

# Fullday School Management: Students' Character Building at Lukman Al Hakim Islamic Integrated Elementary School

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## ABSTRACT

The purpose of education is not only to educate students' cognitive intelligence, but also their spiritual, social, and psychomotor intelligence in accordance with the objectives of national education as stipulated in Law No. 20 of 2003 concerning the National Education System. The indicator to that is the widely encountered problems of mis behavior done by elementary-school-age students. This is suspected because the curriculum in general elementary schools is not based on spiritual values, in contrast to the Islamic elementary schools (MI) whose curriculum is based on Islamic spiritual values. This phenomenon makes MI have a strategic role in the effort to shape the character of Indonesian students. This effort has been done by the Integrated Islamic elementary school (MIT) of Lukman Al Hakim in building religious characters from an early age through the full day school program. This study aims to analyzes the model of curriculum management implemented by the full day school program at MIT Lukman Al Hakim. The results showed that: (1) curriculum planning for the full day school program curriculum based on the vision of the school collaboratively among the stakeholders; (2) Organizing the curriculum to the teachers by considering their scientific backgrounds, competences, talents, interests, and teaching experiences; (3) implementing the program according to the scheduled time to ensure the quality of the program; and (4) evaluating the curriculum through the diagnosis of the supporting and inhibiting factors in the implementation process of the full day school program.

**Keywords:** Management, Full Day School, Character, MIT Lukman Al Hakim

## Introduction

Education is not merely defined as a transfer of knowledge and provision of life skills, it is also defined as a transfer of values. Education is not only an academic process that could guide students to reach intellectual intelligence since the cognitive competences lead them to academic achievement (Peng and Kievit, 2018), but also a training process to gain spiritual intelligence. In the perspective of Islamic education, the combination of intellectual and spiritual intelligences possessed by a student can make him *a khalifah fi al-ardh* who gain prosperity and happiness in the world and the hereafter (Ramayulis and Nizar, S., 2009).

Education is currently able to produce intelligent students intellectually, but has not been able to produce intelligent students spiritually. Naturally, students are active participants in their own learning, who interact with their peers and collaborate with each other with flexible access to information and resources (Laura, 2020). However, without noble characters and spirituality, their interaction could result in decadance. The indicator to that is the deviant behaviors done by students, including those of the elementary level, that are still easy to find around us. The cause of the inability of education to

produce spiritually intelligent students is due to the application of the competency-based curriculum that ignores character aspects. To develop Indonesia's human resources, we must start from building their characters, ethics, and good behavior (Suastra, 2017). Understanding students' affective competence can help contextualize the outcomes of participation that occur in active-learning classrooms. Affective measures in active-learning environments can be influenced by axes of identity that are negatively stereotyped, marginalized, or underrepresented (S. M. Aguillon, G.-F. Siegmund, et al. 2020).

As the social and economic needs of society changed, the purposes of the subject in national curriculum changed (Zivile, 2020). The application of the competency-based curriculum that ignores character aspects is because the curriculum has not been formulated based on spiritual values (Wiyani, 2013). Curricula that have not been formulated based on spiritual values are easily found in general schools such as general elementary schools. This is different from the curriculum managed by Islamic Elementary schools (MI). As an Islamic education institution, MI manages its curriculum based on Islamic values. This makes MI has a very strategic role in overcoming students problems related to character in Indonesia.

The Minister of Education and Culture in 2017 discussed the implementation of full day school program for elementary and junior high school students. According to the minister, the full day school program is appropriate to shape students' characters in the mindset of the moral degradation that is being experienced by the Indonesian nation in the era of globalization (Winurini, 2016). The plan was then responded positively by many educational institutions as starting full day school programs. However, there were also negative responses shown by various parties through demonstrations on the basis that the plan could threaten the existence of madrasah diniyah (non formal Islamic education that is usually conducted at after-school period).

Based on the results of preliminary observations, the author found an interesting fact, there was an MI that implemented a full day school program, even long before the full day school discourse discussed by the education minister. The school is called Lukman Al Hakim Islamic Integrated Elementary School. The full day school program is a flagship program at the school that located in the city of Slawi, Tegal Regency. MIT Lukman Al Hakim has implemented a full day school program since 2008 and is the only MI in Tegal district capable of implementing a full day school program.

Two points in favor of moving toward a creative society include people recognizing the limits of traditional approaches and children encouraging the shift away from traditional approaches (Yuan, J., & Bowen, R. 2018). This makes MIT Lukman Al Hakim has a strategic role in shaping the Students characters in Slawi, Tegal regency. Of course, the succession of the Students character building will be more effective and efficient if other MI are also able to manage the full day school curriculum as is being done by MIT Lukman Al Hakim. This means that a model of curriculum management in the full day school program in MI must be found.

This research is conducted to find a new symptom / phenomenon, rule, model, and postulate. The purpose of this study is to find a model of curriculum management in the full day school program at Madrasah Ibtidaiyah (MI) which describes: 1) Curriculum planning for the full day school program at MIT Lukman Al Hakim Slawi, Tegal Regency; 2) The organization of the curriculum at MIT Lukman Al Hakim Slawi,

Tegal Regency; 3) The implementation of the curriculum at MIT Lukman Al Hakim Slawi, Tegal Regency; 4) The evaluation of the curriculum at MIT Lukman Al Hakim Slawi, Tegal Regency; 5) The construct of a curriculum management model in full day school program at MIT Lukman Al Hakim Slawi, Tegal Regency.

## Methods

This research is a descriptive field research with a qualitative approach. The research location is at MIT Lukman Al Hakim Slawi, Tegal Regency. The research informants as data sources include (1) the Principal master of the school, the teachers, the school committee, and the students. (2) events or activities carried out in the full day school program at MIT Lukman Al Hakim.

The data collection techniques used in this study are interviews, observation, and documentation. The data analysis technique used is that following the model of Miles and Huberman, as follows:

- a. Data reduction, namely summarizing, selecting main things, focusing on important things, and looking for patterns and themes of the research data.
- b. Data presentation, namely organizing the data and then arranging them into a systematic pattern.
- c. Data verification, namely drawing conclusions on the data that have been systematically arranged.

## Results and Discussions

### 1. Curriculum planning for the Full Day School Program at MIT Lukman Al Hakim Slawi, Tegal Regency.

Curriculum planning for the full day school program is the first and foremost activity in curriculum management. Curriculum planning is the basis for determining other curriculum management activities, namely organizing, implementing, and evaluating.

The objectives of the full day school program at MIT Lukman Al Hakim are: 1) To provide educational services that are different from the educational services provided by other elementary schools in Slawi. 2) To accommodate the hopes and wishes of the students' guardians, the parents want their children to have broad and deep religious knowledge, and to be prevented from the

bad influences of the surrounding environment; 3) To realize the vision, mission, and objectives of MIT Lukman Al Hakim which focuses on building students' character. Based on the documentation, the vision of the MIT Lukman Al Hakim is "a pioneer of Quality Islamic elementary education", and the missions are 1) to form students who are intelligent, skilled, and devoted to God; 2) to equip the students with life skills that are appropriate for the child's age development; 3) to assist students to pursue the next level of education. The personality competencies in MIT Lukman Al Hakim are 1) religious devotion; 2) emotional maturity; 3) intellectual intelligence and 4) life skills. Meanwhile, the educational objectives of MIT Lukman Al Hakim are 1) to create a noble-characterized Muslim generation; 2) to equip the students with the true faith (*Tarbiyah aqidiyah*); 3) to instill moral/*akhlaqul karimah* to the students (*Tarbiyah Khulukiyah*); 4) to train the students to think critically and intelligently (*Tarbiyah Fikriyah*); 5) to form healthy and strong students (*Tarbiyah Jismiyah*); 6) to create creative, initiative and responsive students (*Tarbiyah Amaliyah*).

The six educational objectives of MIT Lukman Al Hakim are then broken down operationally as follows: a) educating students to become Muslim individuals who are ready to live the life of the world and the hereafter with success and victory; b) training the students with the straightness of aqidah (faith), the nobility of morality, diligently worship, love of helping parents, love of helping others, upholding the value of truth, loving environmental sustainability, actively working and studying, and optimism in life; c) preparing the students to become a Muslim generation who always synergizes faith (*iman*), knowledge ('ilm) and charity ('amal) in all aspects of life as the embodiment of God's servant who is also His kholifah on earth.

The learning activities in the full day school program are formulated based on predetermined educational materials. The learning activities include: 1) Thematic learning activities using the 2013 curriculum; 2) Learning activities for Islamic religion subjects, such as the *Qur'an and hadiths*, *Aqidah and Akhlaq*, *Fiqh*, Islamic History, and Arabic language; 3) Qur'an learning activities, including *tahfidz qur'an* (Qur'an memorization), *muroja'ah* (repetition of the

Qur'an memorization), and *tadarus al-Qur'an* (Quran recitation); 4) Other worship activities, including *istighosah* (mass dzikr), *sholawat* (praising Prophet Muhammad), *dhuhur* prayer in congregation, *dhuhur* prayer in congregation, Friday prayer in congregation, and programmed Islamic lectures; 5) Extracurricular activities to develop students' talents and interests; and 6) Life skill-based learning activities, namely learning English and Information and Communication Technology (ICT).

The learning activities above are relevant to the educational materials in the full day school program. The materials are delivered in active learnings which able to reduce the students' anxiety because it is considered to improve the involvement of the students (Downing, 2020). This is because basically learning activities are derived from educational materials. Based on the results of interviews with the Deputy Principal of Curriculum Affairs of MIT Lukman Al Hakim, it can be seen that in order to measure success or to control the implementation of the full day school program, evaluation techniques are established which include:

- a. Monitoring,
  - b. Supervision, and
  - c. Performance evaluation meeting
2. The Organization of Curriculum of the Full Day School Program at MIT Lukman Al Hakim
- The organization of the full day school program curriculum is carried out to ensure the readiness and at the same time to prepare the stakeholders in the implementation of the program in accordance with the predetermined plan. The curriculum organization is carried out in the following steps:
- a. The socialization of the full day school program, which are done through:
    - 1) Regular meetings with the students' guardians at the beginning and the end of the school year.
    - 2) Madrasah website.
    - 3) Brochures and leaflets of new student admissions.
  - b. The distribution of tasks to teachers to carry out the full day school program
- The task distribution to the teachers is carried out on the basis off the results of teacher self-evaluation, the results of the policy assesment by the foundation, and the assignment requests from the teachers. This task distribution which is done very carefully is essential since teachers are the

most important factor in the success of children's learning in school (Ricardo, 2017). The teachers' role is crucial in imbuing the classroom with a suitable climate for the full-day model of learning. Inside the classrooms, the teachers promote debates, trying to lay the foundations for discussion among students and establishing agreements among them. At the same time, the teachers tried to create participatory classroom environments, where all reasoned and structured points of view of the class members had their place (Moreno et al, 2020). Thus, the in-service teachers need to develop multiple abilities because they are facing multiple educational contexts where they have to know how to communicate effectively with students, especially in the full-day school program (Huilcapi, 2020).

However in principle, all teachers will do the teaching assignments at all levels accompanied by additional assignments. This policy is done to refresh the teachers self-competence and to prevent students from feeling bored. The teachers accept the task distribution with full responsibility and enthusiasm to fulfill their duties and functions as teachers.

The task distribution in the implementation of the full day school program is carried out by: 1) Assigning teachers as homeroom teachers; 2) Assigning teachers as subject teachers; 3) Assigning teachers as extracurricular trainers; and 4) Assigning teachers as picket teachers (picket task is given to all teachers in turn by considering the sessions when they do not teach, a picket teacher is in charge of keeping the school environment). The picket teacher is the one who will accompany the students when participating in and carrying out activities in the full day school program.

#### c. The preparation of full day school program schedules.

The schedule for the daily activities of the full day school program is arranged by conducting a joint deliberation. The parties involved in the preparation of the daily activity schedule are the homeroom teachers, the vice principal of the curriculum affairs, the vice principal of the student affairs, and the principal. The deliberation in the schedule preparation result in a systematically structured schedule so that student learning activities do not collide with each other.

#### d. The socialization of the daily activity schedule of the full day school program.

The socialization of the daily activity schedule is carried out through conferences with the students' guardians held at the beginning of each school year. In addition, this socialization activity is also carried out through meetings between parents and the homeroom teachers. The result of the socialization the schedule is that every party who is involved the full day school program has a reference time for implementing the program activities.

#### 3. Teacher competency development to support the full day school program.

Teacher competency development is conducted through training activities in the internal and external scope. Four conditions that facilitated the work of a teacher community engaged in analyzing student work: (a) tools tailored to the local context, (b) the ability to talk across and within content areas, (c) a scaffolded and supported inquiry approach, and (d) norms and leadership to drive discussions forward (Bastian et al, 2018). Teacher competency development is also carried out through teacher regeneration activities. In addition, teacher competency development is carried out by providing opportunities for teachers to pursue further studies at nearby campuses, such as the Institute of Bhakti Negara Slawi and Panca Bhakti University Tegal. If seen at the educational materials and student learning activities of the full day school program, the development of the teachers at MIT Lukman Al Hakim is more appropriate if it is directed at: a) Mastery of thematic learning designs; b) Mastery of foreign languages, namely Arabic and English; c) Mastery of the use of Information and Communication Technology (ICT) in implementing learning activities; d) Mastery of the ability to read and write Qur'an and worship practice.

#### 4. The implementation of the curriculum of the Full Day School Program at MIT Lukman Al Hakim Slawi, Tegal Regency.

The steps taken in implementing the curriculum of the full day school program at MIT Lukman Al Hakim include:

##### a. Organizing the full day school activities according to the schedule;

From Monday to Friday, the learning starts at 06:30 a.m. and ends at 15:30 p.m. As the initial activity, from 6:30 a.m. to 8:30 a.m. the students participated in the *Dhuha* prayer, *muroja'ah* (*tadarus al-Qur'an*) and *tahfidz al-Qur'an*. After

that, from 08:30 a.m. to 09:05 a.m. the students took part in classroom learning activities. Followed by the first break at 09:05 a.m. to 09:30 a.m. From 9:30 a.m. to 11:50 a.m., the learning activities in classrooms are continued. From 11:50 a.m. to 12:45 p.m. the students have the second break. During this second break, the students performed *Dhuhur* prayer, Friday prayer (on Friday, for male students), *dhikr*, lunch, and free activity. From 12:45 p.m. to 15.30 p.m., the classroom learning activities were resumed accompanied by memorizing daily prayers. The classroom learning activities include thematic learning activities, Islamic religion learning activities, Arabic language learning activities, and life skill-based learning activities (English and ICT). Whereas for Saturdays, the learning starts at 06:30 a.m. and ends at 11:15 a.m. From 06:30 a.m. to 07:30 a.m., the students take part in morning exercises. At 07:30 to 08:00 a.m., students perform the *Dhuha* prayer. From 08:00 a.m. to 11:15 a.m. is the Quran and extracurricular activity. In order to ensure that the implementation of the full day school program can be carried out according to the schedule, a communication is carried out among the vice principal of the curriculum affairs, the principal, the teachers, and coordinators of religious activities. This coordination is carried out formally through briefings, informally during recess, and by utilizing the WhatsApp group of teachers and school staff.

The implementation of the full day school program at MIT Lukman Al Hakim was in accordance with the expectations of the stakeholders with the following indications: 1) The participation of students in every extracurricular activity reached 95%; 2) The target the students Qur'an memorizing which is 50% is achieved; 3) The target of the increase in students number at MIT Lukman Al Hakim every year is achieved.

Meanwhile, based on the interview results with the teachers, the effort made to ensure that the full day school program is meeting the pre-arranged activity schedule is by providing intensive assistance to the students. The teachers must always be present in the mindset of the students' activities. The timely implementation of the activities is the indicator of the program's success in accordance with the stakeholders expectations.

The timely implementation of the full day school program cannot be separated from the discipline shown by both the teachers and the students in participating in every activity. As a result, the schedule makes students accustomed to doing the activities timely.

b. Guaranteeing the quality of the full day school program.

The implementation of the full day school program at MIT Lukman Al Hakim was not carried out carelessly but was arranged in such a way, to ensure that the implementation was of quality. MIT Lukman Al Hakim carries out quality assurance activities for the program. The interviews results with the Principal revealed that the quality assurance activities are carried out by: 1) Proposal for school accreditation by an external party, namely by BAN S/M (School / Madrasah Accreditation Board); 2) Complying with the minimum service standards (SPM) that have been determined by the government.

Meanwhile, the interviews results with the Deputy Principal for the Curriculum Affairs showed that the quality assurance is carried out by monitoring activities. The results of the monitoring are then used as a material to make improvements to these activities. The parties involved in this monitoring activity include the management of the Ulinnuha foundation as the institution that manages the school, the Principal, and the Deputy Principal of the curriculum affairs.

The quality in the implementation of the full day school program is reflected in the satisfaction expressed by the parents. So far, the parents are satisfied with the full day school program. This satisfaction is reflected in the lack of complaints from the parents regarding the implementation of the full day school program. This satisfaction can be created because every activity provided by MIT Lukman Al Hakim to the students is formulated according to the wishes and needs of the parents.

c. Creating a conducive madrasa climate to support the implementation of the full day school program.

The interview results with the Deputy Principal of the curriculum affairs revealed that the efforts made to create a conducive climate in the madrasah to support the implementation of the full day school program are by optimizing the implementation of religious activities by means of habituation.

When the students are accustomed to carrying out activities in accordance with Islamic teachings, a conducive madrasa climate will be created. Accustomed religious activities include *muroja'ah*, *tahfidz Qur'an*, *dhuha* prayer in congregation, *mabit* (staying over) at the *madrasah* every Saturday night, *infaq* and *shodaqoh*, *istighosah*, reading *Surah Yasin* and *Tahlil*, *Dhuhur* prayer in congregation, congregational dhikr, religious lectures, maintaining cleanliness, eating according to Islamic etiquette, and others.

The current situation of MIT Lukman Al Hakim environment has also supported the implementation of the full day school program. The indications include: 1) Low percentage of student tardiness; 2) Students' activeness and enthusiasm in participating in activities organized by the school; 3) Educational facilities and infrastructure that can be used optimally in supporting the activities; 4) Low bullying cases in the school, and the cases can be prevented.

Based on the results of an interview with the Principal, it can be concluded that the school has rules that become rules for the madrasa community. These rules are implemented fairly for every member of the school community. The current state of the school's environment has also supported the implementation of the full day school program. The indications include: 1) There is a working climate for teachers and staff that is full of kinship 2) There is no social inequality presentation among the students; 3) There is an awareness among school members to obey the rules.

The results of interviews with the teachers showed that the efforts made to create a conducive school climate to support the implementation of the full day school program was by formulating rules for all members of the school community. These rules must be obeyed by all members without exception. Teachers are expected to comply with these rules so that they can be role models for their students.

So far, the condition of the school's environment has also supported the implementation of the full day school program. The indicators are: 1) When the students enter the school environment, their mindset changes, from a play mindset to a learning mindset, because the teachers set up each place in the school with educational nuances, such as putting up posters inviting them to always learn

and behave positively, create a reading corner, and others; 2) The number of violations of the school's rules is relatively small; 3) Low bullying cases, both verbally and physically; 4) There is no visible social inequality between the students from the upper middle class and those from the middle to lower class, they live and learn together in an egalitarian learning climate.

Based on the observation, it is known that basically the conducive school climate at MIT Lukman Al Hakim does not form by itself, this climate is formed by four things, namely: 1) There is compliance of all members of the school community including the teachers, administrative staff, and the students with the rules regulated by the school management. 2) There is a discipline culture that is shown by all school members. 3) There is an example from the Principal for the teachers and the administrative staff at work. 4) Examples of the teachers and the staff for the students in carrying out the learning activities.

Modeling is one of the strategic efforts made by the Principals, teachers, and staff in creating a conducive climate for the school. With this example, students are willing to participate in every learning activity. The Principal, teachers, and staff also always view the students and the guardians from a positive perspective.

d. Giving attention to the students in participating in the full day school program.

Based on the interview results with the Principal, giving attention is done by optimizing the role of the picket teacher as the students' companion in doing the activities at school, also by optimizing the role of the homeroom teachers as counselors for the students. The effect of giving attention to the students is that when there is a guidance and mentoring session, the students feel the presence of the teachers, students also feel that their activities are valued. This raises their motivation. Meanwhile, based on the interviews results, with the vice principal of the curriculum affairs, giving attention to the students is done by giving thorough attention, from controlling their activeness in activities to controlling their lunch boxes.

The students have high enthusiasm when they get assistance from the teachers. The effect of paying attention to the students is that their enthusiasm for learning is renewed. As a result, their behavior becomes easier to control.

Then, based on the interview results with the teachers, the teachers also give attention to the students when they accompany them in every activity. The presence of the teacher makes them excited in participating in every activity. The effect of paying attention to the students is that the enthusiasm possessed by the students makes them not feel burdened by the busy activities of the full day school program.

e. Being responsive to the needs of the students and parents related to the implementation of the full day school program.

The interview results with the Principal revealed that the needs of the students and parents in implementing the full day school program were the facilities and infrastructure, the consumption and learning equipment, and other needs. The school management fulfills these needs by relocating the school canteen. The canteen was moved to another corner of the school, while the place that used to function as a canteen was renovated into classrooms. Apart from that, the school cooperative was also developed for the school's community.

Meanwhile, based on the interview results with the Deputy Principal of the Curriculum Affairs, the needs of the students and parents in implementing the full day school program include facilities and infrastructure for learning and worship, as well as to purchase the learning needs of the students.

The school fulfills these needs by collaborating with the foundation, school committees, and community to provide educational facilities and infrastructure. The school realizes that its capacity as a private Islamic institution is limited, so they must be good at collaborating with other parties in its procurement.

Meanwhile, based on the interviews with the teachers, the needs of the students and parents in implementing the full day school program are fulfilling their hopes and expectation. Meanwhile, the students need is on their ease of buying supplies and learning needs.

The school fulfills these needs by accommodating the expectation of the students' guardians, then discussing it with the school management, then realize it. The expectations of the guardians include optimizing *murojaah* and *Qur'an* memorizing accompaniment, more extracurricular activities, and mentoring and coaching the students in the classroom. The school

management has provided a school cooperatives (store) to meet the needs of the students. Responsiveness to the needs of the students and parents related to the implementation of the full day school program reflects the concern of the teachers for the students. This concern is a positive attitude that arises from the teacher's positive view of the students.

The teachers' positive attitude and outlook towards the students will make students also see the teachers with a positive perspective. When this has happened, it will be very easy for the teachers to control and direct the students to participate in every learning activity held in the full day school program.

## 5. Curriculum Evaluation of the Full Day School Program at MIT Lukman Al Hakim Slawi, Tegal Regency

The evaluation that is carried out involves the teacher. It is useful for improving the teaching, the students' achievement and daily school life (Agneta, 2016). These engaging students and communities in developing assessment tools; assessing teacher impact on students' full potential. and using alternative terms for teacher assessment such as "teaching and learning collective" or "teacher and student development" to drive efforts for collaboration and support (Richmond et al, 2019).

The curriculum evaluation in the full day school program at MIT Lukman Al Hakim is done through:

a. Diagnosing the supporting factors in the implementation of the full day school program.

The supporting factors in the implementation of the full day school program at MIT Lukman Al Hakim are internal and external. The supporting factors in the internal scope come from the professional attitude of the teachers at work and the positive attitude of the students in learning. While the supporting factors in the external scope come from the attitude of the parents or guardians of the students who fully support the implementation of the full day school program both morally and materially. A combination of these two cultures allows the schools to strike a good balance between centralization and decentralization by creating a situation through the setting of common aims, which regulates the activities of the employees; this reduces the need for external control and direction (Salumaa, 2007).

b. Diagnosing the inhibiting factors in the implementation of the full day school program. Basically, the inhibiting factors in the implementation of the full day school program at MIT Lukman Al Hakim are the lack of classrooms as learning spaces for the students, the limited number of picket teachers, and the limited ability of the teachers to read and write Qur'an. Thus it can be said that these limitations fall within the scope of limited resources. Of course, this limited resource can be improved by developing resources at the school.

c. Designing improvement efforts in the full day school program.

The efforts made to overcome the inhibiting factors include: 1) The management of MIT Lukman Al Hakim is relocating the school canteen. The canteen will be moved to the west side of the school, then the place that was used for the canteen will be reconstructed to build three classrooms; 2) the Management of MIT Lukman Al Hakim asked the teachers to do ice breaking in the middle of the learning activities to refresh the mental state of the students. The management of MIT Lukman Al Hakim also provides a medical room to rest for ill students; 3) All school members carry out *Dhuhur* prayer in congregation and continue with dhikr together so that at that hour no student leaves the school building and sees other elementary school students returning home.

According to the Principal, the improvement effort was carried out by establishing cooperation between the school, the foundation, and school committees, as well as cooperation between homeroom teachers and picket teachers.

d. Formulating future activities for the full day school programs.

The formulation of future improvements to the full day school program focuses on efforts to design a curriculum that accommodates the development of spiritual intelligence (SQ), emotional intelligence (EQ), and intellectual intelligence (IQ). This is done to produce students who excel not only in academics, but also in non-academic fields. At the school level, School entry skills were mostly found to have indirect impacts on School average scores in science through increasing School emphasis on academic success (Chen et al, 2020). The achievement of these two areas of achievement has relevance to the achievement of the vision, mission, and objectives

of MIT Lukman Al Hakim. The formula for improving the full day school program above must be used as the basis for formulating the curriculum for the full day school program in the 2019/2020 school year at MIT Lukman Al Hakim.

## Conclusion

The management of the full day school program curriculum at MIT Lukman Al Hakim is conducted through:

1. Curriculum planning for the full day school program. This step is done through the following activities:

a. The formulation of the full day school program implementation policies. This policy is used as an operational basis for implementing the full day school program at MIT Lukman AL Hakim for both the internal and external parties, such as student guardians, school committees, school supervisors, and other parties.

b. The formulation of the full day school program objectives. The objectives in implementing the full day school program are formulated collaboratively among the stakeholders based on the vision of the school. This is done to ensure that the program to be implemented leads to the achievement of the school's vision. This is to ensure that there is relevance between the objectives of the full day school program and the vision of the school.

c. The materials in the full day school program at MIT Lukman Al Hakim aim to optimize the spiritual intelligence (SQ), emotional intelligence (EQ), and intellectual intelligence (IQ)

d. The formulation of students learning activities in the full day school program. The students learning activities in the full day school program are conducted not only inside the classroom, but also outside the classroom to avoid boredom. Besides, places of worship must also be fully utilized to carry out religious activities. All learning activities must lead to non-academic achievement and academic achievement to balance SQ, EQ, and IQ

e. The procurement of the supporting facilities and infrastructure in the implementation of the full day school program. This activity should be done in collaboration with the school committee. This is done to get moral and material supports from the parents and the community. However, in this case, the school management must have the initiative to make the school committee as the party that

controls their performance in providing the facilities and infrastructure needed to implement the full day school program

2. Organizing the full day school program curriculum. This step is done through the following activities:

a. The socialization of the full day school program. The full day school program socialization is conducted to communicate and coordinate with stakeholders in implementing the program. Besides, the socialization is done to equalize perceptions between parties in implementing the full day school program.

b. The distribution of tasks to the teachers in the implementation of the full day school program. The task distribution is carried out by considering the teachers' scientific background, competence, talent and interest, and teaching experience.

c. The preparation of full day school program schedules. The schedule for the full day school program is compiled jointly by the school management and the teachers. This is done so that there is synchronization between the scheduled activities.

d. The socialization of the full day school program schedule. This effort is made so that every stakeholder in the implementation of the program has the readiness and anticipation associated with the implementation of activities as scheduled.

e. The teachers competency development to support the full day school program. The teachers competency development is carried out to support the teachers technically and morally in the implementation of the full day school program.

3. Implementing the full day school program curriculum. This step is conducted through the following activities:

a. Organizing a full day school program according to the schedule. In order to for the full day school program at MIT Lukman Al Hakim to be carried out according to the schedule that has been prepared and socialized, intensive mentoring activities are done by the teachers for the students in every activity. A monitoring activity is also carried out by the school management to the teachers in performing their duties e.i. accompanying the students.

b. Guaranteeing the quality of the full day school program. The quality assurance is performed to ensure that the implementation of the full day school program at MIT Lukman Al Hakim can

meet the wishes and needs of the students and parents as education customers.

c. Creating a conducive school climate to support the implementation of the full day school program. A conducive school climate results from the enforcement of fair rules or regulations. This will create discipline in the school community. These rules must be obeyed by all school community members. The compliance with the rules by the school management, teachers and staff can lead to exemplary action. All off those attitudes can support the smooth implementation of the full day school program.

d. Giving attention to the students participating in the full day school program. The attention to the students is given by providing optimal assistance to each student when they carry out various activities in the full day school program. The implication of this is that the learning motivation of each student can grow and develop, and this can support the successful implementation of the full day school program.

e. Being responsive to the needs of the students and parents related to the implementation of the full day school program. The responsiveness of the school management, teacher and staff to the needs of the students and parents is a form of their concern for the students and parents as education customers at the school. The attention was generated from a positive perspective possessed by the teachers towards the students and parents. Attention will result in responsiveness, and the responsiveness to the students and parents will generate positive responses from the students and parents related to the various activities carried out in the full day school program.

4. Evaluating the full day school program curriculum. This step is carried out through the following activities:

a. Diagnosing the supporting factors in the implementation of the full day school program. The diagnosis process can be done by discussing the monitoring and supervision results. The purpose of this diagnosis is to obtain a description regarding the success of the school in implementing the full day school program. In the future, these supporting factors must be maintained and even developed in order to achieve more success.

b. Diagnosing the inhibiting factors in the implementation of the full day school program. The diagnosis process of the inhibiting factors is

done using the monitoring and supervision techniques. Based on the inhibiting factors found in the implementation of the full day school program, the causes then are sought. This effort can be made through the activities of the teacher performance evaluation meetings.

c. Designing improvement efforts in the full day school program. The efforts to improve the full day school program are carried out based on the assessment results on the causes of the inhibiting factors that have been detected at the teacher performance evaluation meetings. In order to realize these improvement efforts, the efforts are included in the work program of the school's management and supported by the availability of a budget in the School's Budget and Expenditure Plan (RAPBM) for the following academic year.  
d. Formulating the further plan for the full day school program. The formulation of the further plans is conducted to redesign the full day school program curriculum so that the design will be better for the following school year.

## Recommendation

Based on the inhibiting factors found in the results of the study, the author provides the following recommendations:

1. The Principal of MIT Lukman Al Hakim is to make a policy for the implementation of the full day school program.
2. Incorporating the implementation of the full day school program into the mission of MIT Lukman Al Hakim.
3. Recruiting new teachers to increase the number of human resources.
4. Implementing *tahfidz Qur'an* program for teachers so that they are ready to become facilitators in implementing the *Tahfidz Qur'an* program.
5. Carrying out training in Qur'an reading and writing and worship practice so that the teachers have readiness to become facilitators in the religious activities.

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