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Stakeholder Impact Analysis of Full-Day Schools

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Abstract

This research aims to investigate the impact of implementing full day school in Indonesia toward students, teachers, and school stakeholders. This research used a descriptive qualitative research as the method in order to gain direct explanation about the impact of that policy from its scope. To achieve the objectives of this research, In-Depth interview and Focused Group Discussion with students, teachers, and school stakeholders were conducted to gain data. Some samples from elementary school, junior, and senior high school (students, teachers, and school stakeholders) were taken. The number of interviewee is 25, consists of 6 school stakeholders, 10 students, and 9 teachers from different level. The data was analyzed by using content analysis toward interview result. There are four steps to analyse the interview result; transcribing, reducing, displaying, and drawing conclusion. Based on the interview result, the impact of implementing full day school on students classified into four categories; social impact, physical impact, psychological impact, and cognitive impact. Impacts on teachers are classified into two categories; personal impact and professionalism impact, then Impacts on school stakeholders.

Key Words: School, Full-Day School, Analysis, Stakeholders.

1. INTRODUCTION

Education is one of important aspects in constructing a nation. If education in a nation has many problems, this means that the nation need much time to be an advance country. The problems of education in Indonesia are complex. Therefore, to increase the quality of education, government initiated the newest program to be applied in Indonesia that is implementing full day school. The initiation will become school's program, school will decide what types of full day school which is appropriate to the students' need and interest such as giving additional time for specific subject, giving some extracurricular, and giving additional time to religion knowledge. In giving new policy-full day school that has to be applied, the following is several reasons of government. The first reason is moral degradation and crisis among the youth at this time. Based on the fact shows that students involved in gang fight and gang up on. In one year, there are 13 Jakarta students are died because of gang fight. On September 2012, there were 2 gang fights that cause death to the two students. In yogyakarta, on 2011 noted there was a gang up on that cause death to one student because of a prick (www.polri.go.id).

Also, based on National drugs institution on 2006 noted that there are 5 or six from 100 studens are using drugs (www.kompas.com/read/xml/2008/02/13/20463659). On 2010, the number of students is increased become 19%, the data showed that there are about 14.000 teenagers become drugs consumer (www.muda.kompasiana.com), (Unayah, et.al. 2015). As a result, those cases make government worry to the next generation which has much

time out of the school. That is why; having full day school will be able to decrease those crimes by staying longer at school until afternoon. The second reason is prevent doing unproductive or dangerous activities while their parents are working. Full day school will bring a great benefit for parents who are working until afternoon, they cannot control their children at home, they will not know what children do and with whom children talk to (Ellington, 2011).

Although parents provide a servant that will take carefully by the servant, for instance, children watch violence news on television, pornography video, gang fight sinetron, and so forth. If it is not coped with additional time at school, it implicates on less control of parents after school that cause students to be unproductive. Full day school comes as one of the best solution to overcome those problems, improve education quality in Indonesia, and develop students' character. Hopefully, by this program government expects to be able to improve education quality through tightening considerable cooperation or relation between teachers and government, teachers and students, teachers and parents, and teachers and school stakeholders.

Improving school quality in Indonesia is the main purpose of implementing full day school. Students in school with longer time will have better academic achievements (Berthelon, 2016). A research had been conducted by Mustofa shows that implementing full day school is able to improve students' achievement at Man Rengel East Java. It indicates that some of the students who involved in full day school have higher score after joining this, it was said by some informant (Musthofa, 2004). However, a researcher from Greek found that full day school failed to achieve significant pedagogical aims such as the homework completion at school. A number of contradictions and dilemmas emerged in the stakeholders' accounts from their daily involvement in the 'all-day' school (Gkoratsa, 2013). Based on those research, full day school still has contradiction in one another, the findings of each researcher are still debateable.

Rizky (2015) found that full day school still need to be analysed in its implementation. She stated that students are too tired in learning from morning until afternoon. Students have not able to adjust yet themselves in longer time learning. That is why, government needs to make sure to other elements of school such as students, teachers, and stakeholders in implementing that policy. Government should consider its impacts from all aspects that will be able to influence students, teachers' work, and school stakeholder's program at school.

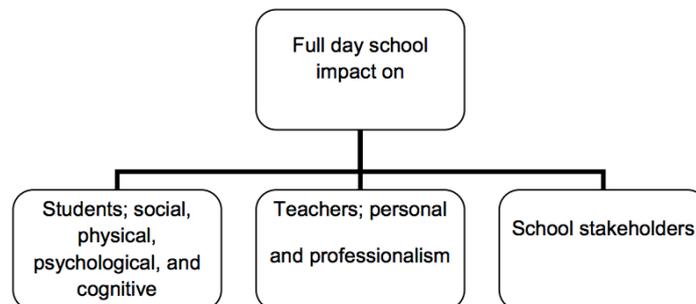
2. METHODOLOGY

Descriptive qualitative methodology was used as the method and content analysis was used to analyse the data. In-depth interview and focus group discussion become methods to gain the data. The purpose of interviewing people is to find out what their their opinion about full day school implementation in Indonesia whether it will give positive or negative effect to all elements in running education at school. In-depth interview is more than just answering the questions. It has aimed to understand the meanings of one's experience. While, Focused group discussion is the interviewee gather in one group to be asked the same question by the interviewer. After conducting in-depth interviews and analyzing the data through some stages. Some findings were found from the interview related to impacts on students, teachers and school stakeholders by implementing full day school in Indonesia.

This research was conducted for seven days at different places from 20th – 26th of August 2017. The first day was on Sunday. The interviewees of this research were 25 consisting of 10 students (4 males and 6 females), 9 teachers (5 males and 4 females), and 6 school stakeholders (4 males and 3 females). Researcher is the instrument in this research. The researcher plays important role in conducting the research because of her position as the main instrument in processing data. Other instruments used to collect the data were interview, tape recorder and note taking. The tape-recorder was used to record the whole information from the participants while note taking to highlight the main points of the interview. By using in depth-interview technique, the researcher hopes to get adequate information about the participants' experiences or opinion about full day school implementation.

3. RESULT

Based on the interview, there were some points found related to impacts on students, teachers, and school stakeholders by implementing full day school in Indonesia. These can be classified into categories related to the impacts on students; social impact, physical impact, psychological impact, and cognitive impact. Impacts on teachers can be classified into personal impact and professionalism impact and Impacts on school stakeholders.



3.1. Impacts On Students

Isolating students from environment Teachers believe that environment is one of the best factors influenced students in increasing their social skill. Environment will teach them how to respect others, how to live the life, how to be a responsible person. In short, environment will lead students to have considerable emotional capability. However, by attending full day school they cannot engage with the environment totally. They will not be able to learn social value or social norm from environment. Thus, children cannot gain the happiness from environment itself. Their childhood will be taken by studying at school. As stated: “Children will be isolated from environment, they will not feel the happiness of being children in enjoying their life, how poor students are now, as if school as their second home” Full day school not only isolate students from surroundings but also from the main environment in life, that is family which has big position in students’ development whether their academic or social perspective.

Especially for working parents, they meet their children only at night, but in that time their children likely have to completion their homework or take rest to prepare tomorrow learning process, as a teacher stated: “Parents are likely have no role in educating their children, seems like parents feel free to leave their children at school in all day” Building Indonesian characteristic can be achieved by conducting a considerable cooperation between all elements in order to form perfect human being. One of the factors that can form children characteristic is parents. Parents can foster or inhibit cognitive development and by extension academic achievement (Bempechet, 1992). James Coleman study showed a stronger correlation between achievement and family background and environment than between achievement and quality of the school. The fact shows that, stay longer at school will cause them to have little time to explore their interest with their peer at the nearest environment, that is home peer, that will lead them to learn much about social life around them, as one student experience:

“I have limit time to play with my friend at home, but i feel happy at school with many friends”

Finally, negative aspects appear in implementing full day school especially in social side. Hence, government should not force school to take family’s function, environment’s role in children’s development, because the norm that has been taught between school and environment might be distinctive. It is likely lead misunderstanding between school norm and environment norm. In their research, Carnes and Albrecht (2007) found that students who involve in full day school give the fantastic result. That is students in a small rural community benefited both academically and developmentally from the extended kindergarten experience. Also, Nastiti (2015) found in her reseach that implementing full day school is able to build children’s characteristics through applying discipline as a habit at school. As a result, full days school also do not neglect social norm. Teachers have provided through other ways in reaching good characteristics for children.

Teachers claim that, full day school has a great benefit particular for working parents until 5.00 pm. In this situation, school is the best place to ensure that their children will get good monitoring, and good control. As stated: "Students who have working parents will be controlled not to do negative things after school, for example, watching pornography, hanging out, and so on" Based on the data above, this program will bring considerable benefit for parents and children. Parents will feel comfortable in the workplace. They will not worry what their children are going to do after school. Then, children who join this program will attain many advantages if they enjoy it.

Teacher will give the best program and facility to enjoy their longer time at school. Also, teacher will supervise them as long as the children stay there by involving in the program. Everyone can imagine that if the children come home after school, then they do not find their parents at home. It is likely cannot be believed that they will do positive things at home while waiting for their parents. Thus, staying longer at school will lead them to do positive things such as having more discussion with friends, playing together, and interacting a lot which will be able to enhance their social emotional skill. Kidron, et al (2014) stated that increased learning time improved the literacy achievement of students performing below standards and the social-emotional skills of students with attention deficit/hyperactivity disorder. Full day school will show positive impact on children-increase social emotional skill which will be able to decrease students' time in thinking inappropriate thing, for instance, watching pornography, hanging out, gang fight, and so fourth. What students' activity at school will be controlled by all elements at school.

Students stay all day at school will encourage them to have more time to discuss with their teachers. Teacher also will involve student to take position in some activities at school not only for improving students' cognitive but also social side. As described by a teacher in Senior high school: "Students have different characteristic and different goals in learning. By this program, i will recognise my students deeper by talking and discussing a lot at school not only when we are in the classroom but also when we are in canteen, mosque of the school, school terrace, and so on" Hence, social environment is able to influence behaviour, growth, and development. Even social environment do not have responsibility to make children become adolescent but it has essential position on learner development (Beni, 2015).

3.2. Impacts On Teachers

Husband or a wife have crucial role in household. Husband has an obligation to earn money more than a wife. Also, a wife has an obligation to make sure that all members in family are taken care well. However, if a husband and a wife are busy at school until afternoon, who will take each obligation that they have? As stated: "I am as a wife feel guilty to leave my son too long at school. As if i am not his mother. He is taken care by his grand mother. I feel so sad when my son can read "bismillah" but the teacher is not me" Another man teacher said: "I miss my wife and my children at home. I just meet them at night although they are in sleep condition. I miss to interact more with them. I wish I can ask my children what happen in their school, but I do not have enough time to do this. I better see them to take rest soon to prepare tomorrow class."

Relationship between parents and children, a wife and a husband will have a far distance by joining full day school. It is caused by their bustle in their daily life. A husband has an obligation to work to fulfil family's need. A wife has an obligation to take care the family. However, it will decrease a wife's obligation by having full day work at school. All of human being have their own role. They have to responsible for the role. The muslim woman is responsible for her home and she will be asked and questioned about what she has done in fulfilling her responsibility and duty in the home, (Hilalee, 2002). Thus, the best place for woman is her home. She has to do her obligation as a wife in a household.

Getting more day off on Saturday Full day school is initiated for five days; Monday, Tuesday, Wednesday, Thursday, and Friday. The rest is weekend (Saturday and Sunday). Even teachers are busy at school in five days, government gives chance to gather with their family in two days, spending their leisure time by going out somewhere to gain memory refresh. As stated: "I support full day school, because I can have one more day off to gather with my family in spending weekend." Different people will have different perspective. A teacher who supports this new policy states that it will give him additional time with family. For instance, when a teacher has

to teach until six days (from Monday to Saturday), the teacher only has one day (Sunday) to gather with his/her family.

Pitubaeva (2014) in her research found that holidays can develop marketing strategy and improve management techniques as well as professionalism. Dealing with teaching and learning process, holidays for teachers can develop their creativity. They will get new energy in teaching. It might cause their spirit will be enhanced. Also, they would be able to provide interest topics based on their experiences during holidays. Holidays is not about going to the beach, swimmingpool, and waterfall but also going to the educational place such as visiting museum, government, zoo, and so fourth.

4. CONCLUSION

Based on those data, the most impact appear in applying full day school in Indonesia is social impact on students. It is connected to the teachers, parents, and stakeholders. They must be in a good cooperation to handle students. Teachers must be a well informant to the parents about students' development. Parents have to be a good informant as well about students' development at home. Also, stakeholders have to be a good provider program that will give great influence to students and teachers. Further, full day school can be implemented if school has good facilities such as considerable human resource (teachers), textbooks, sport equipments as their entertainment after thinking seriously with the subject, and safe environment. As a matter of fact, full day school system needs to be well prepared in order to it is applicable in Indonesia. Achieving the target and the purpose, one of the key is a considerable cooperation between school stakeholders and government in order to learning process at school who applies full day school can be optimal. That is why, all elements must be ready to give the best sacrifice or effort such as material, physic, psychology, and so forth.

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