

A FULL-DAY SCHOOL AS ONE OF ALTERNATIVE TO IMPROVE MORAL QUALITY EDUCATION

(A Full-Day School sebagai salah satu alternatif untuk Meningkatkan Moral Kualitas Pendidikan)

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ABSTRACT

A full-day school system actually not new anymore, because some private schools implied this system. The difference FDS proposed today is lied on its aplication which not only for state school but also for private school in all area. Full-day school is a one of adabtability as fits solution to face the decrease of parents attention and development because of working and also moral quality. But, the idea of full-day school might fit in the traditional schooling practices in Indonesia which can add the burden for teachers and students cost and energy.

Keywords: *Full day school, system, Moral Quality*

INTRODUCTION

Adabtability is Changes behavioral style or method of approach when necessary to achieve a goal; adjusts style as appropriate to the needs of the situation. Responds to change with a positive attitude and a willingness to learn will lied to new ways to accomplish work activities and objectives. I myself believe in adabtability as a universall mechanism. For decades, politicians have been debating over different ideas for education reform for Indonesian education. As we might know that school in Indonesia is rigid organization with clear objectives, standardized curriculum, and classes are divided and evaluated using traditional methodologies.

Full-Day School As One Of Alternative To Improve Moral Quality Education

If we look at the daily activities of students in the classroom, we will see exactly the problem of Indonesian schools. Most of students and teachers are working to prepare for examination. Therefore, as the resul of adabtability, teachers tend to explain lessons abstractly, then they ask

students to work on students' worksheets to drill material discussed previously.

While there has been numerous policies such as the newest 2013 curriculum that is believed to promote active learning and character building, if the structure and objective of schooling remains the same, any educational innovation will settle on the structure of traditional schooling practices.

I do believe that educational reform is a complex endeavor. Our country has identified the problems of education countless times, such as the problems of standardized testings that cause rigid schooling systems and create schools like a factory rather than nurturing creativity and respects from students. In the case of Full-Day school, we hears regulating controversial full-day school that receive many disagreements from parents, now it is a time for education policy makers to ponder about the grammar or rules existing in Indonesian school systems. The rigid rules such as excessive homework and examinations need to be reconsidered as they kill students' developments.

Therefore, the idea of full-day school might fit in the traditional schooling practices in Indonesia which can add the burden for teachers and students. While the additional hours are expected for enjoying learning activities, they can turn to be additional times to do homework. This is similar to what happens when approach the national exam, students learn test preparation until afternoon

DISCUSSION

A full-day school system actually not new anymore, because some private school implied this system. But since it again proposed by newly appointed Education Minister Muhadjir Effendy, thus, FDS has been praised and criticized by experts and the members of public. The intention of it is to ensure that younger children are not left alone at home, or roam the streets, while their parents are at work. Based on statistics, parents working more than 12 hours a day.

FDS (Full Day School) is one of a product of the dynamic evolution process in education. It is an adaptations enhance the fitness and survival of education system to make better education outcome. As more developing countries, Indonesia government and policy maker have developed a system which has to count on these special field to stay a step ahead. for Large-Scale Innovation and adaptable “There’s almost an integrated set of skills that needs to be represented in the process”.

The program is designed to keep elementary and junior high school students in state and private schools in class from 7 AM up until 5 PM. Minister Effendy claimed that this policy will prevent children from doing unproductive or otherwise dangerous activities while their parents are working.

Here, the adaptability allows the leader to develop morally and to execute moral control over the leadership influence process in large part stems from the plasticity of schemas and scripts that

evolve over time through defining developmental “trigger events” (e.g., high-impact moral dilemmas) (Bandura, 2002; Kolb & Whishaw, 1998). As leaders internalize their environment and form their self-concept over the life span, a moral component is formed as part of, and developed in parallel with, that self-concept. A given leader’s moral development will differ from that of other leaders in terms of its robustness and complexity. We will argue that such moral development depends largely upon both the quality and quantity of ethical experiences a leader faces through life-long learning and the moral meaning-making taken away from those experiences that end up shaping the leader’s development.

To change the grammar of schooling in our country, we need to think about the objective of schools to assist students develop their skills, knowledge, and character. So far, our schooling system has tended to put too many attentions to knowledge. Therefore, activities in schools should unite those three things in daily activities by having problem-based or project based to prepare for students to the real world learning. In addition, schools should create rules and structures that can nurture students’ positive behavior and characters such as respects and cares.

Full-day school is a one size fits all solution. But each child, and each parent, is different. A thorough study is needed to work out the effects of the extra workload on teachers, how much funding the government will need to provide for the extra hours and activities in school and how to customize the program to handle different social conditions all across the country. Detractors pointed out that the policy is not suitable for rural areas, where parents usually work as farmers, fishermen, or other jobs with irregular hours. They also said that putting children in school for so long merely dumps parents’ responsibility to raise children on

teachers and turns schools into factories. Another point frequently raised is the children's welfare and how they might be unable to cope with a full day at school. To be remember that;

- (1) The implementation of full-day school scheme does not necessarily mean that students would study all day long at school. The scheme would ensure that students could participate in character education, such as extracurricular activities. Therefore, formal education would only be carried out half-day He said.
- (2) When students participate in extracurricular activities, then, it would prevent them from bad influence from external parties which could be counter productive, such as hang out up after school, hang out in mall, in cafe, brawl, and drug abuse.
- (3) The program could help parents in educating children without robbing them of their rights. Parents could feel secure because their children would still be under the tutelage of the teachers while they were at work.

Through such social learning processes (FDS), outputs not only form a global self-concept of themselves as students but also form a specific dimension of the self-concept as it relates to their self-views of their own morality.

However, the full-day school will be another educational problem as it will fit in traditional schooling system in Indonesia.

Advocates for full-day schooling identify cost as the biggest challenge facing full-day schools supporters. Factors to consider include teacher salaries, teacher training and professional development, paraprofessional salaries, curriculum development, assessment, classroom space, school lunches, transportation and miscellaneous administrative costs associated with implementing full-day schools. There will be so many adabtability occurred in education policy and society.

For example: the family process of adaptability, or the ability of a family to change its role relationships and rules, was found to be a significant predictor of adolescent External morality. One possible explanation for these significant findings may be that adolescents who perceive their family rules and roles to be flexible and changing are appreciative of this opportunity provided by their parents, and are therefore more likely to regard the External sources, in general, as important in their moral decision making. Positive family communication, or the degree of understanding and satisfaction experienced in family interactions, was found to be a significant predictor of adolescent External morality. It may be the case that just the right amount of parental encouragement of the adolescent's participation in family discussions

CONCLUSION

Education and adaptability are vital in our rapidly evolving, innovative world. We need now to go on learning throughout our lives. FDS becomes the evident of adabtability occurred in education system. This becomes strong evident that adabtability is universall mechanism . its make us life longer. When somebody stops learning, now it's like they've stopped thinking, or at least being creative. And when moral quality decrease rapidly, then it's like zomby. There is no more sense to adabtable.

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