FULL-DAY SCHOOL MANAGEMENT MODEL TO PREPARE GRADUATES WHO CAN COMPETE IN INDUSTRIAL REVOLUTION 4.0

Alex Marjuki[1] Prof. Dr. Trisno Martono, M.M.[2], Dr. Cicilia Dyah Sulistyaningrum Indrawati, M.Pd. [3]

[1]Postgraduate Program of Universitas Sebelas Maret, Surakarta, Indonesia.

[2,3]Lecturer at Postgraduate Program of Universitas Sebelas Maret, Surakarta, Indonesia

ABSTRACT

The education system develops more dynamically and massively. Learning systems and models are developed to positively influence the character development of students. One of the latest programs is the full-day school system. This research specifically aims to describe and explain the full-day school management model in high schools in Surakarta. Using a purposive random sampling method, the sources of data in this research include Muhammadiyah I Senior High School Surakarta and Al-Abidin Boarding Senior High School. The data were collected using three techniques (field observation, interview, and documentation). It was found that there are several stages in the management of full-day school, including planning, annual work program preparation, and classroom management stages. The planning begins with an evaluation of the teaching and learning activities of the school year that has already taken place, a review of the school's vision and mission, and training/workshops for teachers and employees. The program preparation is presented at the program preparation meeting attended by all school residents for the next one-year program. During the presentation, both teachers and employees can provide input related to the program to be implemented so that it can run effectively and provide a significant developmental effect. Classroom management in the full-day school system includes timetable management, break time management, giving ice breaking, and management of religious activities and excellent programs.

KEYWORDS: management model, full-day school, graduate competency preparation, character education

INTRODUCTION

The development of education systems is getting more dynamic and massive. Some formulas and formulations are proposed to find an appropriate combination to be applied in the education system in Indonesia. The essence of education is indeed to educate and develop student cognitive and psychomotor aspects, as well as the affective aspect gained during the educational process. Affective aspects include characters, traits, habits, and norms possessed by students. Currently, the moral and character of students begin to decline because of globalization and technological development. Cases of juvenile delinquency such as alcoholic drink parties, drug parties, sexual harassment, and brawls that are increasingly widespread make it urgent to form an education system based on strengthening the character and attitudes of students. One of the discourses intensively discussed is the concept of full- day school education.

The discourse about full-day education or full-day school was launched in the era of the Minister of Education and Culture, Muhadjir Effendy, around 2014. The Minister of Education and Culture initiated the full-day school system as one of the programs in the first 100 days of his leadership. The system was going to be implemented at the level of primary education (elementary and junior high schools), both private and public schools. Full day education is an educational model that gives extra time, specifically in the curriculum. Full-day school is a program initiated by several schools in

Indonesia, which becomes an alternative education model with longer learning time to optimize the process of student character development because schools can implement the learning process and the process of character values in the school environment is managed and arranged in the school curriculum. Besides, full-day school also makes students to live independently in togetherness and awareness as creatures of God and to develop their creativity and talent (Danil, 2018: 86)

For some religious schools, full-day school is implemented so that teachers can teach spiritual values more often, e.g., Islamic schools that carry out dhuha prayers, midday prayers, and afternoon prayers in congregation. In the end, parents want their children to be equipped with qualified religious knowledge. Meanwhile, most parents feel less capable of teaching this to their children. The suggestion and discourse about full-day school are also strengthened by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 regarding School Days Article 2 Paragraph 1 stating that school days are carried out eight hours a day or 40 hours in 5 (five) days a week. The regulation is in line with the Presidential Regulation Number 87 of 2017 on Strengthening Character Education (PPK). The Presidential Regulation states that PPK in the formal education unit in question is carried out in six or five school days a week.

The implementation of full school as a new program is not automatically accepted and implemented in various schools. Many constraints and obstacles were found at the beginning of the trial period for the full-day school program as revealed by Halik (2016) including, first, the lack of exploration of children in the free world, a world that is not bound by educational design. In this world, children often find and develop their talents. Second, some full-day education curricula do not pay attention to the physical and psychological conditions of children. Third, the high cost of education causes an education dichotomy (exclusive and ordinary schools). The low economic people will not send their children to this kind of school. Fourth, teachers work for eight to nine hours at school. Based on these problems, this research was conducted to find the appropriate formula for the concept of a full-day school.

Some previous research on the concept of full-day school is used as a reference to further strengthen the arguments in the present research. The research by Tambunan et al. (2017) entitled "Principal's strategy in managing conflicts addressing the negative impact of full-day school implementation". They found that it is important for school principals to develop a strategy in managing the implementation of full-day school in their respective schools. Then, Rezki's research (2020) focuses

on "The Analysis of the Implementation of Full-day school in Shaping the Religious Character of Elementary School Students". He found that full-day school is a good method to improve student skills and shape their characters. With eight hours per day at school, students will get the opportunity to develop their talents and skills in education with the help of teachers and other education staff. The results of this research indicate that the full-day school model does have the advantage to be implemented in several formal schools, both elementary, junior, and senior high schools.

The current research highlights the management of full-day school at the senior high school level in the city of Surakarta. Regarding the implementation of full-day school in senior high schools, there is some research used as a reference, one of which is the research by Satiljannah (2019) entitled "The Perception of Geography Teachers in the Implementation of Full-day school in Makassar City". This research found the perceptions, constraints, and solutions to the implementation of full-day school in Makassar City, mainly related to geography. Other research on full-day school was also carried out by Bawazir, Mudana, & Sendratari (2020) on "The Application of Full-day school in Public Senior High School 1 Singaraja (Background of Application and Its Effect on Learning Achievement in Sociology in Class XI IIS)". It was found that the implementation of full-day school in Public Senior High School 1 Singaraja had been going well with all the support in the school, and from the results of student questionnaires, 70% gave a positive response to this application by agreeing on the application of this five-day school. The application of this five-day school also influences children's learning achievements quite significantly. From the observations and report card grades of class XI IIS students, student achievement is seen not only from the internal but also external factors which consist of environmental and instrumental factors. Full-day school is included in external factors because it is a policy implemented by the government. Henceforth, the principal's strategy is used in managing conflicts in response to the negative impact of implementing full-day school.

Some of this research can be used as references on the application of full-day school in several regions in Indonesia. This article provides an alternative model of full-day school program management that can be applied in formal schools. The model adopted by the school is pivotal to implement the full-day school system because each school has different characteristics. Therefore, the management model of a full-day school system must be adjusted to the conditions and capabilities of each school.

Full day School Program from Indonesian Government

The application of the National Education Standards (SNP) in education units or schools is indeed realized by each educational institution. This standard aims to ensure the education in Indonesia so that it can educate the nation's life. This policy was made as a reference for producing quality graduates. This standard contains certain minimum criteria so that schools can develop education optimally. Eight national education standards are guidelines or bases for education providers in planning, implementing, and overseeing national education. The standards also include several components of input, process, and output. The standards are implemented to improve the quality of continuing education.

The standards serve as a reference in implementing full-day school. The content standards are outlined in the Minister of Education and Culture Regulation No. 21 of 2016 concerning the Content Standard of Primary and Secondary Education as well as Government Regulation No. 13 of 2015 concerning the Second Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards. Process standards are regulated in the Minister of Education and Culture Regulation No. 22 of 2016 concerning Primary and Secondary Education Process Standards, Government Regulation No. 32 of 2013 concerning Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards, and Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning Primary and Secondary Education Process Standards.

The next standard is the graduate competency standard regulated in Law No. 20 of 2003, the Minister of Education and Culture Regulation No. 20 of 2016 concerning Competency Standards for Primary and Secondary Education Graduates, and the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81A of 2013 concerning Curriculum Implementation. Standards of teachers and education staff are the fourth standard regulated in the Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning National Education Standards and Government Regulation No. 19 of 2005. The Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards governs facilities and infrastructure standards.

Educational management standards are set in the Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards. Financing standards are contained in the Government Regulation of the Republic of Indonesia No.32 of 2013 concerning Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards. The last standard is the education assessment contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016 concerning Education Assessment Standards, the Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning Amendment to Government Regulation No. 19 of 2005 concerning National

Education Standards, and the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81A of 2013 concerning Curriculum Implementation. The implementation of full-day school must also prioritize national education standards as a basic guideline. These two aspects must complement each other in realizing Indonesia's educational goals.

Full-day school is one product of a dynamic evolutionary process in education which is an adaptation that increases the fitness and continuity of the education system to make better educational outcomes for innovation (Khulaifiyah, 2016: 56) In connection with this opinion, we can say that full-day school is the effect of evolution in the world of education. The existence of the concept of a full-day school

is the answer to the problems of management of teaching and learning processes and to minimize juvenile delinquency because some of their free time is filled with learning activities at school. Full-day school has fundamental characteristics, namely the process of integrated activity and curriculum in its implementation accompanied by interesting, creative, and teaching methods with enrichment (Yuliani and Siregar, 2017: 295) Based on this, the implementation of full-day school in the education system combines two elements, activities and curriculum. The integration will influence learning methods that can increase student interest, creativity, and innovation.

Teaching and learning activities using the full-day school concept are different from the conventional school concept. Learning activities in the Full-day school model are carried out for 5 days, adding the learning hours (Holol, 2017: 61) The effect of full-day school is increasing learning hours every day. Therefore, if the learning activity only takes 5 days, students will get 2-day offs, Saturday and Sunday. It is supported by Arioka (2017: 1) mentioning that in the full-day school system, schools make students study all day long, from morning to evening. Hazizah (2017: 252) stated that full-day school is a learning system that carries out teaching and learning activities all day longs combining intensive earning, i.e. additional time for material deepening for 5 days, and Saturday is for relaxation or creativity. This argument further supports the notion that schools implementing full-day school only carry out their learning activities for 5 days a week and will be free on Saturdays. The day is used for relaxation.

Similarly, Lash, Bae, Barrat, Burr, and Fong (2008: 4) stated that full-day school requires extra available teaching time to enable teachers to target instruction to meet the learning needs and behavior of students individually hoping that longer days can produce positive student outcomes such as greater achievement and more cooperative behavior. Thus, the role of educators in this system are significant; they play a role in providing directions in a longer time, which influences student achievement and behavior.

METHODOLOGY

This research is a qualitative descriptive study with a case study approach. Case study researchers focus on specific cases in-depth to identify social relationships, processes, and categories that can be simultaneously identified, are typical, and unique (Prihatsanti, Suryanto, & Hendriani, 2018: 126) Case study was used because the researchers can be directly involved in the observation and the data obtained also becomes more complete and comprehensive to support the analysis process. The research subjects include several schools implementing the full-day school system in the city of Surakarta. Purposive sampling was employed. The researchers deliberately choose individuals and places to study or understand central phenomena (Creswell, 2015: 407) The sample schools include Muhammadiyah I Senior High School Surakarta and Al-Abidin Boarding Senior High School. There are primary and secondary data sources. Primary data sources were the learning process and management of full-day school in both schools. The primary data were obtained from the documents on content, process, graduate competency, teacher and education staff standards, facilities and infrastructure, and

assessment standards. Secondary data sources were the data and documents related to (a) learning process and (b) school programs or policies. The data can be in the form of lesson plans, syllabi, student worksheets, and student test result documents. The data were collected using three techniques (field observation, interview, and documentation). Data analysis was carried out in two stages, namely analyses before and during observation. The analysis before observation was conducted to explore information related to management models and implementation of full-day school in improving the quality of graduates at the senior high schools in the city of Surakarta based on national education standards analyzed through pre-observations and several journals. The analysis during the observation was carried out using Spradley's domain analysis technique (2016: 147) with the stages of research domain preparation, domain analysis sheet preparation, domain analysis, and making a separate list for all domains that the researchers have hypothesized to gain insight into phenomena and choose domains for more intensive study.

RESULT AND DISCUSSION

The full-day school education model in several senior high schools in Surakarta has been implemented for almost three years. It is still relatively new because some schools still have to prepare and review the full-day school policies implemented given that many things need to be prepared to support the full- day school implementation. Several aspects need to be prepared, including the curriculum, scheduling system, teachers, media, and other supporting facilities and infrastructures. Some of these aspects must be prepared and arranged so that the teaching and learning activities can run smoothly. Thus, there are several management stages for implementing full-day school at senior high schools in Surakarta, including planning, learning program preparation, implementation of the learning process, and evaluation.

Planning

Before making a learning program for one semester, a curriculum planning for one school year is carried out. According to Law No. 20 of 2003 concerning the National Education System, curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for conducting learning activities to achieve certain educational goals. Meanwhile, according to Adipratama, Sumarsono, & Arifin (2018), curriculum is a program that contains a variety of teaching materials and learning experiences that are programmed, planned, and designed systematically in the learning process for teaching staff and students to achieve educational goals. Curriculum development is pivotal as the curriculum is used as a reference in the implementation of the learning process in schools.

The curriculum used at Muhammadiyah I Senior High School Surakarta and Al-Abidin Boarding Senior High School is an integration of the National Education Office curriculum and the school curriculum with Islamic characteristics. The national curriculum at Al-Abidin Boarding Senior High School is the 2013 curriculum. Meanwhile, the school curriculum is the hidden curriculum, which is typical for Muhammadiyah I Surakarta Senior High School and Al-Abidin Boarding Senior High

School which has been adjusted to the Islamic school environment and conditions because they have Islamic school backgrounds in the city of Surakarta. The schools serve as benchmarks for private schools in the city of Surakarta, especially private schools with Islamic backgrounds.

Planning is carried out before the new school year begins. This is commonly done by some schools to wait for student registration and admission to finish. The number of students greatly influences the curriculum planning because it takes into account the number of classes and division of subjects as well as the teaching load of the teacher. The planning process begins with determining the vision and mission of the school in one school year. After the school's vision and mission have been approved, a workshop is carried out to prepare all kinds of learning tools for one school year. In the workshop, a special team is formed to create a curriculum such as what to be applied in the learning unit given the differences in local content applied compared to other schools in general so that students can easily learn and gain knowledge and can improve their abilities (values or attitudes and behavior). The workshop also discusses the design and evaluation of excellent programs in each school, especially the programs to support the full-day school program to shape and strengthen student characters.

The next stage in the planning process at the beginning of the school year is the preparation of an educational calendar. School education calendar is the setting of student learning activities in one school year which includes the beginning of the school year, effective weeks of learning, effective learning time, and holidays. Therefore, educational calendar is very important for the effectiveness of learning activities in schools. It is prepared after receiving a national education calendar from the center. This calendar also discusses the implementation of the midterm examination, final examination, and several national and public holidays.

Annual Work Program Preparation

The follow-up of the workshops conducted before the beginning of the new school year is an annual work program to be carried out in one school year. This program is different for each school, considering the differences in resources, facilities, vision, and mission of each school. The annual work program is made by all school staff (principal, vice principal, and teacher). The vice principal of curriculum and student affairs present the draft annual work program previously consulted and recommended by the school principal. The program is then presented and discussed at a work program preparation meeting attended by all teachers and employees. On this occasion, the teachers and employees can provide input on the program presented by the vice-principal by considering supporting factors in the school.

The annual work program is prepared by considering the evaluation of the previous school year and the concepts to be used in the new school year directed by the school principal to help develop the character and competence of students. The program aims to facilitate the supervision of learning activities in schools. Factors such as the school's vision and mission, school facilities, teacher profiles

and competencies, school excellent programs, and student abilities are considered in the preparation of annual work programs in schools.

At the Al-Abidin Boarding Senior High School, the current national curriculum is used, namely the 2013 curriculum, which is in line with the philosophy, vision, mission, and objectives of Islamic education. It implies that the school curriculum is enriched with the content of Islamic studies and the use of English as the language of instruction in learning and social language in the school environment. Learning focuses on student creativity and skills based on student attitudes, skills, and knowledge. To support student and graduate competencies in the process of teaching and learning activities, several special excellent programs have been prepared. They are (1) Islamic Mentoring and Tahfidz, a mentoring and guidance program of student noble morals and worships to deepen their understanding of Islam along with a guided tahfidz program; (2) English Learning, Al-Abidin Boarding Senior High School uses English as the language of instruction and social language so students can use English both verbally and in writing; (3) Information and Communication Technology, a program to improve understanding and use of information and communication technology in learning and everyday life, one of which is through computer and network engineering courses equivalent to the diploma I informatics engineering program; (4) Super Olympiad, a program to prepare and guide students specifically to be national and international science olympic and non-academic champions; (5) Standard Qualified Teachers, recruitment of teachers and education staff from favorite domestic and foreign universities who are competent and have a good understanding of Islam.

Al-Abidin Boarding Senior High School also has several supporting programs including (1) Outing Class, outdoor activities once a month at the beginning of learning certain themes to give students a real picture of the theme to be learned during the month; (2) Swimming every 2 months to train student physical and to refresh their mind so they are not too bored with learning activities at school; (3) Outbound once a year to foster student physical and mental abilities; (4) Other supporting activities, including market day, mabid (overnight at the mosque to foster faith and piety), camping, etc. These activities are to support students in developing their competencies and potentials and to build student character.

Muhammadiyah I Senior High School Surakarta have different programs from the Al-Abidin Boarding Senior High School. The excellent programs in Muhammadiyah I Senior High School Surakarta are adjusted to the vision and mission of the school. Its vision is to make Muhammadiyah 1 Senior High School Surakarta an educational institution that has excellent achievements, noble characters, and competitiveness to create intelligent, creative, and nationally competitive individuals. To achieve this vision, the school has several missions: (1) implementing effective teaching and learning activities and counseling with Islamic characters; (2) fostering a spirit of excellence intensively for all school residents; (3) empowering and helping each student to recognize his potential for optimal development and be an achiever; (4) Increasing the spirit of the deepening of Islam and its practice in everyday life so that Islamic life is realized; and (5) Creating discipline and unity of all school residents.

The excellent program at Muhammadiyah I Senior High School Surakarta is Baitul Arqom, one of the Muhammadiyah activities to increase insight and knowledge. This activity is routinely carried out every year to instill Islamic values and advanced Muhammadiyah spirit so that the participants have an Islamic character in the Muhammadiyah perspective. The follow-up of this activity is routine coaching every day, namely habituation with the class teacher and giving the material about Koran, creed, morals, and HPT (Set of Decisions Tarjih). During the lunch break, students are also invited to do the midday prayer in congregation. This activity is to shape the religious character of students, instill good creed and morals, increase religious knowledge, and train their discipline in carrying out Islamic religious law.

The next program is Ramadan Islamic Boarding School. This activity is to foster awareness and increase understanding of Islam teachings and Muhammadiyah spirit among students so that they become human beings who believe and fear Allah SWT and have good character in their personal, social, nation, and state lives. This program starts at 07.30 and finishes at 12.30. The activity begins with Koran recitation and character education by the class teacher. Then, the creed material about Islam Kaffah is given. The morals material is about the ethics of socialization. The worship material is about the fiqh of fasting ended with the midday prayer in the mosque. All materials are delivered by the Islamic teacher team at Muhammadiyah 1 Senior High School Surakarta. The next is the Hizbul Wathan program, a scout movement in the Muhammadiyah environment. Pandu HW is a member of the Hizbul Wathan Scout Movement. Hisbul Wathan or this scouting system can be used as a means of forming Muhammadiyah cadres and Indonesia. With the scouting method, children, adolescents, and youth are trained to be useful, independent, and noble members of the community.

Classroom Management in the Full-day school Program
To realize a full-day school program, a good classroom management program is required. Class management functions to manage the teaching and learning activities program in class to be effective, conducive, and efficient. Good classroom management is very important to encourage the achievement of positive educational outcomes. Effective classroom management will in turn cause a conducive learning atmosphere to support the development of an environment that makes teacher instruction effective and clear. An analysis of educational research conducted in the last fifty years clearly reveals that the ability of a teacher to manage his classrooms has the most dramatic effect compared to other factors (Arfani & Sugiyono, 2014: 45) Therefore, the full-day school program management should emphasize the concept of classroom management.

There are two important factors (internal and external) to create an effective classroom management plan. Internally, effective classroom management can be carried out by teachers with the following strategies: (a) teacher style strategies in managing student behavior, including the use of non-verbal language, classroom situation management, teaching styles, and the ability to engage students to be active in learning; (b) space strategy, engineering classroom settings with U-shape and restaurant

variations; (c) teacher instructional strategies, including the use of varied learning methods such as group work and in pairs models. Meanwhile, as an external factor, at the school management level, there are some supporting aspects of the implementation of effective classroom management, namely (a) optimizing teacher workload in terms of the number of students in the class (a maximum of 24 students per class) and the number of parallel classes being taught as well as the time/number of teaching hours in a week; (b) creating school rules that anticipate obstacles that may occur in the classroom such as regulating rules for using use multimedia equipment (mobile phones, laptops, or Internet) and rules and procedures for leaving school, following competitions, and others.

The pattern of classroom management applied in both schools is almost the same by making students learn as comfortably as possible. This is important because the burden of student learning in the full-day school system is very big, plus the learning time becomes very long, which is almost 8 hours at school. Therefore, it is necessary to carry out a program and management to provide a break for students to lose their boredom in receiving the learning process. The classroom management implemented in the two schools includes arranging timetables and breaks, conducting ice-breaking activities, and habituating religious activities.

Timetable management is essential in a full-day school system for students in the learning process not to feel burdened with the subject matter. The steps taken are determining the urgency of the competency and sorting out which subjects need extra hours by still referring to the provisions mentioned in the Ministry of Education, such as sports subjects that must be done in the morning. The timetable is then consulted with the principal for evaluation and approval before being implemented. The specific criterion made is scheduling the subjects that require high concentration (exact subjects, such as mathematics, chemistry, physics, accounting, and economics) in the morning because, from the psychological aspect, the thinking ability of a student who studies above noon is not as good as that in the morning. Therefore, if a heavy subject load is given at that time, it will be ineffective.

Break time in the full-day school system is also different from the break time in the regular school system. There is extra time. To manage the break time, both schools apply two break times. The first break is at 09:00 - 09:45 am in 3 stages, namely 15 minutes for the dhuha prayer which is carried out alternately by classes X, XI, and XII. The rest is used for relaxation. The second break time is from 12:00 to 12:30 pm for the midday prayer. Every 2 hours, students do ice breaking to refresh their brains. Ice breaking is a small activity amid an activity to make individuals get to know each other and feel comfortable with their new environment. This activity is usually in the form of games, humor, activities that tend to be embarrassing, informative activities, enlightenment, or simple games (Bakhtiar, 2015:152) The teacher usually invites students to play simple games to refresh their brains. Therefore, during the workshop at the beginning of the school year, there is training for teachers to do ice breaking to be applied in teaching and learning activities in schools.

Classroom management in learning activities in the full-day school system is very important since the learning time is very long. Effective classroom management can be achieved when three substantive elements (behavioral, environmental, and curriculum and instructional managements) are carried out properly. Behavioral management is about how the teacher builds relationships with the students to grow their intrinsic side to behave well, prevent destructive actions, and increase their participation. Environmental management includes classroom arrangement, allocation of teaching hours, and determining the number of students in the class. Curriculum management and instruction include how learning programs (curriculum, syllabus/semester program, and lesson plan) are designed, determined, and implemented. Classroom management in both schools includes these three substantive elements, but they tend to emphasize the curriculum and instructional management. The study found that behavioral and environmental management play an important role in effective classroom management rather than curriculum and instructional management. Some effective efforts made by the teachers to create effective classroom management include the use of non-verbal language, building personal relationships with students, developing relationships through social media, and changing class layouts. The habituation of religious activities in full-day school activities in the two schools is almost the same, namely habituation of Koran reciting before starting teaching and learning activities, habituation of optional prayers (dhuha), and habituation of midday and afternoon prayers in congregation. They also have excellent programs oriented towards the Islamic character development of students, including routine recitation activities, Ramadan Islamic boarding schools, and several extracurricular activities that support student religious knowledge, such as qiroah and Islamic mosque youth (rohis), which indirectly can strengthen the religious character of the students.

CONCLUSION

In the management of full-day school program in the senior high schools in Surakarta, an integrated curriculum, which combines the national curriculum of BSNP with the hidden curriculum developed by each school, is used. Hidden curriculum is adapted to the school's vision and mission, teacher competence, and supporting facilities infrastructure. The full-day school program management process in senior high schools includes planning, program preparation, and classroom management. The planning begins with an evaluation of the teaching and learning activities of the school year that has already taken place, a review of the school's vision and mission, and training/workshops for teachers and employees. The program preparation is presented at the program preparation meeting attended by all school residents for the next one-year program. During the presentation, both teachers and employees can provide input related to the program to be implemented so that it can run effectively and provide a significant developmental effect. Classroom management in the full-day school system includes timetable management, break time management, giving ice breaking, and management of religious activities. Religious activities can have a positive effect to increase knowledge about Islam, strengthen creed, and shape the Islamic character of the students.

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