

THE IMPLEMENTATION OF FULL DAY SCHOOL MANAGEMENT IN MUHAMMADIYAH NOYOKERTEN ELEMENTARY SCHOOL, YOGYAKARTA, INDONESIA

Ailis Safitri, Suyatno, Muhammad Zuhaery and Suyata

Department of Educational Management, Ahmad Dahlan University, Indonesia

ABSTRACT

The aim of the full day school program is to cultivate character education (PPK). However, most education practitioners still experience uncertainty in full day school management which results in the slow technical implementation of the policy. This study aimed to reveal the implementation of full day school management at Muhammadiyah Noyokerten Elementary School Yogyakarta, which geographically represents urban and rural areas with economic and social culture heterogeneity. This research was a qualitative research with case study type. Research subjects consisted of the school principal, teachers, students, and school committees. The data was collected through observation, interviews, and documentation. The collected data was analyzed by interactive inductive data analysis technique. The results showed that the implementation of full day school management in Muhammadiyah Noyokerten Elementary School is carried out through three stages of planning, implementation, and evaluation. The planning stage consists of the establishment of goals, strategies, policy analysis processes, program activities, human resources, financial, and infrastructure in accordance with the objectives to be achieved. The implementation stage of full day school is oriented to the development of wellbeing models, varied and fun learning, and brain rest. The evaluation stage is carried out at the end of every year, and the evaluation results showed that the full day school program can produce positive changes in the students' attitudes and behaviors, increased academic and non academic achievement, and increased the number of students. This success is influenced by the principal's good communication skills to all school stakeholders.

Key Words: Full day school, management education, character education, Muhammadiyah Noyokerten Elementary School.

INTRODUCTION

Various innovations and improvements in education have been carried out by the government to overcome various educational problems. One of them is the implementation full-day school program. The increasing number of working parents (parent-careers) who do not pay attention to their children, and the pattern of child care left to the maid becomes an issue for children character development (Suyatno, 2016; Rapini, 2013). There is also socio-cultural changes that occur in society, from an agrarian society to an industrial society (Mulyadi, 2015), which is characterized by students' attitudes and behaviors after school and holidays that prioritize digital technology tools as social communication (cyberspace) rather than meeting

together like the real social community (Kompasiana; 09/108/2018). The progress of science and technology and communication that developing so fast leads to changes in thinking styles and individualism (Harun, 1999)

Full day school is an educational program expected to answer the problems faced by the Indonesian people, especially in character education. Learner behavior (life long learning) will provide for the superior human resources creation. The cultivation of character development is important to form in the education field as a form of national identity (Rozaq, 2015). Therefore, school management must be effective so that the full day school goals can be achieved.

Sumaryadi (2005) argued that an organization can be said to be effective when it can fully achieve the targets it set. In addition, schools also have good, transparent, and accountable management that able to empower all school components to achieve school goals effectively (Anonymous, 2006).

Williams (in Wahab, 1997) said that the program implementation effectiveness is related to the policy makers' implementation capacity regarding the ability to implement policies in such a way that there is a guarantee that the determined goals and objectives in the policy content can be achieved.

Raharjo (2018) showed that full day school has a significant effect of 51,8% on the students' religious character formation in Semarang. Therefore, the full day school program, as described in Semarang, has the potential as a program and system that can improve students' religious character. According to Sari (2018), there is a positive effect of the full day school program to the students' learning achievement.

The effectiveness of Full Day School management can be seen from the management process in the form of planning, organizing, implementing, and monitoring, which can be measured by indicators proposed by Gibson in Tangkilisan (2005) outlined by Sondang (2003) that organization effectiveness can be measured through: clarity of the objectives to be achieved, clarity of the strategies to achieve goals, steady process analysis and formulation of policies, careful planning, preparation of appropriate programs, availability of facilities and infrastructure, and monitoring and control systems that are educational in nature. While among educational practitioners, the principal and stakeholders, there is still uncertainty in the full day school management system that is seen as difficult and severe.

Based on the background of the problems outlined, the researchers are interested in studying the implementation of full day school management in Muhammadiyah Noyokerten Elementary School, Yogyakarta. Muhammadiyah Noyokerten Elementary School is geographically, economically, and socially representative because it is located at the border between Sleman Regency, Bantul Regency, and Yogyakarta City. According to the researchers, the urban and rural borders culture can represent the heterogeneity of the community's social and economic culture.

There are three research questions formulated in this research, which are as follows:

- 1) What is the planning of the full day school program management in Muhammadiyah Noyokerten Elementary School Yogyakarta?
- 2) How is the implementation of full day school program management in Muhammadiyah Noyokerten Elementary School Yogyakarta?
- 3) How is the evaluation and results of the full day school program management at Muhammadiyah Noyokerten Elementary School Yogyakarta?

METHODS

Research type and approaches

This was a descriptive research with a qualitative approach. Descriptive research is research aimed at describing a situation or phenomena that exist today or in the past (Sukmadinata, 2009). Qualitative approach research aims at describing and analyzing phenomena, events, social activities, attitudes, beliefs, individuals thoughts perceptions individually or in groups (Sukmadinata, 2009)

Participant

Research subjects consisted of school principal, teachers, students, and committees. The research subjects were determined based on purposive sampling technique. The demographics of the research subjects can be seen in the table 1.

Table 1. Demographics of school principal, teachers, committees, and students

No	Research subject	Status	Gender	Age (in years)	Education level
1	Yw	Principal	M	50	S2 (Master)
2	Nh	Grade 1 Classroom Teacher	F	33	S1 (Bachelor)
3	Af	Islamic Religious Education Teacher	F	45	S1 (Bachelor)
4	Wt	Grade 5 Classroom Teacher	F	43	S1 (Bachelor)
5	Ys	Committee	M	56	S1 (Bachelor)
6	In	Student parent/guardian	F	32	S1 (Bachelor)
7	Ih	Student parent/guardian	F	33	S1 (Bachelor)
8	Mf	Student	M	07	Grade 1
9	Nv	Student	F	08	Grade 2
10	St	Student	F	10	Grade 4

Data collection techniques

Data collection techniques were by observation, interviews, and documentation. Observations were done to obtain data on various activities in the school related to the implementation of full-day school program. Interviews were conducted in a semi-structured way to obtain data related to planning, implementation, and evaluation of full-day school program. Documentation was carried out to obtain school documents, especially those related to full day school program planning. In conducting data collection, researchers were guided by the research guideline that has been developed from research framework indicators.

Data analysis techniques

The data analysis technique was the interactive inductive data analysis model of Miles and Huberman model which includes 4 phases: data collecting, data reduction, data display, and verification. Miles and Huberman (Sugiyono, 2018) suggested that the activities in qualitative data analysis is carried out in an interactive and ongoing manner, thus the data is saturated.

FINDINGS AND DISCUSSION

The data presentation and discussion in this section are described in accordance with data sub-themes found in the field, and also as the framework for answering the research questions raised.

1. The Planning of Full Day School in Muhammadiyah Noyokerten Elementary School

The planning phase of the full day school program management in Muhammadiyah Noyokerten Elementary School is carried out by forming a team for full day school program planning that involves teachers, educational staff, school committees and academics. The program planning are:

a. The clarity of the goals of full-day school program

Based on the observation, full day school program planning in Muhammadiyah Noyokerten Elementary School has clear objectives. The purpose of full day school is to shape and cultivate students' character education. Through interviews, YW, the principal stated that:

The aim of full day school is to cultivate character education by forming the students' character that have a spirit of integrity, mutual cooperation, independence, religious, and nationalism by creating a positive environment through intracurricular, non-curricular, extracurricular, and co-curricular activities from morning to late afternoon”.

The same thing was also expressed by NH, grade 1 teacher. In the interview she stated that: The purpose of full day school is to shape students' character. Children are used to doing positive things for a day full. The implementation planning is included in the curriculum and schedule clearly. Previously, before full day school, the school only focused on the positive, but after we embraced full day school, then the the school focus is on character education.

This is in line with the government objectives contained in the Nawacita No. 8 agenda, which is strengthening the nation's character revolution through students' nature and character building as part of the mental revolution. It also restores character education through harmonization of the heart (ethics), the taste (aesthetic), the mind (literacy), and sports (kinesthetic). This is also in line with what was explained by Sondang (2003) that a program can be said to be effective when there is clarity on the objectives to be achieved by the program. This is intended to achieve the right target.

b. The clarity of full day school implementation strategies

In order to achieve the objectives of the full day school program in Muhammadiyah Noyokerten Elementary School, there are indicators used to measure the program success achievement. The indicators are religious character, nationalist character, independence character, mutual cooperation character, and integrity character (interview with Yw, principal).

Based on observations, Muhammadiyah Noyokerten Elementary School has fulfilled these indicators. This can be seen from the positive character in the school and community environment, as well as the increasing academic and non-academic achievements. Other than that, the public trust is getting higher so that the number of students increases from year to year.

In order to achieve these indicators, Muhammadiyah Noyokerten Elementary School has prepared a strategy. The strategy taken is to apply the Well Being School model, a varied learning model, fun, and Brain Rest. WT, grade 4 teacher stated that:

“The strategy carried out in order to achieve full day school is the concept of well being school. With this concept, it is expected that all teachers in teaching-learning implementation make varied, innovative, and fun learning plans for students (student center learning/SCL), and on the gaps of learning there is the brain rest”.

The well being school model is a school state that allows individuals to satisfy their basic needs (prosperity in learning). Well being is almost the same as a peaceful school which is a conducive school to teaching and learning that guarantees comfort and security atmosphere in the school because of love, trust, and togetherness (Wiyani, 2013).

The well being concept implementation has benefited students in the classroom. Based on the results of the interview, NV, grade 2 student stated that:

I like to school here because the teachers are friendly, smiling and kind. We learn on time and play a lot. The teachers also often invite us to learn in the yard not in the classroom. There is also drum band (marching band) extracurricular here and I like it

Another strategy is by the application of varied and fun learning model. Grade 1 teacher, NH stated that:

Here all teachers make learning more fun, we learn not only in classroom but also outside the classroom. Learning must be varied and most importantly we are required to humanize children, meaning we become parents here. The way we make fun learning is by making a plan (Lesson Plan) first, we discuss it with the teacher friends then we ask for approval from the principal. Other than that, the break time is quite long about 30 minutes.

This is consistent with the Caine opinion that teachers must understand that students' feelings and attitudes will be involved and has a strong effect on their learning process (Caine and Caine, 1991). This is in line with De Porter's theory, there are principles in Quantum Teaching, which is everything speaks, everything aims, experiences before naming, acknowledge every effort, and if it is worth learning then it is worth celebrating.

Brain Rest is a brain break. When learning, there is ice breaking and a break for 30 minutes. This is in line with Jeffrey M. Mjaanes (2019) who revealed that brain rest is also called cognitive rest. Brain rest is important because the brain needs energy for normal cognitive and physical activity. Brain rest helps maximize the amount of energy that the body can devote to healing.

c. The Process of Policy Analysis and Formulation

According to Sondang (2003), analysis and formulation process of a steady policy is related to the objectives to be achieved and the strategies that have been set, it means that the policy must bridge the objectives and efforts to carry out operational activities. In this case, the program content has been adjusted to the needs and problems faced by the target group.

Based on the observation at Muhammadiyah Noyokerten Elementary School, the character education problem is an urgent problem, where global trends have taken place namely the ongoing digital revolution, changes in civilization, and the increasingly firm phenomenon of the creative century that makes education as the axis of character education.

The full day school program is able to solve existing problems. Based on the the study, there has been an increased in character, the positive change in students' attitudes and behavior, and increasde student achievement.

Therefore, it can be said that the process of analysis and formulation of full day school program policies is in accordance with the needs and problems faced by school, namely the student character problem.

d. Planning of Activities Program

Based on the observation in planning of full day school activities program, Muhammadiyah Noyokerten Elementary School has prepared aspects in running a full day school program to meet the standards of learning comfort for students including: having, being, loving, and health that makes students feel comfortable and prosper (Konu and Rimpela, 2002). YW, principal of Muhammadiyah Elementary School Noyokerten said that:

Activities prepared are morning-noon activities, noon-late afternoon activities, and socio-religious activities which include intracurricular, cocurricular, non-curricular, and extreakurricular activities.”.

That data is in accordance with Arikunto (2016) who stated that program planning is a process of preparing a series of action decisions that will be made to achieve goals. Kavaliauskiene, Anusiene, & Kauniene (2011) explained that planning is a teaching system that contains systematic procedures so that teachers can organize material and activities to achieve the goals.

e. Human Resource Planning

Based on the observation, the number of students in Muhammadiyah Noyokerten Elementary School are 229 people. The standard teacher-student ratio is 1:28, it means that the school needs 9 classroom teachers. There are 19 teachers at Muhammadiyah Noyokerten Elementary School. It means that according to the Minimum Service Standards (SPM) it has been fulfilled quantitatively. Academic qualifications are also fulfilled because all teachers have S1 (Bachelor) education and school principal has S2 (Master) education. This affects the full day school management process.

Ahmad (2004) stated that Human Resources recruitment is the most important function of personal administration, when the right people are employed as well as a good planning organization and control system, it will produce many benefits. Delaney & Huselid (1996) explained the correlation between the effectiveness of human resource management and productivity, cash flow, and market value.

From those opinions, it is understood that human resource management has a positive effect on the effectiveness of full day school management as a whole. Which means that full day school management has a strategic and important role in Human Resources.

f. Financial Planning

Well-organized funding will have an impact on the internal and external education services optimization. Internally, it can be in the form of management of teacher honorariums, education personnel, and educational operational costs. Education costs management starts from the planning of activity programs. In this case, it is an education with full day school.

Based on the results of interviews with fourth grade teacher, WT, obtained information that:

Funding management here requires quite high funding, considering the lengthy time spent working, and financing other activities which would require more costs. Student learning hours from morning to late afternoon certainly have an impact on increasing a variety of financial variables, such as teacher salaries, food costs, infrastructure, etc.

Based on interviews with other sources, Muhammadiyah Noyokerten Elementary School applies a financial management system with the optimization principle by planning and communicating effectively with all stakeholders. It is in order to fulfill the full day school education costs with effective results. This was stated by YW that:

School financial decisions with a full day school management system will go well by finding the best conditions that are appropriate to the culture, structure, and function so as to create management effectiveness.

The results of this study are in line with the opinion of Zopounidis (2011) that an organization's financial decisions are usually in the optimization context, which is looking for the best conditions available.

g. Infrastructure Planning

The facilities and infrastructure availability is an important factor in the program objectives achievement. An adequate facilities and infrastructure greatly affect work productivity. According to Gunawan (1994), educational facilities are all the facilities needed in the teaching and learning process, both moving and not moving, thus the educational goals achievement can run smoothly, regularly, effectively, and efficiently.

Based on the observation, the facilities and infrastructure owned by Muhammadiyah Noyokerten Elementary School are in accordance with the infrastructure standards. It also support the full day school program in the form of standard classrooms, educational aids and learning media, mosque, toilets, canteen, and play areas (observation of infrastructure and facilities in Muhammadiyah Noyokerten Elementary School).

2. Full Day School Implementation in Muhammadiyah Noyokerten Elementary School

Implementation of full day school management system in Muhammadiyah Noyokerten Elementary School is done by dividing activities into three parts. There are academic activities in the morning, non-academic activities at noon-late afternoon, and social-religious activities integrated in the Tri (three) Education Center with Intrakurikuler, Co- Curricular, Extracurricular, and Non-curricular. The packaging of fun learning with the wellbeing school concept becomes the attraction and enthusiasm for students during the daily learning process. This is consistent with YW's statement in the interview that:

In general, the activities here are divided into three parts, which are first, we focus on academic activities in the morning. Second, we focus on non-academic activities in the noon until late afternoon. And third, we focus on social-religious activities in collaboration with other educational centers, especially with the community and parents.

This results are in line with the previous studies which showed that learning and transfer are far greater in fantasy than in conditions without fantasy (Parker & Lepper; 2019). Parker & Lepper's opinion strengthens the decisions of full day school management in Muhammadiyah

Noyokerten Elementary School. The well being model (having, loving, being and health: Konu and Rimpela) will stimulate students to develop their fantasies well.

Likewise, Sopiati (2010) stated that extracurricular activities produce statistical calculations which showed that extracurricular activities have a significant effect of 0.385, determinant 14,8%. This shows that extracurricular activities are important elements that can affect the teaching and learning process quality.

In the full day school program, religious activities are one of the leading programs in character education program. All religious activities held at school are aimed at making students have a good religious character. AF, Ismuba (Ismuba: Islamic, Muhammadiyah organization, Arabic) teacher stated that:

The religious activities here are very numerous and *Alhamdulillah* coordinated well, including: *Tahsinul Quran*, Quran reading, *Tahfizul Quran*, Al-Qur'an Graduation, Dzuh Prayer, Dhuhr and Asr Prayer in congregation, Fostering Religion, Boarding School Ramadhan, Zakat Practice, Hajj Practice, Qurban Practice, Friday infaq, and PHBI (Eid al-Fithr and Eid al-Adha Celebration). All have been listed in the school RKS (School Activities Plan) this year. All of these activities are aimed at shaping the students' characters, especially religious character.

Social-religious activities in Muhammadiyah Noyokerten Elementary School is the main principal for cultivating character education. It is done through the habitual of positive behavior with social attitude and religiosity approach that run effectively and become the community's attraction and trend. Al-Abrasyi (Ramayulis, 2010) stated that to establish noble character formation, muslims from the past until now agree that moral education is the core of Islamic religious education, and also achieving perfect morals is the true educational goal.

Based on that opinion, learning or material transfer using fantasy is proven to be better because to the school condition promote students' welfare, which resulted in the comfort sense in learning.

3. Evaluation on the Implementation of Full Day School Program in Muhammadiyah Noyokerten Elementary School

Evaluation on the implementation of full day school in Muhammadiyah Noyokerten Elementary School in the first year was carried out every semester. After running for one year, evaluation activities are carried out at the end of every year. Evaluation is carried out to measure the success rate of the full day school process that will be used in an effort to achieve school goals. This is in line with YW's statement that:

The evaluation here is initially done at the end of each semester, then finally at the end of the year. The evaluation is carried out in order to measure the full day school program goals, both qualitatively and quantitatively.

After running for several years, the full day school program in Muhammadiyah Noyokerten Elementary School has improved both qualitatively and quantitatively. Based on the results of the interview, AF, Ismuba teacher stated that:

I, a religious teacher here, feel the difference between the past and the present, so after using a full day school, the children pray more orderly, the teaching is also good, bullying

is also reduced. And when there is an MTQ (Musabaqah Tilawatil Quran) competition our children get a champion that was once completely impossible.

Not only felt by the principal and teachers, but the change was also felt by students' parents and students themselves. Based on the results of the interview, NV, a student's guardian stated that:

my son read the Quran well, his prayers are on time, his *akhlak* (characters) is also good, and now there is a *tahfiz* program. So I feel happy, comfortable, and calm because the child is in a positive environment.

According to Barlow et al. (2010), "A framework developed by applying the QFD (Quality Function Deployment), the quality functions implementation in the educational institutions will assist in establishing current improvements and setting priorities for the future improvements scope. The maximum advantage of applying the QFD approach in educational institutions is that it considers the visible and invisible aspects, and the results can be utilized to carry out academic reforms in educational institutions". According to Utomo (2004), the effect of added value in a company as a whole is very important, thus it should not be missed in the corporate strategy preparation. From the discussion, it can be understood that it is important to do an evaluation to the full day school management system implementation with the approach of quality functions application in all management aspects, and measured using financial ratio and value added.

Based on the results of the research, the full day school program is successfully carried out by Muhammadiyah Noyokerten Elementary School. There is a growing number of students, means stronger public trust in the management system, an improvement in the academic and non-academic values, and positive changes in learners' attitudes and behavior. This is in line with the recognition of Ng, grade 1 teacher who stated that:

After this school was held by Mr Yudi, and the system was changed to a full day school, the results became better, the number of students increased, USBN (National Examination) grades also improved, services has been better and the children became happy. The children's character has been better. There were also many championships from the contests.

Although, in this case, success is not only seen from the output but the relevance in it. While relevance is the extent to which educational outcomes can be adjusted to the needs of the community in various fields, for example graduate outcomes, graduates' skills, economic growth, unemployment reduction, and so on (Mulyasa, 2002)

In addition to determining the improvement of the full day school program, an evaluation is carried out periodically to find out the obstacles and its causes in the full day school implementation in Muhammadiyah Noyokerten Elementary School, an also to find the solutions. First, the obstacles faced are: (1) There was a change in the length of study time which was originally six days to five days, (2) There are some teachers whose status is not permanent, meaning that these teachers were appointed based on the needs of the education unit with the principal approval, and these teachers do not have an educator certificate; (3) Funding lunch at school. Second, the causes of the obstacles are: (1) The lack of readiness of the education implementers in school that really becomes a challenge in the management; (2) The absence of

professional human resource's readiness in facing the full day school management system; (3) The lack of readiness of the community, especially parents, to understand the full day school management system so that at the beginning they felt objected to the additional education cost, which is the lunch fund. Third, the solutions made are: (1) Analyzing and studying government policies; (2) Teacher training in processing KD (basic competencies) and KI (core competencies) as an outline in the RPP (Lesson Plan) to guide the KBM (teaching-learning) process. (3) Conducting socialization about full day school continuously in various parents meetings, and collaborating with parents so that the problem of lunch fund can be resolved properly. Lunch fund was overcome by converting students' allowance (pocket money) to healthy lunch costs.

From the results of the research, the researchers concluded that the problems faced in the implementation of full day school had been found the solution, resulted from a good and intensive communication between the school, parents, committees, and the community. According to Jo & Shim (2005), supportive verbal communication is positively related to individual perceptions of management support and friendliness".

Those opinion is supported by Neeru Sharma, Paul G. Paterson; "The communication effectiveness is the main driver of all antecedent variables, and the single most powerful determinant in relationship commitment." From the results of the discussion, there is an affirmation conclusion that effective communication is the main and most powerful driver to commitment and management, which will produce an effective relationship between management and shareholders.

The research conducted at Muhammadiyah Noyokerten Elementary School related to the management of full day school are planning, organizing, implementing, and evaluating. The principal as a manager has an important role in the system's effectiveness that has been carried out in an effort to improve the school's quality, which in this case is the strengthening of character education through a full day school management system. Management conducted by Muhammadiyah Noyokerten Elementary School can be seen in Figure 2:

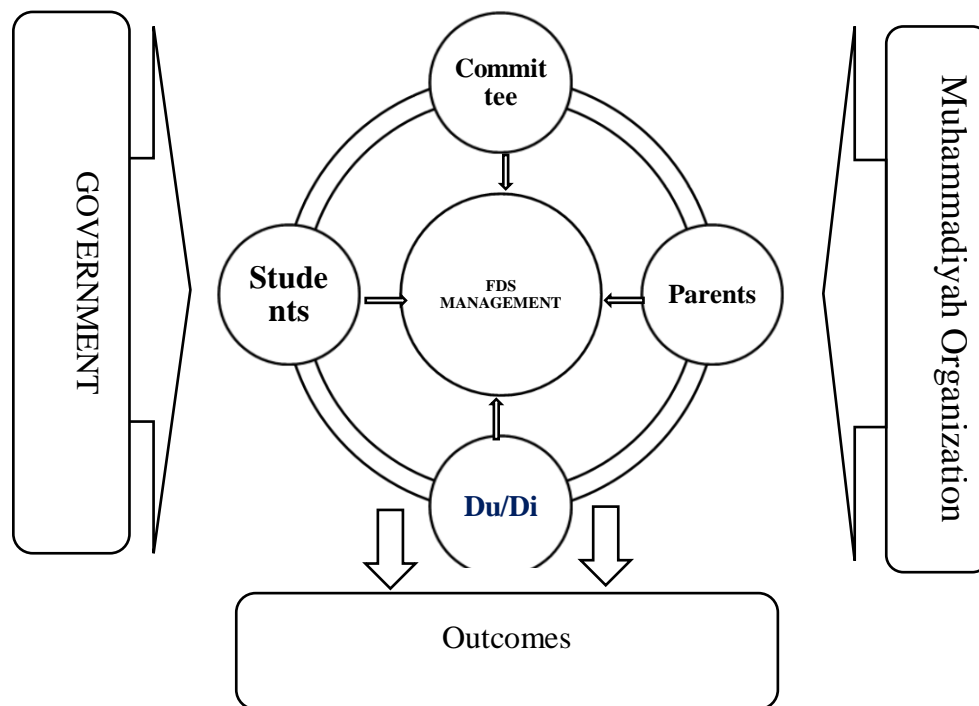


Figure 2. Management of full day school system in Muhammadiyah Noyokerten Elementary School

CONCLUSION

The implementation of a full day school management system in Muhammadiyah Noyokerten Elementary School is carried out through three stages, which are planning, implementation, and evaluation. The planning stage consists of objectives, strategies, policy analysis process, program activities, human resources, financial, and infrastructure, all in accordance with the objectives to be achieved. In the implementation of full day school, there are well being model development, varied and enjoyable learning, and Brain Rest, thus it can create a comfortable learning atmosphere and can develop students' fantasies well. The results of the evaluation of the full day school are the character education achievement, as evidenced by the increasing of positive changes in students' attitudes and behaviors, increasing students' achievement, both academic and non-academic, so that its has an impact on the increasing the number of students each year.

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