



## The Full Day School Program and Its Contribution to Student Learning Outcomes: Experience from English Subject

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### Abstrak

Implementasi program *full day school* di MTs. Negeri 2 Brebes telah berhasil mencapai tujuan pembelajaran. Metode penelitian pendekatan kualitatif. Jenis penelitian studi kasus. Fokus penelitian kontribusi program *full day school* terhadap hasil belajar siswa mata pelajaran Bahasa Inggris dengan objek alumni kelas *full day school*, guru Bahasa Inggris, dan wakasek bagian kurikulum di MTs. Negeri 2 Brebes. Teknik pengumpulan data wawancara semi terstruktur, wawancara tak terstruktur, dan tinjauan literatur. Teknik keabsahan data menggunakan teknik triangulasi sumber. Teknik analisis data adalah analisis Miles dan Huberman. Hasil penelitian *pertama*, tujuan pembelajaran implementasi program *full day school* di MTs. Negeri 2 Brebes telah tercapai. *Kedua* implementasi program *full day school* di MTs. Negeri 2 Brebes dapat memberikan kontribusi yang mempengaruhi peningkatan hasil belajar Bahasa Inggris. *Ketiga* salah satu kendalanya adalah adanya kesenjangan nilai antara siswa kelas *full day school* dengan siswa kelas reguler.

### Abstract

Implementation of full day school program at MTs. Negeri 2 Brebes has successfully achieved the goal of learning. Research methods are qualitative approaches. The research design using case study. The focus of research on full day school program contribution to student learning outcomes of English subject with the object's alumni of full day school classes, English teachers, and deputy head of curriculum at MTs. Negeri 2 Brebes. Data collection technique's semi-structured interview, unstructured inter-views, and literature reviews. Data validity techniques use source triangulation techniques. Data analysis techniques use Miles and Huberman analysis. The results of the study are: *First*, the learning objectives of full day school program implementation at MTs. Negeri 2 Brebes have been achieved. *Second*, implementations of full day school programs at MTs. Negeri 2 Brebes can contribute to improving English learning outcomes. *Third*, the obstacle is the gap in students grades between full day school and regular.

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## INTRODUCTION

Basically, education is desperately needed by humans on this earth. Education is a conscious effort that is planned to develop the potential that exists in itself through the learning process, be it learning carried out by the government, private and non-governmental organizations. With clear functions and objectives.

The functions and objectives of education in Indonesia are stated in the Law on the National Education System No. 20 of 2003 article 3 which states that "National education serves to develop the ability and shape the dignified character and civilization of the nation in order to educate the life of the nation, aim to develop the potential of students to become believers and be faithful to The One True God, noble sincere, healthy, intelligent, capable, creative, independent and a democratic and responsible citizen."

In order to achieve the objectives of education in Indonesia through the Ministry of Education and Culture the Government of Indonesia is not relentlessly making efforts to improve the quality of education in Indonesia, but unfortunately the results that want to be achieved are still not satisfactory. Nevertheless, the government is relentlessly improving the quality of education. One of the steps taken by the government to improve the quality of education is by implementing a full day school program to several units of education.

Salim (1988) mentions etymologically the word full day school comes from English language, full means *penuh*, and day means *hari*. If combined, it will contain the meaning of *sekolah*. The three words if combined into *sekolah sehari penuh*. While terminology full day school is an educational program that implements learning or teaching activities implemented for a full day by combining an intensive teaching system as adding hours of lessons to deepen the subject matter as well as self-development and creativity of students. Where in the implementation of his learning in the school is carried out from morning to evening, routinely with program at each of level of his education.

Full day school learning was chosen as an alternative form in an effort to improve education management, especially in learning management. Sanjaya (2008) mentioned that in the implementation of learning management, teachers play an important role in its implementation. In full day school learning, students are

invited to engage directly in learning activities, students are part of the learning process, not just objects that are only given theory.

Baharudin in Widyowati (2014) full day school curriculum is in order to reach each part of children's development, namely by developing creativity that includes the integrity and condition of three realms, namely cognitive, affective and psychomotor. The purpose of implementing the full day school program is as a strong basis for developing and improving intelligence/Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) in students with a variety of effective and actual innovations.

The full day school program first appeared in Indonesia in mid-1990 with the term excellent school. Full day school learning arises because of the demands of the needs of the community who want their child to be able to learn well in school even with longer study time. In this modern era the implementation of full day school program has been widely applied in several schools at each unit of education level. One of them is MTs. Negeri 2 Brebes. The implementation of full day school program at MTs. Negeri 2 Brebes began to be implemented in the 2007/2008 school year consisting of 2 Excellent and Mumtaz classes. Until finally developed into 6 classes, namely Excellent, *Mumtaz*, Smart, Brilliant, *Ulwan*, and *Mahir*.

At the beginning of the implementation of the full day school program appeared to be difficult for the program to receive by students, it was difficult to be in school for a full day considered quite burdensome for students. In the implementation of full day school, the concept used is the development and innovation of learning system in order to achieve the purpose of implementing the full day school program. Its implementation can create a creative atmosphere in the learning process, so that students do not feel burdened despite having to spend their full day at school.

"Through the full day school program students gain a lot of academic advantage. The length of study time is also one of the dimensions of the child's experience. A study says with implementation of full day school that students will receive a lot of benefits both from academically and socially." (Setiyarini, etc., 2014)

Even so, the full day school program has a lag. According to Asmani (2017) the weaknesses of full day school are as follows. *First*, full day school programs can cause boredom to students,

therefore learning programs with full day school patterns require good, psychological, and intellectual readiness. *Second*, full day school program requires attention and real management to further create new and different innovations from ordinary school educational institution. *Third*, a full day school program can make students lose important social activities in their real age and play time. The full day school program requires students to be in school for a whole day which make their playing time with peers reduced. *Fourth*, full day school program has been judged to prevent students from participating in extracurriculars. With more daylight hours, full day school students find it difficult to take extracurricular activities. There are only a few children who participate in extracurricular activities.

The most appropriate learning method and model to be applied to the implementation of full day school programs at SMP/MTs. level is the method and model of learning while playing. Using this method and model is expected to reduce or even eliminate student's saturation. It is natural for students to feel saturated about learning in full day school, given the length of study time that student have to feel. It is natural for students to feel saturated about learning in full day school classes, given the length of study time that students must feel. Especially for SMP/MTs. on average their age is underage, which is between 12-14 years old. An age where they'd rather play than learn.

The implementation of full day school program at MTs. Negeri 2 Brebes managed to achieve a series of achievements both academically and non-academically. The achievement achieved by students is mostly derived from English competitions, the competition is speech competition and storytelling competition.

"English is a subject used as a vehicle to enhance global interactions that require language as a means of communicating. Mastery of communicating. Mastery of a foreign language will become more important. Individually, mastery of foreign languages becomes one of the main capitals of competitive advantage and therefore mastery of foreign languages becomes one of the hallmarks of quality human resources." (Huda, 2004)

English is a foreign language learned by students through both formal education and informal education. There are four skills that students must learn in English, namely listening, speaking, reading, and writing skill. English

learning in the junior high school education unit aims to allow students to achieve a level of functional, meaning that in their daily activities are able to communicate both verbally and in writing.

Research on the topic of implementation of full day school programs has been done by many other researchers, e.g. Kurniawati (2018), Puspita (2018), Sumiati (2018), Suranto & Sef-tiana (2018), and Utami (2018). In this regard, research conducted by researchers focuses more on the implementation of full day school programs and their contribution to student learning outcomes in English subjects. According to the previous research, the focuses of this article are to unfold the implementation of full day school program at MTs Negeri 2 Brebes, how full day programs contribute to the enhancement of students' outcomes, and what are the main barriers of full day school programs at MTs Negeri 2 Brebes?

## METHOD

This research uses a method of qualitative research approach with case study research design. From a series of issues, researchers chose one issue to reveal more about their background and the impact on students' learning outcomes. That's why researchers chose case study design as the design of this study.

The focus of the research on the contribution made by the implementation of the full day school program to the student's learning results in English subjects at MTs. Negeri 2 Brebes. The focus of research is tentative as research progresses. The focus of research is intended to limit research to choose which data is relevant and which is good (Moleong, 2004).

The data and data sources of this research are obtained from interviews and literature reviews. The main objects in this study were full day school alumni students, full day school English teachers and deputy curriculum section heads at MTs. Negeri 2 Brebes.

To collect research data, researchers used semi-structured interview techniques, indirect interviews and literature reviews. Semi-structured interviews are open, meaning informants can answer questions freely as they know from them. In semi-structured interviews questions are asked based on previously created questions. Whereas in unstructured interviews researchers can ask questions without the instru-

ment of questions. Questions are asked based on answers from informants. According to Basuki (2006) in literature reviews, one systematically tries to read all relevant literature in a subject, sometimes interviewing the subject, then organizing, synthesizing, and critically assessing a range of information.

The data validity technique used in this study is source triangulation. Triangulation techniques were used to test the validity of the data in this study. According to Tani (2015) the source triangulation technique is a technique for collecting data coming from different sources but with the same technique. In the triangulation of data sources it is important to note the three types of data sources, namely time, space, and people. People as a data source can also still be distinguished into three categories namely aggregates (selected individuals), interactive (small groups, families, working groups), and collectivity (organizations, communities, school communities).

This research uses data analysis techniques from Miles and Huberman, namely analysis interactive. The activities in this analysis are divided into three stages, including data reduction (data reduction), data presentation (data display), and withdrawal of conclusions/verification (conclusion drawing/verification). The *first stage*, noting everything that happens in the field either through interview transcript or literature review summary. *Second*, re-record the results of interviews (transcript interview) and literature review. *Third*, decrypts' the data that has been classified with regard to the focus of the research and the purpose of the research. *Fourth*, make the final analysis in the form of research report (sekripsi script).

## RESULT AND DISCUSSION

This research is through the pre-research stage, the implementation phase of the research and the post-research stage. The research was conducted from July 5th to July 14th, 2020 through WhatsApp (WA) application media and full day school alumni residence, as well as July 16th to July 22th, 2020 at MTs. Negeri 2 Brebes. The main objects of this research are alumni of full day school students, English teachers in full day school classes and deputy head of curriculum section MTs. Negeri 2 Brebes. The results of the research and discussion consist of three parts, namely the implementation of the

full day school program, contribution of full day school programs to English learning outcomes, and the constraints of the implementation the full day school program at MTs. Negeri 2 Brebes.

### A. The Implementation of Full Day School Program at MTs. Negeri 2 Brebes

The understanding of Madrasah and Madrasah Tsanawiyah as stated in the Regulation of the Minister of Religion of the Republic of Indonesia No. 60 on Changes to The Regulation of the Minister of Religion No. 90 of 2013 on Madrasah Education Operator article 1 paragraph 2 states "Madrasah is a unit of education that organizes formal education in the construction of the Minister of Religion which organizes public education and vocational education with Islamic religious peculiarities that include Raudlatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Madrasah Aliyah Kejuruan" (Kementerian Agama, 2015). And article 1 paragraph 5 mentions "Madrasah Tsanawiyah which is further abbreviated as MTs. is a formal education unit that organizes public education with Islamic religious a desire consisting of 3 (three) levels at the level of primary education as a continuation of primary school, MI, or other form of true, recognized equal or equivalent primary school or MI."

MTs. Negeri 2 Brebes was established from 1979 to 1980 as MTs. Brebes. The status of the state was received by MTs. Brebes on February 12, 1994 which was submitted by the Regent of Brebes that period by witnessed by the Head of the Office of the Ministry of Religious Affairs of Central Java. In 1999 MTs. Negeri Brebes was confirmed to be MTs. State Model Brebes. Then in 2018 the status of Madrasah Model was revoked and changed to MTs. Negeri 2 Brebes based on the Decree of the Minister of Religion No. 810 of 2017 on The Name Change of Madrasah Aliyah Negeri, Madrasah Tsanawiyah Negeri and Madrasah Ibtidaiyah Negeri in Central Java Province.

MTs. Negeri 2 Brebes is located at Jl. Yos Sudarso No. 33 Kel. Pasarbatang, Kec. Brebes, Kab. Brebes, Central Java. The number of teachers at MTs. Negeri 2 Brebes is 96 teachers and the number of students is 3,136 students divided into 40 classes.

The vision of MTs. Negeri 2 Brebes is to realize a human being who excels in *imtaq*, IPTEK (*Ilmu Pengetahuan Teknologi*), and is able to compete globally by behaving Islamic. The

**Figure 1** Boarding School Dormitory



mission of MTs. Negeri 2 Brebes as follows. First, carry out the learning by laying the foundations of faith and into Islam to students through the approach of *akhlakul karimah* and *uswatun hasanah*. Second, carry out professional and meaningful learning. Third, carry out guidance programs in the fields of IPTEK, religion, health, and journalism. Fourth, carry out education by managing madrasah boarding schools involving madrasah residents and parents. Fifth, implement life skills coaching and training to explore and develop the interests and talents of high-potential students in order to develop optimally through extracurricular learning. Sixth, carry out and get used to 5 S (*senyum, salam, sapa, sopan, dan santun*). Seventh, carry out and familiarize exemplary for the surrounding environment. Eight, carry out the arrangement of study rooms and green madrasah environment. Ninth, take advantage of the at-mosphere of the environment outside the classroom as a vehicle where students learn. Tenth, carry out KBM in a cool, orderly and safe atmosphere.

Improving the quality of education at MTs. The improvement of the quality of education at MTs. Negeri 2 Brebes is based on the vision of madrasah. While implementing the improvement of the quality of education at MTs. Negeri 2 Brebes is based on the madrasah mission. To improve the quality of education, MTs. Negeri 2 Brebes created special strategies, such as implementing full day school programs and boarding school programs. Both programs are played simultaneously.

Boarding school program is an educational program that is implemented through a boarding program, both students and teachers, they live in a dormitory located in the school district. Learning activities in the boarding school program run from morning to evening.

The boarding school program was first implemented at MTs. Negeri 2 Brebes in 2009. One of the reasons the boarding school program is implemented is to eliminate the worry of parents of full day school students about the length of study time that students have to go through. Students who live far from school are more likely to feel exhausted about the distance they have to travel each time they reach school. It is for this reason that the boarding school program is implemented. It can be said that the implementation of boarding school program is as support of the implementation of full day school program that was first implemented.

Facilities and infrastructure to support the implementation of full day school programs and boarding school programs based on the results of the field and the results of the researcher's interview with the deputy head of curriculum section, the researcher concluded that the facilities and the existing facilities and facilities are adequate. There are still some that are not available, but the lack of it does not hinder the implementation of learning both in the full day school program and in the boarding school program.

The implementation of learning activities in the full day school class lasts for 35-45 minutes according to the weight of the lesson material. Learning activities in full day school classes are held from 07.00-15.30 WIB. Before the learning activities began all students of MTs. Negeri 2 Brebes were required to carry out the Tadaruz Qur'an for 10 minutes led by the class leader and guided by the class. After that learning activities can be carried out.

The purpose of the implementation of the full day school program at MTs. Negeri 2 Brebes as conveyed by the deputy head of curriculum section in the interview is to develop and hone the ability of foreign language students (English and Arabic). As well as to develop their talents based on Islamic morality.

"The full day school program was pioneered to improve services in the field of education. In addition, the full day school program was developed as an effort to develop student creativity, improve science, technology, faith and taqwa." (Nisa', 2014)

The learning pattern at MTs. Negeri 2 Brebes uses the 2013 curriculum as a cornerstone of education in response to the Decree of the Minister of Religion of the Republic of Indonesia No. 184 of 2019 on Curriculum Implementation Guidelines in Madrasah. "MTs. Negeri 2 Brebes implemented the curriculum 2013 in accordance with government regulations based on the De-

cree of the Minister of Religious Affairs of the Republic of Indonesia No. 184 of 2019 on Curriculum Implementation Guidelines in Madrasah," said the deputy head of curriculum section of MTs. Negeri 2 Brebes (22/07/2020).

Alumni of full day school class consider that the implementation of study time in the full day school program is quite effective. Indeed, there are some obstacles faced when first participating in learning activities in full day school classes. But as time went on, they began to get used to the conditions of their study time. JI one of the alumni of the full day school class revealed that he felt that his study time in the full day school class could be used effectively. From regular learning activities to additional learning, both are able to run well.

From the results of the research researchers found, that in the implementation of full day school program in addition to implementing boarding school program as a support program, MTs. Negeri 2 Brebes also implemented other programs. These supporting programs include additional subject programs and English training program in Pare, East Java. Additional courses applied are basic technology education (pendidikan teknologi dasar, PTD), young scientist group, computer, *Mukhadrasah*, conversation, and kajian kitab. These courses have been conducted from 14.15-15.30 west Indonesian time which is divided into two hours of lessons.

The English training program in Pare, East Java, is carried out every odd semester until the beginning of the even semester, depending on the needs of the students of the full day school class itself. English training program is only attended by full day school students grades VII and VIII. In its implementation not all full day school students grade VII and VIII can participate in the activity. This is based on the high cost of training that must be paid by the student's guardian. All costs of training activities, from tuition fees, accommodation to daily life are borne by the student's guardian. For students from disadvantaged families the training activities are very burdensome. Therefore, MTs. Negeri 2 Brebes does not actually require its students to participate in the training. Only those who register can participate in training activities.

In the implementation of these three supporting programs managed to increase the interest and spirit of learning students of full day school classes. Through increased interest and learning spirit students become more focused on learning. If students can focus on learning then improved learning outcomes will inevitably

occur. As conveyed by the alumni of the full day school class in the interview, they conveyed that by following the learning opportunities implemented in the full day school program along with the existing support programs can improve the value of their learning outcomes.

This increase in grades occurred significantly in English subjects. Most full day school alumni get a fairly high English score compared to regular classes. Due to the increase in the value of this study results NA one of the alumni argued that she become increasingly confident to use English in public space.

"Yes, very high contribution. Therefore, I can get a stable value, every report take." (NA, 08/07/2020)

"Increase the confidence to speak English in an open space." (NA, 08/07/2020)

This statement seems to be evidence that the implementation of full day school program and its support program is able to provide satisfactory results on the development and improvement of student learning outcomes, especially in English subjects.

## B. Contribution of Full Day School Programs to English Learning Outcomes

English learning pattern in full day school class MTs. Negeri 2 Brebes uses the 2013 curriculum as a cornerstone of education in accordance with Permendikbud No. 37 of 2018 on Changes to Regulation of the Minister of Education and Culture No. 24 Core Competencies and Basic Competencies in the 2013 Curriculum (Kemdikbud, 2018b).

The learning methods and models applied in the full day school class as conveyed by informant as an English teacher in the interview convey that English learning in full day school classroom uses different learning method and models. This is done to eliminate the saturation of students during English learning activities in classroom.

In the interview, informant revealed that the evaluation model she uses is a model of direct evaluation of students as a form of knowledge assessment. The evaluation model takes the form of a quiz containing the learning materials that have just taken place. In the 2013 curriculum the assessment is divided into three, namely attitude, knowledge and skills assessment. Attitude assessment can be done during the learning process, knowledge assessment based on the results of the test, and skill assessment based

on practice in the form of speaking and writing.

The purpose of English learning is to develop the competency of attitude, knowledge competency and competency skills of students as the basis and strengthening of skills in public life, nationality, and country as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 35 of 2018 on Changes to Regulation of the Minister of Education and Culture No. 58 of 2014 on curriculum 2013 SMP/Madrasah Tsanawiyah article 5 paragraph 2 and paragraph 6 g letter (Kemdikbud, 2018a).

Based on the results of the research conducted by the researchers, in general the assessment of the results of the study conducted at MTs. Negeri 2 Brebes follows the government's guidance, namely based on the Decree of the Director General of Islamic Education No. 5162 of 2018 on technical instructions for assessment of learning results in Madrasah Tsanawiyah. It is known that the assessment by the teacher is not only an assessment of learning. Also do assessment for learning and assessment as learning.

Student study results are expressed in the form of numbers obtained from the student's original grades (Legar) after the exam at the end of the semester. As for the assessment in the full day school class according to the English teacher, the grade range on the learning results is 0-100.00. Based on the minimum academic standard achievement (Kriteria Ketuntasan Minimal, KKM) full day school class where the lowest grades of English subjects 80.00 and the highest score of 100.00 with category given from A (Very Good), B (Good), C (Good Enough), and D (Not Good). By pointing to the acquisition of these grades can be known the extent of the level of student mastery of the given subject matter. The higher a student's grades mean the higher his or her ability to master the material properly.

From the results of learning English obtained by full day school, students are able to deliver them to a series of achievements in the English competition. As well as the achievement struck by JI and SM informants as alumni of the full day school class, both managed to make their names as outstanding students at MTs. Negeri 2 Brebes.

JI mentioned during her English learning activities in the full day school class MTs. Negeri 2 Brebes herself felt more familiar with English. Which then makes it feel easy and fun to

learn English. During her time at MTs. Negeri 2 Brebes was known that JI always ranked first in madrasah. Her English scores have always improved, making her able to hold her position as the No. 1 student for a long time.

"At the time of the UN (Ujian Nasional) for English subjects I got the highest score of all the subjects tested. In addition, I have also participated in a smart race with the team from MTs. Negeri 2 Brebes and won 2nd place. I think personally it is a pretty proud achievement." (JI, 14/07/2020)

Not much different from JI, SM although he is not at the first rank, but still ranked in the top ten highest ranked students in madrasah. SM represented MTs. Negeri 2 Brebes to participate in the English competition. The last English competition he participated in with JI was the Pekan Ilmiah OSIS (PIO) competition in the English LCC held at SMAN 1 Brebes in 2010. In this competition they won 2nd place in the competition.

Both JI and SM prove that the implementation of full day school programs are not only contribute in the improvement of the value of the student learning outcomes' score, but also able to improve their English skills to a higher level of acquisition, until they are able to present a series of titles for MTs. Negeri 2 Brebes and able to make their name as exemplary students who are able to inspire other full day school students to continue learning and abstinence until they get the best results.

Unlike JI and SM, NA and UA are unable to contribute achievements in English language. However, the improvement in their study scores held at the end of each school year can prove a significant contribution that they make from Learning English in the full day school class of MTs. Negeri 2 Brebes. The increase in value experienced by NA and UA was derived from the improvement of their English pro skills. That's why their final semester exams are always improving.

"With the learning I got in full day class was able to improve my speaking ability in English and also able to improve my English vocabulary skills. [...] Yes, it is quite influential in increasing the value of English." (UA, 14/07/2020).

Based on the above statements can be concluded, the contribution made from the implementation of full day school program to English learning results is able to improve the value of learning results, able to improve the

competency skills of English (speaking, writing, reading, and listening), gaining the confidence to use English in public spaces, and being able to participate in various English competitions until winning the title.

### **C. Constraints of Implementation of Full Day School Program at MTs. Negeri 2 Brebes**

In the early days of the implementation of the full day school program students felt exhausted and saturated by the length of study time they had to go through. The fatigue that students feel is great because of the distance traveled every day. As conveyed by JI, she felt exhausted because of the distance he had to travel from home to madrasah. Under normal conditions using public transportation it takes approximately 1 hour for him to get to madrasah from home or vice versa. It was this condition that made her feel tired quickly at school. But over time, JI established itself to be able to adapt to the condition. Therefore, even with this condition JI is able to be an exemplary student at MTs. Negeri 2 Brebes.

In response to the distance issue, the madrasah established a policy of boarding school program for students domiciled away from madrasah. Through the boarding school program, it is expected to be able to remind students about the distance and travel time they have to go through every day.

In addition to the distance problems JI also revealed that the implementation of bilingual programs as the purpose of learning full day school program has not been able to be implemented properly. From inadequate facilities and infrastructure, to a lack of professional personnel who can control the course of the program. JI is quite compassionate about the presence of the problem.

When conducting research in madrasahs, researchers try to confirm the constraints of the implementation of the bilingual program to the madrasah. As a representative, Informant explained that it is true that the implementation of bilingual programs has not been able to go well. This is due to the incomplete supporting facilities and infrastructure and lack of professionals needed. In response to these constraints, Informant mentioned the madrasah in this case the Principal has done his best to improve it. Such as joint language training held in joint with lan-

guage education institutions in Pare, East Java. Although not yet fully completed, the implementation of English learning in full day school classes can go well and even achieve English learning targets.

Based on the research conducted by researchers, the last obstacle that researchers found was the highly competitive spirit that full day school students have to be the best students in class. This comparative spirit appears as a form of improving student learning motivation. Seeing his peers achieve high scores constantly and successfully represent madrasahs to compete until winning is able to trigger envy in students. Students are racing to prove that they can also be like their peers. It is not a bad thing if they devote their feelings to learning, until finally managed to achieve satisfactory learning results. However, the situation can backfire for students.

The higher the student's competitive spirit, the higher the expectation to be the best. It won't worry if they are able to rise when they get a less satisfactory result. But it will be worrying if the student becomes stressed and no longer wants to learn once knowing the results, he is processed is not what he expected. In addition, students will be literary in their emotions. Uncontrollable emotions will make him difficult in association, until finally avoided by his friends. Whereas at their age hanging out with peers is very important in the morning of their psychological development. To avoid this, teachers and parents pay special attention and supervision to students' mental development.

According to Ernawulan as cited by Astuti (2013), in interacting with others, the individual is not only required to be able to interact well with others, but also related to how the individual is able to control himself well. An individual's inability to control himself can cause a variety of social problems with others. This emotional social problem if left alone will develop into a wider and more complex problem because the child will develop in a worse direction, the formation of bad personalities and resulting in the emergence of unexpected negative behaviors.

In this case, State MTs. 2 Brebes as usual as possible provide land or facilities for students to be able to compete in the school environment. In addition, the learning activities conducted at MTs. Negeri 2 Brebes are always based on Islamic education. Where the mentality of students is shaped in such a way as to be an individual who can live and blend in society well according to



the teachings of Islam. Students of MTs. Negeri 2 Brebes become Islamic individuals, science-enabled and insightful.

## CONCLUSION

Based on the previous discussion it can be concluded that the implementation of the full day school program at MTs. Negeri 2 Brebes went well, it can be seen especially from the students' academic achievement for English subject. In detail, students' skills on writing, reading, listening, speaking, including speaking in public space and participating in a competition and win. The barriers of full day school program mainly related to the distance of the student to reach their school. However, of course there are still any gap, e.g. the low level of students at bilingual class and the high level of competition between students in full day school classes. Based on the results of the study found some unsolved problems, so the researchers put forward some suggestions as follows.

In order to be realized according to the learning strategy of the full day school program, then the head of madrasah must involve all educational components in the environment of MTs Negeri 2 Brebes, so that the strategies that are structured can be realized properly. Moreover, with high levels of learning competition in full day school classes, teachers are expected to be able to pay more attention to students' mental development because it could possibly have a detrimental effect for students, especially their wellbeing. Through the strategy of improving the quality of education that has been designed, it is expected that the education quality target can be achieved, because by improving the quality of education, it is expected that the users of education services in MTs Negeri 2 Brebes will increase.

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