

# Formulation of A Full Day School Management Model in Improving The Effectiveness of the Implementation in Madrasah Aliyah Negeri 2 Model Padang Sidempuan

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## ABSTRACT

This study aims to determine the formulation of management model of full day school in MAN 2 Model Padangsidempuan which include: (1) planning of full day school learning inside and outside the classroom; (2) organizing the implementation of full day school, (3) implementation of full day school program learning inside and outside the classroom, and (4) assessment of full day school implementation. This research is a descriptive research. The subjects in this study were the Principal in MAN 2 Model Padangsidempuan, Deputy Head of School for Curriculum, and Student Affairs, BP teachers, and subject teachers. The instrument of this research use questionnaire, observation, interview and documentation. Data analysis using quantitative descriptive analysis. The results show that: (1) Full day school planning in MAN 2 Model Padangsidempuan is done through semester work meeting which includes learning planning in the classroom and out-of-class learning. For full day school planning, included in the good category because most teachers carry out planning in accordance with the planning components in the RPP. And the program has been carefully planned; (2) Full day school organizing in MAN 2 Model Padangsidempuan is designed with a classical model, where the principal forms a curriculum development team based on work experience and education backgrounds tailored to the field of work; (3) Implementation of full day school learning program in MAN 2 Model Padangsidempuan done by teachers in the class included in the category good enough because between teachers who carry out learning in accordance with provisions that have been previously planned in full. Implementation of the management model of full day school in MAN 2 Model Padangsidempuan shows that out comes in very good category, where MAN 2 Model Padangsidempuan able to achieve accreditation A, learners have a lot of academic and non-academic achievement both at district, provincial and even national level . Besides, the implementation of full-day school in MAN 2 Model Padangsidempuan is the acceptance of graduates in prestigious state universities in or out of Sumatra province.

**Keywords:** Management model, full day school, Madrasah Aliyah Negeri

## I. INTRODUCTION

Full Day School (FDS) program recently started growing rapidly in various schools, even has become a trend as a quality school. Some schools are actually implementing this system in accordance with the circumstances. In it, schools equip themselves with

various facilities and programs (content) in such a way, so the atmosphere makes children feel enjoying being in school, without having to lose time to play. But there are also schools that only apply this Full Day School (FDS) program as a trend and prestige. Moreover, just follow the program designed by the

government, regardless of the readiness of the various components in the school.

Madrasah Aliyah Negeri (MAN) 2 Model Kota Padang Sidempuan has a mission to implement Quran based learning and Sunnah of the Prophet with PAIKEM approach, noble moral habituation, training to cultivate the foundation of life skills, personal talent accompaniment program, , as well as build an independent learning culture in reading, writing, arithmetic and work. In addition, also optimize the learning process through tutorials and guidance, foster the independence of learners and develop the field of science and technology. Establish a harmonious cooperation between parents, school residents, and the community, as well as other relevant agencies.

The author chose MAN 2 Model Padang Sidempuan as the object of his research due to MAN 2 Model Padang Sidempuan in his learning has applied Full Day School management system that is the success of Madrasah principal in formulating and managing Full Day School in improvement management of MAN 2 Model Kota Padang Sidempuan. The implementation of the Full Day School system is not solely for the time students stay longer in school.

In this research, the writer focus more on how the formulation of management model of Full Day School (FDS) in MAN 2 Model Padang Sidempuan. Full Day School Management System (FDS) in MAN 2 Model Padang Sidempuan that has been running for long has been able to foster trust, recognition and a very positive response. It can be seen from the many public interest to send their children in MAN 2 Model Padang Sidempuan and the many achievements that have been achieved by MAN 2 Model Padang Sidempuan either academic achievement and non academic .

In this study also, the author will describe and analyze more how the formulation of management model of Full Day School (FDS) in MAN 2 Model

Padang Sidempuan conducted by Madrasah principal . It is expected that the results of this study can provide inspiration and solutions for other schools experiencing a crisis of confidence and achievement because the quality of education does not improve so the authors are interested to conduct research entitled "Formulation of Full Day School Management Model in improving the effectiveness of implementation in Madrasah Aliyah Negeri 2 Model Padang Sidempuan).

Based on the background of the research above, to limit the discussion not too wide, the focus of this research is just to know how the formulation of management model of Full Day School in MAN 2 Model Padang Sidempuan from the aspect of planning, organizing, and assessments to improve the effectiveness of Madrasah Aliyah school management.

The objectives and usefulness of the research are: (1) to know what components are involved in the management process of Full Day School, (2) To identify what factors are supporting and inhibiting the management of Full Day School, (3) To get description of management model formulation Full Day School in improving the effectiveness of the implementation of Madrasah Aliyah.

<sup>[1]</sup>Sismanto Full Day School is a public school model that integrates the Islamic teaching system intensively by giving additional time for the deepening of religious students. Usually the additional hours are allocated to the hours after Dhuhur prayer until Ashar prayer, so practical school model is entered at 07.00 pm back at 17.00 pm. While in public schools, children usually school until 13:00 pm.

<sup>[2]</sup>Fahmi Full Day School format includes several aspects:

- a. The curriculum is integrating or integration of public and religious education programs. By combining the general curriculum and religion in a braid of teaching and learning activities are

expected learners can understand the essence of science in a complete perspective.

- b. Teaching learning activities are to optimize the learning approach based on Active Learning students should be stimulated to actively engage in every activity.
- c. Participation, which involves the parents and the external (community) schools to participate as educational facilitators of the learners.
- d. School climate, the social environment, relationships, patterns of behavior and all the rules embodied in the framework of Islamic values *syar'i* and *kaum*, Islamic values that *syar'i* is all aspects of behavior and regulations that reflect *akhlakul karimah*. While the value of Islam that *kaum* in the pattern of environmental arrangement in accordance with the laws of nature.

<sup>[3]</sup>Banghart and Trull in Sa'ud there are several stages that should be passed in the preparation of integrated planning system, among others:

- a. The need assessment stage, which is to review the various needs or estimates needed in the development process or learning service in each educational unit. This preliminary review should be thorough, since the review function will provide input on: (a) the achievement of the previous program; (b) what resources are available, and (c) what will be done and how future challenges will be faced.
- b. Phase formulation of goals and objectives, namely the formulation of goals and objectives of planning to be achieved. The formulation of educational planning goals should be based on the vision, mission and results of the preliminary assessment of the various needs or assessments of the necessary education services.
- c. Stage policy and priority setting, which is designing the formulation of policy priorities what will be implemented in education services. This policy priority formulation should be spelled out in the basic strategy of

clear educational services, in order to facilitate the achievement of objectives.

- d. Phase program and project formulation, namely the formulation of programs and projects implementation of operational activities of education planning, concerning education services on academic and non academic aspects.
- e. The feasibility testing stage is a feasibility test of various resources (internal / external resources, or human / material resources). If planning is made on the basis of the resources available carefully and accurately, it will result in a feasibility level of a good educational plan.
- f. Phase plan implementation, the stage of implementation of educational planning to realize the purpose of education. The success of this stage is largely determined by: (a) the quality of its human resources (principals, teachers, school committees, administrative staff, and students); (b) the climate or pattern of cooperation among elements in the educational unit as a team work (team work) is reliable; and (c) control or supervision and control of activities during the implementation process or implementation of education service programs.
- g. Evaluation and revision for future plan stage, i.e activities to assess (evaluate) the success rate of program implementation or educational planning, as feedback (feedback or feedback), then revised the program for the next better education service plan.

## II. METHODS AND MATERIAL

<sup>[4]</sup>Kirk and Miller define that qualitative research is a particular tradition in social science that is fundamentally dependent on observation in humans both in its region and in its terminology. Medium according to Denzin and Lincoln said that qualitative research is a study that uses the natural setting, with the intent to interpret the phenomenon that occurs and is done by involving various methods that exist.

This research was held in MAN 2 Model Padang Sidempuan located at Jalan Sultan Soripada Mulia No. 29, Sidabuan, Padangsidempuan Utara, Padang Sidempuan, North Sumatera Postal Code 22733. The study was held from October 2017 until January 2018.

Data Sources by <sup>[5]</sup>Lexy J. Moleong data is a description or real material that can be used as the basis of the study (analysis or conclusion). Data collected can be primary data ie data obtained directly from source through purposive sampling technique. This means that subject selection is based on the subject who know, understand, and experience directly in the implementation of full day school to form the religious character of students in MAN 2 Model Padang Sidempuan.

Data Collection Techniques The method used to process data collection in this study is with the process of triangulation, namely: interviews, observation, and documentation. Data analysis, in qualitative research methods is done continuously from the beginning to the end of the study; with inductive; and look for patterns, models, themes, and theories. Data analysis is the process of arranging the sequence of data, organizing into a pattern, categories and units of basic descriptions.

### III. RESULTS AND DISCUSSION

#### Components Involved In The Management Of Full Day School

##### School Management

The process of full-day school placement in MAN 2 Model Padang sidempuan starts from the planning process, organizing, implementation, and the final stage is the assessment. The conclusions from the interviews to the headmaster and the vice principal of the curriculum are that full day school management in MAN 2 Model Padang Sidempuan is managed on the basis of management principles.

##### Curriculum

The curriculum becomes the foundation and corridor of school management, teachers in the determination of full day school activities in MAN 2 Model Padang Sidempuan. The school curriculum of the Full Day School program is also taught in such a way as to spur excellence in science, religion, information technology-based (IT), local content, Vocational skills, and extra curricular and self-development.

Integrated curriculum and religious centered into a curriculum concept that is applicable in MAN 2 Pasid. Where this curriculum adopts the system that all subjects of science based on and leads to the Religion. Religion is the main and most important source of knowledge. The curriculum in MAN 2 Model Padang Sidempuan is to adopt government curriculum (KURTILAS), and adopt Madrasah curriculum where religious values are further improved to be transferred to learners.

##### Activity

Another component of the Full Day School is activity. Activities in MAN 2 The Padang Sidempuan model integrates an intensive Islamic teaching system by providing additional time for students deepening of religious studies. The extra hour is allocated to the hours after the Ashar prayer.

Activity in the Full Day School development model that is applied in MAN 2 Model Padang Sidempuan adopt Brenda Watson, that is religious centered. This means that all activities undertaken by learners centered on religious activities. Political, social, artistic, technological, cultural, physic, and all fields of science based on religion. Religion is made the first and main element in every field of science learned by learners.

##### Time of Learning

Time of study applicable in MAN 2 Model Padang Sidempuan is started from 07.00 until 17.00. This means that nearly 10 hours of students are in school,

playing and learning with a nice atmosphere. All the enthusiasm is seen in this appendix.

### **Goals and Targets**

The goals and targets of the full day school system in MAN 2 Model Padang Sidempuan become an important component in the implementation. From the interview with the curriculum development team, Ms. HJ. Wasliah Lubis, S.Pd, and Mr. Nasrun Efendi, S.Pd can be concluded about the goal and target of full day school in MAN 2 Model Padang Sidempuan.

### **Supporting Factors and inhibiting the management of Full Day School**

#### **Supporting factors**

#### **Principal Attention and Support**

Each activity and learning program both concerning the improvement of student achievement is always coordinated by the principal and discussed in teacher meeting every month. The principal always reminds the teachers of the responsibility and mission of the school in realizing learners who are high achievers, intelligent, faithful and devoted to God and noble personality. Professional quality teachers will support the role of full day school in the development of learning, because teaching and learning activities depends on the availability of teachers in teaching and learning activities.

#### **Parents Support**

The implementation of learning full day school program and religious coaching can be done because of parents support. With full trust from parent to teacher makes it easy for teachers to invite children to follow the learning of the full day school program, one of them is the diversity activity. Parent-school relationships are a foundation for good schooling. As good as any system / educational program if it does not get support from parents, then the system / program will be in vain. Parents have a very important role in the education of their children. Parents who have little or no attention to their child's

education, can make the child less successful in learning, even though he is classified as clever.

From the results of the interview, it can be interpreted that the support of parents in the form of moral, spiritual and financial support is very important and very supportive of the teaching and learning activities that have been programmed by the school because advancing education is a joint effort between the family and the school. Both must walk in an integrated way toward one goal to complement each other. Thus will the goal of education is expected by the joint.

#### **Good Cooperation Between Teachers**

Teacher must be professional in working with a good pedagogical ability, a teacher is also required to have a high social ability. Cooperation between teachers and common perceptions of all the components involved in realizing the vision and mission of the school is an important factor to realize student achievement and good moral. The role of teachers in carrying out their mission will not work well without any support among teachers.

#### **Actively Students**

To produce students who have achievement and Islamic personality and good morals also can not be released from the will and active role or response of students. The active role or support of learners with their creativity in following the religious activities that have been programmed schools as the fulfillment of their needs.

Based on the observations that the author did in MAN 2 Model Padang Sidempuan, the authors conclude that the learning interests of learners are quite high, so this is a factor supporting the successful implementation of full day school learning as an effort to improve the character education of learners in MAN 2 Model Padang Sidempuan.

### **Division of Learning Group**

The division of study group (Rombel) and the number of students in the class become very important factor to the smoothness of teaching and learning process. MAN 2 The Padang Sidempuan model has adopted standard rules in the distribution of the number of learners in one Rombel in accordance Governman Regulation article 24 Permendikbud. 17 Year 2017 said, the number of students in one Rombel is for SMA / MA, in one class the number of learners is 20 and the most is 36 people. Next chapter 26 mentions for high school level, the number of Rombel least is 3 and at most is 36 Rombel, and each level at most is 12 Rombel.

### **Inhibiting Factor**

In running a system there must be constraints/obstacles that must be faced. From the research data indicates that the factor inhibiting full day school in MAN 2 Model Padang Sidempuan among them are facilities and infrastructure that have not been fulfilled.

Students are the subjects of education who continue the ideals of the nation in developing the values of Islamic teachings. The problem of each individual student is the characteristic difference, then in educating it must be different too. In addition, the ability of students to receive any lesson is also different. It also greatly affects student achievement. Thus, a teacher must be really keen in responding, teachers are required to find methods that make students easy to receive subject matter and teachers should always provide motivation to students to keep the spirit of learning.

From the results of observations researchers can note that existing facilities in MAN 2 Model Padang Sidempuan already very adequate, and students are able to use wisely, so still can learn well. The facilities in question are not just teacher facilities (teaching tools and teaching support and teacher welfare tools), but also standard facilities that meet the needs of

schools that are provided for development in learning and development for student potential.

### **Efforts by Schools to Overcome The Inhibiting Factors**

The Efforts of School Parties in Overcoming the Factor inhibiting the Implementation of Full Day School in MAN 2 Model Padang Sidempuan, are;

Enhance student achievement by using special coaching (learning guidance), good service, and maximum guidance of extracurricular .

- a. Raised achievements from students and for students to improve the learning process by enabling more productive OSIS.
- b. School management is continuously conducting evaluations: for students, for teachers, curricula, full day school system planning with the aim of minimizing the form of fraud and violations due to deliberate neglect or not.

Formulation of management model Full Day School in MAN 2 Model Padang Sidempuan

- a. In the academic year 2017/2018 MAN 2 Model Padang Sidempuan has entered the 8th year of open school or full day school. A significant difference when compared between regular and full-day classes is more learning materials than regular classes, which certainly takes longer in school.
- b. Full day school is now an alternative as a place to learn learners safe and effective for parents who are busy with the job, so they are not worried about the development of his child fall into the negative association. For that, parents are more confident in the school to educate their children with good learning and instilling positive values in children until they are used to doing the habits both at school and at home.

### **Management Planning Full day School**

Management of full day school learning here, the author emphasizes the planning of full day

school learning in MAN 2 Model Padang Sidempuan. Planning can be defined as the process of preparing various decisions that will be implemented in the future to achieve the goals that have been determined. To make a good learning plan and to organize the ideal learning process, the teacher must know the elements of good learning planning, among others, identify the needs of learners, the goals to be achieved, the methods used to achieve the learning objectives, and evaluation criteria. Teachers need to do planning in learning.

Based on observations and interviews that the authors do, full day school management program planning in learning in MAN 2 Model Padang Sidempuan is good. The plan consists of long-term planning, including academic calendars created by school development teams, annual programs and semester programs created by individual subject teachers and short-term plans covering syllabi and lesson prepared by subject teachers. Preparation of learning planning such as annual program and semester program, syllabus and RPP in MAN 2 Model Padang Sidempuan by teacher maple which then endorsed by Principal.

Thus it can be seen that the planning of learning in MAN 2 Model Padang Sidempuan in accordance with the steps of preparation of learning planning, as follows: formulate special goals, choose learning experiences, teaching and learning activities, determine the people involved, the selection of materials and tools, physical, evaluation and development planning. Gagne and Briggs. argue that a good learning plan should contain three components called anchor points, namely: 1) teaching objectives, 2) teaching materials, teaching approaches and methods, instructional media, and learning activities; 3) evaluation of success.

### **Implementation of Full Day School Learning**

Implementation of learning is an implementation of the planning that has been made. Implementation of learning is the process of teacher interaction with

learners in order to deliver lesson materials on learners to achieve learning objectives.

Based on the observation result, it can be explained that the core activities of full day school learning are integrated curriculum and integrated activity which can be implemented in the form of good values of poetry and good habits in the early learners with school activities that have become full day school program like reading Qur'an before lesson started, dhuha prayer, lunch together, congregational prayer, group study and also with additional material Vocal, Speaking English and computer as a place for learners to appreciate.

Based on the explanation above, the authors conclude that the implementation of full day school learning in MAN 2 Model Padang Sidempuan is good. Teaching strategies undertaken by consisting of three stages, namely:

- a. Pre-instructional stage (introduction)  
In this stage the teacher has done to pray habituationly with students before implementing a learning process. After asking the presence of students, as well as doing a pre test in the form of question and answer, quiz or the other.
- b. Instructional stage (core)  
In this stage the teacher performs a series of learning activities with students in order to achieve the learning objectives. Learning resources used in the learning process on a full day school program is in accordance with the learning materials. The method used is also very varied, lecture, question and answer, discussion, demonstration, and giving duty.
- c. Post-instructional phase (cover)  
In this stage the teacher always has reinforcement or conclusion about the learning that has been undertaken. Giving reinforcement or conclusions about learning materials to learn more about the learning process. It's just that there are some things that

need to be improved in the implementation of learning, namely:

- a) In preliminary activities the teacher has not motivated students to learn the contents of teaching material in everyday life, by giving a clearer example. In the core activities of the main activity is not the most important thing to do.
- b) In closing activities sometimes the teacher forgets to inform the learning activity plan for the next meeting.
- c) Learning resources used by teachers in MAN 2 Model Padang Sidempuan still need to add varied methods and models. The resources used in the learning come from books and LKS. Classroom teachers should be more creative to find the source of learning to increase knowledge. The more learning resources used, the more teachers will master the material.

#### **Assessment of Learning Full day school management**

Evaluation of learning or assessment is a process to obtain information about the development achievements, and students performance are done in a systematic and sustainable. Evaluation of learning is a process or activity systematic and continuous to get information about the process and learning students outcomes in the results of the decision.

MAN 2 Model Padang Sidempuan evaluates and evaluates learning outcomes using a report assessment, by providing a minimum number of students to complete to meet the minimal criteria for each of the existing subjects.

Based on observations on full day school learning in MAN 2 Model Padang Sidempuan in the implementation of learning, teachers use the following procedures

- a. Assessment of the teaching and learning process by teachers by looking at the attitudes of students during the learning process, which

includes discipline, responsibility, care, and hard work. Assessment is done by comparing the character of the learners to the initial conditions with the achievement in a certain time, and the results achieved subsequently recorded, analyzed and held follow-up.

- b. Assessment of learning outcomes conducted at the middle and end of the semester with the holding of assessment activities to get a complete picture and thorough about the mastery learners learn in a certain time, by: assign tasks, observation, portfolio, and tests.

Generally MAN 2 Model Padang Sidempuan in determining the completeness of at least provide an assessment of three domains, namely: attitude, knowledge, and skills. In the cognitive aspects of knowledge, teachers perform daily test assessments, midterm tests, semester final tests, and classroom grade tests. In the affective aspects of attitudes, teachers assess the presence, craft, discipline, and participation of learners in learning. Teachers also observe students one by one in implementing or running a commendable behavior both to students friends, teachers, and employees who are in school and then taken its value. Affective is related to the value (value) that is difficult to measure, because it involves awareness of someone who grows from within.

Based on the above explanation, the authors conclude that the assessments made by teachers in the full-day school program in MAN 2 Model Padang Sidempuan have been good in accordance with predetermined learning objectives, with the aim of changing students' attitude, skills and knowledge. There are some things that need to be improved in the implementation of learning evaluation, namely:

- a. In the assessment of teaching and learning process, teachers can not be maximized to assess the attitudes of all students because of the limited face-to-face that is only 45 minutes and effective five days for the full day school classes



- that come home at 17.00, so the number of hours of study is 51 hours of learning per week .
- b. In the assessment of learning outcomes, teachers can not be maximized because it only provides an assessment by giving assignments at home or homework and daily tests. While the test of students attitude or exemplary attitude has not been maximized.
  - c. Things to consider in the assessment or evaluation is the principle of continuity, i.e students continuously follow the growth, development and their change in learning.
  - d. Efforts to Improve Character Education in the Implementation of Full Day Learning Based on the observations that the author did in MAN 2 Model Padang Sidempuan that teamwork is principled on teamwork has been done by all members of the school from teachers, administrative staff and work. Leadership model to empower teachers has also been implemented by the principal MAN 2 Model Padang Sidempuan namely Mrs. Hj. Wasliah Lubis, S.Pd, so that this becomes a supporting factor as a school strategy for the successful implementation of management of full day school program management as an effort to improve the quality of learners in MAN 2 Model Padang Sidempuan.
3. Formulation of full day school management model d MAN Model 2 Model Padang Sidempuan adopt classical model managed based on G.R theory. Terry. Applying management principles in full day school consisting of:
    - a. Planning. Full day school program planning in MAN 2 Model Padang Sidempuan includes learning planning in the classroom and out-of-class learning.
    - b. The organization of full day school in MAN 2 Model Padang Sidempuan includes the organizing curriculum and the manage curriculum. How all the relevant people in MAN 2 The Padang Sidimpuan model is well organized and structured.
    - c. Implementation of full day school program in MAN 2 Model Padang Sidempuan includes learning planning in the classroom and learning outside the classroom.
    - d. Assessment of full-day school programs in MAN 2 Model Padang Sidempuan concentrated on the assessment of learners. The school determines the learner's policy of attitude, knowledge and skills.

#### IV. CONCLUSION

The results of research and discussion can be concluded as follows:

1. The components involved in full day school management in MAN 2 Model Padang Sidempuan are; 1) school management, 2) curriculum, 3) activities, 4) length of study, 5) goals and targets. Where the whole component becomes bound to one another.
2. Supporting Factors for full day school management in MAN 2 Model Padang Sidempuan is; 1) principal attention and support, 2) parents support, 3) good cooperation

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