

Full-Day School Learning Planning at The Integrated Islamic Elementary School Sahabat Qur'an, Central Bangka Regency

Judaini^{1*}, Happy Fitria², Syaiful Eddy³

Abstract

This research aims to determine and analyse full-day school learning planning at the Sahabat Qur'an Integrated Islamic Elementary School, Central Bangka Regency. The research is descriptive qualitative research with data collection techniques in the form of interviews, field observations and document studies. The research results show that full-day school learning planning at the Sahabat Qur'an Integrated Islamic Elementary School is implemented for all subjects, including general and typical lessons at SDIT Sahabat Qur'an. Full-day learning planning at the Sahabat Qur'an Integrated Islamic Elementary School has been carried out simultaneously and systematically by each teacher in general subjects. However, in particular issues, some teachers still need to be more systematic in their learning planning.

Key word: learning planning, full-day school, integrated

History:

Received : 03 Dec 2023

Revised : 22 Dec 2023

Accepted : 20 May 2024

Published : 11 Juni 2024

^{1,2,3}Universitas PGRI Palembang, Indonesia

*Author Correspondent: judainiandy@gmail.com

Publishers: LPM IAIN Shaykh Abdurrahman Siddik Bangka Belitung, Indonesia

Licensed: This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Introduction

Education with a higher quality process is expected to form more qualified students to produce and create the next generation of good morals by the goals of education as a whole. Education, as intended, is closer to the education system based on whole-day school or a full day in the school environment, so the child's time for less useful things is less intense. The full-day school learning system maximises the learning process because students are well-conditioned in learning time from morning to evening and are well-designed in school management. This is also in line with the ideas of the Minister of National Education regarding full-day schools.

Implementing learning with the full-day school system is seen as accommodating for parents busy with their activities. It can assist parents in accompanying study time and eliminating parents' worries about child safety against negative things that are done outside of school hours. School or play environment at home because playtime is minimal, and the school environment has been well-managed.

Utari, Tobar, and Puspita also confirmed that the implementation of full-day school requires analytical thinking in preparing strategic plans, which requires predictive capabilities based on data and facts so that predictive needs based on data and facts for implementation can be met now and in the future. Will come. However, the key to this full-day school's success is the ability of Human Resources (HR) to embody ideal concepts (Utari et al., 2020). In other words, school administrators' personal and professional reliability is the dominant factor in achieving school goals. It significantly contributes to increasing community access, especially for poor communities.

In implementing the full-day school system, the teaching and learning process is enforced from morning to evening, which means that almost all children's activities are at school, starting from studying, eating, playing and worship, which are packaged in the education system. This system is hoped to provide Islamic values of life to children and be integrated into educational goals (Rahman & Awaru, 2020). Regarding the education process that parents hope can run systematically and be managed well, especially learning with a full-day school system, it needs quality management, which must be integrated with the concept of good management,

which generally includes careful planning and proper implementation. Measurable systematic, as well as a continuous evaluation process.

Education management means efforts to manage or manage everything that exists and determine the educational process. In general and broadly, education management means systematic activities that include planning, organising, implementing, controlling and developing all components of human resources, including facilities and infrastructure aimed at achieving the goals and nature of education. Thus, the management function is the main thing in this education management effort because management is practically interpreted as management (Danhas, 2021).

Educational management that is directed and has quality management must also be guided by applicable regulations. In Law 20 of 2003 concerning the National Education System Chapter 1, Article 35 (Pusat, 2003) emphasised that national education standards consist of content standards, process standards, graduate competency standards, education personnel standards, infrastructure standards, management standards, financing standards and educational assessment.

Regulation of the Minister of Education and Culture, Research and Technology, Republic of Indonesia Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education Levels and Secondary Education Levels, article 2 paragraph (2) (Kemendikbudristek, 2022), that in managing learning it cannot be separated from the management concept that begins with planning, implementation and evaluation. According to Tambunan, management functions can be applied to learning activities, including planning, implementing learning, evaluating learning outcomes, and monitoring the learning process (Tambunan, 2021).

Previous research may not have been sufficiently in-depth in exploring specific factors influencing full-day learning planning in IT, such as religious values, religious curricula, or interactions between academic and religious activities. Therefore, it is expected that the gap can be minimised with this research that focuses on the need to understand better the unique dynamics that occur in full-day learning planning at IT and how it affects the learning process of teaching and student achievement.

Central Bangka Regency has schools with a learning concept using a full-day school system, whose curriculum includes learning from morning to afternoon, from 7.30 WIB to 16.00 WIB. The Sahabat Qur'an Integrated Islamic Elementary School, founded in 2017, is now at level 5 with 284 students. As a school that has only recently been established, based on observations and initial survey results at this institution, many parents are interested in sending their children to the Sahabat Qur'an Integrated Islamic Primary School, and there has been a significant increase from year to year in terms of the rise in interest in the Elementary School. It has private status with a Full-Day School learning system; although the costs incurred to enter this institution are considered sufficient for the upper middle class, many enthusiasts exist. From some of the problems described above, the researcher only limited the discussion of learning management to full-day school learning plans at the Sahabat Qur'an Integrated Islamic School in Central Bangka Regency.

Method

This study used qualitative research methods. Using this method, the data obtained will be more complete, in-depth, credible, and meaningful to achieve the research objectives. The research was carried out at the Sahabat Qur'an Integrated Islamic Elementary School, Central Bangka Regency, for three months, from October 2022 to December 2022. The object of this study was an evaluation of the full-day school learning process at the Sahabat Qur'an Integrated Islamic Elementary School. Meanwhile, informants who could assist in data collection were school principals, class teachers, teachers who received additional assignments as curriculum

coordinators at the Sahabat Qur'an Integrated Islamic Elementary School, and the Head of the Sahabat Qur'an Integrated Islamic Elementary School Foundation. The data collection technique researchers use in this study is the existing theory (Sugiyono, 2015): observation, interviews, documentation and triangulation. The data analysis technique used in this study is qualitative data analysis, according to Miles and Huberman, with stages including data collection, reduction, data display and conclusion (Miles & Huberman, 1994).

Results and Discussion

The planning stage in Full Day School learning consists of several stages, namely curriculum preparation, syllabus preparation and Learning Equipment Plans according to the learning approach, preparing learning assessment tools, developing learning scenarios, and preparing learning resource media. Sahabat Quran Integrated Islamic Elementary School uses two types of curriculum: the general curriculum (K-13 Curriculum) and the unique curriculum (Tahfidz and Tahsin, Arabic, English, Fiqh and Sirah and Aqidah). The public education and religious curricula are combined into one volume, differing only in separate chapters.

The full-day school curriculum was prepared at the beginning of the new school year by involving the foundation, the school principal, all teachers and staff at the Sahabat Quran Integrated Islamic Elementary School. The preparation of the curriculum at the Sahabat Qur'an Integrated Islamic Elementary School is guided by the K-13 curriculum preparation book, while the religiously specific curriculum at the Sahabat Qur'an Integrated Islamic Elementary School is prepared based on the Qur'an, Sunnah, Hadith and input from relevant teachers, in the religious field. The curriculum coordinator is only responsible for making the annual and semester programs, while the respective subject teachers prepare the daily schedule. However, tahfidz and tahsin subject teachers need to prepare daily learning plans. Like general subject teachers, tahfidz and tahsin subject teachers also prepare other administrations besides daily lesson plans, such as mutaba'ah sheets, teacher's daily journals, monthly lesson recaps and monthly reports.

Class teachers and subject teachers usually prepare instructional device plans and syllabi. Based on the results of interviews with 4 (four) informants who served as teachers of thematic subjects that were included in general lessons, an analysis could be carried out that three thematic subject teachers created and compiled learning plans and syllabi. Meanwhile, one thematic subject teacher in class 1 for girls did not prepare a lesson plan for learning tools and syllabus because he was continuing the lesson plan (RPP in Bahasa) and syllabus from the previous teacher, who resigned from the Sahabat Qur'an Integrated Islamic Elementary School.

Based on the document study that the researcher carried out in the daily learning device plan documents and syllabus documents for grade 1 and grade 4 thematic subjects, it is evident that there is a learning scenario plan that contains the media used by the teacher in conducting learning and the evaluation/assessment is also reflected in the document. So, knowledge will be effortless if the existing learning tool plan guides you.

Meanwhile, for the typical curriculum in English Lessons, grade 1 and grade 4 English teachers for this subject still need to prepare a Learning Device Plan and syllabus. In teaching, they were only guided by printed English books for grades one and grade 4. The lesson plans and syllabus documents describe the learning scenario plan and the media used. Still, there are no documents, but in the direct observation and interview activities that the researchers carried out during the lesson, the learning scenarios and media used were evident, and evaluation or research was also carried out.

In the Arabic language subject, the teachers also did not prepare lesson plans and syllabi, so learning scenarios were not reflected in the lesson plans, the media used were also not reflected in the lesson plans and evaluation or assessment plans were also not described in a planned manner.

For tahfidz and tahsin lessons, the lesson plan and syllabus are prepared by the Qur'an curriculum coordinator. The learning scenarios are apparent, and the media and methods used and the evaluation or assessment are also reflected in existing documents prepared by the Qur'an coordinator.

For grade 1 fiqh subjects, they do not prepare lesson plans and syllabi. In contrast, grade 4 teachers prepare lesson plans and syllabi, but based on the results of interviews, informants stated that there are media used and teaching methods are there. Still, they need to be written in the lesson plans and syllabus. Meanwhile, for class 4 fiqh lessons, the learning scenario plan has been drawn, the media used, and the evaluation or assessment system have been well planned. Meanwhile, for class 1 fiqh teachers, the learning scenario plans, media used and evaluation in learning have yet to be planned well because there is no lesson plan and structured syllabus.

For the Siroh subject, there is a structured learning plan that describes the learning scenario plan, the media plan used in teaching, and the evaluation system used in the learning is also well planned. For aqidah subjects, there is a structured learning plan that describes the learning scenario plan, the media plan that will be used in teaching, and the evaluation system that will be used in learning is also well planned.

Lesson planning aims to determine optimal learning methods to achieve the desired learning outcomes. The main emphasis in learning planning lies in selecting, defining and developing learning method variables. The choice of learning methods must be based on analysing the conditions and learning outcomes. The study will show the learning conditions and expected results (Jaya, 2019). Learning planning as a system is an arrangement of resources and procedures to drive learning; the development of a learning system through a systematic process is then implemented, referring to the planning system (Sagala, 2017).

Every teacher in an education unit must prepare a Learning Implementation Plan at the beginning of each semester or the beginning of the school year with the intention that the Learning Implementation Plan is available in advance at the beginning of every learning implementation. The development of Learning Implementation Plans carried out by teachers independently or collectively through Subject Teacher Conferences (MGMP) in a particular school is facilitated and supervised by the principal or senior teacher appointed by the principal. The development of Learning Implementation Plans carried out by teachers in groups through MGMP between schools or between regions is coordinated or supervised by supervisors or the Education Service (Rusman, 2017). If a unique subject teacher does this, then the learning objectives will be achieved

Conclusion

The results of this research show that in general, full-day school learning planning at the Friends of the Qur'an Integrated Islamic Elementary School has been carried out in stages, simultaneously and systematically by each teacher in general subjects before the start of the school year or the beginning of the school year either independently. Or as a group, developed in detail. However, among typical subject teachers, some teachers still need to carry out systematic lesson planning, especially in Fiqh and Arabic subjects.

References

- Danhas, Y. (2021). *Analisis Pengelolaan Dan Kebijakan Pendidikan/Pembelajaran*. Yogyakarta: Deepublish.
- Jaya, F. (2019). *Jaya, F. (2019). Perencanaan Pembelajaran*. Medan: UINSU.
- Kemendikbudristek. (2022). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 16 Tahun 2022 tentang Standar Proses pada Pendidikan Anak Usia*

Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. kemendikbudristek.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed). Sage Publications.
- Pusat, P. (2003). *Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional*.
- Rahman, N., & Awaru, A. O. T. (2020). Pengaruh Sistem Pembelajaran Full Day School Terhadap Pembentukan Karakter Religius Siswa SIT Al-Biruni Mandiri Makassar. *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan*, 2, 18. <https://doi.org/10.26858/sosialisasi.voi2.14464>
- Rusman. (2017). *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media.
- Sagala, S. (2017). *Konsep dan Makna Pembelajaran: Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*. Bandung : Penerbit Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Cet. 21). Bandung: Alfabeta.
- Tambunan, H., dkk. (2021). *Manajemen Pembelajaran*. Bandung: Media Sains Indonesia.
- Utari, A. S., Tobari, T., & Puspita, Y. (2020). Pengaruh Full Day School dan Sertifikasi Guru Terhadap Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 120. <https://doi.org/10.31851/jmksp.v5i2.3755>