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Students' Perceptions of the Application of the Full Day School System in Senior High School Negeri 1 Dampal Utara

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ABSTRACT

This study aims to describe the perceptions of SMA Negeri 1 North Dampal students towards the implementation of the Full Day School system. This type of research is descriptive research with a qualitative approach. The population in this study were all SMA Negeri 1 North Dampal students totaling 365 students consisting of 131 grade X students, 120 grade XI students, and 114 grade XII students. The number of samples in this study were 38 people. The sampling technique used Random Sampling. This research was conducted in April 2024. Data collection in this study used observation, questionnaires, interviews, and documentation techniques. The results showed that the majority of students have a positive perception of the implementation of the Full Day School system. This is evidenced by the percentage of good categories which reached 50% of the questionnaire results table and was supported by the development of IMTAK which reached a percentage of 100% with a very good category, increasing the creativity of students' interests and talents which reached a percentage of 92% with a very good category, and students felt the benefits of implementing the Full Day School system reaching a percentage of 78% with a good category. So it can be concluded that the perceptions of SMA Negeri 1 North Dampal students towards the implementation of the Full Day School system are categorized as good perceptions with positive respondents' responses.

INTRODUCTION

Education is a formal and informal process that includes learning and teaching, as well as understanding the values and skills needed to develop individuals physically, intellectually, emotionally and socially (Ismail et al., 2024). The definition of education includes processes that aim to transfer knowledge, skills and values from one generation to the next. More than just academic instruction, education also involves building character and morality, helping individuals to recognize and develop their potential, and contributing to the building of a better society. Education is an attempt to restore the true identity of human beings as free human beings through the learning process or other means known and recognized by society (Della, 2019).

One of the innovative steps taken by the Indonesian government in the field of education is the implementation of the *Full Day School* system. However, for schools that do not have adequate resources and infrastructure, the implementation of this policy will be carried out in stages. Minister of Education and Culture Mr. Muhadjir Effendy launched the *Full Day School* program, especially at the elementary school level, so that students get 80 percent character education and 20 percent general knowledge, so the learning system in the *Full Day School* program is considered possible to implement (Hidayah, 2017).

Full Day School is a system in which the teaching and learning process takes place all day at school, starting from 07.00 to 15.00, with a break every two hours. The lesson schedule is adjusted to the weight of the subjects and also includes material deepening (Anggraeni et al., 2020). One of the schools that implement the *Full Day School* system is SMA Negeri 1 North Dampal. The *Full Day School* system at SMA Negeri 1 North Dampal was implemented in the 2022/2023 school year, this system has been running for one year, students feel the positive and negative impacts of implementing this system, some students agree with this system and some disagree so that there are differences in perceptions of each student (Wugaje et al., 2023; Rochman et al., 2024).

Based on the results of interviews with students of SMAN 1 Dampal Utara on October 27, 2023, it can be concluded that the implementation of the *Full Day School* system at the school has positive and negative impacts felt by students. The positive impacts include students having more time to learn and play with friends at school, which can improve their understanding of the material and social skills. In addition, this system provides more time off as it is only implemented five days a week, so students can rest longer on weekends. However, there are also some negative impacts felt by students. Students often feel tired in the afternoon, which can reduce their concentration and effectiveness in learning. Some students feel bored because they have to be at school all day, which can reduce their interest and motivation to learn. In addition, students are required to bring lunch or more pocket money, which can be a burden for students with inadequate economic conditions. The lack of adequate facilities, such as air conditioning, causes students to feel hot during the learning process. Students also expect to be able to bring cellphones to overcome boredom and as a means of communication, especially when they feel less enthusiastic about participating in learning activities. Overall, while the *Full Day School* system provides some benefits for students, such as increased learning time and more time off, there are also challenges that need to be addressed. Providing adequate facilities and adjusting the program to better suit students' needs are important steps to maximize the benefits and minimize the negative impacts of this system.

Based on the data and facts that have been described, the discussion of *Full Day School* is an important topic for further research. Researchers are interested in knowing students' perceptions about the implementation of the *Full Day School* program policy even though this program has not been implemented as a whole. Through this research, it is expected to gain a deeper understanding of students' thoughts, ideas, and feelings towards the policy. Furthermore, this understanding of student perceptions will help in planning and implementing the *Full Day School program* if it is later implemented.

The author intends to conduct research on the implementation of the *Full Day School* learning system. From the description above, the researcher is interested in investigating this topic further, so the research title "Perceptions of Learners towards the Implementation of the *Full Day School* System

at SMA Negeri 1 North Dampal" was chosen. This study aims to reveal the perceptions of students of SMA Negeri 1 North Dampal towards the implementation of the *Full Day School* system. By understanding their perceptions, it is expected to formulate strategies to increase their interest and participation in the *Full Day School* system.

Yuliana (2022) examined the impact of *Full Day School* on learning achievement and student perceptions at SMA Negeri 1 Padang. The results show that *Full Day School* does not have a significant impact on student learning achievement, but most students have a positive perception of this system because they have more time to study and socialize with friends. Aulia Rahmah and Iyus Akhmad Haris (2018) analyzed student perceptions of the implementation of the *Full Day School* system at MTs Mardhatillah Singaraja. The results show that most students have a positive perception of *Full Day School*, but some students feel bored and lack concentration because they study all day. These studies show that students' perceptions of the *Full Day School* system vary. This research is expected to add insight into students' perceptions of the *Full Day School* system in Indonesia, especially at SMA Negeri 1 North Dampal, and complement previous research with a different focus. The results of this study can be used as a basis for recommending to the school regarding the right solution to overcome the problem of boredom and lack of enthusiasm of students in participating in *Full Day School* learning.

METHOD

This type of research is descriptive research with a qualitative approach. The population in this study were all SMA Negeri 1 North Dampal students totaling 365 students consisting of 131 grade X students, 120 grade XI students, and 114 grade XII students. The number of samples in this study were 38 people. The sampling technique used *Random Sampling*. This research was conducted in April 2024. Data collection in this study used observation techniques, questionnaires, interviews, and documentation. The results of the study were analyzed by calculating the percentage of respondents' results. The formula used to calculate this percentage follows the method described by Sudijono (2005) as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

- P : Result sought
- F : Number of correct answer from each alternative answer
- N : Number of samples
- 100 : Fixed value

According to Hartoyo (2023), the level of categorization of descriptive analysis assessment is divided into 4, namely very good, good, sufficient, and less. This research uses the perception assessment criteria developed by Hartoyo (2023). For more details can be seen in Table 1.

Table 1. Learner Perception Assessment Criteria

Score	Category
85,01%-100%	Very good
70,1%-85,00%	Good
55,01%-70,00%	Simply
0%-55,00%	Less

RESULTS AND DISCUSSIONS

The data from this study was obtained from the results of a questionnaire given to respondents. The questionnaire data from 20 tables were analyzed to evaluate students' perception of the implementation of *the Full Day School* system. Each table is classified into categories based on the level of student approval of the system. Furthermore, the frequency of occurrence of each category is calculated to determine the distribution of students' perceptions as a whole. The frequency of occurrence of each category is presented in the following Table 2.

Table 2. Frequency of Occurrence of Each Category

Category	Frequency of Occurrence	Percentage
Excellent	7	35%
Good	10	50%
Enough	2	10%
Less	1	5%
Total	20	100%

Based on the table above, it can be seen that the frequency of occurrence of the Good category reaches 50% of the 20 tables containing the results of the questionnaire. The majority of the tables show the Good category, so it can be concluded that the overall perception of students towards the implementation of *the Full Day School* system is Good.

Based on the results of the research that has been carried out by distributing a questionnaire to 38 students of SMA Negeri 1 Dampal Utara, it was found that the students' perception of the implementation of the *Full Day School* system in general is good. This is evidenced by the majority of respondents' answers that showed a positive response to the implementation of *the Full Day School* system at SMA Negeri 1 Dampal Utara.

Data analysis from the questionnaire results table shows that the implementation of *the Full Day School system* at SMA Negeri 1 Dampal Utara is generally well received by students and is in line with the school's goals. This is evidenced by the majority of students (89%) who stated that they agreed to strongly agree that this system was in accordance with the school's goals, but 11% of students did not agree or even disagreed, some students felt that there was a lack of supporting facilities so that they felt that the promised goals had not been achieved. According to Fauzan (2017), the success of *Full Day School* is highly dependent on the quality of implementation and adequate infrastructure support. Support for *the Full Day School system* was also strengthened by 74% of respondents who agreed to strongly agree with the implementation of *the Full Day School* system, but 26% of students did not agree or even disagreed, some students felt too tired with longer learning time and less time for other activities. Rahmawati (2018), stated that many students feel burdened with long study hours and reduce time for other activities outside of school.

The *Full Day School system* provides benefits for students, 79% of students stated that they agree to strongly agree that they feel the benefits of this system, but 21% of students do not agree or even disagree, there are still students who feel that the benefits are not proportional to the time spent at school. According to Arifin (2019), the benefits of *Full Day School* are often only felt in the long term, so some students have not felt it immediately.

The implementation of *the Full Day School* system has several positive impacts on students such as increasing teachers' teaching time, where 89% of respondents agree to strongly agree that teachers have more teaching time. This allows teachers to provide more comprehensive and in-depth subject matter to students. However, 11% of students disagreed. Even though there is more teaching time, the effectiveness of teaching does not necessarily increase. Teachers can also feel fatigued and this has an impact on the quality of teaching. Mulyasa (2014), stated that teacher fatigue can reduce the effectiveness of additional time in teaching.

The *Full Day School* system also helps parents in managing their children's time and supervision, especially for working parents. 68% of students agree that their parents are more helped by the *Full Day School* system. However, 32% of students do not agree or even disagree. The length of time spent studying at school makes some students feel that they lack time for interaction with family or parents. Suryadi (2016) stated that some parents feel that they are missing out on quality time with their children and there are concerns about the balance between education and family life.

Students find it easier to understand the lesson because of the longer learning time, 76% of respondents said they agreed to strongly agree with the statement. The longer duration of learning allows students to study the material more deeply and repeat the lesson more frequently. However, 24% of students do not agree or even disagree. Longer study times are not always directly proportional to lesson comprehension, especially if students feel tired or bored. According to Sugiyanto (2015), lesson understanding is more influenced by effective teaching methods than the duration of learning time. The *Full Day School* system allows students to study religious materials more intensively and delve into moral and spiritual values, with 73% of respondents agreeing that they understand religious lessons better than other general subjects. However, 27% of students said they disagreed, focusing on religious lessons reduced attention to general lessons. Additionally, students with academic interests may find them less interested. Zamroni (2018), the balance of curriculum between religious and general education is important for the overall development of students.

Learning outside the classroom provides variety in teaching methods and allows students to learn directly with nature and the surrounding environment, 77% of respondents agree that providing materials outside the classroom helps them in understanding the lesson. However, 23% of students stated that they did not agree or even disagreed. Materials outside the classroom are not always relevant, Some students feel that activities outside the classroom are not well structured. Nurdin (2017) emphasized that activities outside the classroom must be well designed to be relevant and help understand the material. Learning outside the classroom provides a more enjoyable learning atmosphere and helps students to be more active in the teaching and learning process, 84% of respondents feel more enthusiastic in participating in learning outside the classroom. However, 16% of students stated that they did not agree or even disagree. Fatigue and boredom from long school hours can reduce students' enthusiasm for learning outside the classroom. According to Arifin (2019), a varied and non-monotonous learning environment can increase students' enthusiasm and motivation.

The *Full Day School* system encourages the use of various interesting and varied learning methods to increase students' motivation to learn, 89% of respondents agree that varied learning strategies increase their motivation to be active in the learning process. However, 11% of students stated that they did not agree or even disagree. The implementation of varied strategies is not optimal and not all students are comfortable with different learning methods. Mulyasa (2014), stated that effective learning strategies must be adjusted to the needs and preferences of students.

The *Full Day School* system helps students to be disciplined in worship and foster a sense of religiosity, 100% of respondents agree that they always worship on time at school and at home. The *Full Day School* system helps students to build respect and discipline towards teachers and school staff, 100% of respondents agree that they are respectful of teachers and school staff. The *Full Day School* system is considered effective in helping students develop discipline in worship and foster a sense of religiosity. Suryadi (2016), stated that a structured school environment and a well-regulated time for worship activities can increase student discipline in carrying out worship both at school and at home, programs that focus on religious values can strengthen students' faith and piety. In addition, *Full Day School* also plays a role in building respect and discipline for teachers and school staff. Character education that is consistently applied in the *Full Day School* system can form a positive attitude of students, including respect for teachers and school staff. Rahmawati (2018) emphasized that discipline and respect are the result of continuous supervision and coaching in a conducive school environment.

The *Full Day School* system provides more time for students to develop their talents and interests through various extracurricular activities, 92% of students agree to strongly agree that the *Full Day School* system provides a platform to increase their creativity, interests, and talents. However, 8% of students stated that they disagreed, this proves that not all students feel that the additional activities

provided are enough to support their interests and talents. According to Fauzan (2017), extracurricular programs should be designed to include a variety of students' interests and talents so that they feel supported. *The Full Day School* system provides opportunities for students to participate in various activities and get new experiences that support their learning, 74% of respondents agree that they have more experience after the implementation of the *Full Day School* system. However, 26% of students stated that they did not agree or even disagreed. Additional experiences are not always relevant or beneficial to all students, especially if they do not align with their interests. The experience provided must be relevant and in accordance with the interests of students to have a positive impact (Zamroni, 2018).

There are several aspects that need to be evaluated and improved, such as the comfort of students at school, 45% agree to strongly agree that learning that lasts longer makes students feel uncomfortable at school. Students feel that learning lasts longer makes them uncomfortable at school. The duration of too long a time in school can cause physical and mental fatigue in students. According to Rahmawati (2018), too long a time at school without adequate rest can reduce students' comfort and motivation. However, 55% of students stated that they did not agree or even disagree, this proves that some students feel unburdened with learning that lasts longer. Good facilities and a comfortable learning atmosphere make students feel at home even though the study hours are long. A fun learning atmosphere can make students more comfortable at school (Rahmawati, 2018; Desi et al., 2023). The majority of students do not feel bored and bored in participating in various activities while at school, 74% of students agree to strongly agree. The variety of activities and learning methods keeps students excited and not bored. Nurdin (2017) revealed that a variety of teaching methods is important to reduce student boredom. However, 26% stated that they did not agree or even disagree, this proves that some students feel bored and bored in participating in various activities while at school. Monotonous activities and lack of variety can cause boredom and boredom in students, Nurdin (2017), stated that variations in teaching methods and activities are very important to maintain students' interest and motivation.

Flexible schedules and good timing allow students to still have time to play, 84% of respondents agree to strongly agree that they still have enough time to rest and play, but 16% of respondents stated that they disagree or even disagree. Some students feel that long school schedules reduce students' playing time outside of school with their friends. According to Sugiyanto (2015), playtime is important for students' social and emotional development. *The Full Day School* system also affects students' time to be with their families, 69% of respondents agree that they still have a lot of time to be with their families, Good time management at school and at home allows students to still have quality time with their families. Suryadi (2016) mentioned the importance of time management to ensure that students still have a balance between school time and family time. However, 45% disagreed and even disagreed. Some students feel that the *Full Day School* system reduces their time with their families, so they feel that they are missing out on quality time at home. This needs to be considered by arranging a schedule of activities and study time at school so that students still have enough time for their families. The balance between school time and family time is important for students' emotional well-being (Suryadi, 2016).

The results of the study show that the majority of students have a positive perception of the implementation of the *Full Day School* system. This is evidenced by the percentage of good categories which reaches 50% of the 20 questionnaire result tables. Overall, the *Full Day School* system at SMA Negeri 1 Dampal Utara showed positive results and was in line with the school's goals. However, further evaluation and improvement are needed to overcome several aspects that are still not optimal.

CONCLUSION AND SUGGESTION

Based on the results of the research and research study, it can be concluded that the students' perception of the implementation of the *Full Day School* system at SMA Negeri 1 Dampal Utara is in the good category with a positive perception, where the frequency of the appearance of the good category from the 20 tables of the questionnaire results reaches 50% which proves that the majority of the tables show a good category. This is supported by the results of a questionnaire on the development of IMTAK which reached a percentage of 100% with a very good category, an increase in creativity, interest and talent of students which reached a percentage of 92% with a very good category, and students felt the benefits of the implementation of the *Full Day School* system reaching a percentage of 78% with a good category, this proves that students have a positive perception of the implementation of the *Full Day School* system. Although the facilities and infrastructure at SMA Negeri 1 Dampal Utara are quite good, it needs to be considered further. Schools need to conduct continuous evaluations of the implementation of the *Full Day School* system to identify areas that need improvement and ensure that the positive impact is more dominant than the negative impact on students.

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