

The Effectiveness of Five Days School Program at Senior High School and Equivalent in Central Java: A Psychological and Academic View

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Abstract

Improvement for educational quality Indonesia is continually realized by the issuance of various policies, one of them is Minister of Education and Culture Regulation No. 23 of 2017 on School Day. This regulation stipulates that school days begin on Monday to Friday. Hence, the review of this policy is important to identify how extent the effectiveness of its implementation. This study aims to determine the effectiveness of the implementation of five days school program in terms of psychological aspects and academic aspects. Also, this research is conducted using a mix method design with sequential explanatory data analysis model. Results indicated that the effectiveness of five days school program implementation could be observed from its purposes and impacts. Based on the findings at the psychological aspect indicator, there are five indicators that have not met the standards of Minister of Education and Culture Regulation thus 5 days school has not been effective to develop psychological students, meanwhile from the academic aspect, overall research indicator is in accordance with expected standards hence 5 days school has been effective in supporting the academic development of students. This research serves as a reference for a stakeholder to make regulation and how to make an effective learning process that can solve students' psychological during five days of school.

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INTRODUCTION

Improvement for educational quality Indonesia is continually realized by the issuance of various policies, one of them is Minister of Education and Culture Regulation No. 23 of 2017 on School Day. This regulation stipulates that school days begin on Monday to Friday. However, these five days of school or full day school program becomes a considerable debate in the community. Quoted from *jawapos.com*, news written by Nur on June 17, 2017, stated that the implementation of full days or 5 days school should consider the psychological condition of students. Also, Antara (2017) described that full days school adds problems in education as it is not properly prepared. *Okezone.com* on June 21, 2017, demonstrated how full days school has not been feasible because of differences in students character from various regions, economic conditions and learning burden and many more that driven students depression.

Research has been executed to find out the impact of 5 days of school implementation. A study conducted by Negoro (2014) revealed the result that academic students have increased, although not significant. Also, Ningsih (2016) stated that the implementation of 5 days school has a positive and significant relationship to the formation of student character. This is reinforced by Liễu (2014), who found that the implementation of 5 days school in Vietnamese schools can improve leadership capacity, social awareness, and environmental awareness. Also, Zermeño, Fahara, and de la Garza (2012) study results showed that full school programs in Mexico affect academic progress.

Some other researchers who studied about five days of school showed different results. Research conducted by Hasan (2006) described that the implementation of this policy would cause a sense of boredom for students; thus, it needs psychological and intellectual readiness. A similar study conducted by Holm (2014) also revealed that this policy would eliminate the culture and linguistics of the family. The implementation of this policy hurts students' psychological and psychological development.

Based on the research gap and phenomenon as well, it is necessary to identify more about the implementation of 5 days school in terms of psychological and academic aspects. Furthermore, the purpose of education, in general, is to improve life skills. Level of life skill at every level of school becomes a different orientation. At the level of Senior High School, the goal is to form a person who has intellectual intelligence and knowledge (academic skills). Based on this, the authors conducted a study entitled "The Effectiveness of Five Days School Program at Senior High School and Equivalent in Central Java: A Psychological and Academic View." The purpose of this study is to find out how the effectiveness of the implementation of 5 days of school in terms of psychological and academic aspects. The contribution of this research, normatively, this study provides a logical and critical description of the effectiveness of the implementation of 5 days of school. Theoretically, this research is useful to serve as a reference for learning either among students or the public. Practically, this research can be a consideration in making policy in the world of education and science resources to think critically about the problems in the world of education.

METHODS

This research uses phenomenology approach of qualitative and quantitative descriptive research design to produce comprehensive research. Moreover, this study employs a random sampling technique to determine three regencies/cities in Central Java; there are Wonosobo, Kudus, and Semarang. The sample is determined by tables of sample selection developed by Isaac and Michael with a fault tolerance of 5%. Also, the population of teachers is 358 with 177 samples while the student's population amounts to 6587 with 329 as sample (Sugiyono, 2015). Then, the sample is distributed to each school in the study location using proportional random sampling technique.

Questionnaire in the study is a closed type questionnaire to obtain data that can be converted in scale, while data analysis techniques are using

a sequential explanatory model. Furthermore, method and description of specific nature to the data validity is executed by triangulation general. technique of data source and method. Conclusions are carried out by the inductive

Table 1. Research Subject

School	Total students	Total teachers	Students' questionnaire	Teachers' questionnaire
Public Senior High School 1 Wonosobo	906	53	45	26
Public Senior High School 2 Wonosobo	1013	49	51	24
Public Senior High School 2 Kudus	1146	65	57	32
Public Senior High School 1 Bae	1190	61	59	30
Public Senior High School 2 Semarang	1277	72	64	36
Public Senior High School 9 Semarang	1055	58	53	29
Total	6587	358	329	177

Source: Ministry of Education and Culture of the Republic of Indonesia, 2017 (processed data)

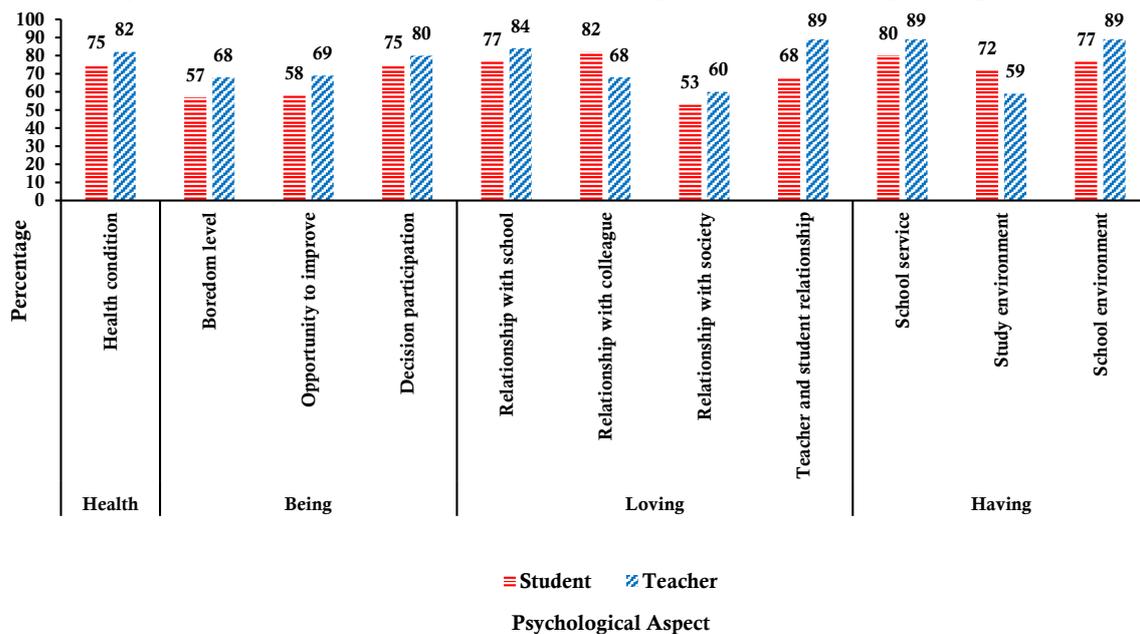
RESULTS AND DISCUSSION

Psychological Aspect

The findings on psychological review reveal contrary facts to the goal indicators of psychological aspect showed in the good interval. However, 'being' indicator is fair. Students do not think that school has allowed them to participate in decision-making and improve their knowledge and skills and impact their high level of boredom. Besides that, a low relationship of learners within the community is low. This certainly affects students character because the character is formed by support from the school environment,

family, and society. Zubaedi (2005) found that community interaction greatly contributes to the formation of one's character. The intensity of high social interaction will teach a person to build good communication that leads to the creation of mutual respect. Vice versa, the low relationship of students with the community, has the opportunity to create the character of low attitude, poor sense of sensitivity, and awareness of problems related to the surrounding environment. Consequently, individualist becomes the character that will grow within each student.

Figure 1. The Effectiveness of 5 Days School Program from Psychological Aspect



The effectiveness of policy implementation is an evaluation by identifying the objectives of the policy itself. The policy objectives can be categorized as effective if the established goals are achieved (Egonmwan, 2000) and the resulting consequences, i.e., whether the implementation of policy reduces or even add to the problem. The following is described in more detail sub-indicators understudy to find out more in the perception of the academic community to describe the impact and assess the effectiveness of 5 days of school implementation.

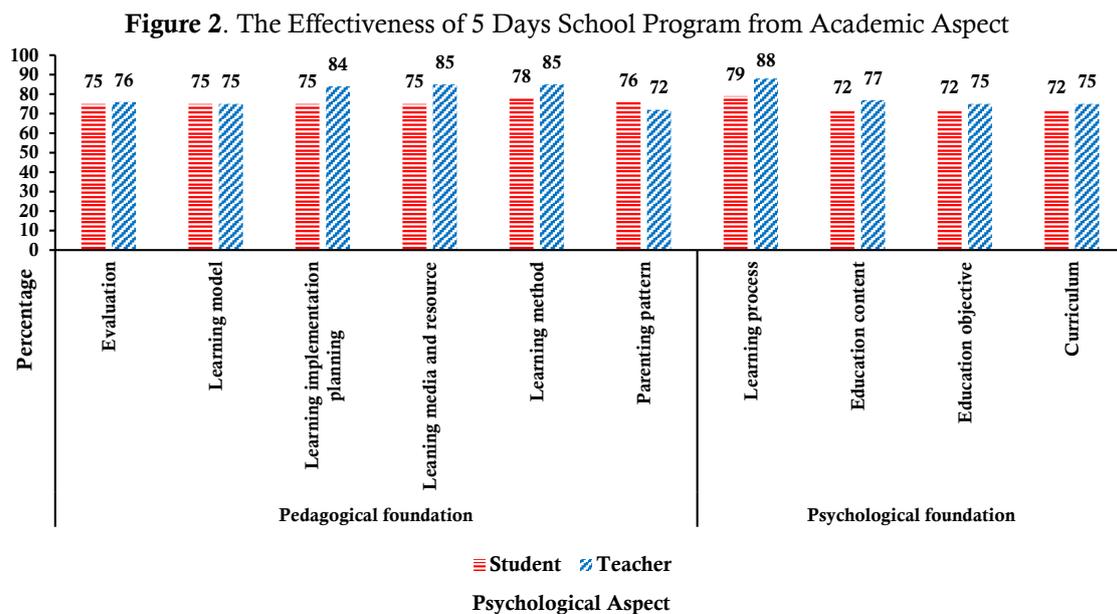
Main objectives of 5 days school based on Minister of Education and Culture Regulation No. 23 of 2017 is to realize the restoration of character education by optimizing school role. While Based on the comparisons between objectives and resulting impacts, it is clear that the implementation of 5 days school in terms of psychological aspects has not been effective. This is because the achievement of 5-days school goals have not been achieved, and the negative impact of policy implementation.

The Effectiveness of 5 Days School Program from Academic Aspect

An academic review of this study is based on the philosophical and pedagogical-pragmatic

foundation (educational process), as well as the results of teachers and students perception of 5-days school in terms of academic aspects. The next aspect is the academic aspect. All indicators of research in this aspect indicate the value that goes into a good interval. Thus it can be concluded that the perception is great of both from students and teachers to the implementation of 5 days school in terms of academic aspects of philosophical and pedagogical-pragmatic basis. This means that the sub-indicator component supports the implementation of 5 days of school. The pedagogical-pragmatic foundation that describes the way teachers transfer knowledge and experiences with a variety of parenting patterns, models, methods, media, and learning resources, Lesson Plans (RPP) and evaluation forms perceived both by teachers and students.

The purpose of 5 days of school related to academic aspects has also been mentioned in the Minister of Education and Culture Regulation No. 23 of 2017, which is good for teachers and students. For teachers, five days of school aims to enable them to plan, implement, assess learning, and mentoring. When process learning conducted by the teacher was a success, a student will more understand with materials clearly.



This research also revealed that learning model, learning implementation planning, learning media and resources, learning methods get a high percentage of very good criteria. Thus, it can be concluded that in terms of academic aspects, five days is effective by supported educational instruments that facilitate curriculum design to the learning evaluation. On the academic aspect, especially pedagogical indicators (evaluation), teachers can further develop the learning devices used. Muzakkir, Samsudi, and Rifa'i (2015) research results explain that with the development of inquiry-based learning tools with the help of interactive multimedia can improve student achievement that is completed with the average learning achievement 75-79 of KMM score 72. Also, teachers' variations in using learning media and resources can improve students' academic performance. It facts conducted by Mareta, Sukirman, and Munib research (2014), that the development of an open journal system gives effect to the effectiveness of students in finding the source of learning. That is, with easy access to open journals can facilitate students to get science wider. The impact is considered by students also that model, method, source, and media of learning during five days school program have helped them understand the learning subject.

CONCLUSION

Based on the findings, below are the conclusion. The implementation of 5 days school in psychological aspects has not yet been effective due to inconsistencies goals of 5 days school and its impact as revealed by students of their low relationship within the community even though one of 5-days school objectives is the formation of characters. The implementation of 5 days of school in academic aspects is found to be effective because, following the purpose of 5 days school, teachers have been able to plan, implement, assess learning and guidance. Great impact is also considered by students as they feel the model, method, source, and learning media have made them easier to understand the lesson.

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