

Implementation of Full Day School Education at Al Qudwah Shah Alam Integrated Islamic Elementary School

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*Jamrul Wahid, Muhammad Ruslan¹² 

¹²Universitas Muhammadiyah Sumatra Utara, Indonesia.

Corresponding Author: wahid.bin.susanto@gmail.com

ABSTRACT

Al-Qudwah Integrated Islamic Elementary School is an Islamic educational institution that has been established since 2018 and accepted its first batch in that year. This school also implements a full-day education system, which provides more time for students to study various subjects, both religious and general. The purpose of this study is to determine the implementation of the full-day school education system at Al-Qudwah Integrated Islamic Elementary School, Shah Alam, the obstacles to implementing the full-day school education system at Al-Qudwah Integrated Islamic Elementary School, Shah Alam, and the opportunities and challenges of the full-day school education system at Al-Qudwah Integrated Islamic Elementary School, Shah Alam. The research method used is a descriptive qualitative research type. Qualitative research is an inquiry approach that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a natural phenomenon. The results of this study are developing students' academic skills and personalities based on Islamic teachings. So it is hoped that the full-day education system can realize students' moral personalities to be even better.

Keywords: *Implementation, Education and Full-day.*

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INTRODUCTION

Full day education is seen as a hopeful initiative within the learning process. This approach arises from the current reality where many students are still not fully active in educational activities. Some of them spend their days only playing, leading to unhealthy social interactions. Eventually, this affects their future, making it fall short of their parents' expectations. Therefore, full day education is expected to become the core of the school system, aiming to increase students' enthusiasm for learning and helping them achieve their dreams.

When we talk about educational institutions, we cannot ignore the importance of Islamic education. Islam is a religion that addresses all aspects of life—spiritual, moral, intellectual, and social. It is not limited to one group or culture but is meant to be rahmatan lil 'alamin, a source of grace and prosperity for the entire universe, as taught by Prophet Muhammad SAW, the Messenger of Allah SWT (Shihab, 2007: viii).

Islamic teachings are based on the Qur'an, the holy book revealed to the Prophet Muhammad SAW. It is a timeless miracle that guides humanity to the right path. The Qur'an encourages people to explore its contents through knowledge, methods, and various disciplines, forming the foundation of many great civilizations in Islamic history (Musthofa, 2015, p. 163).

Education is a critical investment in a nation's future. It is seen as the path for Indonesia to succeed in various fields. A country's revival depends on its human resources, which must be of high quality. In Malaysia, for instance, the Education Act 1996 (Act 550) defines education as an effort to form well-balanced individuals—intellectually, spiritually, emotionally, and physically—based on faith and devotion to God. This reflects the goal of character education, to create individuals with strong moral values rooted in their faith (Khaidir & Qorib, 2023).

Education does not only take place in formal institutions. It can begin anywhere and be facilitated through various media. Formal schools may follow a standard national curriculum, but some implement unique systems that still fall within the broader framework of Indonesian education. Non-formal education, on the other hand, offers flexible learning, allowing individuals to learn anytime and anywhere, unrestricted by space or time.

Education plays a significant role in helping individuals achieve happiness in both worldly and spiritual dimensions. As mentioned in a hadith: "Whoever studies knowledge to seek the pleasure of Allah SWT, but instead seeks it for worldly gain, will not even smell the fragrance of Paradise on the Day of Judgment" (HR Abu Daud). This underlines the importance of sincerity in the pursuit of knowledge.

All human actions are shaped by learning. Education is essential for individuals to explore and develop their potential. Through education, people can fulfill their personal needs and contribute to society. It is an indispensable necessity for a meaningful and productive life.

The main goal of education is to support the optimal development of individuals, both physically and spiritually. It helps them improve their lives and positively impact their families and communities. From the moment they are born, humans begin learning to survive. Thus, education is a lifelong process that cannot be separated from human life.

Education also elevates a person's status before Allah SWT. As stated in the Qur'an: "O you who believe, when you are told to make room in assemblies, then make room; Allah will make room for you. And when you are told to rise, then rise; Allah will raise those who believe among you and those who have been given knowledge, by several degrees. And Allah is aware of what you do." (QS. Al-Mujadilah: 11). This verse highlights the noble position of knowledgeable believers.

The education system is a network of interconnected elements working together to achieve educational goals. As education continues to evolve, governments and private institutions have made various efforts to implement systems and curricula that align with national visions. One such system is the full day school program.

Full day schools are structured like formal institutions but offer additional programs to meet the needs of modern students and their families. These programs include extra study time, group learning sessions, Dhuha and obligatory prayers in congregation, and Qur'an reading groups. These additions not only enrich academic performance but also enhance students' spiritual and moral development.

The full day school system is designed to be dynamic and enjoyable. Teachers are expected to be professional, creative, and innovative. Meanwhile, students have the freedom to learn in a comfortable and motivating environment. To achieve this, teacher professionalism is key—they must continuously adapt to educational trends and be willing to grow alongside curriculum advancements.

In essence, full day school is an educational system that extends learning throughout the day by combining intensive subject learning with character and creativity development. Teachers are tasked with designing activities that improve students' cognitive, affective, and psychomotor skills. Today, many schools promote themselves as full day or integrated institutions, reflecting their commitment to holistic education and attracting greater public trust.

Literature Review*Full Day School*

Etymologically, the term full day school originates from English, where "full" means complete, "day" refers to a full span of time in a day, and "school" signifies a place of learning. Terminologically, full day school refers to a learning system conducted throughout the entire day. According to Sandi Pratama (2018), it involves structured teaching and learning activities from morning until afternoon, combining intensive academic learning with additional time for deeper exploration over five weekdays, while Saturdays are often allocated for creative or relaxing activities.

This extended schedule gives schools more flexibility in managing lesson hours, tailoring them to match the learning load and incorporating in-depth learning models. During these extended hours, schools can also introduce informal programs that are engaging and fun, encouraging students to learn in a relaxed environment. Research suggests that the most effective learning time for children in a formal setting is around 3–4 hours, and in an informal setting, 7–8 hours per day. This indicates that informal learning environments are crucial and highly beneficial in a full day school setting.

One unique aspect of full day schools is their integration of religious education. In Islamic-based full day schools, students engage in regular academic lessons as well as religious enrichment programs. These schools typically start at 07.00 WIB and finish at 15.00 WIB, with the period between Dhuhur and Asr prayers used for deepening religious understanding. In contrast, conventional public schools usually end around 13.00 WIB (Sumayyah & Desiningrum, 2016), which shows how full day schools offer more holistic education through extended hours.

The full day school model does not burden students with excessive learning, because part of the time is used for informal, enjoyable, and student-centered learning. This method avoids the traditional, teacher-dominated or "banking" model of education, criticized by Paulo Freire, where teachers are the sole knowledge-givers and students are passive receivers. Instead, the extra time in full day schools allows for the development of interactive, dialogic, and student-focused learning approaches, which support creativity, collaboration, and critical thinking (Farhany, 2017).

With the added learning time, full day schools have greater flexibility to design a curriculum that aligns with their institutional values and educational goals. In addition to following the government-mandated curriculum, these schools often incorporate elements from daycare, kindergarten, or Qur'an-based education systems to enrich their programs. This curriculum integration allows schools to meet both national education standards and the unique developmental needs of their students (Rahim, 2018).

The full day school system can be seen as an integration of various learning elements, especially the learning environment that promotes active, creative, effective, and enjoyable learning. The goal is to achieve specific educational outcomes while keeping students engaged throughout the day. One major motivation for implementing this system is to reduce the increasing rates of juvenile delinquency. As highlighted by Yuliyati (2019), many students are involved in behaviors such as alcohol consumption, drug abuse, and free sex, mainly due to lack of supervision and unstructured free time after school. Full day school aims to occupy students' time more productively, under the guidance of teachers and structured activities.

There are three primary reasons behind the implementation of the full day school system: a) To minimize negative external influences, such as unhealthy peer groups or harmful media content, by keeping children in a positive and controlled environment. b) To optimize learning time—students study from morning to evening, making the learning process more effective while also incorporating religious education, ensuring a balance between academic knowledge and moral development. c) To support working parents, especially those with demanding jobs, by reducing their burden of supervision, as children are safely and productively engaged at school throughout the day.

This extended learning system offers various benefits. Firstly, it helps instill good habits and discipline in children through structured daily routines. Secondly, it allows for enrichment and reinforcement of the material outlined by the Ministry of National Education, giving students more time to grasp key concepts deeply. According to Zakiyah Daradjad (2011), this deepening process strengthens students' academic foundations and prepares them better for future challenges.

In addition to academic advantages, full day school provides room for Islamic studies, both as integrated content and as a standalone subject, which serves as a vital provision for children's spiritual and moral life. Moreover, the system contributes to the psychological, mental, and moral development of students. Parents who choose full day school often seek not only quality education but also a safe, value-based environment that can protect their children from potential negative influences and guide them towards positive, productive behavior.

Full Day School Learning System

The full day school learning system is a recent innovation in education that emphasizes not only academic excellence but also the development of faith and moral values. Its core goal is to instill positive behavior and character in students. The curriculum is designed to support the holistic development of learners by addressing the cognitive, affective, and psychomotor domains. This approach ensures that all aspects of student growth are nurtured effectively within a single, integrated system.

A unique feature of the full day school system is the incorporation of game-based learning strategies to make the school environment enjoyable, even during long hours. By introducing fun and engaging activities, this system enhances students' learning motivation and participation. The learning process becomes more interactive, helping students to better retain knowledge while simultaneously developing life skills. Teachers guide students to maximize their potential and improve their condition academically and personally.

From an Islamic educational perspective, the teacher plays a central and irreplaceable role. As Oemar Hamalik (2016) states, education cannot exist without teachers. They are responsible for shaping the structure and direction of the learning process – from curriculum development to classroom delivery. Teachers ensure students gain both intellectual knowledge and life values, playing a vital role in developing not only the mind but also the soul and character of learners.

In conclusion, the full day school system aims to provide a solid moral and faith-based foundation for students. It creates an environment where learners receive not only academic instruction but also strong value-based guidance. By combining intellectual development with moral cultivation, this system ensures that students are well-prepared to face both academic challenges and real-life situations with integrity and competence.

In terms of implementation, full day school means that students spend the entire day at school, reducing the time they are unsupervised at home. According to Fahmi Alaidroes, this format involves: a) A curriculum that integrates general and religious education into a single learning framework. b) Active learning strategies that ensure students are always engaged in classroom activities. c) Collaboration with parents and community members, making them part of the educational process. d) The inclusion of Islamic values – both sharia (moral/legal behavior) and kauni (natural/environmental order) – in all aspects of school life.

To successfully run a full day school program, schools must offer activities that reflect what students would otherwise experience at home – academic learning, social interaction, and adequate rest. This calls for creative and innovative teaching strategies that can keep students engaged throughout the day while meeting their developmental needs. Ultimately, the success of this system depends on the ability of teachers and administrators to design and deliver meaningful, well-balanced educational experiences.

METHOD

This scientific research employed a descriptive qualitative approach, which focuses on understanding meaning, concepts, characteristics, and phenomena in a natural setting. Qualitative research prioritizes depth over quantity, relying on various methods such as observation, interviews, and data analysis, and presenting the findings in a narrative form. According to Lufri et al. (2022), the inquiry approach in qualitative research helps researchers independently explore and discover knowledge through systematic steps like observation, data collection, and conclusion drawing.

The research was conducted at Al-Qudwah Integrated Islamic Lower School, an Islamic educational institution established in 2018 and located in Shah Alam, Selangor, Malaysia. The study took place over a 25-day period from August 3 to August 28, 2024. The data analysis process involved four stages: data collection, data reduction, data presentation, and drawing conclusions, aligning with standard practices in qualitative research.

In addition, the researcher referred to a related study by Muhammad Ruslan (2024) on the implementation of the Ummi method for Qur'an recitation at the Al-Fawwaz Tahfidzul Qur'an Foundation in Medan. His study revealed that the method involved certified teachers, institutional supervision, structured learning implementation, regular evaluation, and final assessments. These insights supported the present research by offering a comparative reference on Qur'anic learning models in Islamic institutions.

FINDINGS AND DISCUSSION

This research was conducted at Al Qudwah Shah Alam Integrated Islamic Primary School and explored the implementation of the full day school education system.

Full Day School Education System

Full day school is an educational model where students spend the entire day engaged in school-based learning, encompassing both academic and character-building programs. At Al Qudwah Shah Alam Integrated Islamic Elementary School, this system is implemented effectively, particularly through the active, creative, and engaging role of Islamic Religious Education teachers. This aligns with Lev Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social interaction and the teacher's role as a facilitator within the Zone of Proximal Development (ZPD). Through guided support, students can achieve a deeper understanding and higher cognitive function than they could independently.

The school's structured daily schedule includes academic instruction, tahfiz (Qur'anic memorization), and co-curricular activities designed to balance formal learning with Islamic character development. This reflects the framework of Bloom's Taxonomy (Bloom et al., 1956), which promotes the development of cognitive, affective, and psychomotor domains in education. The integration of Islamic studies also supports Howard Gardner's Multiple Intelligences Theory (1983), which advocates recognizing diverse types of intelligence, including linguistic, intrapersonal, and spiritual intelligences—facilitating well-rounded student development.

Student welfare is managed effectively through structured break times, nutritious meals, and mentoring systems, ensuring students' physical and psychological well-being. These provisions align with Abraham Maslow's Hierarchy of Needs (1943), which posits that basic needs such as food, safety, and a sense of belonging must be met before higher-order learning can occur. The school's approach ensures that these needs are prioritized, thus fostering a safe and emotionally supportive learning environment where students are better prepared to learn and grow.

Finally, the school employs a technology-based system to monitor schedules, attendance, and student development. This aligns with the Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006), which highlights the importance of integrating technology effectively with pedagogy and content knowledge. Moreover, this system supports the 21st Century Skills Framework (Partnership for 21st

Century Skills, 2009), which emphasizes the need for technological literacy, critical thinking, and collaboration to prepare students for modern challenges. The integration of these theories confirms that Al Qudwah's full day school model is not only practical but grounded in sound, research-based educational theory.

Constraints in Implementing the Full Day Education System

The main goal of implementing a full day school system is to minimize negative external influences on students after school hours. This initiative arises from growing concerns about increasing juvenile delinquency, as widely reported in the media. Behaviors such as substance abuse, free sex, and other social deviations highlight the need for structured environments that support character development and moral education. By keeping students engaged in school activities throughout the day, schools aim to foster a positive and safe learning atmosphere.

At Al Qudwah Shah Alam Integrated Islamic Elementary School, the implementation of the full day school system has faced several challenges. One significant issue is the fatigue experienced by both students and teachers due to the extended learning hours. This fatigue can diminish concentration, engagement, and overall learning effectiveness. It becomes crucial for educators and administrators to find strategies to maintain energy levels and enthusiasm throughout the day to ensure optimal learning outcomes.

Another obstacle is the adaptation process among parents. The extended school schedule requires adjustments in daily routines, especially in pick-up times and providing home support for assignments and emotional care. Additionally, the school infrastructure is not always adequate to support a full day of learning. Some classrooms, recreational spaces, and rest areas are not yet fully equipped to accommodate students for such long durations, which can hinder their comfort and wellbeing.

Furthermore, differences in students' learning abilities present challenges in delivering personalized instruction. In a tight and demanding schedule, addressing each student's unique needs becomes more difficult, potentially leaving some learners behind. Stress among students also becomes a concern, particularly with the pressure to meet high academic and memorization targets. Proper stress management strategies and psychological support systems are essential to ensure students maintain a healthy balance between academic demands and personal well-being.

Opportunities and Challenges of the Full Day Education System

The researcher highlighted that the full day school system presents a valuable opportunity to strengthen Islamic character education. The extended learning time allows for a more intensive focus on instilling Islamic morals and values, supporting students' holistic development. With optimal time management, students can complete academic tasks and Qur'anic memorization during school hours, significantly reducing the burden of homework. Additionally, the full day school format encourages stronger collaboration between schools and parents, enabling better communication and shared responsibility in guiding student growth both academically and spiritually.

However, there are challenges that need to be addressed for the system to run effectively. One key concern is maintaining the motivation of both students and teachers, especially considering the long and demanding school hours. Developing a dynamic and engaging school environment becomes essential to keep enthusiasm alive throughout the day. Another major issue is infrastructure. Full day schooling demands comfortable and well-equipped facilities to ensure students' physical and emotional well-being during prolonged school stays. Without proper infrastructure, the system may not function optimally.

Another challenge is ensuring students achieve a healthy life balance. The full day schedule, while beneficial in many aspects, may limit students' opportunities to bond with their families or engage with their communities outside of school. This aligns with Maslow's

Hierarchy of Needs theory (1943), which emphasizes the importance of belongingness and family connection as part of human motivation. Moreover, Vygotsky's Sociocultural Theory (1978) underscores the role of social interaction and cultural context in learning. The limited interaction with wider social settings outside the school could potentially affect students' social development, suggesting that schools must create systems that maintain academic focus without sacrificing students' emotional and social needs.

CONCLUSIONS

The implementation of the full day education system has been running effectively and creatively, fostering students' enthusiasm for continuous learning and talent development. Despite challenges such as student and teacher fatigue and difficulties in coordinating classroom and playground use, the system supports the holistic development of learners. By allocating the right time and structure, it enables the integration of Islamic life values into daily learning, aligning with the broader educational goals. This approach reflects the concept of an effective school, where a supportive and well-organized environment, coupled with adequate facilities, enhances the overall quality and impact of the learning process.

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