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## Preface

Praise and gratitude always we pray to the Lord of Universe, GOD Almighty (ALLAH SWT), who always gives a mercy and blessing for mankind. Thus, we can attend the international conference in healthy and halcyon conditions without any obstacles.

First of all, on behalf of Rector of Muhammadiyah University of Metro warmly welcomes for the presence of keynote speakers and the participants of international conference in various colleges, either domestic or overseas. Especially for a chairman of Indonesian's People Consultative Assembly or MPR-RI, Mr.Zulkifli Hasan; and a chairman of Higher Education Assembly of the Central Board of Muhammadiyah, Prof.Lincoln Arsyad.

Secondly, we do apologize if in providing services to the keynote speakers and the participants of the international conference are below of your expectations, all of those are caused by our capability limitation.

Thirdly, through this international conference, intended as a reflection of our commitment consistently improve the quality of education and accommodate more opportunities in academic collaboration.

Therefore, I believe that this international conference will be able to present an interesting discussion on the topics, by prominent speakers from Malaysia, Indonesia, Brunei and Thailand, which contribute to the development of knowledge and hopefully will encourage more research on this region.

In this beautiful occasion, I would like to congratulate to the organizers of international conference who have organized this event, hence, the event can be held most efficiently. Perhaps, it will support Muhammadiyah University of Metro to actualize its mission to become one of *international standard universities* in the near future.

Finally, once again I would like to say, welcome to all the distinguished guests and participants of the international conference.

Muhammadiyah University of Metro will give the best to help you recognize this Lampung land. Please enjoy our hospitality and have a pleasant experience in the international conference. Thank you.

Metro, November 7<sup>th</sup>, 2016

**Prof.Dr.H.Karwono,M.Pd.**

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# The Implementation of Full Day Schools in Indonesian Cultural Contexts

Suryanto<sup>\*1</sup>

\*MUHAMMADIYAH UNIVERSITY OF YOGYAKARTA, INDONESIA

## Abstract

Full day school systems have been applied in both western and east educational system. More interestingly, a discourse on the implementation of full day schools was popularized by the new appointed Indonesian ministry of education although the discourse triggers pros and cons of Indonesian people. To clarify this issue, the writer will make a study to find out how the implementations of full day schools are in some schools in Yogyakarta, Indonesia. In addition, he would like to reveal the challenges of the implementation of full day schools and he will also investigate its strength and weaknesses of such an implementation. To gather the data, he will purposively interview five parents, five teachers and five students from schools that have already implemented full day school systems. The findings of this study are expected to provide evidence-based pictures of the implementation of full day school system that may benefit parents, teachers, policy makers and even students themselves to deal with such an issue. The thematic analyses for the interview transcripts classified the findings into four major themes: a) motivation of sending, teaching, and studying at full day schools, b) teaching and learning processes, c) teaching and learning outcomes, and d) other facilities.

*Keywords:* formal education, non formal education, full day schools, informal education

## 1. INTRODUCTION

Recently the newly appointed Indonesian minister of education had raised a controversial issue regarding the idea on the implementation of Full Day Schools in Indonesian education system [1]. This issue triggered abandoning responses from educators, educational practitioners, faculty members and other related educational figures and ended by the suspension of the idea to implement the program [2]. Through rough observations, schools that have already implemented a full day school system in Indonesia can be found not as that difficult. Parents commonly know which schools let students stay the whole day in schools indicating that the schools impose a full day school system, which schools make student study for half days, and which schools demand students to live in school day and night known as boarding schools.

Mostly public elementary schools in Indonesia employ a half-day school system in which the schools start around 7 o'clock AM and end at about 12 o'clock mid-day. Concerning full day schools, mushrooming embellishments of new private schools, mostly religious-based schools, apply full day school systems. Within this type of schools, school activities began at 7 am and finish at 4 pm. Meanwhile, boarding schools undertake a different system in which students should stay 24 hours at schools as the schools commonly provide residential places to live. This type of schools has been practiced since a long time ago before Indonesian independence in the form of *Pesantren* (Islamic Boarding Schools). This type of education constitutes a part of Indonesian Culture.

According to Webster Dictionary Online, culture means "a way of thinking, behaving, or working that exists in a place or organization (such as a business)"[3]. Similarly, reference [4] defined culture as "a whole way of life that includes language, tools, practices, artefacts, spatial arrangement, high power and low power, mass and popular" (p. 44). In short, the peoples' ways of life constitute cultures whether it is the way they think, they behave, and they work in their daily lives in a certain contextual place.

Referring to this definition, Indonesian culture can mean how Indonesian people run their lives. It can refer to how they earn livings, how they habitually undertake their lives. Indonesian people dominantly work for agricultural fields [5]. The compositions of Indonesian people who work for agriculture are 40.83 percent, manufacture industries 15.39 percent, construction 7,21 percent, trade and commerce 24.83 percent, transportation, storage, and communication 5.11 percent, finance 3.18 percent, society services 18.42 percent, other unspecified fields 1.73 [6].

In regard to religion, Indonesia possesses various dominant religions like Islam, Christianity, buddha, Hindu, and Animism. Concerning literature and art, common people historically were close to the spoken literature as indicated by the existence of puppet performance known in various types including *wayang golek*, *wayang kulit* and *Wayang gedok* [5]. Written literature had also been introduced since the kingdom of Sriwijaya [5], yet they were mostly unreachable for common people. In the earlier history, written literature were mostly accessible only for noble families. This seems logical that spoken literature historically developed better than written ones

<sup>1</sup> Corresponding Author. No Telp: -, E-Mail Address: [suryanto@umy.ac.id](mailto:suryanto@umy.ac.id)

as indicated by story-telling habits or *mendongeng*. This condition may become one of the points that are responsible for the low rate of reading culture in Indonesia.

The Indonesia culture as specified in a brief the last few paragraph can shape the Indonesian people to behave in responding the new idea, in this point, the implementation of a full day school system. This study does not discuss the whole types of education as mentioned in the previous paragraphs. Instead, it limits its scope to study the implementation of full day school system at elementary school level. Such a limitation is set up to focus this study on a certain domain for feasibility reasons. Besides, practically having the focus facilitates the writer to meet participants to obtain related information for the sake of collecting data. Conceptually, having this focus also helps him to construct the design of the study more appropriately.

## 2. RESEARCH METHOD

This study is qualitative in nature. The data collection methods were conducted using interview. The interview was conducted in the Indonesian Language in order to avoid misunderstanding in the communication between the interviewer and interviewees. Considering the time constraint, the writer applied purposive-convenience sampling in order to find the participants of this study. The term 'purposive' at hand refers to the way how he found the participants that purposively matched with the demand of this study, i.e., the individuals (students, parents and teacher) who have been involved in full day school practices. The term 'convenience' embodies the way how the writer found the participants in terms of ease. Once he found individuals in accordance with purposive standards of this study, he then conveniently interviewed them without disobeying the research ethics.

The study took place in Yogyakarta Special Province with 15 participants consisting of 5 students who studied in, five teachers who taught at and five parents who sent their children to schools that had already implemented the full day school system. The data analyses were begun by transcribing the interview recordings. The interview transcripts were then analyzed employing thematic analyses by codifying the themes into three levels of coding (open, axial, selective).

## 3. FINDINGS

The thematic analyses for the interview transcripts classified the findings into four major themes: motivation of sending, teaching, and studying at full day schools, teaching and learning processes, teaching and learning outcomes, and other facilities.

### 3.1 Motivation for Sending, Teaching, and Studying at Full Day Schools

Motivations of sending children to full day school are varied from one to another parent. *Firstly*, one dominant motivation is that parents are willing to have better education for their children. The parents prefer to choose this type of schools due to the recommendation from their friends, families, and colleagues who have sent their children to this type of school. The recommendations mention that most of the children show to have better attitudes and knowledge compared to those who study in regular schools. The following excerpt depicts one of the parents' reasons for sending students in full day schools

"...my friend told me in order to send my children to this school. Indeed, when I sent my child in this school, I saw the change on my child. She insisted on helping my wife to make a cup of tea for me. I was sank seeing it the first time. When I asked my child why she wanted to do that, she said that her teacher asked her to do so..... This experience erased my doubt that this school provided the better education for my child. ...." (Parent 2).

*Secondly*, another motivation sending children to this type of school is due to the parent's own understanding of integrated linkages of formal, non-formal and informal education. This parent argued that better education can be achieved when strong linkages of formal, non-formal, informal education take place. The integrated linkages among these three contexts of education enable the educational processes repeating, emphasizing, strengthening, and empowering one to another. Children education can face troubles when one of these three educational contexts does not perform its function. The following excerpt show this parent's arguments.

"...as a parent, as well as an educator (this parent's profession is a lecturer), I totally understand how to educate my children. Excellent education may exist when strong integrated linkages among formal education (education at school), non-formal education (education in the society) and informal education (education in a family) exist. In the absence of this existence, education is facing a significant challenges. For instance, my wife becomes a counselling teacher. She found a female student violating school and religious norms of performing free sex. In the counselling processes, my wife obtained information that her father even sent her a porn movie through her mobile phone. The fact faced by my wife illustrate the limp of our education. How well formal education educate children will less likely produce better results when other educational contexts (non-formal and informal) does not perform their functions. I choose Full day schools because at least, the formal and non-formal education have been replaced by the school. I will take a part of my role educating my children informally. ... (parent 3).



This parent argument seems in compatible with the recently appointed minister of education who stated that longer time of educational process in school may provide better supervision of children in a guided interaction between students and students, and between students and teachers [7].

*Thirdly*, the motivation of sending to full day school is due to compatibility with parent's working schedule as indicated in the following excerpt.

"... ee yes .. I am aware of having benefits of sending children to full day school, but for me, I am practically very happy with scheduling of the school. The school finishes around 4 pm, my work finishes at 3 and frequently at 3.30 pm to 4 pm at the latest. It is awesome as the scheduling of the school is matched my working time. ..." (parent 1).

Interviewing teachers reveals their motivation of teaching in full day schools. The data analyses indicated that the teachers work in full day schools for several reasons like finance, religious services, and seeking experiences. Most of the teachers work to earn a living to support their family finance although all female teachers as the participants of this study declare that their husbands work as the main source of their family finance. Two teachers mentioned that their primary objective to use their time for religious services educating future generation. When asked whether they take the earnings, they admit that they still take the earnings yet they never bother with the amount as their main purpose is to assist the school. Additionally, one participant mentioned that he enrolled to be a teacher in the full day school because he looks for experiences in order to have stepping stones to achieve higher achievement for his future career. When asked why enrolling in a full day school, not in another school, this participant mentioned that working in a full day school can provide his better challenges and experiences compared to the regular schools since full day school has more varied school activities as seen in the following excerpt:

"... not hypocrite, I want to have a better career. Working here is good, I have got a lot of experiences and challenges and these are the ones that I look for. I believe that if I can surpass the bigger challenges, I will achieve higher. The more challenging works I face here, the better ability I master to benefit my future career..." (Teacher 5).

Interviewing students reveals additional findings for this study regarding the motivation of studying in a full day school. Most students mention that their parents sent them to the school. When I asked whether they mind or not studying in such schools. They answered that they do not mind. Most of them are happy to study in the place as they get a habit with the school atmospheres. As the researcher, I explored in-depth to know the student motivation from the number of students in the class. I was curious to know the number of students in one class from fist academic year to current academic year. Most students mentioned that some students quitted from the school for several reasons: moving houses, parents' working mutation, and moving to boarding school.

"...yes some of my friends quit the school. When I was in class two, 2 of friends quitted from school because their parents move to Padang to work there. When I was class three, there were three students leaving school to study in Islamic boarding school to memorize al-Quran. When I was class four, one of my friend moved school because his parents move to Semarang..." (Students 2).

The above excerpt indicates that from 5 students as the participants of this study their motivation to study in a full day school is due to their parents' willingness. However, such a condition show no problem as they still can enjoy the class.

### **3.2. Teaching and Learning Processes at Full Day School**

The views of the parents, teachers and students on the teaching and learning process have similarities. The similarities are that they viewed that teachers are the central figures in making the class appealing or not. One of the parents mentioned his experience to deal with his child. He shared his child' experience when his child passed from class 2 to class 3.

".... When my child was in class 2, I found no problems. The teacher could figure out my child's characters and treated her appropriately, so my child was totally fine. Unfortunately, when my child passed the class from class two to class three, some changes happened since the classroom teacher changed. This affected my child eagerness to follow the lesson. In the beginning, my child frequently felt reluctant to go to school. This forced me to trace what the reason was. I found that my child did not like her teacher. After communicating the problem to the classroom teacher, the teacher realized it ..." (parent 5)

The significant roles of teachers for the success of teaching and learning process were also felt by the teachers themselves as participants of this study. When asked about how to conduct the classroom teaching and learning processes, the teachers as the participants of this study had to work hard to create the class interesting. The teachers' experiences made them aware of the condition of the students in the teaching and learning processes. They said that they faced real challenges when they taught in the afternoon since physically the students felt tired and sleepy. Tiredness and sleepiness affected the students' attention follow the lesson [8]. To cope with students' problem of tiredness and sleepiness, the teachers usually create games and make ice

breaking activities. The schools realize this need so the schools train the newly recruited teacher on pedagogical and technological matters. The teacher mentioned in the following excerpt:

“... I pay attention attentively the changing spirit of the students to learn during the days. The changes are usually signified by the restless movements, tired faces, and sleepiness. The failure of the teachers to identify these features lead to the failure to anticipate them and ends with uncondusive learning conditions. At this points the teachers are paramount. Their skills to create attractive activities through games and icebreaking activities can refresh the classroom condition. In my opinion, all teachers own these skills because they mostly have been trained in the early time of becoming a teacher. ... (Teacher 3).

One teacher admitted that although she had good skills in terms of pedagogical and technological skill, she was unable to manage well the classroom process when she had a problem with her family, for instance, when she got upset to her husband due to small things. Such a problem can change her mood to teach. The full day schools then should be aware of this condition and better to prepare the prevention strategies for better running the classroom teaching and learning processes.

The data analyses raised some issues relating to the students in the teaching and learning processes. Firstly, the issue is related to the students' endurance to follow the whole day lesson. Most of the students say that following the whole day teaching and learning processes is no problem since they get the habit to do the activities. However, they also admit that at the beginning when they were in class one, they felt the boredom.

“... I have no problem following full day lesson in my schools. I get habits to do it. Emm but, when I was in class1, actually I sometimes felt bored. My boredom was away when my teacher asked all students to jump and clap hands (ice breaking activities).” (Student 1)

When asked what they like most in the processes of teaching and learning, all of them answered that they like extracurricular activities. The extracurricular activities the students like are swimming, students market (extracurricular for building entrepreneurship), badminton, computer, dancing, self-defense, boy scouts and singing.

### **3.3 Teaching and Learning Outcomes**

The data analyses show that most parents realize that attending full day school produces better learning and teaching outcome. Besides having better cognitive achievements, students also achieve better pertaining to their characters or their soft skills. Most parents who become the participants of this study recognize that their children obtain better teaching learning outcomes. One of the parents denotes that the student who move to half day schools because of one certain reason perform high as mentioned in the following excerpt:

“... one of my friends had to move working in another province. He found difficulties to send his children to a full day school. Because no other choices, he then sent his children to the existing public school there, which is a half day school. He found that his children were among the best three high achievers since his children had better ways to learn and better habits to practice. ...” (Parent 4).

This parent sees the different achievement in the educational contexts. Similarly, the participants from teachers in full-day schools also mentioned similar findings. The teachers are trained on how to handle children and to teach them considering the students' learning mood condition. Using these types of treatment, teachers witness that their students are better treated and achieved better as well.

“ ehm..learning outcome, ehmm I see better condition here. Of course, due to better treatment, based on what I see, students achieve better.” (Teacher 4)

### **3.4. Other Facilities**

The findings show that a full day school provide the needed facilities for students' better learning. Parents, teachers and students confirm that every class in this school has a mini library that help students to stay in class room reading books. Although the numbers of the books are still limited, the school choose better and attractive books that can trigger the students to take book and read them.

The above findings show how to run a full day school. Teachers, students, and parents are set to work together to achieve better. The awareness on this linkage enables the full day schools to run in Indonesian cultural context. The existing cultures do not become barriers to implementing this type of school, but the people' willingness does.

## **4. CONCLUSION**

The implementation of full day schools in Indonesian cultural contexts can achieve better when the strong integrated linkages between formal, non-formal, and informal education exist. Even, the existing full day school have served for this purpose. Students should be well treated by competence teachers so that the students can develop the capabilities fully for their futures to achieve better learning outcome. To run this processes, school facilities should also be supportive.

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