




Analysis of Full Day School Policies on Experience Activities Outside of School at Students

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Abstract. One of the goals of the full day school program is to provide longer time for students at school, with the hope of overcoming various educational problems, both in achievement and in terms of morals or morals. This study aims to determine the impact of the full day school program on students' experiential activities outside of school in students of SMK Muhammadiyah 2 Karanganyar. This research uses a qualitative method with a case study design. The subjects of this study were students of SMK Muhammadiyah 2 Karanganyar. The object of this research is the full day school program and the influence of full day school on experiential activities outside of school in students of SMK Muhammadiyah 2 Karanganyar. Data collection techniques used interviews, observation, and documentation. Data validity techniques used technique triangulation. Data analysis techniques by means of data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that the full day school policy can affect students' experiential activities outside of school. The researcher found that students who attend schools with a full day school system tend to have more limited time to engage in activities outside of school. Time spent at school all day can increase the level of fatigue and limit students' leisure time after school hours. As a result, students have limitations in gaining experiences beyond the school's prescribed academic curriculum

Keywords: FDS, influence, students

1 Introduction

Education is a process needed to obtain balance and perfection in the development of individuals and society. The emphasis of education compared to teaching lies in the formation of awareness and personality of individuals or communities in addition to the transfer of knowledge and skills. With this kind of process a nation or state can pass on religious values, culture, thought, and expertise to the next generation so that they are truly ready to welcome the future of the life of the nation and a brighter country (Nurkholis, 2013).

Education continues to develop and innovate along with the times so that education must adapt to the needs of society and its environment. Education is expected to be able to achieve perfection and answer all the challenges of an increasingly established and

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advanced life. Education has been recognized as a great capital in preparing individuals who are skilled in dealing with the speed of change. The role of education in opening the door to a bright future can be felt (Gazali, 2013).

As a learning experience, education does not only occur in a specific environment such as a school environment, but in all environments, both man-made environments such as schools, and natural environments (Nurkholisah et al., 2022). School is one of the means of education and an institution that is inseparable from the environment as a place to learn such as reading, writing, and learning to behave well. Education is an effort that is carried out deliberately and systematically to motivate, foster, help, and guide a person to develop all his potential so as to achieve a better quality of self. (Djumali & Wijayanti, 2018). Schools are also part of society that deals with the real conditions that occur in today's society.

Schools in a broad sense, ranging from play groups, kindergartens, elementary schools, junior high schools, high schools, to universities, are important agents of socialization in human life. The school slowly becomes a substitute agent for what is done by the family, as children intensively enter the school social space (Norlena, 2015).

Based on Ministerial Regulation (Permen) No. 23/2017 Article 2 which reads "The school day is implemented 8 hours in 1 day or 40 hours for 5 days in 1 week". With this policy, students will spend more time at school. The increase in class hours coupled with personality building will result in academic improvement and personality building.

Full day school is one of the education systems or teaching and learning processes that are carried out full day. Students will study all day so that the time to explore the outside world is reduced. All day learning does not mean that students only focus on receiving learning but will be interspersed with interesting learning methods so that learning activities do not feel boring. The full day school system combines learning and playing all day at school (Nopianda, 2018).

Full day schools have the same core curriculum as regular schools, but have a local curriculum. Thus the condition of students is more mature in terms of academic and non-academic material. Schools with a full day school system are considered the right solution to bridge the balance between general knowledge which is often identified with the implementation of cognitive education coupled with religious education in a balanced manner. Full day school itself invites many pros and cons among the community, even so this system is made in accordance with the development of education in the world and problems in the education sector and society (Puspita & Syah, 2019).

The full day school system does not only focus on academics but students will also be taught to be better individuals. The amount of time at school makes students become accustomed to good habits such as worship and other positive activities so that it will shape student character. The full day school system can also be used to develop students' creativity and talents. With a full day school system, parents do not need to worry about their children's conditions and relationships. The whole day at school makes students easier to control by the teachers and teachers can be closer to their students.

Schools with a full day school system will anticipate the adverse effects of current globalization influences including corruption, violence, brawls between students or between villages, sexual crimes, consumptive life, and unproductive political life. The influence of globalization will adversely affect the development of students'

personalities. By providing good character education, students will not be easily influenced by environmental cultures with negative connotations.

It can be said that the full day school learning system is a system that is carried out consciously to organize learning actions that are planned, implemented, and evaluated in a good way so that students do not feel afraid and bored even though they study all day. All of this can be achieved by applying the right approaches, models and methods so that learning becomes active, creative, effective learning so that students undergo learning with enthusiasm such as: listening and talking, seeing and reading, even demonstrating or doing activities (Joyoatmojo, 2014).

Full day school-based schools with 8 hours of learning a day will have an impact on students' activities in seeking experiences outside of school, various student activities are hampered and even cannot be carried out due to the implementation of full day school. Before the full day school program was implemented, students generally had the freedom to express their interests and seek experiences for themselves. With the full day school program, this freedom is limited by regulations regarding school activity time. Students want to do activities outside of school, but clash with school rules that require them to concentrate any activities at school. With the full day school program, most of the students' activities occur at school so that students have less opportunity to do any activities outside of school (Fauzi, 2019).

It can be seen that full day school also has a social impact on students such as emotional student development, students' opportunities and abilities to interact with their home and surrounding environment tend to decrease, students become bored and stressed out all day at school, students are also too tired because of reduced rest time, students are limited to socializing and the surrounding environment with peers, keeping children away from the actual learning process, namely in the community environment. In addition, the opportunity to enjoy family time, communicate, and learn all things from their parents will be smaller. In the afternoon when students return home from school, they are tired, so they are lazy to do activities to hone their potential.

This is a weakness of the full day school system that has been implemented. Students will not have enough time for activities outside of school. This can lead to students not getting the opportunity to develop their abilities and skills outside of school, as well as not having enough experience needed to face real life after they graduate from school. The full day school system can also make students feel pressured and stressed because they have to study all day without adequate rest time. Therefore, it is important for schools to arrange school schedules wisely and provide varied facilities and extracurricular activity programs so that students can choose activities that suit their interests and talents. The arrangement of this school schedule is very important so that the learning time received by students can be fully received (Iskandar & Narimo, 2019).

The management of educational institutions with a full day school pattern requires high attention and seriousness, so that the learning process can take place optimally. This not only requires attention and thought from the manager, but also a lot of physical, psychological and material sacrifices. Therefore, it is important for managers of educational institutions with a full day school pattern to continue to strive to improve the quality of learning and meet the needs of students (Setyawan et al., 2021).

From the background of this problem, the author is interested in researching related to the full day school policy which can affect students' out-of-school experience activities in students of SMK Muhammadiyah 2 Karanganyar. The purpose to be achieved in this study is to determine whether the full day school policy affects students' out-of-school experience activities. While the practical benefits include: 1) For educators, it can provide information about the causes of declining student interest in exploring activities to increase the experience students want. 2) For students, it helps students solve problems and improve student learning in gaining experience. 3) For schools, provide information to schools to optimize the full day school system that is implemented. 4) For researchers, providing the results of this study as input, comparison, and developing in conducting research in the future

2 Method

This research uses descriptive qualitative research methods with a case study design. This research was conducted at SMK Muhammadiyah 2 Karanganyar, Karanganyar District, Karanganyar Regency, Central Java. This research was conducted from January to May 2023. The research objects taken are the full day school policy at SMK Muhammadiyah 2 Karanganyar, out-of-school experience activities in SMK Muhammadiyah 2 Karanganyar students who undergo a full day school system, and the relationship between the full day school policy and out-of-school experience activities in SMK Muhammadiyah 2 Karanganyar students. The research subjects taken were students of SMK Muhammadiyah 2 Karanganyar who previously had activities or were still doing activities outside of school.

The data collection techniques used in this research are interviews, observation, and documentation. Interviews are conducted by means of face-to-face question and answer between the interviewer and the respondent, using predetermined interview guidelines. Observation is a data collection technique that allows researchers to see firsthand how this policy impacts students and collect accurate data. Documentation is a way to collect, store, and process documents and data needed to support research or increase trust in proving an event. Researchers used the credibility test in this study to test the validity of the data. This research will use technique triangulation. Triangulation technique is a different data collection to get data from the same data source. Data analysis techniques include data collection, data reduction, data presentation, and conclusion drawing

3 Results

The description of the research results of the analysis of the full day school policy on students' out-of-school activities is as follows:

3.1 Full day school policy implementation

The full day school policy at SMK Muhammadiyah 2 Karanganyar is based on the need to provide a more comprehensive and holistic learning experience for students, as well

as adjusting to increasingly dynamic educational developments. Through the implementation of full day school, students are expected to have more optimal time to explore and gain deeper learning, as well as develop non-academic aspects such as personality, social skills, and expertise in certain fields. SMK Muhammadiyah 2 Karanganyar strives to improve the quality of education and produce students who are ready to face the challenges of life outside of school. The full day school system has been implemented at SMK Muhammadiyah 2 Karanganyar since 2017 using the 2013 curriculum. However, in 2022 the Ministry of Education, Culture and Research launched a new curriculum, namely the Merdeka Curriculum as a transition and improvement from the previous curriculum. So that SMK Muhammadiyah 2 Karanganyar uses 2 different curricula, the Merdeka Curriculum is applied to class X, and the 2013 Curriculum in classes XI and XII as a transition to the new curriculum.

The Merdeka curriculum and the full day school system have several similarities and potential synergies in a holistic approach to education. Both emphasize the development of students as a whole, beyond academic subjects, and give schools the freedom to design learning experiences that suit students' needs. The current full day school policy has been running for 6 years, it is expected that students can learn and develop themselves at school by using the facilities available at school. An overview of the full day school policy involves the implementation of full day learning time, where students spend longer at school compared to the traditional system. The learning schedule starts in the morning at 07.30 and lasts until the afternoon at 15.30 with three breaks of 2x15 minutes and 1x60 minutes for Zuhur prayer. This provides an opportunity for students to participate in various learning and self-development activities more intensively, and ensures a balance between the learning process and the rest needed for student energy recovery.

3.2 Full day school policy implementation

The implementation of the full day school policy at SMK Muhammadiyah 2 Karanganyar involves a series of efforts aimed at creating an effective learning environment and ensuring the success of this system. Through careful and sustainable implementation, the full day school policy at SMK Muhammadiyah 2 Karanganyar seeks to create a more comprehensive and in-depth learning environment for students. By integrating various aspects of learning and involving all relevant parties, students are expected to develop their potential optimally and be ready to face challenges in the real world. Some of the steps taken in implementing the full day school policy at SMK Muhammadiyah 2 Karanganyar include: 1) Structured schedule preparation. 2) Balanced division of time. 3) Increased role of teachers and school staff. 4) Strengthening parental involvement.

3.3 Strategies and Methods in Full day school Implementation

In implementing the full day school policy at SMK Muhammadiyah 2 Karanganyar, the strategies and methods applied are important in creating an effective and comprehensive learning environment. Through a planned and innovative approach, the school has adopted various strategies and methods designed to ensure the successful

implementation of the full day school policy. In this context, it is important to explore the strategies and methods used by SMK Muhammadiyah 2 Karanganyar to create a learning environment that is student-centered, integrated, and oriented towards developing educational quality. Some of the strategies and methods in implementing the full day school policy at SMK Muhammadiyah 2 Karanganyar include: 1) Integrated curriculum development. 2) Project-based learning. 3) Emphasis on the application of field practice. 4) Utilization of technology in learning. 5) Collaboration with industry and community

3.4 Inhibiting Factors in the Implementation of Full day school

There are factors that can hinder the implementation of the full day school policy at SMK Muhammadiyah 2 Karanganyar. One of them is the limited resources and adequate facilities. The full day school policy requires adequate classrooms, equipment and supporting facilities to accommodate all-day learning activities. However, budget and infrastructure limitations are an obstacle in meeting these needs. Another challenge is the adjustment for teachers and school staff. The implementation of the full day school policy requires adjustments to schedules, curriculum and learning approaches. It takes time and support to train teachers to manage effective learning processes in the context of full day school.

By identifying and inhibiting factors, SMK Muhammadiyah 2 Karanganyar seeks to improve the effective implementation of the full day school policy. There is a commitment to fulfill adequate resources and facilities, provide training to teachers and staff. Through this joint effort, SMK Muhammadiyah 2 Karanganyar can realize a full day school policy that provides maximum benefits for student development and welfare.

3.5 Student Experience Activities Outside of School

Students' out-of-school experience activities refer to students' efforts to engage in activities outside the school environment that aim to broaden their knowledge, skills and experiences beyond the academic curriculum taught at school. From the results of the interview description, students have activities outside the school environment that can provide positive benefits. These include participation in clubs, organizations, volunteer programs or side jobs. In addition, activities outside of school can have a positive impact on students to gain valuable skills and experience, it can also provide a deeper understanding of the world around.

Students' experiential activities are a self-directed effort to expand learning opportunities beyond the traditional classroom context, broaden horizons, develop new skills and strengthen interests. Through out-of-school experiential activities, students can apply the knowledge gained in real situations, develop social skills, interact with people from different backgrounds, and gain new perspectives on the real world. Out-of-school experiential activities can also help develop students' inner potentials such as personality, sense of responsibility and independence.

3.6 Impact of Full day school Policy on Students

The full day school policy has different impacts on students and teachers. Based on the results of interviews conducted, there are several impacts on students and teachers. For students, this policy can have a negative impact such as fatigue due to a longer and more intensive schedule, as well as a decrease in concentration due to fatigue or boredom. Free time becomes limited, resulting in decreased opportunities to play, socialize, and rest. However, the full day school policy also provides additional benefits for students. Students have more time to deepen their understanding and skills, and can engage in extracurricular activities that can enhance their experiences and insights.

Meanwhile, for teachers, the full day school policy can increase their workload. Teachers have to plan and teach more lessons, as well as supervise students during the hours set by the school. Time and resource management is also a challenge for teachers. However, this policy also provides opportunities for greater collaboration between teachers. They can work together on curriculum development, lesson planning and problem solving. In addition, with more time at school, teachers have the opportunity to present subject matter in greater depth and facilitate more interactive learning.

3.7 The Effect of Full day school Policy on Students' Out of School Experience Activities

The full day school policy has an influence on students' experiences outside of school. With a long school schedule, students have limited time and energy to engage in activities outside the school environment. Experiential activities outside of school, such as participation in clubs, organizations, volunteer programs or side jobs, often take place after school hours. In the context of full day school, students find it difficult to participate or be actively involved in such activities due to time constraints and fatigue after a long day at school.

In addition, the full day school policy can also change the dynamics and roles of students in managing their free time outside of school. As expressed by students in the interviews, they are exhausted by the longer learning time and the assignments that must be done after school. This can result in limited opportunities for students to explore interests, develop skills or experience outside of the broader academic context.

4 Discussion

Full day school also has the meaning of learning time that lasts until the afternoon. Basically, the concept of full day school refers to longer learning time than conventional schools and more intense interaction between learners and teachers. With this meaning, full day school provides a wider opportunity for students to improve things that are less than optimal in order to achieve the educational goals that have been set. All additional needs and activities can be met at school without the need to seek external tutoring or courses. Full day school is actually character education that adds learning hours at school and is filled with various activities. Thus, full day school is a way to improve

the poor education system (Baharun & Alawiyah, 2018). Full day school is an educational program where all activities are at school with the characteristics of integrated activity and integrated curriculum, which means that all programs as well as children's activities at school ranging from learning, playing, eating, to worship are united in one educational system.

Basically, the full day school program already exists in the world of education. In the United States, this program has existed since the 1980s, starting from kindergarten classes to the high school level. Apart from the United States, several countries such as California, Cambridge, South Korea, and Utah also implement full day school programs with the term After School Program (ASP). Each country has specific goals in implementing this program. For example, in South Korea, ASP is implemented as an effort to provide equal educational opportunities for poor students and those in remote areas. Meanwhile, in Cambridge and Utah, the ASP program is used as a means to support working families so that their children can be in a safe environment through the ASP program. In California, the ASP program is used to shape students' attitudes to be more disciplined and achieve good academic performance.

In Indonesia, full day schools began to be recognized since the mid-1990s through the existence of excellent schools in various parts of Indonesia, many of which were pioneered by private schools including schools labeled as Islamic. Based on Ministerial Regulation (Permen) No. 23/2017 Article 2 which reads "The school day is implemented 8 hours in 1 day or 40 hours for 5 days in 1 week". With this policy, students will spend more time at school. The increase in lesson hours that are included with personality formation will result in academic improvement and personality formation with learning programs that are informal and fun for students, student activities at school, both learning, playing, worship that are packaged in cognitive, affective and psychomotor learning whose implementation does not have to be at school. (Karo-karo et al., 2018). The concept of full day school was originally a Ministerial Regulation, now it has changed to a Presidential Regulation. This aims to provide understanding to the community regarding the policies that have been determined.

Loukeris, ect. (2009: 162) states that holomero school or all day school can also be said to be full day school has educational implementation objectives which are explained as follows: The basic targets of the operation of the holomero school are as follows, The reinforcement of knowledge and skills that students are taught in the morning syllabus (study, additional teaching interventions in Language and Mathematics, consolidating teaching, individualized programmes by the school teachers of the afternoon classes); and the enrichment of the morning syllabus with more subjects of particular cultural and social importance (English Language, Sports, Music, Dance, Theatrical Studies, Arts, New technologies in Education), according to the students' needs and interests, taught by specialized teachers. This explains that the purpose of implementing holomero school education is to strengthen students' knowledge and skills (learning, additional teaching interventions in language and mathematics, consolidated teaching, individualized programs by school teachers from afternoon classes). Furthermore, there is enrichment of the subject matter with cultural and socially specialized subjects (English, sports, music, dance, theater studies, art, new technologies in education), according to the needs and interests of the students and taught by teachers.

Baharudin (2010: 224) states that schools that implement a full day school system are not only limited to formal education, but also involve informal education. The teaching approach applied in them emphasizes a pleasant, non-rigid, and non-monotonous atmosphere. Teachers are required to be creative and innovative, while students are given the freedom to choose where to study. Strengthening culture-based character education through full day school programs is the school's ability to develop a culture at school, each school has a different cultural character. School traditions that grow and develop in accordance with the spirit and values of the school adopted by the school. (Cahyaningsih et al., 2020). Full day school has a close identity with games, with the aim that the teaching-learning process is filled with excitement. Schools that implement full day schools can create a pleasant situation and encourage the creation of close relationships between students and teachers, which in turn will give birth to a generation that is intellectually and emotionally intelligent.

The longer school day requires more resources for schools to be able to provide an extended schedule to students. More time, school staff and managers need improved skills, knowledge and instructional techniques to operate a full day school policy, more space and facilities for longer days. (Th & Liu, 2014). In the stage of implementing the policy, the implementer has an important role in implementing each indicator to be implemented. The emergence of social problems in the community, the government is now taking action by setting or making a policy. Government policy, which is a series of actions determined and implemented by the government, of course aims to benefit the entire community. This interest can be in the form of development of both facilities and infrastructure, education, health and others.

However, in implementing the full day school policy, there are inhibiting factors that result in the implementation of the full day school policy that cannot be maximized properly by the school. One of them is the limited resources and adequate facilities. The full day school policy requires adequate classrooms, equipment and supporting facilities to accommodate all-day learning activities. However, budget and infrastructure limitations are an obstacle in meeting these needs. Another challenge is the adjustment for teachers and school staff. Character values can be developed and integrated into learning materials in schools (Harsono & Hastuti, 2017). Embedding all these value points is a very heavy task. Implementing a full day school policy requires adjustments to the schedule, curriculum and learning approach. It takes time and support to train teachers to manage effective learning processes in the context of full day school.

This policy has a negative impact on the implementation of full day school is that students have a higher physical and psychological burden compared to public schools, due to the demands of relatively high academic achievement. (Nurkholis et al., 2018). Free time becomes limited, resulting in decreased opportunities for play, socialization, and rest. However, the full day school policy also provides additional benefits for students. Students have longer time to deepen their understanding and skills, and can engage in extracurricular activities that can increase experience and insight.

By identifying and inhibiting factors, schools must continue to strive to improve the effective implementation of the full day school policy. There is a commitment to fulfill adequate resources and facilities, provide training to teachers and staff. Through joint

efforts, schools are expected to realize a full day school policy that provides maximum benefits for student development and well-being.

It can be seen that education does not only occur in certain environments such as the school environment, but in all environments, both human-engineered environments such as schools, and natural environments (Nurkholisah et al., 2022). Through participation in extracurricular activities, additional courses, or training outside of school, or side jobs, students can develop new skills, broaden their horizons, and learn things that are not always taught in the classroom. In addition, informal learning also plays an important role in shaping character, developing social skills and broadening students' world perception. By utilizing educational resources outside of school, students can gain a holistic and integrated learning experience, which helps students become well-rounded individuals who are ready to face real-world challenges.

The full day school policy has an influence on students' experiences outside of school. With a long school schedule, students have limited time and energy to engage in activities outside the school environment. Experiential activities outside of school, such as participation in clubs, organizations, volunteer programs or side jobs, often take place after school hours. In the context of full day school, students find it difficult to follow or be actively involved in such activities due to time constraints and fatigue after a long day at school. In addition, the full day school policy may also change the dynamics and roles of students in managing their free time outside of school.

5 Conclusion

Full day school is an educational concept that involves longer learning time and intense interaction between students and teachers. With the aim of improving shortcomings in education and providing ample opportunities for students to develop their potential, full day school has been implemented in various countries, including Indonesia. However, the implementation of the full day school policy faces challenges, such as limited resources and facilities, as well as adjustments for teachers and school staff. Nonetheless, it is important for schools to continuously improve the implementation of full day school by fulfilling resources, providing training and involving students in decision-making. In addition, education is also not limited to the school environment, but involves the outside environment, such as extracurricular activities and informal learning, which can provide a well-rounded learning experience for students.

Suggestions and input from researchers for students are not only focusing on learning at school but looking for something useful around so that the insights gained are much broader and will be useful in the future. Further research can be carried out by expanding the research area to obtain generalization of research results

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