherwise thrive if it gets its inspiration from the narrative of the Qur'an, which is expected to reflect the building scholarly Islamic university (**Imron Rassidy, tth: 71-72**),

DEVELOPMENT OF ISLAMIC EDUCATION IN THE CONTEXT OF INTEGRATED EDUCATION

In the early 20th century AD, education in Indonesia was split into two groups, namely: First, the education provided by schools Western secular knows no religious teachings, and Second, the education provided by the boarding school that only recognize religious education only.

Islamic education in Indonesia was held in the form of education many Islamic schools. According to **Dahlan Hasim (Malik Fajar, 1998: ix)**, madrasah by some communities still underestimated and regarded as an educational institution "second class". As a result, even though legally recognized madrasah in parallel with other formal schools, madrasah generally only in demand by students who intelligence capability and relatively low economic or "mediocre". While the upper class society seems reluctant to send their children to these institutions, so that efforts to improve the quality of madrasah ducation is always an obstacle.

Low public interest high (upper middle class) to send their children to madrasah, viewed from a functional perspective-a

theory that holds that community is a unified system of interdependent and touch-indicated two things are correlated; The first, related to the internal institutional problems, and secondly, related to parental choice of education. In short, the whole system include educatio, especially the management system and work ethic madrasah, the quality and quantity of teachers, curriculum, and physical facilities and amenities. (**Malik Fajar, 1998: 41**). As a result, not a few parents of students who agitated and took the decision to send their children to public schools is more promising in the aspect of general science and technology, with the hope that in the future their children can get the job feasible and can live decently in society (**Muhaimin, 2003: 70**).

It should be recognized that Islamic education occupies a disadvantage Indonesia. Even people assume that achievement madrasaah graduates are under public schools. It is then the trust and the public interest is more proud to send their children to public schools. To bridge the above problems, then opened a school program integrated curriculum, the curriculum of religious education and general education, using a full day school system, by adding hours of study for the deepening of the material.

Not only because of the backwardness of Islamic education that is inferior to general education, is not the only reason for the presence of integrated education. But human life is increasingly complex, especially in urban areas. The backlog of busyness of parents in urban communities often impact on children's education. Even obscurity school education, also adds to the problems in socially city. So they really need an education that can provide general knowledge education and religious education simultaneously. With this, the integrated education is very

important presence in the urban communities.

The monetary crisis that followed the economic crisis that hit the Indonesian nation, may be rooted in moral crisis. Many states that closely related to moral character. It is closely related to religious affairs. According to **Fazlur Rahman in Said Aqil Hussain Munawar**, he stated that the core teachings of religion is morality, which is based on the belief belief in God (habl min Allah) and justice and doing good to fellow human beings (habl min al-Nas) (**Said Aqil Hussain Munawar, 2005: 29**)

In recent years, awareness of the importance of the religious aspect as one of the aspects which need to be touched in education, also began to plague society, we often heard the saying, science without religion is blind, and religion without science is lame. Education that exalts the cognitive aspects of education without religion is blind. The result is natural that rammed while walking, even with a stick, goes slow, it took forever. So also does become paralyzed if the character without knowledge of cognitive science. This has the potential to be exploited and controlled by others who are not responsible. This means that they both needed and expected to be integrated in religious values.

The presence of an integrated educational system with full day school is the right solution for bridging balance between general knowledge that is often identified with the implementation of cognitive education, coupled with a balanced religious education. In the era of globalization will, is and continues to influence the socio-cultural development of Indonesian Muslim community in general, or Islamic education, in particular. Length argument need not mentioned again, that the Muslim community does not want to survive and prosper in an increasingly competitive

world development in the present and the 21st century (**Azyumardi Azra, 2012: 41**)

CONCLUSION

From the discussion about the full day school education system and integrated in the above can be found several conclusions, namely:

1. Full day school education system that implement meaningful learning activities and learning by combining a full day of intensive learning system ie, by adding hours of lessons for deepening the subject matter as well as personal development and creativity.
2. Integrated Education means that blends science with the general religious knowledge in a balanced and integrated.
3. The implementation of full day school education system and integrated lead to several objectives, among others:
 - a. To provide enrichment and deepening of subject matter that has been established by appropriate Ministry of Education.
 - b. To provide enrichment experiences through habituation good life for then applied in everyday life
 - c. To perform mental development, mental and moral learners in addition to sharpen the brain for a balance between the physical and spiritual needs to the formation of personality intact.
 - d. Intelligence for the spiritual formation of learners through the addition of religious education and religious activities as a basis in attitude and behavior.
4. Full Day School to implement a basic concept of "Integrated-Activity" and "Integrated-Curriculum" and orientation to the achievement of learners that includes three domains, kogitif, affective and psychomotor.
5. The process of learning systems full day school is actively underway, creative, transformative well as intensive, but is

packed with a system that relaxes with a schedule that is not boring.

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