

Analysis of Full Day School Procurement as a Response to Social Change: A Sociological Perspective

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Abstract

Full day schools are not the latest issue. America has long recognized and applied it in the world of schooling. This issue heated up in Indonesia as a logical consequence of two things; on the one hand the more uncomfortable the social environment for child development, while on the other hand the parents rarely accompany the children at home because they work all day long. Then, is there still a comfortable environment for our children? This paper examines FDS from the perspective of the sociology of education. That school as a learning organization has turned out to be the best institution in fortifying children from the negative effects of the increasingly unfriendly social environment.

Keywords: Full Day School, Sociology of Education.

Abstrak

Sekolah sehari penuh bukanlah isu terbaru. Amerika sudah lama mengenal dan menerapkannya dalam dunia persekolahan. Isu ini memanas di Indonesia sebagai konsekuensi logis dari dua hal; di satu sisi lingkungan sosial semakin tidak nyaman bagi perkembangan anak, sedangkan di sisi lain orang tua jarang menemani anak di rumah karena seharian bekerja. Lalu, apakah masih ada lingkungan yang nyaman untuk anak kita? Makalah ini mengkaji FDS dari perspektif sosiologi pendidikan. Bahwa sekolah sebagai organisasi pembelajaran ternyata menjadi lembaga terbaik dalam membentengi anak dari dampak negatif lingkungan sosial yang semakin tidak bersahabat.

Kata kunci: Sekolah Sehari Penuh, Sosiologi Pendidikan.

Introduction

The concept of full day school (FDS) or full day school has recently become a hot issue, becoming a trending topic not only on social media, but also in mass media and national level discussions to coffee shops (Pradipta et al., 2018; Cahyaningsih, 2020). This issue heated up immediately after Muhadjir Effendy was appointed as Minister of Education and Culture replacing Anies Baswedan. The idea of FDS was raised by the former Chancellor of a private university as a response to the President's Nawacita program. One of them is character and character education, which covers 80 percent. While 20 percent of knowledge. Altogether there are 18 items with contents such as

personality, sports, and religion (Hasan et al., 2018; Khalik et al., 2020). Thus, this FDS concept will if applied shorten the time outside of school and students get additional hours for character education. This idea is planned to be implemented at the junior and senior high school levels (Utomo et al., 2021; Damopolii et al., 2021).

This idea of course reaps pros and cons in society. Those who are pro think that the concept of FDS will save children from acts of violence and sexual harassment that occur in their social environment. While those who are contra have various arguments, some of which are 1) FDS will take away children's rights in playing and socializing with the surrounding environment; 2) the insufficient availability of school facilities and infrastructure in most schools in Indonesia; and 3) FDS is not feasible to be applied in rural areas whose geographical location is different from the urban environment (Rahim, 2018).

The contra even initiated a petition against him. Like the rejection petition initiated by Deddy Mahyarto Kresnoputro, entitled "Reject 'Full Day' Education in Indonesia." He commented on a number of Muhadjir's reasons, with other alternatives. "Thank you for your concern, sir, but in this case, it is the parents who need to learn, to direct the children so they do not fall into negative things," he wrote. In developed countries, Deddy continued, schools actually reduce study time, do not provide homework, and focus on character building.

Even more terrible, those who oppose the idea of FDS accuse that there is a hidden agenda in implementing FDS. The hidden agenda behind the FDS Policy is said to be alienating afternoon madrasah diniyah (TPA) or general subject intervention to salafushalih (kaffah) pesantren so that it must be watched out as a hidden curriculum in order to deconstruct the mindset of the world of students (brain expansion so that it is easily led to pragmatism / thinking) fundamentalism (Cardiah & Sudarisman, 2019; Manurung et al., 2022).

Responding to the pros and cons that develop in society, the government, in this case the Ministry of National Education, emphasizes that this is still just a discourse and is deliberately thrown to the public to find out its weaknesses and strengths by accommodating various inputs (Rosa et al., 2022; Ambasari et al., 2022).

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However, whatever the reasons, the concept of FDS has both positive and negative contents, but this paper does not intend to provide an assessment, only from the perspective of the sociology of education (Sagita et al., 2022). Each article will review the basic concepts of FDS, learning with the FDS system and the sociology of education perspective.

Method

The research methodology used in this study is a qualitative method with a sociological approach. The type of data used by researchers is secondary data collected through literature studies. Presentation of data using descriptive method.

Result and Discussion

Basic Concept of Full Day School

In language (etymology), the word full day school is adopted from English. Namely the word "full" which means "full", and the word "day" which means "day". So that full day can be interpreted as "full day". Meanwhile, the word "school" is school. Thus, the term full day school when viewed from the language point of view is school or learning activities carried out a full day (Abdurahman, 2020).

Meanwhile, according to the broad meaning (terminology), the term "full day school" implies "an education system that implements full-day learning or teaching and learning activities by integrating an intensive maintenance system by adding lessons for deepening learning materials as well as self-development and creativity. This, learning activities carried out in schools take place from morning to evening, routinely according to the program at each level of education. In the full day school system, an institution is free to read its own lesson schedules by still referring to the national standard of time allocation as the minimum standard. and according to the weight of the subject, coupled with the deepening models. So the most important thing in a full day school is setting the schedule of subjects. This program has been implemented in several schools labeled as superior schools at the primary level of private SD / MI. Thus, schools that apply the full day school model are relatively expensive and full day school is part of the favorite program highlighted by the school.

In a full day school, there is no concern that the load of learning time will become a burden because part of the time is used for informal hours. Andari & Wideasavitri (2019) and Retnowati & Affandi (2019) in their research found that the existence of a full day school gives a positive impression that children will learn more from playing, because more time is involved in class which leads to high productivity, is also more likely to be closer to teachers, and students too, shows a more positive attitude, avoids deviations from being in class all day and under teacher supervision.

Judging from the curriculum, the full day school education system has relevance to integrated education. This integrated education is widely applied in general education institutions labeled as Islam. In the context of Islamic education, integrated education is to combine general knowledge with religious knowledge in a balanced and integrated manner. This integrated education model becomes alternative of eliminating the dichotomy of education into general education and religious education.

Learning with the FDS System

If traced when the full day school activities began, it is estimated that in the early 1980s in the superpower, the United States. There, at first FDS was implemented at the kindergarten level (TK) and then developed at the higher levels, namely Elementary School, Junior High School, up to Senior High School. On the one hand, the emergence of the FDS school model is based on the increasing number of women who have children under 6 years of age and also work outside the home as career women or work to earn additional family income. Meanwhile, on the other hand, the development of

progress in all aspects of life, so many parents hope that their children will not only improve their academic scores as a preparation for continuing to the next level, but also can overcome social problems that increasingly threaten the existence of children.

The emergence of a full day school education system in Indonesia began with the proliferation of the term "superior school" around the 1990s, which was spearheaded by many private schools including schools labeled as Islam. In an ideal sense, a superior school is a school that focuses on the quality of the learning process, not on the quality of student input. The quality of the learning process depends on the learning system (Sahari, 2018). But the fact is that top schools are usually characterized by high costs, complete and luxurious facilities, elite, different from others, and qualified teaching staff Professional.

In FDS, there is no concern that the length of study time becomes a burden because part of the time is used for informal time. As a whole, it can be seen that the implementation of the full day school education system leads to several goals, including: 1) To provide enrichment and deepening of the subject matter that has been determined by the National Education Ministry according to the level of education, 2) Providing enrichment experiences through good living habits for then applied in everyday life, 3) Conducting mental, mental and moral coaching of students in addition to honing the brain so that there is a balance between physical and spiritual needs so that a complete personality is formed. 4) Fostering the spiritual intelligence of students through the addition of religious materials and religious activities as a basis in behave and behave.

Thus, parents hope that their children spend more time studying in the school environment than at home with an increasingly worrisome social environment. With FDS, children spend a day in a protected environment and can be back at home after late afternoon with their parents who have returned from work.

Not a few people think that the full day education system or FDS is a new education model or system. Whereas in Indonesia there has been a model of FDS education for a long time, namely in Islamic boarding schools. Generally, Islamic boarding school students will study a full day even late at night to learn the teachings of the Islamic religion that are done with other general knowledge.

In Indonesia, in addition to the Islamic boarding school education system, schools that use the FDS model are generally religion-based schools or schools with international labels. According to Sismanto, in the article "The Beginning of Excellent Schools, 2007, FDS is a public school model that integrates the Islamic teaching system intensively, namely by providing additional special time for religious deepening of students. Usually the additional hours are allocated during the hours after Dhuhr prayer to Asr prayer, so practically this model school starts at 07.00 WIB home at 16.00 WIB. If you look at the school curriculum with the FDS system, this system actually has the same core curriculum as general schools, and is enriched with the local curriculum.

FDS applies a basic concept of "integrated-activity" and "integrated-curriculum". This is what differentiates it from schools in general. In FDS, all programs and activities of students at school, whether studying, playing, worshiping are packaged in an education system. The point of emphasis on FDS is that students always excel in

learning in a quality learning process, that is, it is hoped that positive changes will occur from each individual student as a result of the process and activities in learning. The learning achievement referred to lies in three domains, namely: 1) cognitive achievement, 2) affective achievement and 3) psychomotor achievement.

When examined, in learning with the FDS system, it appears that when children are involved in class a lot. This involvement will lead to high productivity. Even that was encouraging, students showed a more positive attitude and avoided deviations.

This situation can occur because of daily life in the classroom (school environment) and under teacher supervision. The amount of time available and the knowledge, values and skills to be transferred, of course, requires a variety of learning methods. This is what students will enjoy if the teacher is truly professional in varying the learning methods, so that schools with the FDS system will look different from schools with regular programs. Meanwhile, far away, parents will not feel worried, because the children will be in school all day with various learning treats in the hands of professional teachers, so as to avoid negative influences. So much so, that in order to enter a school with the FDS system, several tests must be passed to screen children with special criteria; Adequate IQ, good personality and high motivation to learn. On the other hand, children who attend schools with FDS systems will of course increase the prestige of parents who are oriented towards prestigious things, parents' obsession with the success of children's education (because they think that if the child wants to be smart, they must find a school that is good, and good schools are expensive ones) have a great chance of being achieved (Zulkarnain et al., 2021). There are many other positive things and make this school a promising choice for children and parents.

However, apart from these positive sides, there will also be negative sides. From a child's perspective, it can be found that only the great strong child can dominate everyday learning. The education system seems to adjust to the characteristics of children's development, but the implementation of FDS will actually bore children who are used to playing wild in their social environment.

Another thing is that children will lose a lot of time at home and have minimal experience about living with their families. In the afternoon the children will come home tired and may no longer be interested in chatting with family. In fact, the best schools are in the house, in the family environment.

Sociology of Education Perspective a. Objectives of the Sociology of Education

The concept of FDS seems to have formed a new community with a new culture, not only for the general public, but more importantly for students. Within the scope of this new culture, social interaction will take place continuously both among students and between students and teachers. In this new culture, students will acquire and organize their daily experiences. Before further reviewing FDS from the perspective of sociology of education, first the link between FDS with the sociology of education. As the view of Francis Broun, who argues that the sociology of education pays attention to the influence of the entire cultural environment as a place and way of individuals obtaining and organizing their experiences. Meanwhile, Bawazir et al. (2020) said that the sociology of education is a science that seeks to find ways to control the educational

process to obtain a better individual personality development. From the two definitions, several concepts about the 6 goals of the sociology of education can be mentioned, but in this paper only 2 things are mentioned that are relevant to FDS, namely as follows:

First; Sociology of education aims to analyze the socialization process of children, both in the family, school, and society. In this case, the environmental and cultural influences of the community must be considered on the personal development of children. For example, children who are well educated in a religious family will tend to become religious people as adults/older people. Children who are educated in an intellectual family will tend to choose/prioritize the intellectual path as well, and so on. From this point of view, it can be seen that the FDS concept will provide a wider space for children to socialize with their peers within the school environment. Although children will lose time to socialize with the social environment in which they live, the FDS system is more protected from negative elements that may occur unexpectedly in their social environment.

Second; The sociology of education aims to analyze social development and progress. Many people/experts think that education provides great possibilities for the progress of society, because having a higher certificate will be better able to occupy a higher position (as well as more income, in order to increase social welfare). In addition, with a lot of knowledge and skills it can develop social activities and creativity. With the FDS system, the children will be richer with the knowledge and skills that are provided by the school during a full day's activities at school. If the FDS system runs well, the progress achieved by children in the school environment will open up great opportunities to create prosperity in the future (Mutiarani et al., 2020; Apriyanti et al., 2018).

School and Class as a Social System

School is a concept that has multiple meanings. First, school means a building or physical environment with all its facilities which is a place to carry out certain learning processes for certain groups of people. Thus, when mentioning "School" then what comes to mind is the physical environment as it is. The image of the school as a physical environment as such is emphasized by the uniformity of the form / structure of the building with all its facilities, so that it can be said that the physical conditions of schools of the same type and level are usually relatively uniform. Second, school means a learning process or activity. As the use of the term "send" children, or say "My child goes to MTs Negeri". In this case, when you hear the word "school", what you can imagine is the educational process held in educational institutions. In this connection the school is seen as an institution to meet certain special needs. In another meaning, school can be interpreted as an organization. As a social organization, schools have a unique structure that involves a group of individuals with the task of carrying out functions and roles in meeting the needs of the user community.

Basically, the three meanings always intersect, because the learning process takes place in a certain place and is organized by an organization that has a specific structure and purpose. The integration between the three meanings is highly influenced by various elements such as the number, age level, and other characteristics that indicate

the individuals involved in it. Other elements are objectives, work programs implemented, length of time for implementation, and methods applied. However, among all these elements, there is a similarity that every social organization called a school is carried out in an effort to take care of living things called humans, not dealing with inanimate objects. Because those being managed are humans, the dynamics in it cannot be avoided, including the idea of FDS as an indication of dynamics to develop school functions as a social system that transmits values to students (Saputra & Syukur, 2021).

Typically, each school has elements in the form of physical facilities such as land, buildings (offices, study rooms, latrines, etc.), curricula (a number of subjects), and individuals (teachers, leaders, non-educational employees, and learners). These elements contribute their function and role to achieve the success of a school. As a system, schools have a number of links with other systems. The external system includes, among others, parents of students, the community around the school and others. The pattern of relationships between schools and other systems is colored and filled with information that is reciprocal. Input or reciprocity can be in the form of encouragement for schools to make changes to educational structures or interactions in it or to maintain existing ones. The idea of an FDS system is currently being a reciprocal source of information to produce a new social system in the school environment.

As a social system, the school consists of classes which can also be analyzed as a system as well. The definition of class in the context of a school can lead to two kinds of understanding, namely the class as a room where the learning process takes place and the class as a group or a number of students who jointly take one or several subjects in a school. Class can also be defined as a number of students who for a certain period, for example one year or one semester, take the same program package or only for a single subject. In this context, class can be interpreted as a group of students regardless of whether they take a package of educational programs together or only one or a few subjects.

In general, in traditional schools, students in one class take the same educational package, therefore they are at the same program level. In the new education system, each student has an educational program that is structured individually, meaning that each student has an educational program that is different from other students. Thus a class may consist of students who only meet in certain subjects.

In fact, in this class, the main functions and activities of a school are formal activities. In elementary school, a teacher teaches throughout the academic year. He teaches all subjects in the class except religion, sports and arts which have been taught by a special teacher. Elementary school teachers are generally classroom teachers. In SLTP and SLTA teachers teach and are responsible for only one particular subject but for all classes, at least of the same level (Irayasa, 2019).

The function and role of the school in the socialization process, namely preparing a person to become an adult in society, is held primarily through the process of classroom education. In carrying out this function, the school collaborates with families, the environment, organizations and other institutions that live in the community. The cooperation may not be carried out formally, although it is possible to formalize it.

However, as long as a child or youth is a student, school is seen as the most important socialization. Schools must be responsible for the results of the children's socialization process before becoming students at the school and the socialization process that takes place outside of the school as long as the person concerned is a student. As is known, socialization includes the internalization of socio-cultural values, norms and social roles. The roles are grouped into two groups, namely roles performed with "technical" competence, which means proficient in carrying out certain tasks and "social" competence with regard to dealing with other people.

There are many issues or problems and hypotheses that have yet to be re-tested in relation to the classroom as an education system. The first problem is about class size in terms of the number of students per class. Today a class of 48 people in SD, SLTP, SLTA and 50 people in universities in our country is considered standard. In private schools and in certain classes in universities this number is often exceeded. The problem that arises is whether the class size has an effect on student achievement or learning outcomes? It seems that it is generally agreed that between the two things there is a significant negative correlation. The smaller the class size, the better the learning achievement that is achieved. On this basis, the teacher-student ratio (comparison) can be used as an indicator of the quality of learning outcomes. The greater the value of the ratio, the higher the likelihood of the resulting learning outcomes. Teachers often complain that a class that is too large is difficult to control and makes it impossible to use more efficient teaching methods. Teachers even have difficulty recognizing their students well, but on the other hand, classes that are too small are not attractive to teachers. Such situations can also reduce learning achievement. Apart from school as a social system, the smallest part of school, namely class, is also the smallest social subsystem. Classrooms are not just physical spaces, but also social and cultural spaces. Basically, the real educational process is the interaction of activities that take place in the classroom. In the classroom there is a social process, both students and teachers or students and students. In the classroom there is also a mixture of different cultures where these cultures side by side with one another. The classroom, besides being a place to gain knowledge, is also a vehicle for interacting with other humans. It should be noted, the second character formation after family is school. This is where mental and intellectual training is carried out, thus shaping one's personality.

The classroom consists of several elements that are functional to each other, namely teachers, students, and school management. The status as school management plays the role of manager in terms of administrative techniques and provides the necessary infrastructure. Then the teacher's status is expected to behave as an educator, caregiver and motivator. As for the status of students, they are expected to behave as demands for knowledge, hard workers, and seekers of truth. In a classroom, between teachers and students with status and roles they each form a patterned network of relationships. The pattern of the relationship network between teachers and students will have an impact on behavior, competence, social and cultural capital.

In a sociological perspective, class is part of micro-sociology which examines the life of social groups in schools with the overall dynamics that occur in them. In the classroom there is a collection of individuals who form an orderly social group and

have complex functions and roles in an educational perspective. The classroom meets the standard definition of a social group because a group of people who have a shared awareness of membership and interact with each other. The essence of the existence of social groups does not depend on physical distance or proximity, but on the awareness to interact with each other, so that class is permanent and not merely a collectivity. In the end, the roles and functions it carries in the structure of education are more secure. The social system is an interaction between individuals that occurs constantly and forms regular relationships, dependence on and influence one another. Therefore, the social system is characterized by the presence of a number of activities or a number of people who are reciprocally related is constant.

Based on this understanding, if you look at the classroom, it consists of several elements or elements that are interrelated, depend on and influence, namely teachers, students and school management. Every actor has a status and a role, so before they act they must pay attention to their status and role. For example, the status as class management is expected to play its role as an effective manager in terms of technical administrative and learning facilities and infrastructure providers. While the status as a teacher is expected to play a role as educator, protector, caregiver and motivator for students. The status as a student is expected to play a role as a knowledge prosecutor, hard worker and truth seeker.

In the classroom, the relationship between teacher-learners with their respective status and roles forms a patterned network of relationships. The network pattern of teacher student relationships has an impact on behavior, competence, socio-cultural capital and the success of students in the future. Actually, educational processes are interactions of activities that take place in the classroom. On the one hand, especially from a sociological perspective, several approaches have been used as a unit of analysis to observe the processes that occur in the classroom. The first of these observations was made by Parson who issued his scientific arguments about class as a social system. In relation to school functions, class is an extension of the socialization process of children in the family and community environment. Interaction activities in the classroom specifically seek to strengthen the cultivation of values from society.

Meanwhile, on the other hand, the interactionist approach tends to emphasize socio-psychological analysis to target situations in the classroom. A number of figures such as Delamont, Lewin, Lippit, White and H.H. Anderson are characters who explore aspects of the interaction between teachers and students. In line with this view, Withall, 1949, who elaborated on the works of his predecessors, tried to find the influence of social emotional situations in the classroom. He distinguishes between teaching methods that tend to be teacher-centered with learner-centered learning typologies, by assuming that the second type is the most effective way for learning activities in the classroom.

Social Climate in the Classroom

Class is the embodiment of a small heterogeneous society in which there are variations in composition and interpersonal relationships that give rise to a continuous mechanism of social interaction. This mechanism continues in its social sphere (in class)

and in fact accumulates into forms of relations between individuals in a class or group relations. The most important thing is the interrelation that occurs between teachers and students which symbolizes the concrete form of the classroom atmosphere and forms a social climate. The formation of a class social climate is highly dependent on the variety of teacher-student relationships as well as the flow of information and communication reception, all of which are shaded in a corridor of leadership styles from a teacher, whether they follow centralized leadership (centralistic), democratic or leadership styles that give complete freedom to their students. From this combination, various kinds of social climates are formed in the classroom which reflect the form of vertical class relationships between teacher students in learning activities in the classroom which greatly affect the success of students in learning activities or socializing in them. There are six social climates that arise in the classroom, namely as follows:

1. Open Climate

In this open climate, teacher behavior describes the integration between a teacher's personality as an individual and his role as a leader in the classroom. In addition to providing criticism, he is also willing to accept criticism from students. The relationship between teachers and students is flexible so that this atmosphere can enhance the creativity of students because they can work together and be creative without any mental burden. The wisdom that is taken by a teacher usually makes it easy for each student to carry out their duties properly. The effect is, each student can usually get satisfaction in carrying out the task of this relationship and can facilitate the running of the organization in the classroom and organization in the wider school.

2. Independent Climate

In this form, each is based on the abilities and responsibilities they have. Students get freedom from the teacher to get their learning needs and social needs. They are not overburdened with their heavy and difficult tasks. To facilitate students' assignments, a teacher makes clear procedures and rules, which are communicated in the classroom. What is more essential in this independent climate, between teachers and students work together well, full of consideration, and full of sincerity. Trust and responsibility of each make the teacher provide concessions so that tight control is not needed because students are believed to have high enough morale.

3. Climate Controlled

In this controlled climate, the central point of a teacher's policy is to emphasize the achievement of student achievement in class, but on the other hand, it sacrifices the satisfaction of students' social needs. Because of this demand, teachers carry out the teaching command rigidly and hard and students are required to carry out learning activities hard. They end up busy with their separate activities so that they cannot get the opportunity to form a closer working relationship and higher sociality. Personal relationships among students are rarely carried out because they are busy with their own work or tasks that require real achievement and success.

4. Brotherhood Climate

In this type, the relationship that occurs between teachers and students is very close, both in learning activities and activities outside of it. Class is a family bond so that

there is a lot of communication and mutual advice between them. The teacher's approach to their students is very personal even though they still play themselves as leaders. In a class like this, there are not many rules that are used as a guide so that as a result, the learning task is not paid attention.

The four social climates within the class are in fact inseparable. There are only one or two climates that dominate the other climates. All these climates will be increasingly felt in the FDS system, where students not only interact in the classroom, but also outside the classroom. There can even be broader interactions with other classes, both other equal classes and younger or upperclassmen.

The Dynamics of Teacher-Student Relationships in the Classroom

As a social system, the classroom experiences a dynamic of its own, a dynamic that can be positive or negative. Sometimes it is possible to walk actively, intimate, flexible and harmonious, or vice versa, become passive, tenuous, stiff and chaotic, this condition really depends on the following aspects:

- **Class Size**

Class size is not only related to the length of the room width, but also to the number of students in it. Classrooms that have an excessive number of students will not only make it difficult to master and introduce teachers to students, but also make it difficult to process and achieve learning and educational goals. The ratio of students per class has been determined by the government through a regulation of the minister of national education. The number of students in each study group for SD/MI does not exceed 32 people and for SMP/MTs not more than 36 people. Apart from that, the comfortable classroom atmosphere also helps teacher-students in concentrating on the learning process, so as to achieve a dynamic teacher-student relationship.

- **Class Social Context**

In grouping or categorizing students based on their characteristics, they must be careful. Moreover, it contains elements of discrimination. Class grouping into "smart groups" and "stupid groups" will create classrooms that are not conducive to learning, because they will lead to discriminatory attitudes and arrogance towards certain social classes. Even the government itself commits "hidden discrimination" by carrying out international class programs, which have an impact on "elite" and regular education, where the International class is the government's golden child.

- **Class Technology.**

In this sophisticated era, teachers are required to be able to take advantage of technology to facilitate the delivery of learning material, however, a teacher must be truly proficient in operating it. If not, it will interfere with the course of learning. Seating arrangements and the use of technology in the teaching and learning process can help facilitate or inhibit the dynamics of learners in the classroom, depending on the ability of the teacher to coordinate with learning objectives.

- **Communication Structure.**

In the learning process, it is best to avoid monological communication. Dialogic communication will create a dynamic room, by discussing a particular topic. This

communication will create teacher-student relationships with a democratic leadership style.

- Social Atmosphere.

The classroom must be able to be created into a conducive social atmosphere. This is because the classroom is a place to socialize the values of independence, honesty, healthy competition, optimism and hard work. The socialization of these values is a "hidden curriculum" which is created in a dynamic room.

The aspects that become the dynamic elements of the relationship between teachers and students are the composition of one in a class. It's just that certain aspects dominate other aspects. These aspects must be well conditioned in the FDS system. Especially in non-academic activities held in the afternoon. The classroom is no longer tied to a room that is insulated by a wall, but more than that it is a school environment which can be in the form of a sports field, garden or school corner where all students from various classes interact. This condition will create a more lively and controlled dynamic. If uncontrolled, small tensions can occur that lead to conflicts both between students and between classes. Apart from conflicts, foreign objects that enter the school environment must also be under the supervision of teachers, because anything can happen if not supervised. Drug cases that occur in prisons are a valuable lesson. This is the side and space that the government should pay attention to before implementing FDS throughout Indonesia. In short, the FDS system becomes a new social system that encourages the birth of a new culture, a culture with character.

In the development of a national culture, it is necessary to create an atmosphere that encourages the growth and development of a characterized Indonesian society. To mention some of them are hard work, discipline, respect for achievement, courage to compete, and being able to adapt and be creative. It is also necessary to continue to cultivate a culture of respect and respect for elders, a culture of learning, wanting to advance, and a culture of science and technology, and most importantly, morals noble.

This character education is being actively developed by the government in various fields, one of which is the field of education. In Law number 20 of 2003 it is stated that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, society, nation and state. If understood further, this law includes character education. For example, in the last sentence part of the definition of education in this Law, which is to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and State. In relation to character education, the Jokowi-JK government has heralded a mental revolution as a form of anxiety over the mental condition of Indonesian society which is increasingly experiencing degradation. This is also the basis for the thinking of the Minister of Education and Culture, who recently initiated education that is oriented towards character development through the concept of FDS. FDS is a new social system in shaping the character of the nation. With the FDS model or system, hopes for mental revolution will be realized even in the form of evolution.

As it is understood, the family, school, community are social institutions that have been systematically patterned, have clear objectives, scheduled activities, special management personnel, are supported by programmed facilities, so that they are appropriate as cultural centers. With a touch of FDS, schools as cultural centers will give birth to generations of people with character.

The presence of an educational institution is a logical consequence of an increasingly complex level of community development. The complexity of community life makes organizing knowledge and skill sets no longer possible to be handled directly by each family. The need for other parties to take care of the organization and appreciation of knowledge in particular and strive to transform the younger generation is a force behind the establishment of an educational institution.

From this point of view, the concept of FDS can at least give birth to several things; first, that children will be controlled in their social interactions, so that the concerns that are troubled by some elements of society are not sufficient reasons. What should be worried about is when a school that implements the FDS system is very poor, the facilities and teachers are minimal and unprofessional. Second; Children will accumulate experiences both academically and non-academically.

Conclusion

As the final part of this paper, the author will present several inputs as well as reflections on the rolling issue of FDS, including: 1) The ongoing social change will potentially threaten the development of children. Therefore, it must be addressed swiftly and precisely. The concept of FDS further emphasizes that the space for parents to act as educators at home is losing its legitimacy, exacerbated by the increasingly hostile social environment for children's development, so that the school environment is the safest area for children's growth and development today; 2) The FDS system must be carefully designed by developing a curriculum whose links are not cut off from the 2013 curriculum. In other words, it does not have to design a new curriculum. This is important to note because usually the most fatal victims of curriculum changes are teachers in the field. The curriculum is the biggest change in education. The curriculum includes how to learn, how to teach, and what is taught. As the curriculum changes, teachers and students have to adjust everything and often that is difficult. Curriculum development and management in accordance with the allocation of time, needs, and children's development so that FDS can optimize their development; and 3) FDS opens opportunities for new teacher recruitment. This is an opportunity as well as a challenge for education and teacher graduates who are increasingly abundant in this country.

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