

# The Implementation of Full-day School to Build Character Education

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**Abstract:** The application of full-day school is an alternative solution of the educational revolution for the problems that occur in education especially on character building. Full-day school is a term of the learning process where more children's learning activities are carried out at school than at home. The teaching and learning process applied in the morning until the afternoon. The concept of full-day school aims to use time by doing useful things. In the additional hours, students could do extracurricular activities, such as sports, art and religious activities to engage them in positive learning environments. While forming attitude is the purpose of a learning process for an elementary student now.

## 1 INTRODUCTION

One of the crucial problems in the national education system is the moral problem. There is evidence that indicates a moral crisis among students. This shows that educational institutions fail to prepare graduates with good morality (Ghufron: 2010). The moral degradation that occurs continuously in the next generation of the nation has shown that education in schools regarding character building as expected does not become successful yet. Whereas, as we know, education is not only a medium of transferring knowledge but also acts as a medium of civilizing and channeling values to students to build the expected character. This statement was stated in the National Education System Law No. 20 of 2003 which explains that the implementation of education, in essence, is not solely providing students with various sciences to be smart, but also must provide provisions so that students can live their lives well with faith, piety and noble character.

Therefore, if this problem is not taken seriously, it will worsen the nation's future. The Indonesian government also promotes character education which is a mental revolution movement by implementing a full-day school policy, where all the programs and activities of students in schools, both

learning, playing, worshipping are packaged in academic nuances — the need to optimize the role of schools in full-day school in making learning more effective, so that there will be more time with family when on holiday. Especially at the Primary School level, students get 80% character education and 20% knowledge.

The full-day school concept stated by the government is stated in Permen No.23 of 2017 where learning and teaching activities in the school will last for eight hours a day and five times a week. Learning starts from 07.00 until 16.00. However, the teaching and learning process is only carried out until 12.00, and the rest is used for student character building activities including fun extracurricular activities and forming character, personality, and encouraging students' potential.

Although in reality, the full-day school that is widely applied today is not completely new and familiar, because the application of full-day school has been held by many private schools in cities and overseas schools such as Europe and America. Even for some schools in Indonesia, the application is not only a full-day but overnight or all-day school, namely the learning system applied by Pesantren or boarding school. In the Pesantren learning system, students are required to attend learning programs from waking up to going to sleep again to learn general knowledge and religious learning. This

Pesantren learning program has long been applied since the first boarding school was present in Indonesia.

But in the implementation of the full-day school system that already exists this time, basically has the same core curriculum as the general schools, only in those schools are certain advantages added such as in the fields of sports, art, technology or religion. Thus, a school with a full-day school system has the same curriculum as the existing school; it's just that there is an additional school curriculum, which in addition to that students are expected to be better at achieving their learning material both regarding academic and non-academic material.

Many factors must be considered in implementing a full-day school system such as culture, economy, educational facilities and infrastructure, school readiness, school management and readiness of teachers and education staff. Full-day labels should not be limited to the name only but proven by the educational process managed according to the objectives and mandate of the law. Because of that, the formulation of the problem this time will also discuss about how does the full-day school implicate to character education?

## 2 FULL-DAY SCHOOL

By Permendikbud No.23 of 2017, in article 2 states that in full-day school, school days are carried out 8 hours in one day or 40 hours for five days in one week. These provisions include rest periods of 0.5 (half an hours) in one day or 2.5 hours for five days in one week. If additional breaks are required, the school can increase the rest period to more than 0.5 hours. The addition of rest periods is not included in the calculation of hours as referred to 8 hours in one day.

Then in article 3 it is stated; School Day is used by teachers to carry out the workload of the teacher. The teacher's workload includes: planning to learn or mentoring; carry out learning or guidance; assess the results of learning or mentoring; guide and train students; and carry out additional tasks attached to the implementation of the main activities by the workload of the teacher.

In Article 5 it is stated, School days are used for students to carry out intra-curricular, co-curricular, and extracurricular activities. Intra-curricular activities are activities carried out to fulfil curriculum. Co-curricular activities are activities carried out to strengthen or deepen basic

competencies or indicators on subjects or fields by the curriculum.

Furthermore, Article 6 states that co-curricular and extracurricular activities can be carried out in schools and outside schools. The implementation of co-curricular and extracurricular activities both in schools and outside schools can be done through cooperation between schools, schools with religious institutions, and schools with other related institutions.

Article 9 states the five-day school policy in one week and 8 hours of study in one day or 40 hours of study in a week, for the 2017/2018 school year it is not applied to schools that have insufficient resources and unreached transportation access. The implementation of the provisions of the school day can be carried out gradually.

Overall, the understanding of full-day school is school all day from morning to evening. The addition of time is not an effort to increase the subject matter, but to improve the achievement of educational and learning goals so that students can explore a subject with a proportional time allotment for a full day through character education activities such as; extracurricular sports, arts, technology, religion, or enrichment for the deepening of subject matter.

## 3 CHARACTER EDUCATION

A character is the absolute answer to creating a better life in society. A character is the values of human behavior that are related to God Almighty, oneself, fellow human beings, environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs.

According to Ryan and Bohlin (1999) character is a pattern of one's behavior. People who have good character have an understanding of goodness, like goodness, and do goodness. People whose behavior is in accordance with moral rules are called noble characters

Character education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures. To be effective, character education must include all stakeholders in a school community and must permeate school climate and curriculum.

Character education includes a broad range of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service

learning. All of these approaches promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring, and contributing citizens.

Character education so conceived helps students to develop important human qualities such as justice, diligence, compassion, respect, and courage, and to understand why it is important to live by them. Quality character education creates an integrated culture of character that supports and challenges students and adults to strive for excellence. (Principles of character education, character.org )

Character education is a system of planting character values to school citizens which includes the components of knowledge, awareness or willingness, and actions to implement these values, both to God Almighty, oneself, others, environment, and nationality to become human completely. In character education in schools, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of co-curricular activities or activities, empowerment of facilities, infrastructure, and, financing, and, work ethics of all residents and the school environment.

There are few obstacles in character building informal education in schools. This is because our education still focuses more on the development of purely cognitive intellectuals, while the soft skill or non-academic aspects as the main elements of character education have not been considered optimally even if they are said to tend to be ignored.

Character education can be defined via relationship virtues (e.g., respect, fairness, civility, tolerance) or performance virtues (e.g., diligence, self-discipline, effort, perseverance) or a combination of the two (anonymous reviewer comment). Over the past five years some evidence of the relationship between character education and academic learning has begun to emerge. An effective model of character education is one implementing a comprehensive approach integrated into subject matters, using multi-methods i.e. inculcation, modeling, value facilitation, and soft skills development, accompanied by the development of a positive school culture; the school principal and staff members, teachers, and parents should be involved in the practice of character education; and the activities should be conducted in class, out of class, and at home (Zuchdi, et.al.:2010).

## 4 METHOD

This study aims to address the research question, *“How does the full-day school implicate to character education?”* This study employed a descriptive qualitative research design using literature review as the data collection method.

The researchers firstly collected some relevant government documents and related papers. The information about full-day school and character education was compared and elaborated to better present the discussion section. Furthermore, observation was conducted to strengthen the discussion.

## 5 FULL-DAY SCHOOL AS A MEANS OF CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

Full-day school is one of the great works of thinkers and education to anticipate a minimum of parents for children outside of formal school hours. The first formal school 5 to 6 hours changes to 8 hours to 9 hours, however, educational problems does not mean finished there, new problems arise that need to be learned (input) to be individuals (output) who have qualified mental, intellectual and skill maturity (Siregar: 2017).

Schools committed to character development look at themselves through a character lens to assess how virtually everything that goes on in school affects the character of students. A comprehensive approach uses all aspects of schooling as opportunities for character development. This includes the formal academic curriculum and extracurricular activities, as well as what is sometimes called the hidden or informal curriculum (e.g., how school procedures reflect core values, how adults model good character, how the instructional process respects students, how student diversity is addressed, and how the discipline policy encourages student reflection and growth).

“Stand-alone” character education programs can be useful first steps or helpful elements of a comprehensive effort but are not an adequate substitute for a holistic approach that integrates character development into every aspect of school life. With an intentional and proactive approach, school staff do more than react to “teachable moments” to integrate character lessons. They take

deliberate steps to create opportunities for character development.

About the implementation of full-day school at the Elementary School level, the program of activities must be carried out with due regard to the condition and development of elementary school age students, for which the teacher must know the true characteristics and characteristics of his students. According to Sumantri (2012), characteristics of age students' Elementary schools, which are happy to play, always move, play or work in groups, and always want to carry out and feel themselves.

Schools and teachers must know the development that occurs in their student's both physical, mental, spiritual, and intellectual development, because it is the main capital in fostering children. So that it can give birth to various types of activities and activities that fit the vision and mission and the objectives of each school with a variety of activities that exist so that full-day school can increase the intellectual potential and abilities of students according to the needs and expectations of parents and society and can form strong characters able to compete and be resilient to face changes according to the times.

Also, learning patterns on a full-day school system can be carried out with relatively limited facilities and infrastructure because the thing that is needed is the level of commitment and sincerity of managers in realizing a full-day school system. This does not mean that infrastructure and facilities are not important. The existence of infrastructure and facilities is very decisive for the effectiveness and efficiency of the learning process.

Full-day school systems require at least the following components (devices): a) software (soft were). The software needed in full-day school implementation includes the commitment and sincerity of managers that are embodied inconsistently enforced rules and consistent and precise application of sanctions; b) hardware (hard were). The hardware needed in the Full-day school system is the existence of a facility that is very possible to apply the supervision of student commitment to student activities directed by the mission of the educational institution concerned.

## **6 THE EXCELLENCE OF THE FULL-DAY SCHOOL SYSTEM**

Full-day school as an innovative concept that was born out of the concerns of a conventional schooling

system has some advantages. First, full-day school system is more likely to realize education in its entirety; where the target of education includes three fields, namely cognitive, affective, and psychomotor. In conventional educational institutions, they are often disappointed because they are only able to form cognitive aspects but are very weak and even nil regarding affective and psychomotor. Through the full-day school system, the tendency towards strengthening on the cognitive side alone can be avoided, in the sense that the affective and psychomotor aspects of students can be more directed.

Second, students will rarely use mobile phones. A little time intensity for students to interact with their colleagues on social media is what will reduce the frequency of the possibility of being exposed to or being the perpetrator of cyber bullying. In addition, the role of school teachers in shaping the character of good students who have not been affected by cyber bullying conflicts. The class teacher will provide character education outside the hours of compulsory subjects as a form of optimizing the role of the teacher in its efforts to shape the personality of students.

Third, the full-day school system is more likely to realize the intensification and effectiveness of the process of educating students more easily directed and formed by the mission and orientation of the institution concerned, because the activities of students are easier to monitor because they have been directed from the start. Therefore, a full-day school system is a pattern that has proven effective in applying the character of its students.

## **7 WEAKNESSES OF THE FULL-DAY SCHOOL SYSTEM**

Nevertheless, the full-day school model learning system is inseparable from weaknesses and shortcomings. First, a full-day school system often creates boredom in students. Moreover, elementary school students tend to be easily bored. They need other means to release the boredom that might be obtained through the environment outside of school, such as friends at home or family. A full-day school learning system requires good physical, psychological, and intellectual readiness. The schedule of solid learning activities and the application of consistent sanctions, within certain limits will cause students to become saturated. However, for those who are ready, this is not a

problem, but precisely it will bring its own preoccupation. Therefore, foresight and improvisation of managers, in this case, is very necessary. The expertise in designing a full-day school so that it is not boring and even exciting is very important. Likewise, cooperation with all parties, namely Education experts, psychologists, and other experts really need to be realized.

Second, full-day school system requires attention and seriousness of management for managers. For the learning process at a full-day school patterned institution to take place optimally, more attention and outpouring of thought is needed from the manager, even physical, psychological, material, and other sacrifices. Managing full-day school requires managerial neatness and conceptual acumen, which is how so that on one educated side it feels good to learn, discipline, and feel at home in the midst of firmness and tight sanctions and the density of the educational process. Without this, full-day school will not achieve optimal results and may even be a meaningless routine.

## 8 CONCLUSION

The goal of character education is achieved as expected; it requires an institution that is deemed able to implement it effectively. One institution that is considered effective in the implementation of character education is school. Therefore, Ministry of Education and Culture as one of the ministries responsible for education initiated the concept of full-day school as a forum for the implementation of character education. Full-day school is an alternative learning system model, which applies a learning process that takes place actively, creatively and constructively, lasts for a full day.

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