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Full-day School Application and Its Effect on Character Building of Students (Case Study at Elementary School Nasima Semarang)

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Abstract

Implementation of character education through the concept of full-day school in Semarang City has not been much implemented, this is due to inadequate infrastructure, costs and human resources. The purpose of this study was to analyze the influence of character values on the application of the concept of full-day school in Elementary School Nasima. This research was conducted qualitatively, with a case study approach. Data and information are obtained from informants and documents. Data collection techniques for interviews, observations, and documentation studies; then analyzed qualitatively. The results of the study showed that the positive influence of application of full-day school was applied in schools. The negative effect of the application of full-day school is that students have higher physical and psychological burdens compared to public schools, because of the relatively high demands on academic achievement.

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INTRODUCTION

Prihastanto, Samsudi, Masrukhi & Prihatin (2016) states the lack of the implementation of character education in schools is caused by teachers who only pay attention to cognitive (intellectual), not enough to pay attention to the affective, psychomotor and spiritual aspects of students. Leasa & Batlolona (2017) stated that character education has a higher meaning than moral education because character education instills habits about good things. The impact is not only limited to the formation of students' understanding of moral values that are good and right, but rather to be the perpetrators of the realization of a good character of life. This is according to what was stated by Althof & Berkowitz (2006) that the field of character education is a much more difficult chart.

Naim (2012) states that the essential thing in the framework of implementing character education is how to understand the substance of education and how students position. Because, if the substance of education has been displaced by various interests, such as business, political, or other interests, it will affect students.

Buchory & Sugdayani (2014) stated that the first thing in the implementation of character education in schools is to determine the vision and mission of the educational institution. Meanwhile, according to Nez (2014) planning, organizing, implementing and controlling in implementing character education has a positive impact on student achievement and school achievement. Sutarni, Raharjo & Pramono (2017) stated that the implementation of character education is carried out in learning and outside of learning, with a strategy through providing examples, habituation, and creating a conducive atmosphere.

According to Rachman (2013) character can be interpreted as a person's character or character that differentiates himself from others. Forming one's character is not easy. The character is formed through a long process, one of the processes is habituation. Habit is obtained from repeated actions. According to Raharjo

(2013), the first step in school culture management is the existence of school culture planning procedures.

Rohman, Setyowati & Wasino (2012) suggests there are some values and positive character of students, among others: compliance, independence, discipline, sincerity and simplicity, and togetherness. Meanwhile, according to Rifa'i, Prajanti & Alimi (2017) the values of national characters that can be formed in schools include: (1) students have high religiosity, (2) tolerance, (3) putting unity and unity as well as interests, safety of the nation and state above personal or group interests, (4) having self discipline, social discipline, and discipline national high, (5) orderly by prioritizing the culture of queuing when entering the classroom, (6) courageous and honest in upholding truth and justice, (7) appreciating the services of heroes, (8) democratic, (9) good responsibility, and (10) loving local culture.

The government tries to optimize character education again, one way is to implement full-day school, where schools increase student learning hours in school by adding character values through extra-curricular activities and religious activities.

Cooper, Allen, Patall & Dent (2010) states that extending school time can be an effective means of supporting student learning.

The application of this concept is carried out so that elementary and junior high school students get character education and general knowledge at school.

Setiarini, Joyoatmojo & Sunardi (2014) stated in the implementation of full-day school, the school made adjustments to academic programs such as scheduling subjects, learning strategies, adequate facilities, and infrastructure and deepening of the material was the most important. This can be seen in the structure of the curriculum that is developed, the lesson schedule set, and in the implementation of learning. All of this is done in order to realize the school's vision and mission.

Asyhar & Susiati (2015) stated that the development of students in the school environment has various advantages. The

advantage in question is academic excellence. Full-day school with a curriculum that is designed in such a way as to be able to print students to excel in academics more than students who attend regular schools. In terms of social development, students are strived not to feel inferior in dealing with social environments with various programs.

According to Yatmiko, Banowati & Suhandini (2015) states that civilization or habituation to students needs to be physically conditioned in the education unit environment so that students and all school residents are accustomed to building everyday activities with positive activities. Extracurricular activities are held to explore the potential of students through sports or art activities that are oriented to the formation of attitudes, behavior, and personality. Everyday activities in the family and community environment strive for the strengthening of parents and people around their homes to character behavior. One example of extracurricular activities that contain character values is scouting. According to Lisayanti (2014) the formation of students' character can be done during scouting, the characters in the form of leadership of the Penggalang Board members have already begun to take shape, when giving material, mentoring and treating the younger siblings class. All the material presented has led to the formation of characters just how to deliver the material to the younger siblings for both the coaches and the Board of Trustees in educating, teaching, guiding, directing, training, evaluating, and evaluating must use among systems. Meanwhile, according to Trianawati, Rachman & Sumarto (2013) scout extracurricular is one of the right tools to be used as character building for students.

According to Soapatty & Suwanda (2014) that the factors that support the existence of full-day school system are the availability of facilities and infrastructure, the support of parents or the community as well as teachers or teaching staff.

According to Barsihanor & Hafiz (2016) states that both learning systems full-day school and regular possible to have different influences in the development of children's social skills. The

time for children who attend regular elementary schools to adapt to school is less, but the time to get together with family and socialize with peers in the neighborhood is more than the children who attend elementary school full-day school.

The implementation of character education through the concept of full-day school in Semarang City has not been many implemented, in general, it is still the concept of half-day school.

As James Coleman's rational choice theory in Jazuli (2014) actors have different sources and access to other resources. For actors who have large resources, it may be relatively easy to achieve goals; on the contrary, for resource-poor actors, it will be difficult and impossible to achieve the goals.

The purpose of this study is to examine the influence of character values on the application of the concept of full-day school in Elementary School Nasima.

METHODS

This study used a qualitative approach with case study research design. The focus of this research is the effect of the application of the concept of full-day school in Elementary School Nasima Semarang to the value of the character of students.

The data source of this study, (a) informants namely principals, teachers, and students; (b) supporting documents related to this research.

Data collection techniques in this study are (1) observation, used to determine or investigate non verbal behavior, (2) interviews, to collect data on the practice of implementing full-day school and its influence on students' character, (3) documents in the form of education implementation reports characters in Elementary School Nasima.

The validity of the data in the study was conducted by source triangulation technique, namely by comparing the results of the interviews with the results of observation and documentation.

The data analysis technique in this study uses the data analysis techniques of the Miles and Huberman models, namely the inductive data analysis. The analysis starts with data collection, data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

The Practice of Concept Activities Full-day School in Elementary School Nasima Semarang

The practice of coaching students through the concept of a full-day school in Elementary School Nasima begins the morning routine activities namely morning apples whose activities consist of: respect to the red and white flag, singing Indonesia Raya song three stanzas, reading *Asmaul Husna*, reading vows, singing march and hymns Elementary School Nasima and morning gymnastics.

Rest activities are carried out beginning with reading prayers after studying, praying before eating and praying before entering the bathroom. Resting activities at Elementary School Nasima are conducted twice at 09.15 and 12.00. During the first break, Elementary School Nasima students eat in their classrooms with supplies taken from the home while the rest of the two students-students eat at the place provided by catering prepared by the school.

Elementary School Nasima also carried out religious activities, one of which was prayer activities. Prayers held in Nasima Elementary School in congregation namely *dhuhur* prayer, *dhuha* prayer, and *ashar* prayer. *Dhuhur* prayer activities are carried out in stages, namely classes 5 and 6 first, then new classes 3 and 4. While class 1 and 2 *dhuhur* prayers in each class with the guidance of their respective class teachers.

Planting the value of the religious character in Elementary School Nasima can be seen from religious activities formulated such as praying before learning, praying together, praying before going home from school, carrying out religious holidays. From these activities, it can be seen that Elementary School Nasima instills religious value into school activities. It is expected that students will be familiar with these

activities so that it can have implications for the attitudes of students in their daily lives.

The planting of nationalist character values can be seen from the flag ceremony which is held every Monday and morning apples that are carried out every morning. By participating in these activities it is expected that the value of the character of loving the nation and the state will be achieved. Besides that, the room display in Elementary School Nasima was made to describe the atmosphere in each of the 33 provinces in Indonesia.

Planting values of disciplinary characters can be seen from the activity of the morning apple, students are required to leave early to be able to attend the morning apple activities. If there are students who are late, they will get sanctions based on their level of error. The value of discipline can also be seen from the timeliness of students participating in activities every day.

Elementary School Nasima builds norms and rules to regulate its students to become people who have superior character, to realize it requires control or supervision through predetermined norms and rules.

Implementation of full-day school there are several aspects that must be met including: (1) national curriculum integrated with local curriculum, (2) professional teaching and education staff, (3) infrastructure facilities that support activities full-day school, (4) financing intended to support full-day school activities, (5) the active role of students in attending school activities, (11) community participation in supporting full-day school activities.

The application of full-day school will be optimal if it is supported by a curriculum that has been compiled by the curriculum formulation team. In carrying out the active participation of teachers and education personnel is needed to participate in the success of activities full-day school. Teachers are required not only to teach in class but to participate in mentoring students in participating in each activity.

The main factor in implementing full-day school is teacher mentoring. In Elementary Schools Nasima activities that are formulated are

good but need to be improved mentoring to students.

Factors of infrastructure facilities also influence in implementing full-day school, in Elementary School Nasima can implement the concept of full-day school because it has adequate infrastructure including a large number of classrooms, computer labs, large fields, and large enough halls. In carrying out infrastructure facilities activities will determine the success or failure of the purpose of implementing full-day school.

A factor that is no less important is financing, in order to carry out activities formulated by financial schools to be the most important thing. The greater the activities formulated, the greater the funding needed. Elementary School Nasima is an example that with a lot of activities that require a large amount of financing. So it's not surprising that students who study in Elementary School Nasima are upper middle class. This is because of the financing of education in the large Elementary School Nasima.

The Effect of Full-day School Application on Character Development of Students

Application of character education in schools has an influence on students, both positively and negatively. Elementary School Nasima has a variety of activities so that teachers are required to provide assistance to students so that the planting of character values runs optimally. However, in the implementation, there were found several activities that lacked adequate assistance.

Teachers are less than optimal in supervising their students in prayer activities so that the cultivation of religious values is less optimal. For example when the ablution of the teacher who oversees only one teacher so that many students whose ablution is not right or students do not carry out ablution activities properly. *Dhuhur* prayer activities together students are less orderly in performing *Dhuhur* prayer. In the activities of prayer and remembrance, many students do not participate in reading prayers. Although in Elementary

School Nasima already has a school organization such as PKS, the role of the teacher in this activity is still needed.

Other activities such as morning apples found some shortcomings, one of which was when singing Indonesian Raya songs, not all students participated in singing and found students who were less orderly in participating in the morning activities, besides that there were students who arrived late in the morning apple activities.

In break activities, especially during lunch, students get less guidance and supervision of the teacher to the maximum. students independently take food and clean up leftovers, teachers are less proactive in this activity.

Full-day school essentially wants to provide a comprehensive educational process, not just pursuing academic achievements but also having high soft skills and having a good character attitude.

The application of full-day school is basically not just to increase learning time or to add subject matter, but students are conditioned to: have good life habits, improve spiritual aspects, enhance a sense of nationalism towards the nation and state, and foster students to become human beings of character.

The application of character education through full-day school can have implications for the character of students, both positive and negative.

Full-day school can have a positive impact that is students become accustomed to daily activities that are appropriate that are applied at school, for example, going to school early so as not to be late for school, marching at flag ceremony or morning apples, praying together in time.

Students can also behave according to the norms taught by the school. Behavior in accordance with the norms of meaning is to behave in accordance with the characters that have been taught every day at school such as discipline in doing each task given, responsible for what he does, behave politely towards teachers and peers, independent in doing every task given by the teacher.

The effect of implementing full-day school does not only have a positive impact but also has a negative impact. The positive influence of the application of full-day school is that students become accustomed to daily activities that are suitable to be applied in schools.

The negative effects of full-day school in Elementary School Nasima include: (1) Psychological aspects, children with full-day school have pressures that are not the same as public schools. This is due to the high demands on academic achievement, besides that students also have activities that exceed the physical capacity they have so it is not surprising that Elementary School Nasima students experience fatigue or fatigue in participating in each activity. (2) Social aspects, children full-day school lack socialization in the community, this is due to school students throughout the day so they do not have enough time to socialize with the surrounding community. Interaction in schools is also limited because children are preoccupied with the activities of Elementary School Nasima.

CONCLUSION

The positive influence of the application of full-day school is that students become accustomed to daily activities that are suitable to be applied in schools such as going to school early in the morning so that they are not late in school, marching during flag ceremonies or morning apples, praying in time.

Students can also behave according to the norms taught by the school. Behavior in accordance with the norms of meaning is to behave in accordance with the characters that have been taught every day at school such as discipline in doing each task given, responsible for what he does, behave politely towards teachers and peers, independent in doing every task given by the teacher. However, the application of full-day school also has shortcomings, especially the heavier psychological and physical burdens of students. This is due to the high demand for academic and non-academic achievement. Students at schools are a full-day less socialized with the surrounding

community. Interaction in schools is limited, students are preoccupied with school activities themselves which are quite physical and mental.

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