

Input And Output In School Of Full-Day Systems In Madrasa Ibtida'iyah Babul Hikmah Kalianda South Lampung

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Abstract:

To make students independent, fostering togetherness and awareness of worship Full Day School students is one program that can be an alternative to improve it. Full Day School is one of the excellent programs initiated by several schools in Indonesia. The purpose of this study was to study the input and output of a full-day school Madrasa Ibtida'iyah Babul Hikmah. The type of research used is descriptive qualitative research. With data collection techniques, namely interviews, observation, documentation and data triangulation. The results of this study indicate the full system of schools in the Madrasa Ibtida'iyah Babul Hikmah running effectively, successfully visible from the input and output in the school.

Keywords: Full Day School System; Input; Output

Introduction

Education is one of the important things in human life. Education can be continued with three formal, informal and non-formal education channels (Nugroho, 2019; Sudarsana, 2016). One formal education that can not be determined in human life as a school. Schools that have qualities that can meet the needs of the community (Haderani, 2018; Karo-Karo, 2014).

One of the school systems implemented at this time is the full-day school system. Some developed countries have started full-day school systems such as America, Korea, Singapore, Japan, and the United Kingdom. While the full-day school system in Indonesia itself began to be implemented in 1990, and until now continues to improve starting from elementary schools, secondary schools, and schools began to start making the full-day school system (Raharjo et al., 2018). The full-day school system is different from the regular school system. In ordinary schools, students study at school for half a day. Learning children learn a lot at home with their parents. While in school for a full day the students get learning and habituation for a full day of schooling with a break every two hours. Full-day school is a government program, not all schools implement it (Wicaksono, 2018). This opinion is supported by research Soapatty (2014) The full-day school system is a school system that carries out full-day teaching and learning activities with improvements to the national curriculum and the religious curriculum. In the full-day school system, learning between science-knowledge and religious science is integrated into one, whatever the subjects in it are still inserted religious values (Ikhwan, 2014).

The role of parents is very strong in the selection of schools for children. According to Law No. 20 of 2003 article 7 which reads parents have the right to choose an education unit and get information about the development of their students. Following up on the article, parents are now beginning to be critical in determining schools for children. In choosing a school, parents ask the best school to go because they have to pay a small fee. In Boyolali there is an elementary school where there is a shortage of students, this is based on the old mindset of thinking (Prihanto et al., 2013). In line with this, according to Carnes & Albrecht (2007) research, a full-day school system can improve student achievement, rather than a normal school, this is because the full-day school system has more time that teachers can use to apply to learn and guide their students.

One of the schools that many parents are eyeing right now is a full-day school. Consideration of compilation parents choosing a school that manages a full day school system is to have a number of considerations such as, increasingly considering the number of single parents, and reducing the number of parents involved with children after school, social and cultural changes according to changes in the mindset of the community, supporting technology it is very fast, so it is feared that opposing children who receive less attention will fall prey to the negative developments of telecommunications (Moh.Haluti, 2017). He purpose of implementing school full-day is to reduce the negative effects that occur on students who are out of school, more efficient student learning time, and by implementing the full-day school system students can not only help students (Utomo, 2017). According to the results of research approved when learning is done at school can improve student learning (Berthelon, Matias; Kruger, Diana; Vienne, 2016).

Full day school system will have a good impact if supported by several factors, namely, a school with a full day school system has a clear and systematic schedule, learning should have good and enjoyable learning methods, and schools have fun facilities (Irayasa, 2019). However, considering this is not going well, the full day school system will have a negative impact, this is related to increasing long school time students will easily feel bored and bored. According to (JUMRAENI, 2557) the impact of students who go to school with a full day of school that is, reducing children to socialize with the environment in their homes, fun with the family, students are tired of school, allow to do positive things at home, expect stress levels due to time student learning in school.

The success or failure of a full day system at this school can be seen from the inputs, processes and outputs at school. In Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung, the full-day school system has been running since 2007 until now and continues to increase the number of students. Some of the school programs that have been carried out include the Koran, memorizing juz 30, duha prayers and congregational prayers in congregation at the mosque. School-based schools for students of Babras Hikmah Madrasa Ibtida'iyah in Kalianda, South Lampung schools can control students in their behavior. This is what underlies the researchers want to do research related to input and output of full-day students at the Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung, seeing that this school in 2007 currently is always trying to increase the number of students.

Methods

The method in this research is descriptive qualitative method. This method is used to get the data entered to describe the data about the full-day school input and output systems at the Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung. In the selection of data and the selection of informants using purposive sampling technique, wherein this case the characteristics of the speakers are people who have knowledge of the full-day school system in Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung are educators and educational staff in Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung.

Data collection techniques in this study using techniques of observation, documentation, interviews and data triangulation. The data in this study are divided into two, namely primary data and secondary data. Primary data is data obtained directly from the source in this case the teaching staff and educational staff of Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung. While secondary data is data obtained from school documentation. Analysis of the data used in this study, namely, the process of data analysis, data reduction, data presentation, data verification.

Results and Discussion

The implementation of the full day school system in Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung was carried out for six school days from Monday to Saturday. Where on Monday until students enter school at 07.30 and return at 16.00. On Friday students' school hours change from 7:30 to 10:00. on Saturdays students enter at 7:30 to 11:30. Based on Permendikbud number 23 of 2007 which contains school days held for five days Monday to Friday (Indahr, 2018). Based on this regulation, schools must do it properly, this is due on Friday and Saturday the school only

conducts extracurricular activities. Proses pembelajaran di Madrasa Ibtida'iyah Babul Hikmah Kalianda Lampung Selatan the learning process at Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung integrates the science of general subjects with religious sciences, as practiced tahfidzul qur'an, hafalan hadith, during general learning such as mathematics, Indonesian Indonesian, with the hope that students will be able to educate students, applying values of wisdom in daily life. In Madrasa Ibtida'iyah Babul Hikmah Kalianda in South Lampung each student has a target of graduating students with a minimum of 2 juz memorization. According to Muhaimin in Saekhotin (2013) in integrated education conducted in the full-day school system, in which integrating the values of science with religious values intended to be used for students who need science, have intellectual abilities and good technology in world affairs and the hereafter.

The extracurricular program is held on Friday and Saturday. Extracurricular activities at this school are two types of compulsory extracurricular and optional extracurricular activities. Extracurricular must comprise scout and swimming, while extracurricular choice is pencak silat and cooking pleasure. The selection of extracurricular activities in Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung is adjusted to the interests and talents of students. According to Nanti (2010) extracurricular activities are successfully adjusted to the interests and talents of students, and adequate facilities and infrastructure need to be prepared to create effective extracurricular activities for students.

The factors that support the implementation of the full-day school system in Ibtida'iyah Babul Hikmah Kalianda Madras, South Lampung are the output of human resources and the facilities and infrastructure available in schools. Because the output of human resources is something that directly involves the process of developing a full-day school system in schools, in this case, the input in the Babul Hikmah Islamic School of Kalianda, South Lampung, namely, the principal, teachers, vision and mission and wheel structure. This is supported by Mulyasa's educational research which is only seen from his assessment but also seen from the role of educational institutions related to participation in facilitating students (Yuniar, 2016).

The highest output of human resources in schools is the principal. In determining the work program and determining the problems that occur principals in Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung always hold meetings and ask for advice from other school members such as teachers and employees. In their role in the school, the principal has a very important role in the course of the success of the school, because in this case the principal is required to invite teachers and education staff with ideas and input that can support the school program (Fitrah, 2017).

The next output of human resources is the teacher, in the learning process, the teacher has a very important role this is related to teachers who communicate directly with students. Based on observations in the Madrasa Ibtida'iyah School Babul Hikmah Kalianda, South Lampung, it consists of several teachers who work optimally to carry out their duties. There are some teachers who publish class compilation hours after zuhr, and there are some teachers who do not make lesson plans that will carry out the teaching and learning process. The teacher has an important role in the teaching and learning process, while the professional responsibility (Hamid, 2017). In Learning Quality Improvement The maximum role of teachers is needed in schools. The teacher as a guide and must have a higher commitment to carrying out the task and is responsible for

improving quality will run effectively (Trisnantari et al., 2019). In line with this, all schools of good quality, schools that have teachers who can adapt to social, technological and academic changes that occur in the school environment (Saiti & Saitis, 2006).

Preparing a generation that is intelligent, acceptable and optimally developed can be made with a clear vision and mission of the school. The vision and mission of the school are the goals, objectives, expectations desired by the school towards students and towards the school, as well as the methods to be carried out for the intended vision. While the vision of Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung, is to prepare a generation of smart, pious, quality and become the desire of the people. When the mission is to make the Qur'an and Assunah as guidelines in the teaching and learning process, take a generation of knowledgeable kauniyah so that they can compete healthily, make individuals who give you deen and do good deeds, arrange babul wisdom in a professional manner, make it Islamic, make, and beautiful. The full-day school program made by the Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung is one of the efforts made to achieve the realization of the vision and mission of the school. According to Trisnantari, Mutohar, & Rindrayani (2019) in their research to realize the vision and mission of the school, the need for school policies or programs that can support the realization of the school's vision and mission. school, and can be drawn in student activities and activities scheduled by the school (Sukaningtyas et al., 2017).

The next most important part that can support the running of the full-day school system is the curriculum structure. The curriculum is a learning device that serves to achieve the achievement of education (Adipratama et al., 2018). The curriculum at Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung uses a national curriculum that is combined with a religious curriculum. The hope is by merging students into students who are smart and have good morals. In line with this, according to Soapatty (2014) schools with full-day school systems are everyday schools in them including general science learning and religious science, so that in a full-day school system the curriculum uses a national curriculum that is integrated with religion.

After the input of human resources supported by facilities and infrastructure processes, the researcher wants to see how the output is generated. The success or failure of output in schools is due to good cooperation between school residents, not just because of one party (Dolong, 2018). As the output produced by Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung, has good academic potential, is ranked first in the final exams of madrasas, winning in several competitions. In the non-academic achievements of Madrasa Ibtida'iyah Babul Hikmah Kalianda, South Lampung also gained several achievements in Lampung students such as Champion of Qiro'ah Al-Qur'an, Champion of Azan, Champion, winner of the general holy contest, and marching line winner. Seeing the achievements shown by Madrasa Ibtida'iyah Babul Hikmah, South Lampung School, full-day school but still paying attention to general knowledge and without ignoring religious values. In Islamic values, the students of the Madrasa Ibtida'iyah Babul Hikmah Kalianda in South Lampung have been able to regulate Islamic teaching such as wearing a hijab not using the school environment. The result of success in school is the result of collaboration among all schools, not only because of the ability of one party.

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