

Full Day School Management Model at SMP Islam Manbaul Hikmah Brebes

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Info Artikel

History Articles:
Received 15th September
2018
Accepted
04nd February 2019
Published 15th June
2019

Keywords:
Model, Management,
Fullday School

Abstract

This research was motivated by the problem of the lack of a community environment that requires parents to always be in charge of their children. The aim of the study was to Analyze how the Full Day School Program Planning and the Implementation of the Full Day School Program at SMP Islam Manbaul Hikmah Brebes. This research method used a qualitative descriptive approach. Also, the type of research the researchers used was a case study. This research was focused on Full Day School Program Plan and Implementation Work Plans at SMP Islam Manbaul Hikmah Brebes. Data was from the Fullday School Program and its data sources from the principal, teachers, students and students' parents. The technique of collecting data was by observation, interview, and documentation. The validity technique was triangulation and it was analyzed with qualitative descriptive. The results showed that based on the results of observation, interview and documentation, it was said that, first, SMP Islam Manbaul Hikmah Brebes implemented the curriculum from the government and the school curriculum with additional subjects (Arabic, BTA, English conversation and computers). Second, Fullday school programs could develop and enhance intelligence of intelligence quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ) with various effective and actual educational innovations. It was suggested in this study that the implementation of Full Day School had to be evaluated in various perspectives, including psychological, sociological and economic aspects. Also, perspective related to curriculum adaptation could be evaluated.

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p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

The significance of Full Day School Management based on Yustanto (2004: 83) says that from the various types of schools that exist there are schools with full day school management, which is the implementation of education carried out with the integration of various elements, first, combining the mode of education in families and communities in artificial environments, namely schools, second, combining affective, cognition, and psychomotor learning fields, third, integrating general education and religious education (as perceived by the public so far). Fourth, combining the classical mode in schools with mosques, environment, and boarding schools, fifth, integrating the process of mastering life science with tsaqafah Islamiyah and establishing Islamic personality.

The theoretical basic of this study was found in Regulation of the National Education Minister number 19 of 2007 dated 23rd May 2007 which describes the standard of education management by the elementary and secondary education units in the supervision and evaluation chapter number (3) evaluation and development of KTSP in (b) the continuity to respond changes of needs of students and society, changes in the education system and social change.

Research problems in this study were also found in the research put forward by Sujianto, (2015: 308), saying that some things underlying the emergence of full day school demands include: first, the lack of time at home parents interact with children due to busy work demands . Second, the increase in single parents and the many activities of parents who had lack attention to supervision and security, as well as comfort in all demands of the needs of children, especially for early childhood. Third, the need for formulation of additional religious hours for children was due to the lack of parents' time with children. Fourth, improving the quality of education was as an alternative solution to various problems of national decline, especially morals. Fifth, the more sophisticated

communication world makes the world seem borderless world that can affect the behavior of children if they are not supervised by adults.

SMP Islam Manbaul Hikmah Brebes was one of the many schools that implemented the full day school model in which there are superior educational programs such as Islamic Smart including Tahfidzul Qur'an, Islamic life skills, halaqah, scientific visits to Islam, Arabic and English club. In addition, there are information programs and computers.

There are learning models that combine general education with religious education, and develop students' appropriate skills and creativity with their respective potential, and supported by various kinds of activities, such as: English and Arabic Club, martial arts, swimming, and internet.

There are interesting innovations in the school. It was located in rural areas using a full day school system, generally this system was found mostly in urban areas. In addition, the school also optimizes the application of a full day school system by collaborating between the Ministry of Religion curriculum with a homemade curriculum by adding religious schedules, such as recitation, congregational prayers, speech exercises, etc.

METHOD

The approach that was used in this study was a qualitative descriptive approach. Moreover, the type of research used was a case study. The researcher took the research place at SMP Islam Manbaul Hikmah Brebes, which was located on Jalan Luwungragi No.35 Rt.04 Rw.07 Bulakamba District, Brebes Regency.

The focus of the research that examined was the Full Day School Management Model at SMP Islam Manbaul Hikmah, Brebes Regency.

SMP Islam Manbaul Hikmah Brebes, according to the data and information from the Principal, it not only provides the Religious Program, but also Boarding School Program, a Skill Program specifically in the field of Extra Languages, and a Full Day School Program. Thus, not all students of SMP Islam Manbaul

Hikmah Brebes definitely take part in a full day school program. Students who take a full day school program are limited and selected, through a selection program.

Overall, SMP Islam Manbaul Hikmah Brebes has 150 students and 25 teachers. Students are divided into educational programs which include 4 majors which consist of: Religious Programs, Boarding School Programs (boarding schools), Skills Programs specifically in the field of Language, and Full day school programs. The students are divided into 6 classes.

To get data that was truly valid in the study, it was necessary to determine the appropriate data collection techniques, according to Suharsimi Arikunto (2005: 101), says that the type of data collection was a questionnaire, interview, observation, examination or tests, documentation, etc.

RESULT OF THE AND DISCUSSION

Plan of Fullday School Program of SMP Islam Manbaul Hikmah Brebes

Based on the formulation of the problem as in the first chapter, the results of this study discussed the Fullday School Management Model at SMP Islam Manbaul Hikmah Brebes in the Academic Year 2018/2019. The management of Fullday School program was more focused on the planning of his Fullday School Program which was at SMP Islam Manbaul Hikmah Brebes.

In the Academic Year 2018/2019 SMP Islam Manbaul Hikmah Brebes had opened a superior class or Fullday School for three classes. The highest class was class 9. The significant difference between regular classes and Fullday classes was learning material that was more than ordinary classes, which of course was more time to study at school. Regular classes went home from school on Monday - Saturday at 12:45. While the Fullday School class went home from school on Monday-Saturday at 4:00 p.m., Friday and Saturday returned the same as the regular class because the day was short and the additional activities were eliminated.

In the analysis of the Product (Results), the main purpose of the evaluation of results was to determine the extent to which the program that had been implemented could meet the needs of the groups that use it. Based on the input and process of the Full Day School program, the results and influence of the program were obtained.

Analysis of Full Day School Management Model at SMP Islam Manbaul Hikmah Brebes based on managing ability in planning, organizing, mobilizing, and controlling. The writer explained the results of observation and interview with the management model of Full Day School at SMP Islam Manbaul Hikmah Brebes based on the ability to manage in planning, organizing, mobilizing, and controlling.

Table 1. Schedule of Daily Activities for Students of Fullday School at SMP Islam Manbaul Hikmah Brebes with a Boarding School system

No.	Time	Remarks
1	04.00 04.30	- Get Up and Take Fajr Prayer Preparation
2	04.30 05.30	- Fajr prayer and recitation at the mosque
3	05.30 06.00	- Sports
4	06.00 07.00	- Bath, Breakfast, and preparation for going School
5	07.00 07.40	- Tadarus Al-Quran and pray in Class
6	07.40 08.20	- Teaching and Learning Activities
7	08.20 09.00	- Teaching and Learning Activities
8	09.00 09.40	- Teaching and Learning Activities
9	09.40 10.00	- Break and Pray Dhuha Together
10	10.00 10.40	- Teaching and Learning Activities
11	10.40 11.20	- Teaching and Learning Activities
12	11.20	- Dzuhur / Friday prayer

	13.00	+ Rest + Lunch	
13	13.00	- Teaching and Learning Activities	
	13.40		
14	13.40	- Madrasah Diniyah	
	14.20		
15	14.20	-	
	15.00		
16	15.00	- Asr Prayers Come together	
	15.30		
17	15.30	- Extracurricular	
	17.00		
18	17.00	- Rest, Bath, Maghrib Prayer Preparation	
	17.45		
19	17.45	- Maghrib and Qur'anic Prayers	
	18.30		
20	18.30	- Dinner + Rest	
	19.10		
21	19.10	- Isha prayer	
	19.30		
22	19.30	- Night Study	
	21.00		
23	21.00	- Rest + Sleep (in the dorm)	
	04.00		

Every Friday Kliwon has an activity at SMP Islam Manbaul Hikmah Brebes named Hurray Friday, Friday with its activities there Istighozah, pilgrimage to the tombs of the scholars near the school. Whereas, healthy Saturday has gymnastics, healthy walking, cleaning and often also hold fundraising to be channeled to the affected areas are held. Activities every Thursday night are usually Manakiban, while Friday nights, students take regular recitation and Tahlilan. Extracurricular Activities at SMP Islam Manbaul Hikmah Brebes, namely: Scouts, PMR, Pencak Silat (PSHT), Drum Bands, Angklung, Tambourine, English and Arabic, and Memorizing the Qur'an.

Full day school implementation at SMP Islam Manbaul Hikmah Brebes has produced a better learning process than the implementation of conventional learning. The implementation of full day school was more emphasized in the activities of deepening general and religious subject matter, and developing talents, interests and hobbies for participants of the students.

Implementation of Fullday School Management Model at SMP Islam Manbaul Hikmah Brebes

Based on several aspects, the full day school management model applied in this school includes: a) SMP Islam Manbaul Hikmah Brebes has an initiative to respond to the wishes of the community by implementing the Fullday school system, then this was followed by the establishment of schools that integrated the National curriculum and school curriculum and combined with the curriculum of Islamic Boarding Schools and Islamic Madrasa, b) The learning process that takes place actively, creatively, transformatively and intensively. The schooling system and full day school pattern indicate that the learning process was active in terms of optimizing all the potential to achieve learning objectives optimally, the creative side of the learning system with a full day school system lies in optimizing the use of facilities and infrastructure as well as a system to realize conducive learning processes for development of all potential students. The transformative side of the Fullday system learning process was that the learning process was devoted to developing all students' potential in a more balanced manner.

The whole day-long learning process to carry out the active learning process was not intended for students to learn to study, examine and various other activities without knowing breaks, if that was the case then the process was not an educational process. They need relaxation, relaxed and free from boring routines, so that was meant during the whole day students do activities that are educational.

By referring to the business in increasing input, process and output, it was identified in several steps, including:

a) Input, which needs to be improved in quality was students who have differences both in terms of intellectual ability and socio-economic background to be developed, trained and prepared to become professional defenders, b) The process, which needs to be improved in quality was the interaction of all the components contained in teaching and learning with each

other related in relation to achieving the goal. Which includes components, namely curriculum (content or material), learning strategies, advice and infrastructure (learning media). To achieve maximum results by providing new innovations, c) Output, which was produced and was expected to have the ability or expertise both for himself and for others, so that he can develop the potential he has to live a better life.

Full day school program results in developing and improving intelligence of intelligence quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ) with various effective and actual educational innovations. These three intelligences are potential that must be developed in the sense that humans must try to find potential.

Seeing the empirical phenomena that occur in society, especially related to negative influences caused by the environment, it was necessary to control children's free time. In full, it can be seen that the implementation of a full day school system leads to several objectives, including: a) Parents were not worried that their children was negatively affected by the environment, because their children were in full school all day, which means that some of their time was used for learning; b) To provide enrichment and deepening of school material; c) Providing good habituation to life; d. Carry out mental and spiritual development of children.

Moch Romli (2004: 18) The concept of development and innovation of a full day school learning system is to develop creativity that includes the integration of the three-domain conditions namely cognitive, affective, and psychomotor. The full day school learning system is packaging in terms of learning methods that are oriented towards the quality of education lasting for a full day by using an integrated activity that is fun in learning.

The outlines of the full day school program are as follows: a) Establish an Islamic attitude, b) Pride in Islam and all fight for it.c) Cultivation of Islamic culture, d) Ruling on knowledge and skills.

Knowledge of the main material of the education program. Knowing and skilled in

daily worship. Understanding in a simple way the contents of the daily amaliyah.

The Full Day School program aims to facilitate schools in supervising students and to improve school quality. These objectives need to be assessed whether the parties that are holding or involved get benefits or not. These benefits were obtained by SMP Islam Manbaul Hikmah Brebes, students and the society.

The benefits obtained for the organizers are: a) Helping to improve the quality and quality of schools, b) Helping the community in supervising children, c) Happiness to be alone if it can help spread the benefits by holding a full day school program

Benefits obtained by students from the presence of a full day school program at SMP Islam Manbaul Hikmah Brebes, they are: a) Students get more knowledge and skills than regular schools, b) Learners can focus on learning and avoid negative influences outside the school environment, c) Helping to obtain personal development skills and increase academic insight, d) Motivating students to move more and hone their talents.

Benefits obtained by alumni when completing a full day school program, as follow: a) Facilitating alumni to be accepted in Favorite High Schools / Vocational Schools, b) Having a lot of experience skills such as public speaking, independent living.

Based on the results of interview with the local community, the community benefits from the presence of a full day school program, as follow: a) Helping the community in supervising children, b) The full day school program was able to solve the problems of society, because many graduates are accepted in favorite schools, c) Making it easy to move on to higher levels and favorite schools.

Implementation of Full day School Work Plans at SMP Islam Manbaul Hikmah Brebes

After the objectives were formulated, the school establishes programs needed to be developed in the school. The program was a statement that contains conclusions from one or several alternative solutions to the main

challenges that have characteristics that are mutually supportive, interdependent, or interrelated to achieve a common goal. Based on the results of identifying the main challenges, the programs that was developed in the School are as follows: a) Development of Curriculum and Learning, b) Improving School Administration and Management, c) Organizational Development and Institution, d) Repair of Facilities and Infrastructure, e) Quality Improvement of HR (workforce), f) Increasing School Funding and Funding, g) Increasing Community Participation, h) Increasing Student Achievement, i) Improving the Quality of the Environment and School Culture.

The full day school learning system was a development of the existing curriculum. Schools can modify the applicable curriculum nationally so that it can be adapted to the needs of the local community and reflect the distinctive characteristics of the school concerned, as revealed by Dewi Lentera Ati, S.Pd. as vice principal as follows:

Application of a full day learning system that is in accordance was with the applicable curriculum. The Foundation modifies the national curriculum to suit the interests of the community and the ability of the foundation. However, this policy has consequences that must be accepted by all components of the school, including all teachers having to come to school every day and full time to monitor the activities of students in school for a full day, even though the teacher did not receive teaching on that day. In addition, schools must provide more facilities, such as the interest for lunch because the school also pays attention to the diet of students and teachers.

SMP Islam Manbaul Hikmah Brebes was built in 2011, before the establishment of SMP Islam Manbaul Hikmah Brebes lesson was already RA (Raudhotul Atfal) Manbaul Hikmah Brebes which was established on February 15, 2011, which at that time had not yet become a Junior High School but it was still 9 year learning duty initiated by the Pondok Pesantren Foundation Manbaul Hikmah headed by Mr. Selamat Ahmadi, M.Si in 2012, it set to become the official private Junior High School. With founding decree number: 421.2 / 009/2012. In

2013 the school principal changed hands to Mr. Ust. Rois Nurdin, S.Pd.I.

Here are some principals who have served: a) Selamat Ahmadi, M.Si. : reasonable in basic education from 2010-2014, b) Ust. Rois Nurdin, S.Pd.I. : became a private school (SMP) 2014-2016, c) Kustoro Wihanjayanto, S.IP. : 2016 until now.

Until now the headmaster had been replaced 3 times. Islamic Junior High School Manbaul Hikmah has been accredited with sufficient grades (C) and has only been implemented 1 time accreditation, which was in March in 2017 with SK accreditation number: 421.2 / 009 / BAP-SM / IV / 2017. The Islamic Boarding School of Manbaul Hikmah Brebes had been initiated since 2008 by: a) KH. Rustadi, S.Pd.I. b) Hj. Wafiroh, c) Ust. Rois Kholid Nurdi, d) Ali Mustofa

Then, it got the Foundation Notary Act in 2005. The pesantren curriculum integrates the salafiyah education system (Kitab kunig) and kholafiyah by making Tahfidz Al-Qur'an, Arabic and English as the Peasantren Featured Program. The pesantren was originally devoted to orphaned students who received free education fees, but in its development the pesantren also opened opportunities for independent santri (non-orphan) to be able to study at the Islamic Boarding School Manbaul Hikmah.

The students who study at the Islamic boarding school until now Alhamdulillah come from various regions, especially from the Brebes and surrounding areas, including orphans or independent santri from Cirebon, Tegal, Pemalang, Pekalongan, and others.

School profile
 NPSN: 20364881
 Status: Private
 Form of Education: Middle School
 Ownership Status: Foundation
 School Establishment Decree: 421.2 / 009/2012
 Date of Establishment Decree: 05-10-2012
 SK Operational Permit: 421.2 / 009/2012
 Decree of Operational License: 05-10-2012

PERSPECTIVE

Being a school based on archipelago-minded Islamic boarding schools, high achievers, virtuous, professional and prosperous.

MISSION

a) Upholding the noble values of the pesantren, b) Teaching pancasila values and archipelago insights in learning and teaching, c) Learning optimally, d) Conducting education based on good morals / character, e) Setting up the capacity of educator HR and teaching staff, f) Implementing school-based management.

SMP Islam Manbaul Hikmah Brebes was located on Jalan Raya Luwungragi No. 35 RT. 04 RW. 07, Luwungragi Village, Bulakamba District, Brebes Regency, Central Java Province.

The location was very strategic and easily known to the public because it was not far from the highway, for delivery and pick-up schools make it easier for guardians of students because the place was not tortuous. Although, it requires close supervision in keeping students are from leaving the school environment. The place was also convenient to study because it was close to the location of rice fields.

To achieve educational goals, which are instructional, institutional and rational cannot be separated from the role of educators or teachers. The existence of employees was very important and has a very large influence in relieving the duties of the teacher.

CONCLUSION

The full day school model was a form of educational unit that was organized based on the Ministry of National Education curriculum and enriched with the Ministry of Religion (Islamic) curriculum. The model developed was integration between religious and general education, by maximizing the development of cognitive, affective, psychomotor aspects. Full day school models can also be said to be integrated Islamic schools, because programs that combine general education and religious education programs, between the development of intellectual, emotional, physical potential, and between schools, parents and the

community as parties that have duties and responsibilities towards education World.

Full Day School was an education system that applies full day learning, integrates the teaching system intensively by providing additional lesson hours for material addition and self-development and creativity. The full day school learning system was actually not new.

Based on the results of observation, interview and documentation carried out by the writer, there are several conclusions obtained in this study, the Full Day School Management Model at SMP Islam Manbaul Hikmah Brebes, starting from preparing the curriculum for Islamic boarding schools, preparing teachers for the Madrasah diniyah to teach in the afternoon the day. Second, in terms of organizing, SMP Islam Manbaul Hikmah Brebes made an organizational structure both in the morning and afternoon teaching activities. The third, it was mobilization, SMP Islam Manbaul Hikmah Brebes moves the Full Day School program and implements the program well and responsibly. And the fourth was supervision, Full Day School in Islamic Middle School Manbaul Wisdom Brebes was also supervised not only by the principal but also by the chairman of the Manbaul Hikmah foundation so that the implementation process was well organized and can be accounted for in the community that the activity was positive.

Based on the analysis of the evaluation results it can be concluded that the Full Day School program at SMP Islam Manbaul Hikmah Brebes was categorized as not yet effective. This can be seen from the following four aspects:

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