

## FULL DAY SCHOOL POLICY FOR CHILDREN'S CHARACTER DEVELOPMENT: LESSONS FROM INDONESIAN ISLAMIC EDUCATION

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**Abstract:** For decades, politicians have been debating over different ideas for education reform for Indonesian education. The idea of full-day school (FDS) might fit in the traditional schooling practices in Indonesia which can add the burden for teachers and students.

The purpose of this study was to analyze FDS policy in Indonesia for children's character building. The character of a nation is an important aspect that affects the socio-economic development. High quality character of the community will surely grow a strong desire to improve the quality of the nation. The key to successful success of a country is determined by the extent to which the public has the character that is conducive to advancing the so-called "social capital".

Based on analysis result, FDS system is beneficial to improve students' academic and non-academic aspects, including character. Character cultivation in students was performed integrately in intracurricular, cocurricular, and extracurricular activities. Students' character can be improved in FDS application because it increased children's social interaction and getting them use to positive activities. The students also received had teachers and teaching staffs as their role model.

**Keywords:** Character Education, Full Day School, School Day, Social Interaction.

### INTRODUCTION

Education is an effort to enhance the quality of human resources. The function and purpose of education in Indonesia are stated in the Law of the Republic of Indonesia No. 20 of 2003 on National Education System. According to the Law, the function of national education is developing and sharing the character and civilization of a dignified nation to educate the lives of the nation. Meanwhile, the purposes of national education includes developing students' potential to be human who is faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Improvement of human resources is important to ensure the country's competitiveness in the global era. In the global era, people should master various skills related with life skills. Among important skills in the global era, one of the aspects which should be developed from school years is character. Character is a psychological aspect related to behavior, attitude, and manners, as well as qualities which set apart someone from others specifically, and able to make someone stands out over others (Rokhman et al., 2014).

Students' moral development is implicit and unavoidable in education practice standard (Narvaez & Lapsley, 2006). Character education in Indonesia has been positioned as a foundation to realize the vision of national development plan which is "Realizing people who has noble character, morality, ethics, culture, and dignity based on the philosophy of Pancasila". It's consistent with the statement of Rokhman et al. (2014) that Indonesia is one of developing countries predicted to have brilliant economic growth in 2025. Regarding the vision, character development in education is also important to solve the moral decline of children due to rapid globalization. Battistich (2011) states that school's challenge today isn't just providing academic knowledge and skills for students, but also support character development and helps solve social issues among students. Fenstermacher (1999) states that remediation/improvement of character is a component which should be applied to help students solve their problems and enable them to learn from the mistakes they make.

Character education should be a part of education, which is essentially the process of humanizing human. Students' attitudes and behaviors which are shaped at school by education process will eventually be their nature, personality, or character (Marzuki, 2012). Character education in Indonesia is now regulated in *Presidential Decree No. 87 Tahun 2017* on Character Education Reinforcement. Based on the regulation, every education unit is responsible for reinforcing students' character. Although it's widely known that character development is a necessity in education, the implementation of character education isn't fixed. So, character

education can be performed by schools by their own strategies while referring to the guideline of character education implementation published by the Ministry of National Education (2011).

The strategy to perform character education starts from the central government (top-down) with their policy on character education application. There is also practitioners' experience strategy (bottom-up) because some institutions pay attention to the improvement of character of the nation. By revitalization of supporting programs, character education is integrated into extracurricular and cocurricular activities (Saidek et al., 2016). Among character development strategies, one is adding learning period allocation. School may add learning period allocation to improve the effectiveness of cultural value cultivation.

Added learning period at school has been applied in elementary and junior high schools in Indonesia since the beginning of the discourse on full day school system. FDS system is reinforced by the release of *Ministerial Decree No. 23 Tahun 2017*. Based on the regulation, school day is 8 hours a day or 40 hours for 5 days a week. The new school day regulation is different from the previous system where students study in school for around 6 hours a day and 6 days a week.

The implementation of FDS system will increase students' interactions with other students, teachers and school community in general. Increased social interaction of students has good impacts, for example reinforcing character formed in the students (Battistich, 2011; Thompson, 2002). The character reinforcement isn't just an impact of increased social interaction, but also benefit of various self-development activities students do at school, such as extracurricular and cocurricular activities.

However, in practice the implementation of FDS system is not optimal. Not optimal implementation of FDS can be analyzed based on factors of parties involved in the teaching and learning process, i.e. student as learning subject, teacher as learning facilitator, and school as education service provider. The readiness of the three parties – student, teacher, and school – determine the implementation of the character reinforcement expected from FDS system.

## THEORETICAL FRAMEWORK

### 1. Definition, Principle, and Characteristics of FDS Policy

Generally, FDS system is an arrangement of longer student learning period than half day school system. Time usage in schools which implement full day program is quantitatively and qualitatively different from schools which implement half day system (Plucker et al., 2004).

FDS system is increasingly common in education, even since kindergarten level. The proponents of FDS system at kindergarten level states that longer school period improves students' basic skills, lighten parents' parenting burden, and improves students' social skills by increasing interactions among students or between students and teachers (Redd et al., 2012).

The concept of FDS has been implemented for a long time in some countries, including Singapore, South Korea, China, Japan, Britain, United States, Taiwan, Spain, and Germany; it's called After School Program (ASP). Each country has different reasons to implement ASP. In South Korea, ASP is implemented to remove discrepancy between students who join tutoring and those who don't, as well as to increase the prestige of public schools. In the United States, ASP is implemented to reduce the crime rate of school age children who lack parental supervision. Meanwhile, in Singapore, ASP is implemented because school age children in the country are used to spend time for courses and finish homework after school hours (Winurini, 2016).

The discourse of FDS for elementary school and junior high school students is proposed by the Minister of Education and Culture based on the belief that the portion of character education at elementary and secondary levels is inadequate, requiring addition by holding extracurricular activities. In FDS system, children return home from school at 5 PM, like the average end of office hours of parents. Children are expected to go home with their parents, or at least have their parents supervising them when they come home from school (Winurini, 2016).

### 2. Advantage of FDS system in Education

FDS system is known to have some advantages based on previous studies. The advantages are related with academic and non-academic aspects. An example of advantage in academic aspect is mentioned by Redd et al. (2012). At kindergarten level, FDS system has significant positive impact on acquisition of reading and mathematics skills. The academic achievement of students who join school activities with full day system is stronger although in the school the proportion of minority students is high.

Furthermore, it's said that the more time students spend at school, the better the outcome on students to a certain level. It means, school duration which is too short or too long isn't good for students, either. Full day system is also known to benefit students with poor performance. If performed effectively, full day school program can trigger interactions between students and teachers. Students in full day program show high academic involvement.

Elicker & Marthur (1997) state that in schools with full day system, students' initiative in learning increases. Students are actively involved flexibly in various classroom learning activities. Students are also able to explore further and respond challenges in accordance with their interests and abilities. Full day system implemented at school is even known to increase students' literacy, as reported by Gibbs (2014). As we all know, literacy is a skill one must have to succeed in the future. Meanwhile, Rosalina (2012) states that in FDS system, students are given freedom by teachers to study creatively in accordance with subjects taught with reference to national standard.

The potential positive benefits of FDS include higher academic achievement, fewer grade retentions, easier transitions into first grade, better socialization and self-esteem, less hurried instruction, fewer transitions, lower child care costs, more learning opportunities for low-income children, and greater academic equity (Cooper et al., 2010; Hahn et al., 2014). On the other hand, there are several potentially negative impacts of FDS, including higher expectations, pushing first-grade material down to kindergarten, increased child fatigue, separation anxiety, less time for informal learning, less planning time for teachers, still unmet childcare needs, diminished parent responsibilities, increased costs, continued unequal access to FDS, and that it may take resources away from more effective interventions (Cooper et al., 2010).

### 3. Definition of Character and Its Empowerment in School Age Children

Character is an aspect related with one's overall performance and their interaction with the environment. Character covers moral, attitude, and behavior. The quality of one's character can be seen from their attitudes and actions. Therefore, character can be seen or is reflected in a person's daily habit. According to Cronbach (1977), character isn't an accumulation of separate habits and ideas. Character is an aspect of personality. Belief, feelings, and actions are interrelated, and to change character, personality rearrangement is necessary. Learning few principles won't be effective if not integrated with one's belief system on themselves, others, and good society.

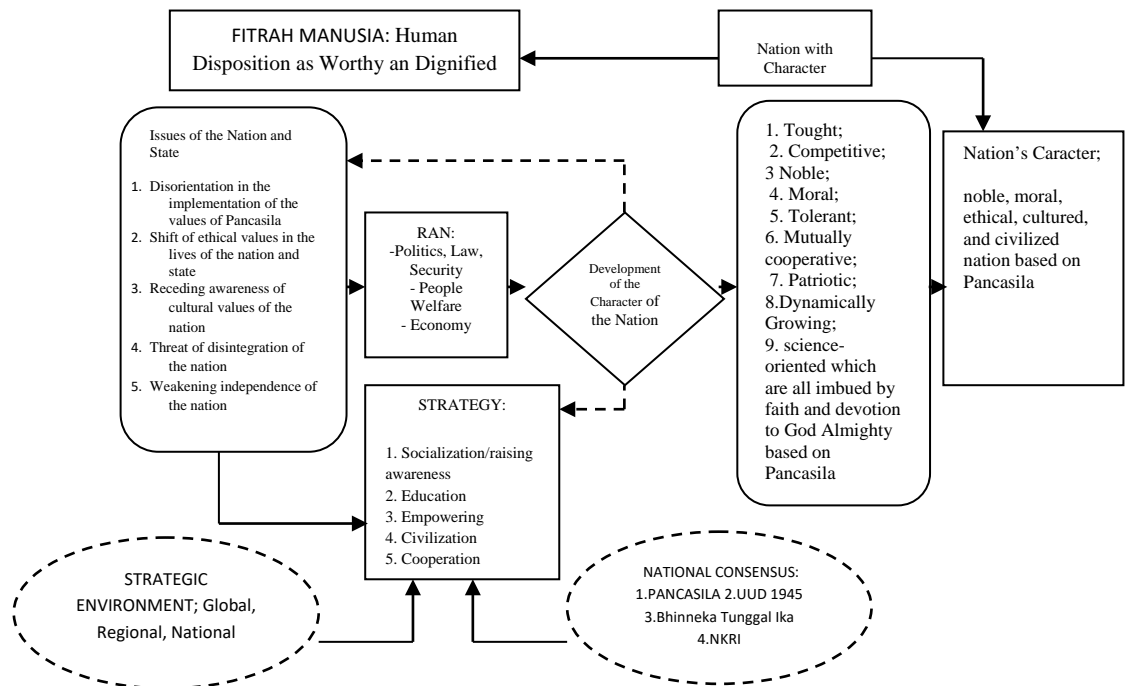
Conversely, Lickona (1992) views character in three interrelated elements, which are moral knowledge, moral feelings, and moral action. Based on the elements, one is declared to have good character if they know what's good (moral knowledge), interested in good things (moral feelings), and do good things (moral action). The three elements will lead one to habits of thinking, feeling, and acting in accordance with what is good according to God Almighty, individual, society, or country and nation.

Despite the literatures, some studies have shown that quality character education isn't only effective in developing good character, but also promises to prevent various contemporary issues. The issues include aggressive and antisocial behaviors, drug abuse, early sexual activity, crime, low academic achievement, and failure in school (Battistich, 2011).

There are 18 values which underlie character development in education unit. The values are from religions, Pancasila, cultures, and national educational goals. Religions are sources of developed values because Indonesia is a country of religious people. Individual's life, community, and country are always based on religious teachings and beliefs. Politically, country life is also based on values from the state. In terms of Pancasila as a source of value, character of the nation education is aimed to prepare students to be better citizens, as citizens who have ability, was willing, and implement the values of Pancasila in their lives as citizens. Culture is a source of value because no one lives in a society without cultural values. The significance of culture in public life requires culture to be a source of value in national character education. Meanwhile, the purpose of national education covers various values of humanity which must be had by Indonesian citizens. Therefore, the purpose of national education is the source of most implementation of character of the nation education development (Saidek et al., 2016).

The values that underlie character include: (1) Religion, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hand work, (6) Creative, (7) Independence, (8) Democracy, (9) Curiosity, (10) Spirit of Nationality, (11) Love of the Country, (12) Achievement Appreciation, (13) Friendliness/Communicativeness, (14) Love for peace, (15) Love for reading, (16) Environmental Awareness, (17) Social Awareness, and (18) Responsibility (Ministry of

National Education, 2011:8). Although there are 18 values mentioned, education unit can determine values to be prioritized to continue preconditioned values which have been developed. Selection of priority value is based on interest and condition of each education unit.



**Figure 1. Mindset of Character Development (Source: Ministry of National Education, 2011)**

Figure 1 show that character development of the nation is performed due to various issues, including disorientation in the implementation of Pancasila values, the shift of ethical values in the life of the nation, the receding awareness of national cultural values, threat of disintegration of the nation, and the weakening independence of the nation. The issues are solved by character education with strategy based on global, regional and national strategic environments, as well as national consensus which includes; Pancasila, Undang-Undang Dasar 1945, Bhineka Tunggal Ika, and Negara Kesatuan Republik Indonesia (NKRI).

The strategies used in character development include socialization, education, empowerment, civilizing and cooperation. The purpose of character development is creating a nation which has character, i.e. a tough, noble, moral, tolerant, mutually cooperative, patriotic, dynamically growing, and science-oriented nation imbued by faith and devotion to God Almighty based on Pancasila. If character development strategy succeeds, noble, moral, ethical, cultured, and civilized nation based on Pancasila will be created. These characteristics of Indonesia are consistent with human disposition as worthy an dignified creatures.

Character development is actually not new, but a part of human life since a long time ago. Education itself is a media to achieve knowledge and wisdom in living. The concepts of character education according to Rokhman et al. (2014) are: (1) Character isn't taught is creation of habits, such as internalizing values, making the best choices, getting used to an action, and setting example; (2) Character education in youth must include situation and condition which suit them; (3) In education, some issues to be noted are learning situation, learning process, learning material, and learning evaluation; and (4) Character education is a never-ending process.

The principles of character education according to the Ministry of National Education (2010) include the following.

- a. **Sustainable:** meaning the development process of cultural values and character of nation is a long process from elementary to secondary education.
- b. **Through all subjects, self-development, and school culture:** requirement that the development of cultural values and character of the nation is performed through all subjects, and in every curricular and extracurricular activities.
- c. **Values aren't taught but developed:** meaning cultural values and character of the nation aren't topics of discussion stated by teaching concepts, theories, procedures, or facts. Character values aren't taught like normal subjects.

- d. ***Education process is performed by students actively and joyfully***: meaning education of cultural values and character of the nation is performed by students. Not teachers. Moreover, character education process is performed in fun and non-indoctrinating learning atmosphere.

## METHODOLOGY

This study used qualitative method by literature study technique. Literature study can be performed as a way to validate assumption and opinion, and comprehending dynamics which underlie a finding of another study. The findings of literature study also have the advantage of being more conclusive than the finding of one primary study (Baker, 2016).

The data in this study came from literatures, i.e. policies (Regulations of Ministers and Presidential Decrees), books, and articles; as well as relevant research results related to the implementation of FDS and student character empowerment. Data was analyzed descriptively consistent with formulation of research problem. The result of data analysis was discussed using existing theory to get research conclusion.

## RESEARCH RESULT AND DISCUSSION

### 1. FDS; Educational Policy in Indonesian Islamic School

FDS system has started to be implemented in Indonesian schools since the discourse on the system started in the society. Since 2017/2018 academic year, the implementation of full day school system is no longer just a discourse because it's regulated in the Regulation of Minister of Education and Culture No. 23 of 2017 on School Days. The regulation is temporary until the ratification of Presidential Decree on the policy.

Based on ***Ministerial Decree No. 23 Tahun 2017***, school days are total days or hours used by teachers, teaching staffs, and students in organizing education at schools. It's established that school days in full day school system is eight hours in a day or 40 hours five days a week. The stipulation of eight hours a day or 40 hours five days a week includes breaks for half an hour a day or 2,5 hours for five days a week. However, school may add breaks to over half an hour a day. The addition of breaks isn't included in the established 8 hours a day.

During 8 hours long school days, students join intracurricular, cocurricular, and extracurricular activities. Intracurricular activity is an activity performed to satisfy curriculum consistent with the stipulations of the legislations. To reinforce and master basic competencies or indicators of subjects/fields in the curriculum, students perform cocurricular activity. Cocurricular activities include enriching subjects, scientific activity, art and cultural mentoring, or other activities which reinforce students' character.

Beside intracurricular and cocurricular activities, in FDS system at schools, students also perform extracurricular activities. Extracurricular activity is activity performed by student under school's guidance and surveillance to develop the student's potentials, talents, interests, abilities, personality, cooperation, and independence. Although not directly related with school subjects, extracurricular activities can't be taken for granted and must be performed optimally. It's because extracurricular activities essentially support the achievement of education goals. Extracurricular activities which can be selected by students at schools are *krida*, scientific work, talent/interest development, and religious activities consistent with the stipulations of the legislations.

The establishment of 8 hours long school day in ***Ministerial Decree No. 23 Tahun 2017*** only applies to schools which have sufficient resources and transportation access, except schools at kindergarten/special kindergarten/RA or the equivalent. Therefore, full day school system in Indonesia is implemented from Elementary School/Madrasah Ibtidaiyah to High School/Madrasah Aliyah levels. Fulfilling resources of schools which implement full day school system is the responsibility and authority of central and local government, consistent with the regulation of the minister. Beside central and local government, the fulfillment of resources is also the responsibility of education provider community. Fulfillment of resources and provision of transportation access during the implementation of full day school system will be monitored and evaluated regularly by the Ministry of Education and Culture.

If due to issues of fulfillment of resources and transportation access, a school can't implement FDS system yet, teachers' workload and students' burden of learning still must meet the demands of the curriculum. Teachers in schools which haven't implemented full day school still implement the 40 hours a week stipulation. Meanwhile, students who can't perform full day school still follow school hours provision with burden of learning in the curriculum and may perform cocurricular and extracurricular activities.

## 2. The Implementation of Full Day School System in Indonesian Islamic School

One of government's efforts to maximize character building activity is implementing full day school. There are three reasons to apply full day school system according to Minister of Education and Culture of RI. *First* is lack of subject, meaning full day school is providing extra time. However, the extra time isn't filled with subjects which bore students. The activities are extracurricular. The extracurricular activities cover 18 established characters. With additional hours at school, students are expected to be kept away from negative interactions.

*The second* reason is so that parents can pick up their children at school, especially in urban society. Generally, parents work until 5 PM. With this program, parents are expected to pick up their children after work. It's because it's risky for children to go home alone without being picked up by parents or relatives, i.e. they may go to non-beneficial places or meet dangerous strangers. *The third* reason is the full day school program aids teacher certification. Full day school program can help teachers get 24 hours teaching duration in a week (Leasa & Batlolona, 2017).

There have been many studies which reveal the effects of FDS system on various aspects of education. The research subjects are students from varying education levels, from elementary to secondary education. The research result of Winarni (2015:10) in MI Muhammadiyah Kartasura shows that the implementation of FDS can improve student's discipline at school and improve their character and faith.

Students' disciplines improve as long as learning activities at school are innovative and fun, so that students aren't bored. It's because the study time of students in schools which implement full day system is 8 to 9 hours. Schools must accustom students to obey rules with consistent support from teachers. Moreover, learning activity is performed using learning media which supports students' motivations.

## 3. Character Development through the Implementation of FDS

Based on *Presidential Decree No. 87 Tahun 2017*, the implementation of character education reinforcement is performed by education unit (school) integratedly in intracurricular, cocurricular, and extracurricular activities. Character reinforcement in intracurricular activity is performed by strengthening learning materials through methods consistent with contents of the curriculum. To reinforce character values learnt in intracurricular activities, schools also perform cocurricular activities. Meanwhile, extracurricular activities implemented to reinforce character include *krida*, scientific work, talent/interest development, and religious activities, as well as activities to reinforce faith in God Almighty consistent with the stipulation of the legislations. The religious activities are at least *pesantren kilat*, religious lecture, catechism, retreat, and/or reading/writing Al Quran and other holy books.

In terms of the religious activities, many schools have used religious activities as means of character development in students. For example, SDIT (Sekolah Dasar Islam Terpadu) Al-Irsyad Tegal uses *akhlakul karimah*, *tadarus* Al Quran, *dhuha* and *dhuhur* prayers, *juz 'amma* memorization, Al Quran translation, *kultum*, *muazin*, *wirid* and prayer, alms saving/*infaq*, *yanbu'a*, and *tahfidzul* Quran as means of character development in students (Rizky, 2015:56). The school also implements full day school system from the first to sixth grades. Furthermore, Rizky's study (2015) also finds that SDIT Al-Irsyad Tegal through full day school system habituates 4S culture (*senyum, sapa, salam, santun* or smile, greet, regard, manners), morning pledge, happy morning, *kultum/khotibah*, *tadarus*/daily prayer, prayer in congregation, physical fitness gymnastics, and *shodaqoh/infaq*.

Relating character with personality or moral is consistent with Marzuki's statement (2012). Personality according to Indonesian Dictionary means temperament, psychological natures, morals, or characters which sets apart one from others, and disposition. The personality is unique property resulted from formations from the environment. Therefore, in school, character is shaped by habituating activities, in this case religious activities.

In higher education, Leasa & Batlolona (2017) studied in Sekolah Menengah Kejuruan Negeri 13 Kota Malang. The result shows that qualification of students' character assessment by full day school is adequate to satisfying. Furthermore, it's reported that the full day school program implemented in the school is able to shape and develop the characters of the cadets who study in the school. Full day school program is specifically directed to cultivating core ethical values (e.g. perseverance, compassion, integrity, and justice) which encourage students to be productive, just, and democratic community members. Students who grow in those characters will have capacity and commitment to do the best works, do the right things, and live with clear purposes (Leasa & Batlolona, 2017).

The implementation of FDS also can help character development in students because student's meeting and interactions with teachers are longer in a day. In the longer duration, students can follow positive characters cultivated at schools. Battistich (2011) states that schools and teachers can help the development of students' positive character by: (1) building loving and supporting relations in classrooms and the whole school, (2) modeling positive behavior to the students, (3) creating opportunities for the students to be actively involved in significant classroom and school activities, (4) teaching important social and emotional skills, (5) involving the students in moral lesson, (6) making lessons and tasks which are significant and relevant in students' lives, and (7) not leaving any student behind in any activity.

In terms of positive behavior modeling and character habituation at school, Thompson's study (2002) reports that the habituation eventually triggers changes of students' behaviors to the better. The most common behavior change is related with responsibility. Students' responsibilities at home include doing tasks well and punctually. Another observed change is enhanced respect to others. Children are more respectful to parents, friends, teachers, and relatives. In terms of attitude to school, parents state that the change is children are happier and love their teachers and schools more. The attitudes are also affected by how teachers treat the students at school. Therefore, in schools which implement FDS system, the attitudes of teachers, principal, and all staffs must be able to support the development of good feelings within the students.

Consistent with the above statement, Berkowitz (2005) describes that to enhance the effectiveness of character development, there are some components which must be present in the implemented program. The components include social skill and awareness, self-regulation and -awareness (*self-management*), problem solving and decision making, explicit focus on values or ethics, integration with academic curriculum, professional development, and interactive learning strategy. In full day school system, some of the components are covered. For example, students studying in FDS environment will be trained to always socialize, regular study time efficiently, and able to identify the most suitable learning strategy for them. Moreover, values like manners and ethics to teachers, other students and the environment are also always emphasized in schools which implement full day school system.

#### **4. Obstacles of the Implementation of Full Day School and the Alternative Solutions**

Some obstacles in applying full day school system are related with parents, students, and school.

##### **a. Parent cooperation**

A relatively new system in Indonesian education, FDS system receives various responses from parents. Parents' characteristics vary, so not all parents support the implementation of FDS system. The varying parents' characteristics are mentioned as one of the inhibiting factors of FDS in Khusnaya's study (2016). It's unfortunate that some parents object to the implementation of full day school system because family and society participation or support determines the success of character education. Berkowitz (2005) states that the active involvement of parents of family is as important in determining the effectiveness of character education. Although in the implementation of full day school students' study time at schools is longer, the time spent by students with their teachers at schools isn't as long as the time spent with their parents or families.

Not only school teachers and personnel, but also parents and family around students can be students' role models. The role models are the foundation of character education program. Parents and other relatives can participate in modeling positive characters such as fairness, honesty, respect, and attentiveness (Harney, 2014). Therefore, it's clear that families and society also play important roles as stakeholders in developing and supporting the implementation of character education program through the implementation FDS in the children's schools. Parents' responsibility to cultivate character in children can be shared with schools and environment because sometimes parents can't fully participate in character education for one reason or another, and schools are reliable institutions for the development of children's character (Demirel et al., 2016)

Nevertheless, FDS program policy for character education is significant. The important point is emphasizing primary prevention by developing a program which enables students to develop positive character from young age. It's performed before they are more involved in problematic behaviors and trapped in negative influences which will be hard to change (Battistich, 2011). Today, FDS system has been implemented from kindergarten level so the habituation of positive character is started as soon as possible.

Considering some of the obstacles mentioned above, the proposed solution is maintaining communication with students' parents or families as well as possible. Schools must inform any activity or program applied on students in the implementation of full day school. With information transparency, families will support school

policies, so the implementation of FDS system to support character development will be smoother and more effective.

#### **b. Student readiness**

As the main subjects in education, students' role can't be ignored. In reality, in the implementation of FDS system, students aren't entirely ready, especially students in lower grades. Rizky's study (2015) shows that 1<sup>st</sup> grade students in SDIT Al-Irsyad Tegal still can't adjust with additional hours in full day school system. Longer study time makes students lack spirit, tired, or bored with the activities at the school all day. Regarding this, Leasa & Batlolona (2017) state that every student has their own internal condition which includes maturity, experience, social transmission, and equilibration. Students in lower grades, e.g. 1<sup>st</sup> grade, don't necessarily have the maturity and learning experience of students in higher grades. So, they're more prone to boredom in FDS system.

Students' boredom in the implementation of FDS system can be solved by addressing the activities in schools. The study states that teachers in SDIT Al-Irsyad are equipped with strategies of method selection and utilization and the appropriate media in teaching. In FDS system, it's very important to create fun learning atmosphere. Harney (2014) states that developing safe and supportive community at school starts from safe and supporting classroom atmosphere. With significant, contextual and fun learning atmosphere, students won't be bored in studying, so it's easier to understand what they learn and the character integrate in learning also can be internalized by the students.

Moreover, another issue is students are tired when they return home so the tasks given by teachers aren't finished or done optimally. It's consistent with Thoidis & Chaniotakis' finding (2015) that students don't do their homework, especially tasks of the last subjects due to lack of students' spare time at home, or because students are overwhelmed by the amount of study time and tasks. If this isn't addressed, students may ignore their tasks or copy other students. These behaviors don't reflect good character. Therefore, the difficulty level of tasks and time required to finish tasks should be rationally adjusted.

#### **c. School and teacher readiness**

Beside students and parents, school has similarly large role. To implement FDS, school must have other things beside teacher and school staff readiness and commitment. Facilities and infrastructures are important supports of effective implementation of full day school system. Winarni (2015) states that facilities and infrastructures aren't only necessary as media in learning activity, but also support the implementation of full day school system which takes all day.

To implement FDS system which effectively empower students' character, schools must prepare not only conducive classroom, but also supporting infrastructures, e.g. bathrooms, clinic, canteen, and other supporting facilities, such as rooms for extracurricular and self-development activities. Facilities and infrastructures are also important to reinforce character, as referred to in *Pasal 9 Presidential Decree No. 87 Tahun 2017*. The article states that education units and school/madrasah committees must consider the adequacy of educators and education staffs, availability of facilities and infrastructures, local wisdom, and opinions of public figures and/or religious figures outside of the school/madrasah committees.

Obstacles also may happen if school hasn't prepared adequate facilities and infrastructures for the implementation of full day school. To keep the obstacles from reducing the potentials of the implementation of full day system in developing students' character, schools should adjust school activities, allocate budget appropriately, to make students comfortable when studying. Furthermore, if school's resources and transportation access aren't adequate, the implementation of FDS system with 8 hours long school days can be performed gradually, as regulated in *Pasal 9 Presidential Decree No 23 Tahun 2017*.

Beside readiness of facilities and infrastructures, teacher readiness is also an important factor. Teachers should prepare themselves to be students' role models. So that students follow good character, teachers should reflect good characters in their words, attitudes, and behaviors. Therefore, teachers' competence in social and personality issues should be very thorough. Moreover, teachers should prepare varying teaching models to not bore students and so learning is more fun. Teachers should also be able to work together well with colleagues and residents of the school. Thoidis & Chaniotakis (2015) state that lack of cooperation among teachers is a factor causing problems in the implementation of full day school.



For the implementation of FDS system with its pros and cons, Winurini (2016) gives some suggestions so that full day school can be utilized well. The government should refine the concept of full day school and do the following preparations.

- a. Solve issues in the education system
- b. Make clear panning on full day school system
- c. Map the needs of full day school in every region to align the purposes of the program and activity implementation
- d. Study children development and children's psychological readiness as reference of implementation of activity model, substance of activity, and determination of length of school hour
- e. Study the readiness of school resources, e.g. facilities, infrastructures, and teachers
- f. Study the allocation of available fund. The study result is the basis for the government to assess whether FDS can be implemented effectively and on target. In this case, People's Representative Council (Dewan Perwakilan Rakyat), should monitor the government's study to ensure that full days is beneficial for the society and the state.

## CONCLUSION

Based on the research result and discussion, the conclusions are as follows.

- a. The FDS system policy is stated in **Ministerial Decree** No. 23 Tahun 2017 on School Days. In the regulation, it's known that school days in FDS system are 8 hours a day, or 40 hours 5 days a week. School days are used by students to perform intracurricular, cocurricular, and extracurricular activities. Schools which haven't implemented full day school system still have to fulfill the provisions of the curriculum on students' study time and teacher workload.
- b. Most schools in Indonesia have implemented FDS system. The implementation of FDS system is useful in improving students' academic and non-academic aspects, including character.
- c. The development of children's character can be performed by FDS system. In full day school system, children's social interactions increase and they're used to positive activities. During study time at schools, students also get good examples from teachers and teaching staffs as their role models.
- d. The obstacles of the implementation of FDS system may come from parent cooperation, student readiness, and school readiness. To FDS system optimally in character development, the aspects should be addressed first.

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