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The Effectiveness of Full Day School System for Students' Character Building

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Abstract. The study aims to put forward that full day school which was delivered in Marsudirini Elementary School in Bogor is effective for students' character building. The study focused on the implementation of full day school system. The qualitative-based research method applied in the study is characteristic evaluation involving non-participant observation, interview, and documentation analysis. The result of this study concludes that the full day school system is significantly effective in education system for elementary students' character building. The full day school system embraced the entire relevant processes based on the character building standard. The synergy of comprehensive components in instructional process at full day school has influenced the building of the students' character effectively and efficiently. The relationship emerged between instructional development process in full day school system and the character building of the students. By developing instructional process through systemic and systematic process in full day school system, the support of stakeholders (leaders, human resources, students, parents' role) and other components (learning resources, facilities, budget) provides a potent and expeditious contribution for character building among the students eventually.

1. Introduction

Recently, the Minister of Education in Indonesia, Muhadjir Effendy proposed an implementation of full day school system as the part of students' character building [1]. The proposal provoked a controversy in public discourse prior to the finalization process and led to an abortive attempt. The intense issue of full day school system has driven the researchers to exhibit the effectiveness of full day school system in building the students' character.

Doubtless, education has been perpetual since human creation. The education system has been reformed dynamically by following the series of demands for far-reaching of times. Initially, the outset of education was classically undertaken from home by imitating the parent's behavioral pattern. Following this, the education was organized systematically out from home. The external education was developed by the Sufis in year 500 BC as the first revolution of education. The revolution continues to the next globalization era [2].

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In globalization era, all efforts have been performed to develop the required basic skills in order to excel the students for global competition. Therefore, most of parents oriented toward the registration of their children to high quality schools, such as international school, home schooling, lab school, national plus school, and even overseas school. The first-class schools exist to respond the needs for the quality improvement of education. The paradigm of education must be altered from teacher-centered to student-centered by applying various teaching approaches to situate the students as the subject of learning process. In this case, the schools are obliged to undertake some efforts in improving the quality of learning process more effectively and efficiently by the implementation of full day school system.

These quality schools are willing to respond to the demands for the need of quality improvement in education. The consequence appears to make a paradigm shift, among others, from teaching paradigm to learning. It also addresses the diversity of strategies and learning approaches oriented to the learners as subjects in the learning process (student-centered). The schools also undertaking an effort to improve the quality of their education, high quality process, and learning productivity in the full day school system. Because, according to Kenneth D. Moore, [3] Full-day School applies the basic concepts of integrated-activity and integrated-curriculum. It means that all programs and activities of the students in school; such as learning, playing, eating, and worship packed in an educational system. Usually the additional hours are allocated in the hours after regular school hours, so practically full-day school is entered at 07.00 am and come home at 04.00 pm.

The school's authority has to improve the quality of education referring to the needs and conditions of the region. It provides flexibility for schools to develop curriculum and learning process, such as for Marsudirini School in Bogor which applied full day school system. Thus, the schools are capable to devise educational programs in accordance with the condition/situation of the learners and accessible learning resources. The problem encountered is related to teacher readiness and capability to design and facilitate the learning process. It sheds light on the teacher preparedness and ability to plan, develop, implement, and evaluate the entire learning process that one receives through a systematic process and meets the minimum set standards. In fact, the developed learning activities ushered the teachers to engage the learners into an excitement, denotative, and supportive learning environment and achieve the target competencies effectively and efficiently. Furthermore, teachers are stimulated to implement predefined process in creating effectual and streamlined learning and finally the schools contribute to improving the quality of education.

In reality, the relevance and implementation of the standard in learning process is also not perceived as the only indicator of the quality improvement particularly and education in general. One considered alternative in the learning process is how the minimum standard that has been set will function as a "connector" to improve the quality of education, through an effective and efficient learning process. The option should be in line with the necessity of learners, environmental conditions and society.

Based on the research background, the researchers intend to discern how the learning process is developed in Marsudirini Elementary School Bogor who applied the full day school system. The study centered on the learning process and perused a gap between what is expected (legally and conceptually) with the actuality (real learning process in the elementary school). The minimum standards in learning process comply with the standard of process. Meanwhile, the learning process is related to the concept of learning facilitation with systematic learning experience through the process of planning, developing, implementing and evaluating conceptually. Regarding to the standard, the evaluation posed a process of controlling and embodying in effective and efficient learning. The second foundation serves as the groundwork for the researchers in conducting the study and scrutinizing the gaps occurred.

Basically, the learning process must be implemented effectively and efficiently by adjusting the condition and needs of related parties for learning process in full day school system. In addition, the implementation of learning process is also regulated in education law. Consequently, it provides a firm corridor and impacts in all aspects of education system. The minimum standard must be fulfilled

simultaneously by the teachers, the boards of school, and other related parties for implementing the learning process. As the result, the teacher must comprehend, develop, and implement the planning activities. The evaluation of learning process implementation is required to accommodate the minimum standard. It aims to achieve the effectiveness and efficiency of learning process based on the target of education.

The standard process for elementary and secondary education units can be used as the reference in learning process for achieving the minimum standard process. The primary school presents an ideal platform to the next level. In conjunction with the platform, the primary education must deliver high contribution in developing the basic skill and strategic competency by facilitating the students in a factual learning process, improving the standard quality, and developing the students' talent. Continuous improvement for the standard quality will impact on the students' achievement and to the next opportunity for registration at secondary school. In this case, Marsudirini Elementary School in Bogor is required to demonstrate continuous improvement for achieving the high standard quality by developing the curriculum and the learning process in full day school system and adjusting the factual condition and expectation.

In fact, the standard process in learning process is not only the absolute indicator for achieving the quality of learning process but also for achieving the quality of national education. At the end, all related stakeholders in learning process must assign the minimum standard outline to be "connector" for achieving the education quality through an effective and efficient learning process that is relevant to the demands of students, environment, and societies.

2. Methods

This research is a descriptive qualitative-based that involved naturalistic method. It signified that the researchers allowed the event to be examined or to occur naturally. Primary data collection is undertaken by observing the natural study behavior through interviews, visits, and observations [4]. The respondents are headmaster, teachers, students, and parents. The data collection was gathered from direct observation of character thoroughly or interviewing the object factually.

The descriptive qualitative research method depicted the description systematically, factually and thoroughly by using descriptive data. It focused on describing the whole forms, functions, definitions, and explanation of research analysis. The research described the effectiveness of full day school system implementation in learning process at elementary school such as Marsudirini elementary school in Bogor for the purpose of Character Building.

3. Results and discussion

Based on the research, there are three substantial phenomena among the people as the factual tendency occurs nowadays:

1) Many young couple work for the whole weekdays from morning to evening. They lacked of time to take care of their own children.
2) The holistic education played important part in their children' lives growth in the future.
3) The demand for society growth of comprehensive and integrated education has become compulsory.

The term of 'comprehensive' implies on an adoption to the local curriculum of elementary school "Marsudirini" values which combined curriculum to integrate the national curriculum in the teaching and learning process. The time alocation of full-day school system for teaching and learning process commences at 7.30 a.m. and finish at 3.30 pm. The whole processes focused not only on cognitive aspect but also affective and psycho-motoric aspects for building the students' character.

Interpersonal communication by using greetings is regularly delivered by teachers and students in the beginning and at the end of the class to nurture their respect each other. The values are "longing for welcoming" and "coming along for good bye". On duty teachers must stand by at front office for welcoming the teachers and the students before they enter the class in the morning. They welcome them with warm-hearted greetings. Teachers remind and reprimand students to have formal dress code

in the school. After the class ends in the evening, the teachers conducted leave-taking greetings to the students.

The teaching and learning process is implemented by using "joyful learning" system with terms PAKEM (*Pembelajaran Aktif*/Active learning, *Kreatif*/creative, *Efektif*/effective and *Menyenangkan*/joyful) that is supported by high standard of infrastructure [5]. This system is intended to develop the character to love reading such as learning to know, learning to do, learning to be, learning to live together, and learning how to learn [6].

To support the full-day school system, the school operates its own canteen that provides a healthy meal and grows the fraternity life style. After having meal, the students arrange their own table set as part of character building. Healthy life style by having vegetables instead of junk-food is also customized at SD Marsudirini in Bogor that is segregated from external food sellers. The students will have meal during the meal time that motivates them to gather in the same time and place. Furthermore, the researcher also observes some life skills implemented in queuing for their turn to have or add for the meal, eating the meal until finished, washing the dishes, praying before and after the meal. It has impacted to parents' trust to the school to inculcate a sense of education for the children.

The researcher also identified a third-year student physically handicapped (in eye and lips) without any discredit from other students. The students exhibit their respects to the disabilities and under achievers as Marsudirini values. The differences are considered not as the barrier at the school in Bogor. In supporting the implementation of Marsudirini values, the school also provides the religion teachers not only to Catholic but also to Moslem, Christian, Hinduism, and Buddhist students. Sri Indra, as the Head of School Partnership, contended that the school is an emblem of "the repent of Catholic school". It implies that the school is dissimilar from other conservative catholic schools. The school educates the disciplinary with love spirit to the students that drives the teachers consequently.

Hidden curriculum refers to the kinds of learning children derived from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators [7]. The closely related curriculum of hidden one is the "tacit curriculum", which refers to the set of unwritten school policies and practices that influence the children in learning." The word "closely related" intends that this is not only to add the national curriculum but to enrich the Marsudirini values curriculum and life skill in an integrative process.

For special anniversaries in public holidays, such as Indonesia's Independence Day, Teacher's Day, Patriot Day, National Education Day, they exhibit the flag ceremony at school. The flag ceremony will be under command of the 4th and 5th year students interchangeably and will be attended by all students and teachers. In this occasion, the headmaster will deliver some advises and information regarding the contemporary and future teaching in learning implementation.

Based on the observation document of teaching and learning plan from the syllabus, it consisted of compliant and detailed components such as the topic of course, standard of competence, fundamental competence, subject of the course, learning activity, indicators of assessment, time schedule, and learning resources [8]. Another instrument is the lesson plan prepared by the teacher based on the syllabus. The documents correspondence with the aspects of activity and content are examined. All components have been accommodated in the lesson plan [9]. The sample of document is collected from the teacher of the 3rd year class and found compliant. The writing styles of lesson plan are mostly prepared by the teacher in a structured breakdown instead of narration. The modification of each component has been made. The examples appeared in teaching method, such as lecture, quizzes, discussion, assignment, games, and so forth. In the next line, teachers conducted not only the oral and written test, but also a performance, paper and others evaluation. The resources for the learning originated from textbook, properties such as pictures, real objects, and teaching environment including the school garden [10]. Hence, teachers accomodated the theories of learning, especilly taxonomy Bloom [11].

Having interviewed the headmaster and teachers, the results can be summarized as following:

1) The working relationship between leaders and teachers has been maintained constructively to create conducive environment.

2) The availability of infrastructure (computer, internet, and other media) and the training (workshop, seminar, study benchmark, scholarship for next degree) have encouraged the teachers to develop their teaching skills.
3) Reengineering of school image by administering renovation, developing facilities, and integrating quality improvement.
4) The development of infrastructure such as school garden can be a source for achieving the learning quality.
5) The supports from school committee in terms of materials, suggestions, advice are expected for developing the quality improvement in teaching and learning process.
6) The involvement of parents in guiding their children at home and the communication among teacher, student and parent are the part of learning contract between parents and schools to support the teaching and learning process.
7) External school activities such as visiting a museum or a village contribute the benefits to students and teacher for enrichment.
8) The participative and enthusiastic students in learning process motivate the teacher to undertake the continuous improvement for learning quality.
9) Developing the life-skill through the meal time, washing the dishes, praying before and after the meal can grow up the students' character for solidarity, concern, self-control, responsibility and spirituality.
10) This result also confirmed the statement of Minister of National Education that the aim of these co-curricular activities in full-day school system is to institute students and to experience more comfortable education atmosphere at school. The activities also include and embed local wisdom values. The preparation of reliable labor and human resources should be initiated with the character building education at elementary and secondary level.

4. Conclusion

The Full Day School system in teaching and learning process at Marsudirini Elementary School in Bogor has shown the effectiveness of inculcated character building values, such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. It also includes three additional qualities such as courage, diligence, and integrity as identified by Josephson Institute of Ethics about the Six Pillars of Character [12]. It can be implemented because of the support of the teaching and learning process, infrastructure, human capital, monitoring and development system.

5. Suggestion

The following suggestions are addressed to the school that intends to implement the effective ways of full day school system for Character Building education:

1. The teacher, as a facilitator, must possess good knowledge and skills in developing a systematic teaching and learning process in the stage of planning, developing, implementing, and evaluating the achievement based on the dimensions of cognitive, psycho-motoric and affective.
2. The board must provide an adequate infrastructure and reliable human capital skills.
3. All stakeholders, including the students, parents, school committee, school boards, and teachers, must be synergized to work together cooperatively.
4. The learning process must be supervised directly and continuously instead of administrative and procedural supervision.
5. The collaboration and communication with social communities and regional education board must be maintained for environmental establishment.

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