Implementation of Educational Policy at the Implementation of the Full Day School in Growing the Religious Character

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Abstract—**The government in terms of state administration issued a number of policies to answer the challenges of education in terms of character development. The full day school system is one form of an educational model that is very supportive to improve the quality of education and develop student character values. The purpose of this study was to describe the strategy and application of full day school system learning in fostering the religious character of students at SDIT Bunayya Medan. This type of research is descriptive research with a qualitative approach, and researchers as the main instrument. This study uses data collection methods through observation, interviews, and documentation. From the results of research on the Application of the Full Day School System in shaping the religious character of students at SDIT Bunayya Medan, conclusions can be drawn that; 1) the application of a full day school system in fostering religious character students use varied learning strategies, such as fun methods, good classroom management based on school culture, 2) full day school implementation runs smoothly and can be accepted by students and parents of students well.**

Keywords: education policy, Application of the Full Day School System, religious character

I. INTRODUCTION

Government institutions are always colored by the process of making, implementing and evaluating policies. Every activity in the Institution is always done because of the policy. Policies give birth to public regulations based on mutual benefit. Policies must always be problem-oriented and action-oriented.

Thus it can be stated that policy is a provision that contains the principles to direct ways of acting that are made in a planned and consistent manner in achieving the goals and objectives to be achieved. Government policy is the holder of power that is required to develop a democratic system of government [2]. Therefore, in carrying out this system of government must be supported by institutional arrangements that enable the realization of a harmony between the will of the people and the policies issued.

The policy idea was first put forward by John Dewey in his logic: the theory on inquiry. Jhon Dewey paid attention to the nature of experiments in measuring policy. The emergence of policies is largely due to the increasing demands of the community for the interests and needs of the community in obtaining rights and obligations as will be implemented.

Carl J. Federick as quoted by Leo Agustino defines policy as a series of actions / activities proposed by a person, group or government in a particular environment where there are obstacles (difficulties) and opportunities for the implementation of the proposed policy. in order to achieve certain goals [1].

Basically policies are prospective based on challenges and anticipation of the future. Policies in the education sector, for example, are determined by an educational projection in the next 1-5 years [2]. The problems of our education are increasingly complex and increasingly conditions with challenges. Government policies and programs to improve the quality of education do not seem to provide answers to solutions to developing educational problems. Based on the events in the field according to the data and facts obtained, the condition of national education is considered to have not succeeded in instilling and forming good character for each student.

Moral and character degradation is currently a homework for all governments, the Government in this case thepolicy makers issued a policy that is one of them to overcome the degradation of moral and character values stipulated in the Minister of Education and Culture Regulation No. 23 of 2017 concerning School Day, and it is hoped that the school will be able to develop character values, one of the characters developed in this study is religious character, because of lack of awareness in obedient religion submitting to and obeying the laws of God and carrying out Islamic law as stipulated. For students it is important to foster attitudes and morality in religion in order to create a peaceful and harmonious environment.

II. THEORETICAL REVIEW

A. Public Policy

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community in obtaining rights and obligations as they would carry out.

Carl J. Federick as quoted by Leo Agustino defines policy as a series of actions / activities proposed by a person, group, or government in a particular environment where there are obstacles (difficulties) and opportunities for the implementation of these policy proposals in order to achieve specific purpose [1].

In line with Laswell's definition, George C. Edwards III and Ira Sharkansky in Suwitri, define policy as a government action in the form of programs and government work plans to achieve the goals or objectives to be aspired ". From the two expert definitions above about policy, we can see that policy has the keywords "goals", "values", and "practices" [3].

[4] the use of the term policy is often interchangeable with the terms goals, programs, decisions, laws, provisions, proposals and designs. Machiavelli said that policy includes the art of political illusion and duplication. This means that power requires policy.

David Easton, in Agustino [1] provides a definition of public policy as "Only the owner of authority in the political system (government) can legally do something to the people and the government's choice to do something or not do something is realized in the form of allocating values (the authoritative allocation of values for the whole society).

James E. Anderson as quoted in Islamy says that policy is a series of actions that have certain objectives that are followed and implemented by an actor or group of actors to solve a particular problem [5]. Wahab states that basically the policy scope is far greater than the decision [6].

Dunn has classified policies into several categories namely:
1. Major policy, jointly compiled by authorized government institutions namely the legislative and executive bodies.
2. Executive policy is a decision or decree issued by an executive agency.
3. Functional policy is government policy in the functional or special field, for example the policy of community empowerment [7].

Taufiqurrahman [8] says when a policy contains values that are contrary to the values that live in society, then the policy will get resistance when implemented. Instead a policy must be able to accommodate all the values and practices that live and develop in society.

B. Factors That Influence Policy Making

According Suharno policy making through work processes that are very complicated and complex and not as easy as imagined. In other words, administrators in a policy authority are required to have a high sense of responsibility and willingness, as well as ability or expertise, so that they can make policies with expected and unexpected risks [9].
Policy making is influenced by several factors. The important thing to watch out for and then be able to

anticipate is that in making policies there are often common mistakes. Factors that influence policy making are:
1. There are pressures from external factors that make policies must meet demands from outside or make policy the existence of pressures from outside and policy making interventions.
2. The existence of cultural factors and old habits in an organization or policy authority as quoted by Nigro mentioned in the term sunk cost, such as capital investment habits which until now have not been professional and sometimes very bureaucratic, tend to be followed by these habits by administrators, even though decisions / policies relating to these rights are criticized, because they are wrong and need to be changed.
3. The influence of personal traits such as attitudes, traits, values and morals, various policy decisions made by decision makers or policies are much influenced by personal traits. Personality is a factor that plays a major role in determining policy decisions taken by the authorities or the authorities.

C. Education Policy

The right educational policy for that can provide extensive facilities for the development of students according to their respective nature [10]. The study of educational policy cannot be separated from the study of political education itself. Wong states that the politics of education as a field of scientific study has intellectual roots in political science [11].

Because education is a practical praxis, which means the unity of theory and practice, educational policy lies in the narrative and descriptive order, according to Andre T. Lumphe in Gregory J. Sizek (ed.), Handbook of Educational Policy [12].

According to Tilaar [13] Aspects that include in education policy:
1. Educational policy is an overall deliberation of the nature of human beings as human beings in the human environment. The process of education as a humanizing process occurs in the natural environment and social environment. Therefore, education policy is a translation of the vision and mission of education in a particular society.
2. Educational policy was born from the science of educators as a praxis that is a union between theory and practice of education. Therefore educational policy covers the process of policy analysis, policy formulation, implementation and evaluation.
3. Educational policy must have validity in the personal development and the community that has that education.

D. Full Day School

According to Sehudin [14], the outline of the full day school program is as follows:
1. Forming an Islamic attitude
a) Formation of Islamic attitude
1) Basic knowledge of faith, Islam, and ihsan.
2) Basic knowledge of morals is commendable and despicable.

3) Love of Allah and His Messenger.
4) Pride in Islam and a fighting spirit.
b) Habitualization of Islamic culture
1) Love worship
2) Love learning
3) Discipline
4) Creative
5) Independent
6) Clean and healthy life
7) Civilized Islam
2) Mastery of knowledge and skills
a) Knowledge of the subject matter of the education program.
b) Knowing and skilled in daily worship.
c) Knowing and skilled at reading the Qur'an.
d) Simple understanding of the daily amaliyah content.

According to Basuki in Syukur, there are several elements in the implementation of a full day school system:
1. Arrangement of subject schedules for teaching and learning order.
2. Learning strategies are general patterns that realize learning processes that are believed to be effective in achieving learning objectives.
3. Adequate suggestions and infrastructure, namely learning media which are tools used by teachers in the learning process to help deliver learning messages as well as components contained in learning such as learning facilities, study books, learning resources, learning tools or learning materials [15].

III. RESEARCH METHODS

This study uses descriptive study methods. This study is intended to reveal and understand the realities that occur in the field [16]. The type of research used by the authors in the preparation of this research proposal is a type of qualitative descriptive research. Descriptive research according to Etna Widodo and Mukhtar, is mostly not intended to test certain hypotheses, but rather to describe the existence of a phenomenon, variable, or condition [17].

IV. RESULTS AND DISCUSSION

SDIT Bunayya is an Islamic-based school which is contained in its vision and mission to create a young generation that has Intellectual Intelligence (IQ), Emotional Intelligence (EQ), Spiritual Intelligence (SQ), achievement, and noble character. Then the uniqueness of this school is to put forward in building religious character, and it does not mean forgetting in growing other good characters. On observations that the researchers observed from morning to evening, every morning before entering school when they were about to enter the gate students shook hands and said greetings, and students entered the classroom, when the students got the turn to read the Qur'an the Quran recited a number of verses from the Qur'an and heard loudspeakers so that other students listen and listen to the reading, reading this verse of the Qur'an lasts 15 minutes before carrying out morning exercise.

Curriculum of SDIT Bunayya Medan School, the curriculum used in SDIT Bunayya uses two curricula namely the KTSP curriculum in grades V and VI and the 2013 curriculum in class 1-IV. Then it was discovered that from the results of the initial observation study in growing the character of the students of SDIT Bunayya Medan, it was realized in the school culture, learning and extracurricular programs applied by the school.

The extracurricular program carried out by SDIT Bunayya Medan provides a stimulus for character building, and adapts to children's interests and talents to choose what extracurricular children want to follow. The school and the existing stakeholders become the frontline in the process of character building and work together with parents to give their trust to the teacher / teacher in equipping children with good life values in order to become people who boast of the nation, state and family. As stated in the vision and mission of SDIT Bunayya Medan in wanting and shaping humanity with noble character and giving birth to a young generation that has Intellectual Intelligence (IQ), Emotional Intelligence (EQ), Spiritual Intelligence (SQ) and preparing the best young generation with Islamic and Sholeh personality .

Schools have authority in the planning process and full day school programs in the form of learning, intracurricular, curricular and extracurricular [18]. In building the religious character of students at SDIT Bunayya Medan with a full day school system taking place on Monday-Saturday, Monday to Friday students learn effectively as learning in general at the school hours set at 07.15-15.00 WIB and on Saturdays students do not study effective as it should be, but students follow and carry out the extracurricular choices they choose, starting at 07.15-11.00 WIB.

The seriousness of the school in planning and the full day school program at SDIT Bunayya received positive and negative values because it requires maximum preparation to get good results from the full day school program. In addition, the school also held a design for learning readiness, teacher readiness, additional facilities and infrastructure to support the continuation of the formation of the character of SDIT Bunayya Medan students through full day school system learning.

Researchers see the seriousness of schools and parents in encouraging the growth and development of children in character building through a full day school system. It was seen that students were enthusiastic in participating in every learning and extracurricular programmed by the school.

The process of implementing full day school system learning at SDIT Bunayya Medan there are 3 stages, namely preliminary activities, core activities and closing activities. Therefore, through education with a full day school program, it is expected to have a leadership spirit and become a character with character. Full day school also provides a strong foundation in learning in all aspects, namely intellectual, physical, social and emotional development. Because in a full day school system, the school has a longer time compared to the conventional school base in general.

SDIT Bunayya medan is very thick with a high level of religion as it is in religious activities that are a priority, in realizing personal character, knowledge and useful for the

community. SDIT Bunayya Medan focuses on strengthening morals, character and science, underpinning that knowledge with good moral and character foundations. In the implementation process, it requires hard work and sincerity from all stakeholders in the school to grow the character of SDIT Bunayya Medan students according to Law No.23 of 2007.

With the full day school at SDIT Bunayya Medan strives to build and improve the character of its students. The characters in question are the characters in the 5 pillars of the KDP, namely religious character, nationalist character, independent character, integrity character and also the character of mutual cooperation. However, at SDIT Bunayya, Medan prioritizes religious character because of this religious character which every day is in daily activities in other words nationalist, independent, integrity, mutual cooperation and other characters remain in the program and school planning to build these characters . In addition to growing character, the school wants students to be able to channel the talents and interests that each student has so that students are more developed in the future.

The SDIT Bunayya Medan curriculum program in supporting the process of forming students' religious character. Integrated Islamic Primary School is a form of basic education unit that organizes educational programs 6 (six) years based on the applicable KTSP (Education Unit Level Curriculum), and K13 Curriculum and is enriched through an Islamic approach between religious and public education, with the aim of making children who intelligent, moral, broad-minded, creative which includes Islamic values.

V. CONCLUSION

Implementation of Educational Policy on the Implementation of the Full Day School in Growing the Religious Character of SDIT Bunayya Medan Students has been going well, with a number of learning programs both intracurricular, kokurikuler, and extracurricular programs can be concluded that it has been successfully implemented in building student character. So that the output results are in accordance with the learning objectives, school goals and character building goals, namely the formation of religious character, discipline, hard work, independence, and the character of the national spirit of the full day school at SDIT Bunayya Medan. SDIT Bunayya Medan implements 2 curricula, namely by using a core curriculum (national) and a local curriculum (school). Full day school system learning at SDIT Bunayya has a very good effect on changes and development of student character and also scientific insight. This is indicated by changes in student attitudes and behavior both in the learning process and in their daily behavior.

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