

# Prosiding Internasional Full Day School

*by Asyari Asyari*

---

**Submission date:** 01-Oct-2021 12:57PM (UTC+0700)

**Submission ID:** 1662324449

**File name:** PROCEEDING\_INTERNATIONAL.pdf (399.97K)

**Word count:** 3240

**Character count:** 17940

## Full Day School Implementation In Disruption Era As An Effort To Build Creativity And Prophetic Character Of Student In SD Muhammadiyah 18 Surabaya

Ratno Abidin<sup>1</sup>, Asy'ari<sup>2</sup>, Uswatun Hasanah<sup>3</sup>

<sup>1,2,3</sup>Department of Teacher Training and Early Childhood Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surabaya, Surabaya, 60113, Indonesia

ratno.abidin@fkip.um-surabaya.ac.id<sup>1</sup>,

asyari@fkip.um-surabaya.ac.id<sup>2</sup>,

uswatunhasanah@fik.um-surabaya.ac.id<sup>3</sup>

**Abstract** The purpose of this research was to understand the implementation of Full Day School system in improving student creativity in school and to examine obstacles and opportunities that exist on its implementation. The approach used in this research was qualitative approach with descriptive method, the subject in this research was student of SD Muhammadiyah 18 Surabaya, research instrument used was guidance interview and documentation study. The data obtained then processed by using data reduction, data display, and interpretation or conclusion. Based on the approach and data processing in the research, then the results were: 1) SD Muhammadiyah 18 Surabaya implemented Full Day School system by providing many extracurricular programs, active and innovative learning from educators; 2) the principals, teachers, and other educators has worked together and helped each other, supported each other in an effort to improve student creativity in SD Muhammadiyah 18 Surabaya; 3) Obstacles faced by teachers or other educators when implementing Full Day School system in SD Muhammadiyah 18 Surabaya was no specific time for home so that the intensive time with the children's family themselves become reduced. So, by using Implementation Full Day School system, it can help to improve students' creativity and profetic character so that it could be applied in daily life outside the school. For schools that will implement Full Day School system, it is expected to provide understanding and explanation of how the mechanism of the system to parents and students so that it can be pplied by students in learning process in school. SD Muhammadiyah 18 Surabaya is one of the schools that implements different system with other school especially Full Day School.

**Keywords:** *full day school, creativity, student's prophetic character*

## 1. Introduction

In this globalization era, students tend to be lazier to learn because they are too concerned with playing gadgets and prefer to do unuseful things. Therefore, they tend to feel free outside as they get lack of parental supervision. Full Day school was created to reduce students time to play outside school and to focus more on the learning process. In addition, the FDS program is implemented to create active students with good morality. "By full day school system students will slowly develop their character and will not become delinquent outside of school while their parents still have not returned from work," said the Minister of Education and Culture. Universitas Muhammadiyah Malang (UMM), Sunday (07/08/2016). Students are seen naturally like an empty blackboard that will be formed through an element of thinking [1].

Policy terminology in education is often referred as educational planning, educational and regulation, policy on education, but these terms actually have differences in content and meaning scope could be indicated from each terms[2]. Education policy is understood as a policy on education to achieve the education development goals of the State as one part of the overall development goals [3].

Full day school began in the early 1980s in Kindergarten in United States and then expanded to a higher level up to high school. The background to FDS emergence is because many mothers who have children under 6 years old, work outside home and the progress in all life aspects development, so they hope that their children's can increase their academic achievement to prepare or to continue to the next level, can also overcome era advance problems [4]. By enrolling their children into FDS, parents expect children to spend more time studying in school than at home and the children can be back to home in late afternoon to gather with family. Creativity is one of the basic human needs i.e self-realization (self-actualization) which is the highest need for humans [5]. Basically, everyone is born in the world with potential creativity. It can be identified and fostered through proper education [6].

It is required to repeatedly maintain the child with enjoyable learning activities. The character grows to each child cannot be separated from a good environment and according to children's talents and interests development process. Prophetic character here is a character that is inherent to the Prophet which consists of siddiq, amanah, tabligh and fatonah. Character refers to the way of thinking and behaving that characterizes each individual to live and cooperate, both within the family, community, and nation. Individu with good character are the one who can make decisions and ready to account for any consequences of the decisions they make. A person with prophetic character is manifested in essential unity with the behavior and attitudes of life that he has. Character becomes an identity that overcomes the ever-changing contingent experience. Prophetic is definitively an inherent positive essence in every human that can lead to the change like a prophet. Prophetic education is the process to transfer prophetic knowledge and values that aims to build morals, to get closer and to understand God and nature in order to build ideal social community (khairul ummah) as well as intellectual, emotional, and moral development of children as a whole [7].

Prophetic education is actually a process to humanize human beings, in this context there are two important agendas viz humanitarian process which is an educational agenda to make people become worth, to shape true human beings, to possess and uphold ethical and moral values, and to have a spirit of spirituality. The humanitarian process is an educational agenda to elevate human dignity through mastery of science and technology as well as professional skills that can elevate their dignity as human beings [8].

## 2. Methodology

This study used a qualitative method. The descriptive qualitative research is one of qualitative research. The purpose of this research was to reveal events or facts, circumstances, phenomena, variables and circumstances that occur when the research takes place by presenting what actually happened. This study interpreted and described the data concerned with the situation happening, attitudes and views that occur in a society, conflict between two or more states, relationship between variables arose, differences between existed facts, effects of condition, and so on. This study was located in Surabaya, based on direct interviews with the headmaster, teacher, and one students in 6th grade in SD Muhammadiyah 18 Surabaya. The reason researchers chose the school was it had been implemented FDS before the government established FDS policy. Even though the government would abolish this policy, the school would still run its FDS system. The research was conducted on 11

The research instrument used in this study was direct interviews with the school members using tape recorders and cameras. Sugiyono stated that "The research instrument was a data collection tool used to measure observed natural phenomena[9]. The instrument used here was the researcher who looked directly to situation in the field as a whole. The technique used to collect data in this study was opened interview with the school members such as principal, teacher, and students. In addition, the researcher used other techniques such as 1) Interview; 2) Observation; 3) Documentation study. Based on the explanations developed by Agus Salim 2006, it could be explained briefly as follows: 1) data reduction with the steps such as choose, concentrates attention to simplification, abstraction, and transformation of rough data obtained . 2) data presentation (data display). The researcher developed a structured description of information to draw conclusions and to take action. The data display or data presentation commonly used in this step was in narrative text. 3) Withdrawal of conclusions and verification (drawing conclusion and verification). The researcher tried to draw conclusions and verified it by looking for the meaning of each symptom obtained from the field, noted the order and made exist configuration, causal flow of phenomena, and propositions.

### 3. Ressearch Result And Discussion

#### a. Research



Fig 1.1 Student Activity in Full Day School Program in SD Muhammadiyah 18 Surabaya

The research results obtained were analyzed qualitatively descriptive so that it could be stated how FDS policy perspective in improving students' creativity in SD Muhammadiyah 18 Surabaya. This research was conducted to find out about the advantage and disadvantage of FDS implementation. By using direct observation to school members and conducting interviews with school principals, class teachers, and students.

This research was taken only one day. Since it was a qualitative research, observations or interviews were conducted with several teachers and students. We chose to do research on FDS because this topic has been still actual and controversial among educators, some educators are agree while the others are disagree. This research done to make people become more aware of positive and negative impacts on FDS policy in school.

If it was seen from the principal explanation about FDS, "H" explained as follows:

*"From its purpose, FDS policy has impact on increasing children creativity in learning process. The children would be happy to follow activities given related to their needs."*  
(H/11/01/18).

It showed that from statement of the principal "H", FDS had positive impact that it could increase student's creativity. One of teacher with initial "S" strength his opinion about FDS, he stated that :

*"The positive effect is also the teacher has more time to accompany the student. It is because the student has much more time in school than in their home. It would be good if their parents were not work so that the parents could teach them creativity. However, nowadays many parents are work so that their children are neglected, their children creativity will not developed. It is good in school because they are together with their peer and teachers are ready to guide them from morning to dawn so that their creativity could be*



In addition, there are several benefits for teacher and student because of FDS policy, subject "S" uttered that:

*"Benefit for parent, because the parent feels that their children are more secure because they play with their good fellows and teachers so that it makes the parent feels secure. And many of students' parent are work. While the benefit for children are to manage their emotion by teacher supervision." (S/11/01/18).*

As strengthening of S statement above, the principal explain about the benefit of FDS for teacher and school:

*"The benefit for school is to make character building become more intensive because actually FDS material contains of character building. While the teacher is more opened in building student character. The steps of character building in each level are building character for elementary level while for secondary school to university level is guiding not building character." (H/11/01/18).*

It could be understood that from the explanation of two informants above that could be explained about FDS policy as a good program for student. It was because the students could be controlled in their everyday life. Their association is far from promiscuity and other negative effect because they are full day in school.

#### **b. Discussion**

According to Lasswell (1970): policy is a program to achieve goal, value, and directed practice. According to Anderson, policy was a series of actions that have specific objectives that must be followed and carried out by the perpetrators to solve a problem (a purposive core of problem or matter of concern)[13]. According to the United Nations, Policy was a declaration on the basis of guidelines (for) acting, a particular course of action, a program regarding certain activities or a plan. According to KBBI, Policy was a series of concepts and principles that become lines and basic plans in the execution of work, leadership, and ways of acting (around orders, organizations, etc.).

In FDS policy implementation, the schools made adjustments to academic programs such as subject scheduling, learning strategies, adequate facilities and infrastructure and material deepening is the most important. FDS aimed to create religious generation that gets good achievements in accordance with the school's vision and mission. The evaluations carried out were varied regard to the types and techniques applied. The evaluation types used were assessment, summative assessment, placement assessment, and diagnostic assessment. The application of FDS was an alternative solution to education revolution towards the problems that occur in education field [10]. The factor caused of character education failure in the community, especially in school, was only focused and limited on teaching moral knowing and moral training but not in moral being which could be applied to familiarize the student to do moral deeds continuously. Schools must have the right policies to implement character education. Soapattyrevealed that to be able to behave independently continuously, one of the things that needs to be developed was the existence of a conducive school environment. Character education is an effort made by educators to teach moral values to students. Full day school is one of the discourses stated by Muhadjir Effendy in his early duty as minister of education and education. FDS is a program in which the children learn in school full day[11].

According to Leasa & Batlolona to maximize character building activities could be done by FDS activities. The Minister of Education and Culture of the Republic of Indonesia stated that there were three reasons FDS activities implementation, among others, FDS provide additional hours for school activities but no subject that could make students be bored[12]. Activities carried out were extracurricular that would encompass up to 18 characters such as honesty, tolerance, discipline, to love the homeland. Basically, FDS would make education as a complete and organized form that contained various aspects transmission such as knowledge, value, and skill inside and outside of school then carried out for life to form meaning for the lives of individuals, communities, and nations in a sustainable manner. The role of education through FDS was to foster noble morality and

aspirations that could support an individual to do positive things so that could change the state of society and the nation to be better without any hesitation [13].

FDS implementation became one of efforts to make learners learning totality and no wasting time to do juvenile delinquency. This program integrated Islamic teaching system intensively by giving additional time for deepening students' religiosity. The additional hours were usually allocated after Dhuhr to Asr prayer so that practically time for school is from 07.00 BBWI to 3.30 WIB [14]. In relation to build profetic character, it is needed to get used to activity that support it effort and objectives arranged. In this case, the objectives were good or noble character that included cognitive, attitude, and motivation, as well as behavior. As explained earlier, FDS program is a school with a full day learning system that has a structured schedule. Thus, to familiarize students to the realm of goodness designed through a full day school policy, it would form behaviors in accordance with the expected cohesion of phophetic characters. The emergence of this character idea in response to the failure of the educational process that produces people with good morality who are in accordance with nationality and religious characters. The orientation to grow prophetic character tried to do value consisting of siddiq, amanah, tabligh, and fatonah [15].

According to Syarif (2014) The formation of prophetic character through school is a part of education value as an urgent noble effort to do. In fact, to talk about the future, school is responsible not only in building students excellent in science and technology, but also in their identity, character, and personality [16]. Then, the education process as an integral part of the national education system has a strategic function and role in shaping Indonesian nation character. The mission of prophetic character cannot be separated from the main mission of the Prophet sent by God to improve human character and behavior. Character improvement is the most important part to build the quality of life and national civilization [17].

#### 4. Conclusion

From the result obtained, FDS implementation for improving students' creativity in SD Muhammadiyah 18 Surabaya could be concluded as follows:

- a. Islamic school policy implementation could increase students' creativity in SD Muhammadiyah 18 Surabaya. One of the advantages is the teachers could more guide or pay attention to their students. As their parents work, the students got lack of attention and guidance from their parents. Thus, FDS as stated by Muhadjir Effendy in his early duty as the Minister of Education and Culture would be really required. This program could make the students to go to school all day long, from morning to evening with various activities.
- b. The techniques to make students not to get bored easily in implementing FDS in SD Muhammadiyah 18 Surabaya were by using classroom mastery method, learning design, conducting cooperative learning, using teaching aids, and using multimedia in learning. Thus, by creating learning that suits to students' need can fosters a prophetic character such as siddiq, amanah, tabligh, fatonah.

#### 5. References

- [1] Leasa, Marleny & Batlolona, J. R. (2017). *Full Day School* Dalam Pembentukan Karakter Siswa Smkn13 Kota Malang. *Jurnal Ilmu Sosial dan Humaniora*. Vol. 6, No.1, April. P-ISSN: 2303-2898.
- [2] Rohman, A. (2009). Program rencan apendidikan anak. *Revisi Jurnal PendidikanUsia Dini*, volume 8 Edisi 3, Mei.
- [3] Riant Nugroho.(2008). Kebijakan pendidikan dalam membangun Negara. *Jurnal pendidikan*. volume 6 edisi 3, Februari.
- [4] Rahman, Arif. (2009). *Memahami Pendidikan dan Ilmu Pendidikan*. Yogyakarta: LaksBang Mediatama
- [5] Maslow, dan Munandar. (2009). Pengertian Kreatifitas. Volume 3, nomor 5, April.
- [6] Munandar. (2009). Kreatifitas anak dalam pendidikan. Volume 7 Edisi 3, Desember.

- [7] Ismail, S.G. 2013. Implementasi Pendidikan Profetik dalam Pembelajaran Pendidikan Agama Islam. Mudarrisa: *Jurnal Kajian Pendidikan Islam*. Vol. 5, No. 2, Desember 2013: 299-324
- [8] Syarif, Zainuddin. 2014. Pendidikan Profetik Dalam Membentuk Bangsa Religius. *Jurnal Pendidikan Islam Tadris*. Volume 9 Nomor 1 Juni, ISSN : 2442-5494.
- [9] Sugiyono 2015. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta, CV.
- [10] Siregar, L.Y.S. (2017) *Full Day School* Sebagai Penguatan Pendidikan Karakter (Perspektif Psikologi Pendidikan Islam). *Fikrotuna: Jurnal Pendidikan dan Manajemen Islam*. Volume. 05, No. 02 Juli.
- [11] Soapatty, Lisnawati. (2014) Pengaruh Sistem Sekolah Sehari Penuh (*Full Day School*) Terhadap Prestasi Akademik Siswa Smp Jati Agung Sidoarjo. *Jurnal Kajian Moral dan Kewarganegaraan* Nomor 2 Volume 2 Tahun, Hal 719-733
- [12] Setiyarini, I N, dkk. (2014). Penerapan sistem pembelajaran “fun & full day school” untuk meningkatkan religiusitas peserta didik di sdit al islam kudus. *Jurnal Teknologi Pendidikan Dan Pembelajaran*. Vol.2, No.2, hal 231 – 244, Edisi April
- [13] Anderson. (1979) Pengertian Kebijakan dalam Pendidikan. *Jurnal kebijakan*, vol 2 nomor 4, Mei.
- [14] Subagja, Soleh. (2010). PARADIGMA NILAI-NILAI KEPEMIMPINAN PROFETIK (Spirit Implementasi Model Kepemimpinan di Lembaga Pendidikan Islam). *Jurnal PROGRESIVA*, Vol.3, No 1. Januari – Juni, Hal. 23- 42
- [15] Siregar, L.Y.S. (2017). *Full Day School* Sebagai Penguatan Pendidikan Karakter (Perspektif Psikologi Pendidikan Islam). *Fikrotuna: Jurnal Pendidikan dan Manajemen Islam*. Volume. 05, No. 02 Juli.
- [16] Setiyarini, I.N, dkk. (2014) Penerapan Sistem Pembelajaran “Fun & Full Day School” Untuk Meningkatkan Religiusitas Peserta Didik Di Sdit Al Islam Kudus. *Jurnal Teknologi Pendidikan Dan Pembelajaran*, Vol.2, No.2, hal 231 – 244, Edisi April
- [17] Ansari, M.I. (2015). Penelitian Strategi Sistem Full Day School dalam Membentuk Empati Siswa. *MUALLIMUNA: Jurnal Madrasah Ibtidaiyah*, Volume 1, No.1, Oktober, ISSN: 2476-9703

# Prosiding Internasional Full Day School

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

5%

INTERNET SOURCES

4%

PUBLICATIONS

4%

STUDENT PAPERS

## PRIMARY SOURCES

1	Submitted to School of Business and Management ITB Student Paper	2%
2	Septri Wahyuningrum, Retno Winarni, Tri Murwaningsih. "The Role of Full-Day School in Student Character Building in Primary School", Proceedings of the 4th International Conference on Learning Innovation and Quality Education, 2020 Publication	1%
3	Submitted to President University Student Paper	1%
4	Submitted to University of Malaya Student Paper	1%
5	<a href="https://repository.unitomo.ac.id">repository.unitomo.ac.id</a> Internet Source	1%
6	<a href="https://www.researchgate.net">www.researchgate.net</a> Internet Source	1%
7	Imron Arifin, Agustinus Hermينو. "The Importance of Multicultural Education in	1%



# Schools in the Era of ASEAN Economic Community", Asian Social Science, 2017

Publication

---

---

Exclude quotes      On

Exclude matches      < 20 words

Exclude bibliography      On