

Challenges and Commitments to Implementation of Full-Day School in Banjarmasin

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Abstract-*This study focuses on the description of the challenges and implementation of full-day schools in Banjarmasin, then a description of the commitment and implementation of long-term full-day school in Banjarmasin. The challenges and commitments to implement a full-day school in Banjarmasin cover: SD IT Al-Firdaus Banjarmasin, SMPN 6 Banjarmasin, SMAN 5 Banjarmasin, SMA Muhammadiyah 2 Banjarmasin, and Al-Mazaya Boarding School Banjarmasin. Changes to the policy through Joko Widodo's instruction and Minister of Education and Culture's Statement that the implementation of the full-day school is no longer a must to implement for schools that adopt the 2013 Curriculum or Curriculum with strengthening character education. The full-day school policy is still considered a trial stage, it has not been maximally implemented, even though the dissemination has been carried out in stages. Pros and cons of full-day school education policy and character education strengthening. However, the changes to full-day school's policy, the challenges of both pros & cons of the community do not affect the implementation of full-day school in 5 (Five) schools Banjarmasin and committed to implementing full-day school practices and strengthening character education effectively in the Long Term (Next 5 Years). This study used methodology qualitative descriptive analysis, with samples of 5 (Five) schools in Banjarmasin, involve 2 public schools and 3 religion-based private schools, also involving students in the data collection process (questionnaire, observation, documentation, and interview).*

Keywords: *Education Practice, Full Day School.*

I. INTRODUCTION

An aspect of education is the most important aspect in shaping the character of the nation. By measuring the quality of education, then we can see the actual portrait of the nation because of the aspect of education in determining the future of a person, whether he can give something to be proud of the nation and to restore the national identity or vice versa. National character does not happen by itself, but must be created, trained, and managed gradually. The formation of a national character is a shared responsibility, teachers, tutors and all components of the nation to commit to establish, build and maintain it.

Some of this month, the education we are preoccupied with the pros and cons debated the application of full-day school as a form of implementation of the program of strengthening character education. This program is one of the programs initiated Nawa-Cita mental revolution by Jokowi-JK government. In the education sector efforts to strengthen its realization with character education (hereinafter arguably strengthening character education) which is packed with a full day school system. To strengthen this new policy, the government then issued Regulation No. 87 the Year 2017.

The contents of Peppermint on the first chapter read among others: first, strengthening of Character Education, hereinafter abbreviated as strengthening character education is education movement under the responsibility of the educational unit to strengthen the character of the students through the harmonization through the heart, though the flavor, though the thought, and sports activities with the involvement and cooperation between the education unit, families, and communities as part of the National Movement for Mental Revolution (GNRM). Second, Formal education is a structured educational path and tiered consisting of basic education and secondary education. Third, Non-formal Education is the path of education outside formal education to be structured and tiered. Fourth, Informal Education is the path of family education and the environment.

Chewing on a cursory explanation of the first chapter there is no requirement for schools to provide education to 8 hours every day and schooling activity carried out from Monday to Friday. This means that the strengthening character education program as a form of implementation of the national movement mental revolution era Jokowi-JK government for education does not have to change the management of schooling that initially children 6 days at school to 5. Schools have the freedom to choose between 5 or 6 days, as long as the primary purpose of the implementation of the CO can be achieved. Matter whether the school will be six days or five days of technical affairs of the school, not the business of the Ministry of Education and

Culture. Therefore, even though for nearly two decades in the public schools there six days and there are five school days, it does not pose the pros and cons as essentially school-based management (SBM), so there is no uniformity. Schools that were suitable for applying the concept of FDS are welcome, but will continue to implement the six-day school are also welcome. Similarly, the area, some areas carry out five days of school, such as Jakarta, but the majority of regions still choose to implement six working days.

In essence, the concept of full-day school and a five-day school is not new. Since the 1998 reform, many schools have applied. Step number of schools were included in the category of school-based management (SBM). Given the school who knew more about the condition of the school, the school was given the freedom to take a technical policy for their schools. The school's policy to have a strong legal foundation, there is the National Education Law No. 20/2003 Article 51 paragraph (1): "The management unit for early childhood education, elementary education, and secondary education is implemented based on minimum service standards and principles-based management school/madrasah".

Other than that, the concept of the full-day school is originated from the need and the high mobility of society so then came to the new educational concept called full-day school (Basuki, 2007). The concept of the full-day school is different from regular schools in general or half-day school. Half-day school is a school half a day, from morning until noon. Full-day school is a school during the day or the learning process is carried out starting from 6:45 to 15:00 with a break every two hours (Baharudin, 2010: 221). This work is done for the programs of value investment carried out by the national character of the school, of course, with consideration of the cost, human resources, facilities, and programs mature.

Other than that, before the issuance of Regulation No. 87 In 2017 the formation of the child's personality with the planting of a positive value is set in the manual implementation of character education issued by the Ministry of Education through the Research and Development Center for Curriculum. Starting the school year 2011 there was a 18-character value that should be emphasized in the educational process in this country, including religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, love of country, respect for the achievements, friends / communicative, love peace, love reading, environmental care, social care, and responsibility. This personality formation carried out starting from elementary schools to high schools according to the needs and development of children.

The fundamental reasons regarding the planting portion Hurlock character values because according to the school is a decisive factor for the development of the child's personality. At about 7 years of age, the child will go to basic education (Joseph, 2007: 54). Planting values and the formation of good character from an early age is expected to print a superior nation younger generation, so was born an individual who is not only clever but also a good character. Sadulloh (2011: 197) states that real education in schools will also affect the formation of the pattern of behavior.

Elementary school as primary education is expected to educate children with good character and personality as mandated by law and not only focused on knowledge. Steven Levy (2012: 36) states that education is an education that imparts character and develops a noble character to the students, so that they have a noble character, implement and put into practice in their lives. The same opinion was stated Doni Koesoema A. (2007: 115) says that character education is becoming increasingly urgent to be implemented in educational institutions, given the wide range of non-educational behavior practiced lively young generation.

So great role Elementary School as an initial stage in educating children as it will serve as a foundation to continue to pursue higher education and life more complex. Schools are expected to create graduates not only excel academically but have good manners and personality suit the ideals and goals of national education. Besides that, the school is expected to develop a caring attitude of students, practicing moral discipline, builds the heart-tugging and more positive attitude. According to Suharjo (2006: 4) Primary School has a vision that is as educational institutions who excel in academic and non-academic development, as well as care for the environment and independence of students that is based on faith and piety.

It certainly must have the support of all stakeholders. This means that all components of the school community from teachers, students, educators, school committees and parents to support in total. Because after a parent is the first moral teacher for the child or the parent's religious expression as Al-Ummu Awwalul Madrasah. Mother is the first school is an expression of a very precise and beautiful to explain the importance and urgency of a mother's role in educating children. Start the child in the mother's womb a fetus and then out of the mother's womb in the weak and helpless condition, and in the early years of life in the family. The family as the first neighborhood encountered by children who will affect the growth and development of children's character. Families become a major educational resource for children,

Starting from the above presentation, it seems very interesting when studied in depth the new policy regarding the implementation of a character education program (PPK) and Restoration Schools known as 'full-day school'. The study, which means that the mapping readiness of schools both in human resources,

infrastructure, programs, finances, and other demands to hold a full-day school. On this occasion, the researcher is mapping conducted for Junior High School (SMP) in the entire city of Banjarmasin.

II. METHOD

This study Applies a descriptive-qualitative research approach by analyzing the data sources that are factual. The main purpose of qualitative research is to understand social phenomena by focusing more on the complete picture of the phenomenon being studied than to describe it into interrelated variables. The purpose of this method is to Obtain a deep understanding of social phenomena to subsequently produce a theory. There are at least eight types of qualitative research, such as ethnography, case studies, a study of documents/texts, natural observation, focused interviews, phenomenology, grounded theory, and historical studies. In this study, the researcher using a qualitative type of case study research. Case studies are in-depth research on individuals, one group, one organization, one program activity, and so on at A Certain time. The goal is to obtain a complete picture and an in-depth description of an entity. Case studies produce the data for further analysis to produce a theory. As the procedure for Obtaining qualitative research data, the case study the data were obtained from interviews, observations, and documentation. Case studies can be used to examine the urban school phenomenon regarding the implementation of the FDS education system in Banjarmasin.

The objects of research taken by random sampling techniques from Schools that have been implemented a the FDS education system in Banjarmasin school, such as SD IT Al-Firdaus Banjarmasin, SMPN 6 Banjarmasin, SMAN 5 Banjarmasin, SMA Muhammadiyah 2 Banjarmasin, and Al-Mazaya Boarding School Banjarmasin. The research subject was taken by random sampling techniques from the Headmaster or vice Headmaster, teachers, and students. Based on the chosen research approach and the models as well as the situation and conditions of the field that were used as objects in the study, the research method used was descriptive-qualitative analysis, the Data collection methods used were observation, interview guidelines, and questionnaires involving students. After the preliminary study of data or needs analysis is Obtained through interview techniques, documentation,

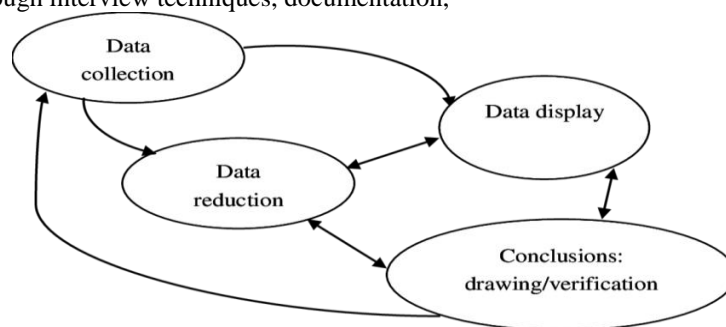


Figure 1. model of data analysis

After facing Several criticisms, the government finally canceled the planned implementation of five school days or commonly called FDS. According to experts, the implementation of this program can't be done Nationally step-by-step in a long-term way. Based on the researcher's reported urban school in Banjarmasin there is still a school that carries out the FDS education system, such as Al-Firdaus IT SD, SMP 6, SMAN 5, SMA Muhammadiyah 2, and Al-Mazaya Boarding School Banjarmasin. Otherwise, after the Ministry of Education and Culture Regulation Number 23 of 2017 concerning Five School Days was canceled, President Jokowi reportedly will issue a separate presidential regulation concerning this matter. The certainty of the cancellation was delivered by the Chairman of the Indonesian Ulema Council (MUI) Ma 'Ruf Amin at the Presidential Office on Monday, June 19, 2017. The vice was invited by the president and Minister of Education and Culture, Muhadjir Effendy, to discuss the polemic policy. "The president will conduct a restructuring and increase of its regulation from the Ministerial Regulation to the Presidential Regulation," said Ma'Ruf in Jakarta. The president, said Ma'Ruf, will discuss further the five-day school plan with educational institutions and mass organizations.

In the implementation of the Program for Character Education and a full-day school, the school is able to implement realign academic programs such as: training for teachers, scheduling courses, learning strategies, facilities and infrastructure, deepening of the material, the development and cultivation of religious values and national values in both the intra and extra school activities. Based on interviews, document analysis results, and the observation of the researchers did against schools that organize the strengthening character education and Full Day School in principle have different experiences and backgrounds. There are schools that ready to implement, there are half-hearted and some are forced by the government to force the school organizes strengthening character education and full-day school. These conditions are influenced by background and school conditions. Schools that have good human resources, enough experience in developing school programs, adequate infrastructure, adequate funding and support

from the school committee and parents must be ready to carry out all-round schools have limitations in all aspects.

Such conditions can be seen from the results of the data SMPN 6 Banjarmasin and Al-Mazaya Boarding School. Both schools before the strengthening character education program and the first Full Day School has developed a character education program to strengthen both the intra and extra curriculum activities. Even the two schools develop programs hidden curriculum related to the cultivation of religious values and the value of nationality. The success of these two schools in implementing the strengthening character education and Full day school is inseparable their support from various aspects as described above.

IV. DISCUSSION

Unlike the SMPN 6 and Al-Mazaya Boarding School, SMAN 5 Banjarmasin as one of the schools also earns the trust of the government to implement the full-day school in less than optimal realization. This school lacks sufficient experience like both schools. So Pula is the case with school facilities, funding and support from parents, minimalist helped less optimal implementation of the PK and a full-day school at the school. Before the government instructed the PK to implemented school and full-day school, the government must first conduct training and outreach to the targeted schools. The aim is that the implementation of PK and Full day of school can be run according to the purpose. From the results of the data in the field, there are some efforts by the government and schools before implemented PK and Full day school, among others:

First, the government provides socialization to schools either directly, face to face or through discussion forums facilitated by the government in the education department and district town. Second, schools facilitated by the government conducted training for teachers regarding the development of the character education program. The training materials include programming PPK, PPK program implementation, evaluation and assessment of the strengthening character education. Third, in addition to preparing the budget based on the needs of the program, the school also takes stock of infrastructure and learning resources that can be used to develop and implement the program. Fourth, the meeting with the school committee, stakeholders and parents.

When such efforts are performing well, then the school embodies the strengthening character education program and full-day school. Being strengthening character education implementation and full-day school every school course varies. It is tailored to the experience, ability, and school conditions while remaining grounded in Regulation No. 87 the Year 2017 which requires students one day at school. This condition can be seen from the program developed by SMPN 6 Banjarmasin. strengthening character education and full-day school in SMPN 6 integrated from the activity, intra, extra and co-curricular activities. For one of the extracurricular activities program developed strengthening the program of religious learning. The program is at the level of technical held every Tuesday.

On the other hand, regarding the phenomenon of hoaxes and hate speech are mushrooming social media, perpetrators, and masterminds of mostly young people young who are in search of identity and victims most children were in junior high school, school programs equip students with literacy movement. This movement is carried out every day at the beginning of learning. Teachers provide insight and understanding of literacy to students for 15 minutes every day. This movement aims for common sense people are all rejecting the existence of information that is a hoax, pitting, and speech of hatred that produced and distributed so massive. For the younger generation to be involved in counteracting and preventing the growth of the phenomenon of hoaxes and hate speech.

To realize the strengthening character education program and full-day school as above, schools are not alone. They involve all elements of the school community from teachers, educators, school security guards, and school gardens. Parents of students every day to pick up and deliver students are also involved in the implementation of the program. These efforts are made to ensure effective implementation of the program and to realize the purpose of implementation of the CO and full-day school. Of course, besides the support of various parties, the teacher's role is dominant to ensure the success of the program. The teachers are required to better understand the strengthening character education program and full-day school. From planning, implementation, and evaluation. The findings in the field show that schools strive full-day school organizers plan to learn to develop and manage to learn in a full day school system well. It is evident from the structure developed curriculum, timetable set, the learning device composed of teachers in the form of porta, promissory notes, syllabi, lesson plans, assessments and remedial everything in the spirit of realizing the vision and mission of the school and the creation of strengthening character education and full-day school in accordance Regulation No. 87 Year 2017.

Unlike the schools that implement the strengthening character education and full-day school, SMA Muhammadiyah 2 Banjarmasin and SDIT Al-Firdaus has not been taking part in the program section. Both schools thought that the strengthening character education program and full-day school is not suitable to be applied in both schools. One of the fundamental reasons concerning the culture and background of students

who come from the lower economic class. Those students in addition to his daily routine in school, they also have a habit of helping parents provide for the needs of everyday life. If they had to stop to help parents earn a living because of strengthening character education and full-day school, the revenue and income of family life will be reduced. When family income is reduced, of course, the necessities of life for tomorrow as clothing, board, food and the need for tough school fees are met. This is the fundamental reason yet PPK program implementation and full-day school at the two schools. In addition to classic reasons like lack of infrastructure, lack of budget, lack of human resources, and lack of support from the committee and parents.

The limitation does not mean necessarily nil school character education program. From the results of research in the field, both schools have had a character education program. These efforts can be seen from the example of school activities in the morning. Before learning activity starts, the school program the students to read, study and assess the religious scriptures each. For the Muslims in the day and every day required prayers and take turns delivering culture. These are among some of the character education programs in schools that have not implemented the strengthening character education program and full-day school.

The PPK program is a good policy for the government. All the schools that are not yet implemented and have the same opinion. All schools emit a tone and the same rhythm that the strengthening character education program one kind of government policy for the school. However, the policy of strengthening character education and full-day school requires other policies, as well as policies of economic prosperity, educational equity, and improving the quality of teachers to the strengthening character education program and a full day of school, can be done well. If not, then the strengthening character education program and full-day school is not unlike the programs and policies of previous governments were only good at a conceptual level only, while at the technical level difficult to be realized

V. CONCLUSION

The challenges FDS practitioner's education system in Banjarmasin schools is still effective, specifically at SDIT Al-Firdaus Banjarmasin, SMPN 6 Banjarmasin, SMAN 5 Banjarmasin, SMA Muhammadiyah 2 Banjarmasin, and Al-Mazaya Boarding School Banjarmasin, even though the government releases that not mandatory to implement an FDS education system. Implementation of Strengthening Character Education and full-day school is as follows: (1) The learning activities require learners to be at school from the early morning until late afternoon (full day school) (2) Values are taught in schools in organizing the PPK program and full-day school is: religious values, honesty, tolerance, discipline, self, love of the homeland, care for the environment, and responsibility (3) Payload local curriculum is mandatory, additional lessons, extracurricular compulsory.

Supporting factors for school organizes full-day school is (1) Human Resources (2) infrastructure (3) of sufficient funding (4) support committee, parents, and the good cooperation between the school and parents (5) varied activities (6) Achievement, especially in the religious field. Inhibiting factors that prevent the implementation of Strengthening Character Education and a full day of school in junior high school who has not held a full day School is (a) Non-restricted (b) Sources of funds (c) Program (d) Human Resources (e) the facilities and infrastructure in the form of instructional media and (f) family factors. Anyhow Full Day School Policy Changes, Challenges Both pros & cons of do not Affect Society of Full Day School at 5 (five) School in Banjarmasin, and Committed to Implementing Full-day School Practices and Strengthening Character Education Effectively in the Long Term (Next 5 Years).

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