

An Evaluation of the Implementation of Full Day School at Junior High School Negeri 1 Gorontalo City

by Arwildayanto Arwildayanto

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An Evaluation of the Implementation of Full Day School at Junior High School Negeri 1 Gorontalo City**Arwildayanto¹, Abd. Kadim Masaong², and Fauzia Umar^{3(*)}**¹Dep. of Management Education, FIP Universitas Negeri Gorontalo, Indonesia,²Dep. of Management Education, FIP Universitas Negeri Gorontalo, Indonesia,³Dep. of Management Education, FIP Universitas Negeri Gorontalo, Indonesia,(*) (e-mail) arwildayanto@ung.ac.id**Abstract**

The study was aimed at investigating the antecedents, transaction, and outcomes component of the implementation of full day school at Junior High School (SMP) Negeri 1 Gorontalo City. This was an evaluation study with Stake Countenance Model. The techniques of data collection were an interview, observation, questionnaire, and documentation study. Data analysis was qualitative descriptive analysis. Finding, 1) the average score of antecedents evaluation result in the implementation of full day school was 88,73% in excellent criteria, 2) the average score of transaction evaluation result in the implementation of full day school was 89,28% in excellent criteria, 3) the average score of outcomes evaluation result in the implementation of full day school was 89,77% in excellent criteria. Recommended, 1) SMP Negeri 1 Gorontalo City should improve the quality of the implementation of the full day school program such as required supporting facilities, 2) the school that had implemented the full day school program should prepare careful planning then, assessing and measuring the design and implementation as well as goals and benefit of the program.

Keywords: evaluation, full day school**Introduction**

Educational institutions choose industries that can produce the next generation in developing talents and abilities that are supported optimally. Therefore, various policies have been carried out by the government, both in the form of increasing curriculum in schools, increasing the education budget, developing educational resources, completing educational facilities and infrastructure, including the implementation of full-day school policies (Dias, 2016). Full day school policy in Indonesia is regulated through Government Regulation No. 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers and strengthened by Minister of Education and Culture Regulation Number 23 Year 2017 about School Day (Kemendikbud, 2017). Meanwhile, the considerations that underlie the government implement full day school to equalize teacher work time with other State Civil Servants. Where the teacher's workload was previously measured on the basis of the amount of teaching, which is at least 24 hours face to face. Now there are 37.5 hours per week, meaning that the teacher can rest about 40 hours per week (DisdikJabar, 2017).

The Full day school model in Indonesia also adopted a full day school that had been implemented in the United States since 1980 from kindergarten to high school. The study conducted by the 2015 Inter-American Development Bank in the United States concluded that there were positive and negative impacts of the full day school model (Bruns, & Luque, 2014). The positive impact of full day school, students can explore the subject matter, avoid the risk of not going up to class, explore more potential talented students, reduce the number of early marriages and the number of students dropping out, reduce parents' anxiety until late afternoon, students closer to friends and teachers, students can do assignments in school and available time to consult with teachers (Bellei, 2009). Whereas the negative impact of full day school; parents requires greater costs, school operational

costs and student needs, student breaks are reduced, teachers are tired of staying longer in school (Ainun, 2016).

The full day school implementation is based on the fact that more mothers have children under 6 years old and also work outside the home. The implementation of full day school in Indonesia is not easy, many influencing factors such as culture, habits, economy and readiness of educational facilities and infrastructure of Gorontalo Province certainly face similar things in preparation, implementation and follow-up, which were met at one of the full day school testing schools; SMP Negeri 1 and Elementary School (SD) Negeri 30 Gorontalo City. In this limited opportunity the researcher conducted an evaluation of the implementation of full day school in SMP Negeri 1 Gorontalo City.

Theoretical study

Full day school is a policy that gives authority to the school, some of its time is used for learning programs that are informal, not rigid, fun for students and require creativity and innovation from the teacher (Basuki, 2013). Serving students for a full day, ie from 8:00 a.m. to 3:00 p.m. (Sulistyaningsih, 2008), all children's activities at school, from learning, eating, playing and worship, is packaged in the education system (Molnar, 2018). Characteristics of Full day school, have the same core curriculum as school in general, have local curricula such as regional languages, leadership, environmentally friendly education (green education), namely learning activities that are centered on nature (Nanda and Mudzakkir, 2013). Other characteristics full day school system dialogic teaching methods emancipatory, offers teaching that positions students as the dominant subject in learning. The teacher as a facilitator and provides stimuli for students to study subjects and deepen themselves will foster a culture of discussion and dialogue that does not become saturated (Oktamiati and Putri, 2013).

Full day school implementation is an alternative of many models to overcome various educational problems, both in achievement and in moral or moral matters (Taylor, 2010). This is in line with the mandate of Law No. 20 of 2003 concerning Article 3 of the National Education System, that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation. The goal is to develop the most important quality education, efforts to foster students' faith and morals and instill positive values. Because the time to educate students in a full day school system is longer, so practice can be completed. The purpose of implementing full day school provides a strong foundation in developing and increasing Intelligence, emotional, and spiritual quotient with a variety of effective and actual innovations (Masaong et al., 2017). The full day school program is an educational movement in schools to strengthen students' character. Both through harmonization, heart, taste, thought, and sports, which are carried out in synergy by various elements, including the principal, teachers, parents of students, and the surrounding community (Iskandar, & Utama, 2018).

The main priority for the implementation of full day school in schools manifests a change in character from children (Ma'ruf, 2015). This character change is considered very important, because with this change in character children are able to change their bad habits from being lazy to learn to be diligent in learning. Through the implementation of a full day school learning program, schools are able to print a generation that has good character. From these character changes, children's achievements are able to be driven well, so as to be able to bring up children who excel in science and religion. Indahri, (2017) states that there is a global demand that education in schools can foster students' character in order to be able to think critically, creatively, be able to communicate, and collaborate in order to compete in the 21st century. This is in accordance with the four competencies that students must have called 4C, namely: critical thinking and problem solving, creativity, communication skills and collaboratively (Sumekto, 2011). Evaluation here is an effort to measure the results or effects of an activity, program, or project related to full day school by comparing with the objectives set, and how to achieve them (Mulyono, 2009). The success of implementing full day school is measured by comparing the expected set of successes by identifying the factors that influence the failure and success of Full Day School itself (Rika Dwi K., 2009). Full day school program evaluation is the process of describing and assessing the success of a full day school program by using certain

criteria, the purpose of which is to help formulate decisions, policies in implementing better full day school in the future (Edison, 2009).

This full day school evaluation is a process of giving consideration to the value and meaning of full day school in the form of people's understanding, articulation of objects, activities of a unit that provides benefits (Tayibnapis, 2008). Full day school evaluation is a process of gathering information to find out the learning achievements of students during a full day school activity held by Nana Sujana (2011). Full day school evaluation to determine or provide objective values based on certain criteria (Mardapi, 2005). Besides that, full day school evaluation must be carried out continuously for the collection and interpretation of information to assess, decisions made in designing a teaching system that is implemented throughout the day (Hamalik, 2008). The purpose of evaluating teaching programs in full day school that, to find out whether the purpose of education is carried out realized or not, then it is conveyed to decision makers (Cronbach and Stufflebeam in Arikunto and Jabar, 2009).

The evaluation model used to measure the success of full day school, can be adapted from an evaluation model for educational programs, including: 1) The goal oriented evaluation model, developed by Tyler, 2) The goal free evaluation model, by Scriven, 3) The formative summative evaluation model, developed by Michael Scriven, 4) Countenance evaluation model Stake, 5) The responsive evaluation model, developed by Stake, 6) CSE-UCLA Evaluation Model, emphasizes "when" evaluations are performed, 7) CIPP Evaluation Model, by Stufflebeam, and 8) Distrikrepancy model, developed by Provus (Arikunto dan Jabar, 2007: 24).

Method

The study of full day school was conducted in SMP Negeri 1 Gorontalo, since the initial observation activities were carried out until the completion of the research report. The approach used is an evaluative approach. Furthermore, the evaluation research model carried out adapted the Stake Countenance Evaluation Model developed by Stake (Wood, B. B., 2001). Evaluation of this model consists of three stages; antecedents, transactions and outcomes. While the research subjects were employees of SMP Negeri 1 Gorontalo City, namely employees with the status of Civil Servants who were active in implementing the full day school program. The object of this research is the implementation of a full day school program in Gorontalo State 1 Junior High School, including: 1) morning habituation activities (nationalism, integrity, mutual cooperation, independence and religion), 2) teaching and learning activities, and 3) evening habituation (IT guidance/counseling and extracurricular guidance. Research data collection techniques include interviews, observations and documentation studies. Data analysis was carried out descriptively qualitatively and thematic analysis was comparing data at three stages of evaluation by Stake (2011) namely: antecedent, transaction and outcomes in the description matrix with the standards in the consideration matrix, then concluded.

Results and Discussion

Full day school in Gorontalo 1 Public Middle School was held since January 23, 2017, although since October 2016 it has been tested. The Head of Gorontalo City Education Office Abram Badu (12/26/2017) emphasized that the application of full day school was very positive for students and contributed to strengthening character education (PKK). Where students can develop various aspects of life in school, such as increasing student knowledge and the level of religious students. Administratively, the facilities and infrastructure of SMP Negeri 1 Gorontalo City can be said to have fulfilled the requirements to run a full day school program.

The pros and cons of conducting full day school in Indonesia are not much different in Colombia implementing full day school with Program de Alimentacion Escolar (PAE), where schools prepare food for students as additional services (Thomas, et.al, 2018). In fact, 10 developed countries have long applied full day school; Singapore, South Korea, China, Japan, the United Kingdom, the United States, Taiwan, Spain, France, Germany (Ryani, 2016). Observing that, the Director General of

Primary and Secondary Education of the Ministry of Education and Culture Hamid Muhammad said that the Indonesian government carried out a full program of school power in stages, there were 9.30 schools expressing their readiness, but for the initial stages 1,500 schools (Kemendikbud, 06/14/2017). Schools that apply full day school are based on religion or international schools, parents of students entering their children to full day school in the hope that they can meet the development needs of children, to teach children about religion and morals optimally (Kompas, 8/82016).

The beginning of the full day school in Gorontalo 1 Public Middle School reap the pros and cons between student teachers and student parents. Application of full day school alone, students are required to be in school at 7:00, where effective learning starts at 7:30 until 16:00. The application of full day school can be seen from SMPN1 Gorontalo City, covering context, input, process and product.

1. Antecedent Full Day School Program

Antecedent full day school program consists of 4 indicators, the results can be displayed through table 1.

Table 1. Results of antecedent evaluation of full day school program.

NO.	EVALUATION INDICATORS	AVERAGE	(%)
1	Initial Assessment	207	88.09
2	Dissemination of full day school programs to the participants education stakeholders	205.67	87.52
3	Vision, mission, and formulation of full day school program	209.75	89.26
4	The design of the full day school program policy	211.67	90.07
AVERAGE		208.52	88.73

Source: Processed data for October 2018

Based on the results of this study, it can be explained that the antecedent aspects of the full day school program have been implemented very well with an average percentage of 88.73% with criteria that achieved very good. The full day school program itself. Intervention efforts from parties related to the planning, implementation and supervision of full day school programs, such as CPCs in Chicago, a full-day preschool intervention, and school readiness skills in 4 of 6 domains, T2014). The positive impact of all that, in this case is the Character Education Strengthening program (KDP) through full day school learning is the change in character in each individual student both in religious character, nationalism, integrity, independence, and mutual cooperation (Setiyadi, & Wiyono, S. (2017).

The implementation of the full day school learning program at SMP Negeri 1 Gorontalo City is basically a Character Education Strengthening (PPK) based learning activity. Policies that support the full day school program are in accordance with Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education mentioned, families, and communities as part of the National Movement for Mental Revolution or GNRM (Diantoro, F., 2018). Thus, the full day school learning program is in accordance with the policy. This is also confirmed by the Ministry of Education and Culture (2016: 5) through the Concept and Guidelines for Strengthening Character Education that the KDP movement can be interpreted as the embodiment of the Mental Revolution Movement as well as an integral part of NawaCita. (Widyasari, et.al, 2017). The PPK movement places character education as the deepest dimension or core of national education so character education is the axis of the implementation of primary and secondary education. Furthermore, the PPK movement needs to integrate, deepen, expand, and simultaneously harmonize the various character education programs and activities that have been carried out until now.

2. Full Day School Program Transaction

The results of the study on the transaction of the full day school program were analyzed through 6 assessment indicators;

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Table 2. Summary of the results of full day school program evaluation

NO.	EVALUATION INDICATORS	AVERAGE	(%)
1	Design of a full day school program	212.67	90.50
2	Class based full day school program	212.60	90.47
3	Development of school culture through a full day school program	200	85.11
4	Community participation in a full day school program	206.17	87.73
5	Implementation of character values in a full day school program	211.80	90.13
6	Full day school program evaluation	215.63	91.76
	AVERAGE	209.81	89.28

Sumber: Olahan data Oktober 2018

The evaluation results of the transaction (process) in the full day school program in SMP Negeri 1 Gorontalo City reached 89.28% (very good criteria). The full day school program in SMP Negeri 1 Gorontalo City can be implemented well thanks to the level of commitment and seriousness of management in realizing the program. Based on the results of the study, it turned out that the implementation of the full day school program also showed very good results. This is certainly thought to be the impact of antecedents (Kholis, N., Zamroni, Z., & Sumarno, S., 2014)

The full day school program in SMP Negeri 1 Gorontalo City can be implemented well thanks to the level of commitment and seriousness of management in realizing the program. That management is an integral component and cannot be separated from the process of the overall education process (Mulyasa, 2007). The reason is that it is not possible for management to achieve optimal, effective and efficient education goals. Within this framework there is growing awareness of the importance of school-based management, which gives full authority to schools and teachers in regulating education and teaching, planning, organizing, supervising, accountability, regulating, and leading human resources and goods to help implement appropriate learning with school goals. School-based management also needs to be tailored to the needs and interests of students, teachers and the needs of the local community (Briggs, & Wohlstetter, (2003).

11 3. Outcomes of the Full Day School Program

The results of the research on outcomes of full day school programs were analyzed through 3 assessment indicators;

Table 3. Summary of outcomes of evaluation results for full day school program

NO.	EVALUATION INDICATOR	AVERAGE	(%)
1	The results of the implementation of the full day school program design	215.50	91.70
2	Results of community participation in a full day school program	211.00	89.79
3	The results of the implementation of the full day school program	206.40	87.83
	AVERAGE	210.97	89.77

Sumber: Olahan data Oktober 2018

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The most important aspect that becomes the benchmark for the success of the full day school program is outcomes or positive impact of program implementation after going through the process. Outcomes from the full day school program held at the school showed very good results with an average percentage reaching 89.77% with the criteria achieved very well. The elements that support the implementation of a full day school system such as the existence of a good schedule setting, the application of excellent learning strategies, supporting facilities to dig deeper into the material that will or has been given. (Soapatty, 2014). The overall results of this study indicate that the percentage of the full-day school program readiness in Gorontalo City State 1 Junior High School is 88.73%, 89.28% implementation of the school program and 89.77% full-day school results. So the average day-to-day school implementation reaches 89.26% graph in Figure 1 as follows.

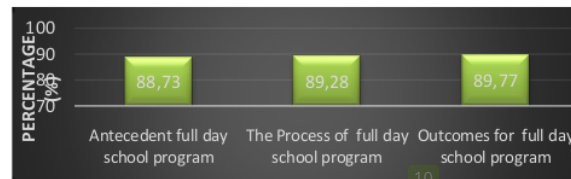


Figure 1. Graph of the overall results of evaluating full day school program

Conclusions

The results of the study on the evaluation of the implementation of full day school in SMP Negeri 1 Gorontalo City, can be concluded: 1) evaluation of antecedents in the full day school learning program at SMP Negeri 1 Gorontalo City showed an average value of 88.73% means very good, 2) evaluation of transactions in the full day school program at SMP Negeri 1 Gorontalo City, the average score reached 89.28%, which means very good, 3) outcomes evaluation (results) for the full day school program in Gorontalo 1 Public Middle School the average value reaches 89.77% means very good. Recommendations based on the results in this study are as follows: 1) Especially the SMP Negeri 1 Gorontalo City, the quality of the full day school program carried out needs to be improved on aspects infrastructure, 2) To the parties schools that have implemented full day school program to better prepare everything needed starting from careful planning, then can assess measurement design and implementation and the objectives and benefits of the program carried out.

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