



Implementation of Faith-Based Full Day School Program at SD YKPP Pendopo

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Abstract: Along with technological advancements and the ease of internet access through mobile phones, people of all ages—from children to adults—often use them to spend their time. This situation raises concerns among parents and their children. Therefore, the implementation of a full-day school program offers a breath of fresh air for parents, encouraging them to choose schools that apply this learning model. The aim of this study is to explore the implementation of a faith-based full-day school program at SD YKPP Pendopo. The research used a qualitative method, with data collection techniques including observation, documentation, and interviews. The results of the study show that it analyzes the implementation of the faith-based full-day school program at SD YKPP Pendopo, focusing on strategies, challenges, and efforts to overcome these challenges. Interviews revealed that strategies to avoid student boredom include the use of varied learning methods, learning media, and the arrangement of seating that considers students' biological aspects. The full-day school aims to develop students' intellectual, physical, social, and emotional aspects through a curriculum designed to support their growth. However, there are several obstacles such as student fatigue, limited facilities and infrastructure, and differences in students' individual characteristics. The strategies to overcome these challenges include varied teaching methods, the use of media, adjusted seating arrangements, and learning outside the classroom. Parental support and teacher creativity are also considered crucial. This study concludes that the implementation of the faith-based full-day school program at SD YKPP Pendopo provides significant benefits but requires appropriate strategies to address emerging challenges.

Keywords: Full Day School, Implementation, Religion.

Introduction

Along with the advancement of technology and the ease of internet access via mobile phones, which are often used by people of all ages—from children to adults—to spend their time (Astuti et al., 2023), concerns have arisen among parents regarding their children's development. As a result, the implementation of full-day schools brings a breath of fresh air to parents, encouraging them to enroll their children in schools that apply the full-day learning model. The implementation of faith-based full-day school programs in various regions has undoubtedly shown positive outcomes, bringing hope to both parents and communities. This model allows students to spend relatively more time in school. The competition among educational institutions has increased, marked by the emergence of schools offering their own advantages (Syukur, 2021). Full-day school refers to an educational concept where students are involved in learning activities throughout the entire school day. This policy emphasizes the school environment over the family environment, resulting in children spending more time and participating in more activities at school than at home—offering potential positive impacts.

Improving student quality in schools can be achieved through education (Ibrahim, Cahyani, et al., 2021), involving development at various levels. Learning outcomes are the skills students acquire after undergoing educational experiences. Islamic religious education is a structured and organized effort to guide students in knowing, understanding, appreciating,



believing in, and practicing Islamic teachings sourced from the Qur'an and Hadith, through guidance, instruction, and experiential learning. For some individuals, full-day school offers great benefits, especially for those who are financially able to afford such schooling. Firstly, children are exposed to diverse and innovative learning approaches compared to regular programs. Secondly, parents feel more at ease knowing their children spend the entire day engaged in learning activities. Thirdly, it reduces the risk of children being influenced by negative outside environments. Fourthly, parents have higher hopes for their children's academic achievements.

The application of full-day school is considered more beneficial for optimizing children's free time. This concept of comprehensive learning is not new in Islamic education. In Indonesia, the pesantren (Islamic boarding school) system has long applied this model, where students study from early morning until late at night. This research focuses on pedagogical practices and educational experiences within the pesantren environment. The connection between Islamic education and its goals lies in shaping students' character and maturity, enabling them to live according to Islamic principles. Student data at SD YKPP Pendopo shows that the majority are Muslims, with around 300 students. Therefore, it is essential that students build a strong foundation in religious practice. Education is a major topic addressed in the Qur'an. The Qur'an, as divine revelation from Allah, serves as the primary guide for Muslims and is trusted completely. It provides fundamental concepts related to all aspects of human life, including education.

Theory

Student learning outcomes refer to the academic achievements attained by students through exams and assignments, as well as their activeness in asking and answering questions that support those outcomes (Dakhi, 2020). Learning outcomes are not only evaluated based on test results but also through observation of behavioral changes in students. The competencies assessed include cognitive abilities, which emphasize thinking skills such as memorizing, understanding, applying, analyzing, synthesizing, and evaluating; as well as affective (values) and psychomotor (skills or capabilities) aspects of students. Islamic Religious Education, as a subject mandated in the national curriculum at all formal education levels, plays an important role in raising awareness of Islamic values (Dzofir, 2020). PAI aims to guide and encourage students to comprehensively understand Islamic teachings. Ultimately, this understanding allows them to appreciate the purpose of life, practice their beliefs, and adopt Islam as a way of life.

SD YKPP Pendopo is a school with a vision to develop students who excel in science and technology by instilling positive values such as discipline and a strong interest in learning, especially in Islamic Religious Education (PAI). The full-day school program at SD YKPP Pendopo has been in place since 2018 and has proven effective in enhancing students' understanding and practice of PAI. Students are taught how to perform ablution (wudu), funeral prayers, Dhuha prayer, Qur'an recitation, and even Hajj rituals. This success is reflected in the low number of disciplinary records noted in the school's logbook.

Education is crucial for the progress and sustainability of a nation. Essentially, education is a dynamic interaction between educators and students aimed at achieving educational goals within a specific environment. The implementation of PAI in schools requires a comprehensive learning model that includes cognitive skills, psychological factors,



practical application, and even social dynamics at a broader societal level, such as the nation. Teachers must design learning experiences with sincerity and dedication to nurture and develop all aspects of the students' humanity. In this way, students can grow into individuals who are able to integrate religion into every aspect of life and authentically express it in all areas of human experience. The Muslim community has the potential to become the best human society on Earth.

However, teachers' caution in delivering subject content sometimes limits students' opportunities to discover knowledge independently or explore new things. Thus, teachers play a critical role in the classroom, being responsible for providing learning resources and guiding the learning process through written materials. This approach helps prevent misunderstandings and enables students to grasp lessons more comprehensively by building logical connections between different subjects. According to Law No. 20 of 2003, Article 3, Chapter II, the goal of the National Education System is to develop the potential of students and shape a dignified national character and civilization to educate the life of the nation. It aims to form Indonesian citizens who are faithful and devoted to God Almighty, have noble character, are physically and mentally healthy, knowledgeable, capable, creative, independent, and responsible, and who are democratic citizens.

These national education goals align with the objectives of Islamic Religious Education, which are to develop students who believe in and are devoted to Allah SWT, possess noble character, understand the core teachings of Islam, practice them in daily life, and have a broad and deep understanding of Islam to enable them to live within society and pursue higher education. There are several elements that influence a child's learning process. These factors can be categorized as internal factors, such as physical condition (including health and physical disabilities), intelligence, attention, interest, talent, motivation, maturity, and readiness. Psychological factors include aspects like health, intellectual ability, attention, interest, skills, and motivation. Weakness-related components include both physical fatigue and psychological (spiritual) exhaustion, which manifest in bodily fatigue and a high need for rest, as well as spiritual fatigue expressed through boredom and a lack of learning enthusiasm.

Internal influences are factors that originate from within and can affect the educational process in schools (Satria, 2019). These include family-related factors such as parenting styles, family relationships, home environment, economic conditions, and parents' understanding of cultural values. School-related factors include pedagogical approaches, curriculum design, teacher-student relationships, and peer interactions. Community-related factors involve students' participation in community activities, the influence of the social environment, and various aspects of community life. Furthermore, the lack of ability to read and write the Qur'an remains an issue due to the diverse religious backgrounds of students within the educational environment. Some students come from religious families, while others come from less devout households. There are even students from families that show little concern for religion. Students from families with low religious adherence or minimal interest in religion require greater attention. These students are often less motivated to study Islamic Religious Education (PAI) outside of school, as they tend to prioritize other core subjects and feel too tired to study PAI at home due to a heavy academic workload.

Meanwhile, external factors, based on the author's observations, stem from varied family environments that influence students' learning habits. Students from families with sufficient economic means generally have more time to study. In contrast, those from lower-income families may have limited study time because they need to help support their families.



Within the school environment, teacher competence is critical. Teachers serve not only as instructors but also as professional educators. They are responsible for designing and delivering the learning process, evaluating learning outcomes, providing guidance and training, and conducting research and community service. These responsibilities are stated in Law No. 20 of 2003, particularly Article 39, Paragraph 2, regarding the National Education System. Teachers who lack competence will naturally affect the quality of instruction delivered to students.

At the same time, the broader community environment also greatly influences children. In this era of advanced civilizations and technologies, the unlimited availability of information significantly impacts the psychological learning environment. This impact is felt by students, teachers, education personnel, and all stakeholders in educational institutions. Disadvantaged or underdeveloped environments also strongly affect the learning process, particularly by decreasing students' motivation and contributing to moral decline. This issue raises concerns among parents and communities about their children's education, especially regarding religious practice in daily life. Therefore, it is important to address the challenges faced by religious education teachers in the implementation of Islamic Religious Education (PAI) in schools, particularly in improving student achievement in this subject.

Teachers play a vital role in facilitating the learning process and thus require support from all parties, including the government, school administrators, and other educational stakeholders. The success of education does not depend solely on teachers but must be supported by various other factors. Based on available data, SD YKPP Pendopo is the only elementary school in PALI Regency that implements a full-day school program. Benefits not available in other schools—such as welfare support (*kesra*) for all employees, including the principal, teachers, administrative staff, and school caretakers, regardless of their status as civil servants or contract workers—are provided here. The amount of assistance received varies according to the roles and responsibilities in the implementation of the full-day school program. Although the amount is not large, it is appreciated by all.

Based on the explanation above, it is necessary to analyze the implementation of the religion-based full-day school program at SD YKPP Pendopo in order to reduce the factors that influence student achievement in Islamic Religious Education (PAI), so that these factors become less significant compared to the overall number of factors analyzed. This is reflected in the title of the research: "Implementation of Religion-Based Full-Day School Program at SD YKPP Pendopo". This serves as the background of the study.

Methods

This study employs a field research approach, meaning that data is obtained directly from sources in the field, making the collected information primary data (Annur, 2018);(Sugiyono, 2022). It adopts a qualitative approach with a descriptive method (Ibrahim et al., 2023), aiming to examine a group of individuals, objects, systems of thought, or ongoing events. Whitney, as quoted by Moh. Nazir, states that the purpose of the descriptive method is to obtain accurate facts through proper interpretation (Nazir, 2018). The research informants are individuals who possess relevant information concerning the subject being studied (Moleong, 2019). In this study, there are two categories of informants: primary informants and supporting informants. Data collection is the most crucial step in the research process, as the success of the study depends on the quality of the data gathered (Sugiyono,



2022). Techniques used include interviews, observation, and documentation. Interviews were conducted face-to-face and were semi-structured in nature. Meanwhile, observation has unique characteristics compared to other methods (Sugiyono, 2019).

Data analysis in this study was carried out through several stages: data reduction, data presentation, verification, and conclusion drawing (Ibrahim et al., 2023). Data validity was tested using triangulation techniques, including time triangulation, method triangulation, and source triangulation (Moleong, 2019);(Ibrahim, Zainuri, et al., 2021).

Results and Discussion

Findings

Analysis of the Implementation of the Religion-Based Full Day School Program at SD YKPP Pendopo

From the interview results, it was found that in implementing learning through the full day school system—which requires a relatively longer time—various techniques are needed to prevent students from feeling bored during the learning process. The approach used involves selecting various methods to make the learning process quick and effective. Learning media can be used to assist teachers in delivering the subject material. The arrangement of desks and students' seating must also take into account their biological aspects. Full day school is a learning approach aimed at forming a strong foundation in all learning dimensions—intellectual, physical, social, and emotional development. In order to accommodate all students, the full day school curriculum is designed to reach every student's developmental stage. The goal of designing and creating this learning system is to foster creativity that integrates the three domains: cognitive, emotional, and psychomotor.

The full day school system provides many opportunities for students and teachers to explore the learning material more deeply, grants freedom in positive activities, and creates a conducive environment for effective education in line with the established curriculum. Through this learning technique, children gain many academic and social benefits. The implementation of the full day school system at SD YKPP Pendopo began in 2019, motivated by efforts to improve the school's academic quality. This has successfully built trust, recognition, and a positive response. The effort to enhance learning quality is not only focused on outcomes but also on the educational process itself. This includes the curriculum model used. In this context, the full day school system serves as one form of curriculum that promotes improved learning quality.

It is widely known that the full day school system at SD YKPP Pendopo has been running for five years. During this period, many changes have occurred in the institution, including the improvement of facilities and infrastructure, an increase in the number of teachers, and better student learning outcomes. In this full day school program, students have received many academic benefits. Of course, the extended learning time is one of the key dimensions of the student experience.

Analysis of the Challenges in Implementing the Religion-Based Full Day School Program

According to the interview results shared by Ms. NF, the homeroom teacher of class III.C, one of the challenges in implementing the religion-based full day school program at SD YKPP Pendopo occurs during the final hours of the school day, when students begin to feel



tired. This leads to reduced concentration and a decline in motivation to absorb the lessons. Additionally, some students expressed in interviews that they often feel exhausted because of the long school hours, participation in many extracurricular activities, and having to complete homework assignments given by subject teachers.

Based on these findings, the researcher concludes that homeroom teachers need to pay more attention to students during class and continuously manage their focus. Likewise, teachers must be innovative and capable of applying appropriate teaching methods. With a good learning system, teachers can improve the quality of student learning, helping students achieve optimal academic outcomes. From the interviews regarding the challenges faced in implementing the religion-based full day school program at SD YKPP Pendopo, it can be concluded that the presence and readiness of teachers, along with parental support, are critical and strong supporting factors for the success of the full day school system. The challenges encountered include student readiness to adapt, limited infrastructure and facilities, as well as internal factors from the teachers themselves.

Analysis of Strategies to Overcome Challenges in Implementing the Religion-Based Full Day School Program at SD YKPP Pendopo

Interaction between parents and the school is essential for effective education. No matter how good the education system is, without parental support, it will not yield optimal results. One strategy employed to overcome challenges in implementing the religion-based full day school program at SD YKPP Pendopo is selecting a variety of suitable teaching methods to ensure that learning is fast, accurate, effective, and efficient—allowing students to better understand and master the subject matter.

Learning media can also be used to complement and support teachers in delivering the material, helping students more easily grasp the objectives of the lessons. The arrangement of desks and student seating is also adjusted based on students' characteristics and biological aspects, such as body posture. Seating patterns are changed to prevent boredom. Learning is not only focused inside the classroom but also takes place in other areas like the library and mosque. According to Mr. TK, the Islamic Religious Education teacher, one solution implemented by the school is offering special guidance or mentoring sessions. Through the full day school learning method, students receive additional information and deeper understanding. When students face difficulties in grasping the material, teachers provide direct assistance.

To address student-related challenges, the teachers at SD YKPP Pendopo are prepared with techniques for selecting and using appropriate methods and media during instruction, creating a fun learning environment so that students do not feel bored throughout the school day. Based on the interview results, the researcher concludes that teachers must be able to inspire students' enthusiasm and motivation for learning so they can acquire knowledge, attitudes, and skills in a targeted manner, ultimately improving the overall quality of student learning.

Discussion

Implementation of the Religion-Based Full Day School Program at SD YKPP Pendopo

Child development is a process through which a child experiences changes over time, encompassing the entire age range from conception to reaching maturity as an adult (Astuti et al., 2024). Full day school is a learning method aimed at building a strong foundation in all



dimensions of the learning process—intellectual, physical, social, and emotional development. The curriculum of the full day school program is designed to meet the developmental needs of each student so that all learners can be accommodated.

The purpose of designing and developing this learning system is to foster creativity by integrating three domains: cognitive, emotional, and psychomotor. The full day school system offers numerous opportunities for both students and teachers to delve deeper into subject matter, encourages freedom in engaging in positive activities, and creates an optimal environment for educational development in line with the established curriculum. This learning approach provides various benefits, both academically and socially.

The implementation of the full day school system includes several key aspects:

1. Curricular aspect, which is designed to meet the learning needs of students.
2. Extended learning hours, which must be used effectively and efficiently to deliver comprehensive religious education, including mental, spiritual, moral, and ethical instruction.
3. Integration between school, parents, and the community, so that all parties can support one another in the implementation of the full day school program managed by the school.

Challenges in Implementing the Religion-Based Full Day School Program at SD YKPP Pendopo

Improving the quality of learning in educational institutions involves several determining factors, including the curriculum, learning materials, teaching methods, educators, education personnel, students, facilities, infrastructure, and others (Samanhudi, 2021). One of the main challenges stems from students who are not yet fully prepared and require time to adapt to the comprehensive structure of the full day school program. In addition, students often experience boredom, fatigue, and drowsiness during lessons. However, these challenges can be addressed through alternative pedagogical approaches that can reignite students' motivation and keep them engaged in the learning process.

Other obstacles include the lack of adequate facilities and infrastructure, such as incomplete sports facilities, an unfinished science laboratory, and limited resources for extracurricular activities. Additionally, the allocation of teacher resources poses another challenge in supporting the successful implementation of the religion-based full day school curriculum at SD YKPP Pendopo. Another issue lies in the individual differences among students, which require tailored educational approaches. Variations in students' access to learning materials can also affect the quality of education received.

Strategies to Overcome the Challenges in Implementing the Religion-Based Full Day School Program at SD YKPP Pendopo

Every industrial revolution affects all aspects of life, including Islamic education. Likewise, the current Industrial Revolution 4.0 has impacted, is impacting, and will continue to influence every facet of Islamic education—particularly in the use of learning media (Zaim, 2020). Choosing effective teaching techniques requires a variety of well-selected strategies to ensure that students can understand and master learning materials quickly, accurately, efficiently, and effectively. The strategic use of appropriate learning media can also enhance the quality of content delivery by teachers, making it easier for students to grasp the intended concepts.



The arrangement of desks and chairs is also designed with consideration for students' individual characteristics and biological factors, such as their body posture. Additionally, seating layouts are periodically changed to prevent students from becoming bored. Learning is not confined to indoor spaces (classrooms); it also takes place outdoors, such as in the library and mosque. Teachers must possess the ability to foster enthusiasm and motivation in students so that they can acquire the appropriate knowledge, attitudes, and skills—ultimately improving the overall quality of their learning experience.

Conclusion

Based on the explanation above, several conclusions can be drawn: (1) The implementation of the faith-based full-day school program at SD YKPP Pendopo is a school policy adapted to the current curriculum, including additional religious activities such as moral education, manners, social behavior, and Qur'an study during congregational prayers. (2) Obstacles faced in implementing the program include student fatigue and boredom during lessons. To overcome this, the school provides coaching or tutoring and applies diverse learning methods such as the scientific approach, window shopping, and matching cards. (3) Strategies to overcome these challenges include maintaining strong communication with parents and applying varied, engaging learning methods to create a fun classroom environment. These efforts aim to ensure students remain motivated and comfortable throughout a full day of learning while also supporting their spiritual and academic development.

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