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## MANAGEMENT OF FULL DAY SCHOOL PROGRAM TO IMPROVE THE CHARACTER OF SDIT STUDENTS LUQMAN AL HAKIM KUDUS

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**Abstract.** This study aims to see in real terms the implementation of the full day school program to improve the character of students in SDIT Luqman Al Hakim Kudus. This research is a research with a qualitative approach. Data collection using participatory observation methods. In-depth interviews, documentation and triangulation. The analytical method used is a method developed with three steps including data reduction, data presentation, drawing conclusions and verification. The focus of this research is the management of a full day school program and character education. The location of the study was in SDIT Luqman Al Hakim Kudus. The results of the study were the first management of a full day school program to improve the students' character, SDIT Luqman Al Hakim Kudus with three stages, namely full day school learning planning adapted to the government curriculum and school curriculum in the form of implementation plans. learning and syllabus, the implementation of full day school learning includes exemplary activities, habituation, activities that are patriotism and nationalism. Evaluation of learning by providing an assessment through three domains, namely the affective, cognitive and psychomotor domains. Second, to improve the character of students in the school, Luqman Al Hakim Kudus, a very supportive factor, namely professional teachers, facilities and infrastructure, adequate learning media.

Keywords: Management, Full day school, Character Education

### INTRODUCTION

The capitalist education system which runs the process of education like an industry is seen as failing to produce bertauhid output and zero loyalty to Islam. As a result of these influences educational institutions compete with the slogan "Modern" by making standard provisions that a student can pass or not just measured by the results of the test on paper. Emotional aspects of culture and others were discarded. Those are some of the concerns of the holy Al Aqsha Hidayatullah foundation which has been concerned for organizing monotheism-based education that does not see whether students are able academically or not, all get the same portion to taste Islamic education, because in principle human nature is to monothe Allah .The Al Aqsa Hidayatullah Kudus Foundation says secularization and educational capitalization have been started for a long time because the pattern of monotheism education in

socialization and transformation has not been maximized, even though it is not too late to clean up. There is a very strong impression that the development of the life sciences (science) is something that is in a region free of religion, even if there is only ethics (ethic) which does not rely on religious values. While the formation of the character of students who are part of the educational process is actually less seriously explored. From all the problems that exist in education the first must be arranged is a problem that arises due to the paradigmatic conception of education. This paradigmatic level which provides the vision, mission and orientation of the educational process carried out. Because paradigmatic errors of education will consequently be very fatal and the effects generated not only on the individual influence of students, but also on the life system built by the students.

In paradigmatic education must be arranged on the principle of monotheism, a

view of life, understanding, appreciation and implementation in patterns of attitudes, speech and actions on the reality of life, as well as the identity of the reality of the existence of creation, dependence, influence, purpose and reference and the existence of creators in colloquial language of monotheism is often called the envy of God. This principle of monotheism is the foundation of the soul and orientation of education, because the object education is human, so human perception must also be based on monotheism rather than human perception itself. Learning management is an effort to regulate learning activities based on concepts and principles of learning to succeed learning goals to be achieved effectively, efficiently and productively, which begins with the determination of strategy and planning ending with an assessment, and the assessment will be used as feedback for further learning improvement (2004: 1)

In SDIT Luqman Al Hakim the management of monotheistic learning that is able to direct students to increase their faith in Islam. Teaching any lesson is in order to introduce the greatness of Allah, so that the demands in monotheistic learning are required of educators who have the passion in teaching Islam, The result of monotheistic learning is the birth of Qur 'ani intelligence. School is the second place to educate children after family. School becomes a place for students to learn many things. School is a space for self-actualization to foster the spirit of life and develop desired interests and talents. Schools deliver students to grow into human beings with all hope and dream. The school is a means of fostering the nation's sons and daughters to be useful children for the nation and the State because there they are forged to learn, speak, think and act. School is a place for students to get experience, academic and non-academic achievements. The personality of students with character will be formed if the school gives a positive habituation and applies the rules, the existing rules in school in accordance with the vision of the school. School as a community agent to print a generation of intelligent, knowledgeable and broad-minded and has a good attitude. Education is expected to adapt to the flow of globalization. and changes that will occur, be open to change and cling to religious values. Religious education is taught through the planting of positive values accompanied by action on children so that it becomes habituation. By habituation, a character will

emerge which in the end can achieve the goals of education and culture. The main objective of education is the formation of character with the aim of building human beings with noble character.

According to Basuki in Baharuddin (2010: 227) full day school is a school that part of the time for learning programs that are fun for students, informal, seeming not rigid that requires creativity and innovation from the teacher. The full day school system is a learning system where students all day at school to carry out the learning process and worship process. The Minister of education and culture Muhajir Effendy on August 8, 2016 only initiated a full day school system at elementary and junior high school and even then reap the controversy among the community. The application of Full Day school aims so that students not only get general knowledge but get character education. Character education is identical with forming noble attitudes and behaviors and that is needed in the development of children in particular. Didk participants can become a generation of people who possess good character. All are done to safeguard students from moral decline because today juvenile delinquency develops so widely that many immoral acts occur such as still having many school fights, theft, murder, use drugs, free sex and others which consequently result in unrest in the family and community. In the Ministry of National Education (2010: 10) explained that character education has a high value from moral education, because not only teaches what is right and what is wrong, but more than that character education instills about good things so students learn (Cognitive domain) , able to feel (Affective domain) good value that usually does it (psychomotor domain) Samani (2016: 34) said that Full day school is one of the many vehicles to optimize character education, before full day school is implemented it is necessary to prepare for the situation in the school to fulfill habituation and inculturation. From the explanation above, it can be said that the management of full day school programs and character education can be achieved by various factors, one of which is the management system of good learning and education in the learning. SDIT Luqman Al hakim Kudus applies programs that promote monotheism-based education and character education. The uniqueness of SDIT Luqman Al Hakim Kudus that attracts students to study there is to

implement a full day school system since 2001 in accordance with the principles of Islamic teachings. Existing character planting is Discipline, honest, Islamic, diligent and superior. SDIT Luqman Al Hakim holy also uses the indent system in new student admissions and also applies character education, extra curricular learning programs, superior tahfiz, home visits, guidance on fiqh and worship and other habits. SDIT Luqman Al hakim Kudus synchronizes between missions with full day school system implemented. Based on the results of a preliminary study conducted by researchers, the reason for the school to implement full day school is: Lack of attention and lack of love for parents towards their children (2) helping teachers get 24 hours a week as a condition to get teacher certification. (3) By implementing full day school the school's vision and mission will be easily achieved.

Based on the facts from the description above, the researcher is interested in analyzing observations and describing how far the full day school program is to improve student character by assigning SDIT Luqman Al Hakim Kudus students as objects of research. Thus the researcher raised the title of the management of the full day school program to improve the character of the students of SDIT Luqman Al Hakim Kudus. This is based on the belief to know the management of full day school programs and character education at the school. with the full day school program implemented. Based on the background of the research above, there are several issues raised in this study: 1. How to manage full day school programs in SDIT Luqman Al Hakim? 2. How to improve student character education in full day school learning?

## METHOD

This study used qualitative research methods. That is a study that was proposed to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups. This type of research is descriptive research that is research aimed at describing current and current phenomena or when the past.

Data collection using participatory observation methods, in-depth interviews, documentation and triangulation. The analysis method used by the method developed by Miles and Huberman with three steps includes; data reduction, data presentation,

drawing conclusions and verification. The research focus is the management of full day school programs and character education.

The location of this study is located at SDIT Luqman Al Hakim Kudus Jl. Besito Lemah Gunung, RT 04 RW 02 Krandon Kec, Kota Kudus district. Researchers began a preliminary study in March 2017 to determine the state of the school in general and to know the management of full day school programs and character education specifically in SDIT Luqman Al Hakim Kudus. The study was conducted in March 2018. The population in this study were students from grades 4 to 6 SDIT Luqman Al Hakim in 2018.

Table 1.1 Students population SDIT Luqman Al hakim Kudus

No.	Nama Rombel	Total Students
1.	4 Al Basith	23
	4 Al Karim	24
	4 Al wahab	24
	Total	71
2.	5 Al Fatah	19
	5 Annur	22
	5 An Nafi	20
	Total	61
3.	6Al Hakim	19
	6 Al A lim	19
	6 As Syakuur	27
	Total	65
	Total of All students	197

Source: SDIT Luqman Al Hakim Kudus

Judging from the population in the division of classes take from the asmaul husna that is the names of the good God from which the formation of the character of students is well built. Researchers used data collection techniques in the form of participatory observation, namely collecting data by observing and recording the phenomena being investigated and knowing the real conditions that occur. The school principal who makes the concept of learning while being cared for doing learning includes the ability of a teacher when starting a lesson, when delivering material

## RESULT AND DISSCUSSION

### A. Management of Full Day school Program Management at SDIT Luqman Al Hakim Kudus

In SDIT Luqman Al Hakim Kudus it can be seen that the process of managing a full day school program to improve character is three stages, namely full day school planning, implementation and evaluation in full day

school learning, while improving the quality of full day school education by utilizing management functions.

To improve the quality of education implementing the management function proposed by George, Terry, namely from planning, organizing, implementing and supervising which certainly involves the existing stakeholders, namely student guardians, school committees, religious leaders, the community environment in the learning process using the PAKEM model with the use of budget and it must fulfill general accountability in a transparent manner.

a. Full Day School learning planning.  
Planning learning is a preparation that must be done by all teachers before carrying out teaching and learning activities in the classroom. Teachers in SDIT Luqman Al hakim Kudus compile steps and must be done to achieve the learning objectives that have been determined. Learning planning is adapted to the curriculum adopted by SDIT Luqman Al hakim Kudus namely the government curriculum, local curriculum and diniyah.

The curriculum in SDIT Luqman Al Hakim Kudus contains K13 curriculum, diniyah curriculum, local content, namely extracurricular activities to develop competencies that are in accordance with the characteristics and regional potential and self-development of students who provide opportunities for students who aim to develop and express themselves accordingly the talents and interests of each student that are appropriate to the conditions of the school. Self-development activities are guided by counselors, teachers and education personnel that can be done through extracurricular activities. Self-development is also carried out through counseling guidance that has to do with personal problems experienced by students, social life problems and student learning problems and student career development.

Local content for elementary school is Javanese Language Lesson which aims so that students have the ability to communicate using the correct Javanese language, increase sensitivity and appreciation for the work of Javanese literature, responsible for preserving the results of Javanese cultural creations, preserving local culture and English for the purpose of students are able to develop communication competencies in oral form, have an awareness of the importance of English in the global community. The contents of the diniyah curriculum which aims to

students can read and write the Koran well and correctly and memorize juz 30 fluently and know the meaning and meaning contained in the al quran.

SDIT Luqman Al Hakim besides following the government curriculum and local content and the contents of diniyah. the school also has a self-development curriculum in the form of extracurricular activities which are guided by coaches in each activity. for extracurricular activities in SDIT Luqman Al Hakim is Qiroah, Calligraphy. Pramuka, Pianika and choir, Rebana, Martial Arts, Journalism, Coloring .

Every school year ends, of course it has become a routine program conducted in all schools about class upgrading as well as graduation for class VI who will continue their education, students are said to be graduated if they have reached the minimum completeness criteria and if there are subjects that have not reached the minimum completeness then a remedy is held . And even then there are strong reasons for example due to health, physical, emotional, mental disorders so that it is impossible to achieve competence according to the target SDIT principal Luqman Al Hakim Kudus draws up steps that must be taken to achieve the learning objectives at full day school. Significant differences between public schools with full day school curriculum are more good types of lessons or number of hours of learning, classrooms facilities above standard (there is a permanent LCD in each class, complete teaching aids for school lunch and outbound The planning of full day school learning is adapted to the curriculum, subject matter, extracurricular adopted by SDIT Luqman Al Kudus Judge: SDIT Luqman Al Hakim curriculum includes government curriculum and religious education, local school curriculum using K13 curriculum as a reference and thematic learning.

The preparation of learning planning at SDIT Luqman Al Hakim Kudus was carried out by the guardian of the class including the preparation of learning plans, learning resource media, assessment tools and learning scenarios. In addition, students must have their own concept in the implementation of the full day school program taught in the classroom, such as getting used to the Dhuha prayer, memorizing prayers, recitation so that students have a noble character.

#### B. Full day school learning process

The implementation of learning is the process of interaction between the teacher and students to convey the learning material to students to achieve the learning objectives. In di SDIT learning Luqman Al Hakim uses thematic interactive learning which is a thematic learning which aims to provide meaningful experiences to students. In the scientific approach students are expected to scientific skills namely observing, questioning, Experimenting, Associating, communicating. As for the learning model applied in scientific learning through project based learning, problem based learning, Discovery learning. SDIT Luqman Al Hakim also has school activities.

Habituation activities include the routine routine duh congregation performed by all students, the dhuha prayer activity which is carried out in the morning after praying and tahfiz prayers which are carried out every morning, tahhud call with the aim of students closer to Allah through tahajud prayer. performing evening prayers and programmed habituations include pesantren ramadhan in the middle of the month of Ramadan with tadarus Al Quran and pesantren kilat filled by fathers and mothers, the distribution of zakat fitrah which is obligatory for students is collected in schools which are then distributed to the poor, slaughtering animals every sacrifice Dzulhijjah month which was attended by all school residents, namely teachers, employees and students. Study tours held every year for the sixth grade are held in the middle of the semester break, outbound is done according to needs with different locations, Hidayatullah campsite and creative event g, followed by all class representative students to channel students' talents and interests.

Exemplary activities include fostering uniform order of school children who have been determined by the Hidayatullah foundation itself, disciplinary coaching by training students not to come late to school, planting Islamic moral values by giving examples to students to respect older people, especially teachers, being kind and polite , loving friends, planting reading interest by taking turns going to the library, planting culture exemplary with the culture of clean living in the school and classroom environment by habituating to throwing trash in the trash, activating class pickets, planting a green environment in the school environment with students told to bring green plants then

planted in school so students know the benefits of the planting.

Nationalism and patriotism activities can be applied in the form of commemoration of Indonesia's independence day by carrying out ceremonies followed by all students, teachers and employees as well as the commemoration of the heroes' day to commemorate the services of the heroes by diligently studying and diligently worshiping God to be a useful child for the nation, State and religion and commemoration of national education day.

Student creativity activities provide opportunities for students to develop students' talents and interests and create creativity by participating in creative competitions and creative works, providing guidance to exemplary students of Mathematics and Natural Sciences Olympiad. Outdoor learning and training (visits to other schools under Hidayatullah's guidance to conduct studies appeal for the progress of the school which is filled with outbound while still educating students to be brave, agile and competent in all good things.

#### C. Full day school learning evaluation

The most recent learning system is evaluation (assessment), success or failure of an education to achieve its objectives is done by assessing the products produced. Evaluation of learning is a systematic and continuous activity process to gather information about the process and results of student learning to make decisions based on criteria and considerations. assessment of the teaching and learning process carried out by the teacher Process assessment is carried out on the participation of students individually or in groups during the learning process including disciplinary attitudes with indicators always coming to school on time, doing school assignments, caring about indicators of maintaining class cleanliness, helping friends, being able to solve problems. responsibility with indicators trying to complete school assignments earnestly, asking the teacher if he does not understand and hard work with indicators showing an unyielding attitude and completing assignments at home or school seriously learning assessment Assessment of learning outcomes.

Learning is said to be successful if there is a change in behavior that is good and positive in the student, the assessment is conducted in the middle and end of the semester. Assessment activities are useful to

get a comprehensive picture of the learning completeness of students.

D. Improve student character education To improve the character of students in SDIT Luqman Al Hakim Kudus

SDIT Luqman Al Hakim in determining the minimum completeness gives an assessment of three domains, namely the cognitive domain with regard to ability and intellectual ability. Which is usually seen from the increasing knowledge of students who form their assessment with a daily test conducted in stages, midterm and semester tests are used to assess the mastery of competence in the mid semester program. The final semester test to assess mastery at the end of the semester program and the assessment form for the grade increase test to determine the students' mastery in mastering the learning material. Affective domains are related to emotional attitudes and mastery. Affective learning success is measured in the level of attitudes and values, for affective assessment by the classroom teacher is done by observation, peer assessment, and self-assessment. Psychomotor land with skills competency assessment through the performance of students demonstrates competence using practical tests that can be done by good students at school or at home. Furthermore, to improve the character of students can not be separated from the role of a leader because the style of a leader is a determining factor for the progress and retreat of a school including human resources, advice and infrastructure, labor and so on. The total quality of management is a combination of all management functions, all parts from the company and everyone is built based on the concept of quality, teamwork, productivity and customer satisfaction Ishkawa, in Nasution (2205: 22).

SDIT Luqman Al Hakim uses the Total Quality Management theory in the management of full day school to improve the character of students must empower human resources owned such as teachers, students, curriculum, education personnel, facilities and infrastructure, media, financing, teaching and learning strategies, leadership and evaluation

In 2001 SDIT Luqman Al hakim kudus opened a full day school program with more learning material and long school time. Full day school school Monday through Thursday at 3:00 p.m. while Friday is shorter. Full day school is now a choice as a safe and

representative learning place for parents who are busy working and going home every day until the afternoon so that their children can avoid negative actions, so parents trust the school to educate their children to do good at school or at home . a. Full day school program learning management, Management of full day school program learning from the author emphasizes the planning of full class school learning.

To make good and ideal learning planning the teacher must know the elements of good planning also by identifying student needs, goals to be achieved and methods used and evaluation. Teachers really need to do planning in learning because learning is a process, teachers who only carry out the process with lectures, of course the lecture is directed to achieve goals, if the teacher is in the learning process by analyzing a case, then the process of analyzing the case is a process that aims. Learning is the process of collaboration between teachers and students. Therefore, the teacher and students must be harmonious. In learning the teacher is not just conveying the material but a process of forming student behavior. Learning will be effective if utilizing from various learning sources so that learning becomes effective and efficient.

According to Suryasubrata when compiling a learning plan from each subject, the step that must be considered by the teacher is to define basic competencies, choose teaching materials, plan learning activities, media and learning tools, and evaluate Based on the results of observations and interviews, the author conducted a full day school program management plan in the classroom learning SDIT Luqman Al hakim Kudus was good that long-term planning included the academic calendar made by the principal, the annual program and the semester program made by the teacher, and the syllabus. Thus it is known that the learning plan in SDIT LuqmanAl Hakim Kudus Judge is in accordance with the steps of preparation of learning planning as follows: formulating specific objectives, choosing learning experiences and teaching and learning activities, selection of materials and tools, facilities, evaluation planning and development.

E. Full day school learning The implementation of learning

Is the process of interaction between teachers and students to achieve learning goals

The implementation of full day school learning in SDIT Luqman Al Hakim consists of general subject matter from the government and local content plus diniyah such as Arabic, read and write the Quran Based on the results of the observation, it is explained that the core activity of full day school learning is integrated curriculum and integratd activity which is manifested in the form of planting positive values and good habituation from an early age such as prayer, dhuha prayer, eating together, dhuhur prayer and asar congregation, group learning , the habit of praying every time you will carry out activities and additional material.

The full day school class is made as comfortable as possible so that students do not feel bored because they are in school all day. Therefore teachers must be creative and innovative able to inspire students to improve and develop the cognitive, affective and psychomotor domains. A teacher not only transfers knowledge but also educates, mature students to become honest, ethical and good-natured people.

Learning strategies by class teachers according to general references are three stages, namely; The pre-instructional stage (preliminary) is that the teacher has done habituation to always pray before teaching and learning activities, after that the student attendance, apperception and question and answer, the instructional stage (core) is that the teacher conducts learning activities to achieve goals. The sources and methods used must also be varied, the post-instructional stage (closing) the teacher gives reinforcement and draws conclusions about the material that has been delivered .

#### F. Full day cshool Learning Evaluation

Evaluation of learning is the process to get information about the development of students in student achievement and performance. SDIT Luqman Al Hakim evaluates and assesses learning outcomes by using rapot with minimum completeness criteria limits in the cognitive domain of assessment in the form of daily score repetition, midterm repeat, semester end test , the affective domain of assessment of attitude, craft of student discipline, and observing behavior that is commendable both with friends, teachers, or employees, affective relating to values is difficult to measure because it involves awareness of one's inner self, psychomotor aspects with skills with student assessment able to practice

commendable attitudes and behaviors wherever they are. From the evaluation results as a reference to improve the learning program determine the level of mastery and monitor the success of applied learning management.

#### G. Improve the character of students in the implementation of full day school learning

Management of full day shool must have a main element (Goetsch & Davis, 1994) components of integrated quality management, among others, focus on customers both external and internal because it is the driver that determines the quality of graduation, process and environment related to graduation, obsession with quality, organization implementing integrated quality management customers determine quality, therefore the organization must be obsessed with fulfilling what customers want, scientific approach, especially in designing jobs, in decision making and problem solving, long-term commitment to make cultural changes in order to achieve goals, indispensable cooperation to establish partnerships with school or neighborhood residents, continuous system improvement, education and training.

Controlled freedom of involvement and empowerment of teachers and administrative staff towards decisions made, unity of purpose so that quality management can be applied properly in schools, there are involvement and empowerment of teachers and staff. Wibowo's theory (2013: 22) states that in the implementation of character education in schools, all components and stakeholders or stakeholders must be consolidated. Collaboration with stakeholders in SDIT Luqman Al Hakim is very good, schools do not only work alone and fight alone but collaborate involving guardians or the community outside educational institutions Based on the author's observation that principled teamwork on teamwork has been done by all school members, the leadership model to empower teachers has also been carried out by the principal, which is a contributing factor for the successful implementation of the school management program to improve the character of students in SDIT LuqmanAl Hakim Hakim.

In the implementation of full day school learning there are several supporting factors for the classroom teacher is the ability of students who are not the same in receiving the subject matter so that students sometimes feel bored and bored in class, because a long

time at school when returning home to play and socialize with the surrounding environment to be reduced, with that the supervising teacher at full day school must be more extra and creative in learning.

Classroom learning factors must be supported by professional teachers who are tasked with educating, guiding, directing, evaluating students and evaluating on the path of formal education and early childhood levels, teachers must be able to master the material, teachers are required to make learning tools. Law on Teachers and Lecturers and PP No. 14 of 2005 The scope of teacher competency includes personality competence, namely personal abilities that reflect a strong, stable, authoritative personality, can be a good example for students, Pedagogic competence namely the ability to manage learning includes understanding of students, design and implementation of learning, professional competence, namely the ability to master the learning material in depth which includes the material of the school curriculum and science, social competence, namely the ability of teachers to communicate effectively with students, guardians of students and the community.

The availability of learning media that is used for teaching and learning processes such as books, television, LCDs or other media such as buildings, museums, markets and others. Mudhoffir divides the purpose of media use into two, namely the general purpose of using instructional media to improve learning effectiveness and efficiency, while special objectives from the use of instructional media to support classroom activities, providing planning, operations and follow-up for the development of instructional systems Availability of learning media needed in accordance with the characteristics of all subjects such as textbooks, Qur'an, worship equipment.

Availability of advice and very supportive in learning activities, the availability of adequate facilities and infrastructure, the existence of a prayer room that is used to practice worship. Most students are very enthusiastic about learning in school but there are also those who are lazy. As for the inhibiting factors, namely the lack of time allocation, students do not have a strong background religion, the basic ability of students about religious science is very influential in the process of teaching and learning full day school to improve the character of students.

Full day school learning at SDIT Luqman Al Hakim Kudus is one of the programs to improve the character of students by instilling positive activities including praying, praying, dhuha prayer, prayer, prayer and so on. Management of full-day, planned, well-structured full day school learning according to principle, the scope and components of management and effective leadership can improve the quality of character education. Education when early childhood to adulthood because it is a determining factor of good or bad morality.

## CONCLUSION

Based on the results of the study conclusions can be drawn: 1. Management of a full day school program to improve student character in SDIT Luqman al Hakim Kudus there are three stages, namely planning full day school learning tailored to the government curriculum and local school curriculum, and diniyah, syllabus preparation and learning implementation plans, the implementation of learning consists of activities habituation, exemplary, nationalism, patriotism and student creativity and evaluation of learning in determining completeness at least gives an assessment of three cognitive, affective and psychomotor domains. 2. To improve the character of SDIT Luqman Al Hakim students by carrying out all components of integrated quality management education, effective teamwork, effective leadership according to integrated quality management education. Maximizing supporting factors, namely educated and professional teachers, adequate teaching aids, adequate facilities and infrastructure and student interest in learning.

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