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by Irwan Fathurrochman

The Cultural Value and Character Education of Full Day School Implementation in Indonesia

Dwi Aji Budiman, Irwan Fathurrochman, M. Rusni Eka Putra, Syaiful Bahri

Abstract: This qualitative paper investigated how full-day school is viewed from the aspect of character education and the formation of cultural values for students. The results were obtained that the learning process by extending learning time is an activity in instilling character education through interaction between teacher, student, and the school environment. Character education is carried out through extracurricular activities, carrying out intense and ongoing communication between teachers and students and organizing routine diversity activities. The implementation of the full-day school policy is also an effort to encourage awareness of students through cultural activities as a step to instill concern and love for the values of local traditions in the city of Bengkulu by conducting music, dance and other creative activities.

Keywords; Cultural Values, Character Education, Full Day

I. INTRODUCTION

The emergence of Full Day School is motivated by the policy of the Ministry of Education and Culture which was in 2017. Minister of Education and Culture Muhadjir Effendy rate, the extension of primary and secondary school learning time is nothing but a form of implementing President Joko Widodo's government program contained in *Nawacita*. [49]. Minister of Education and Culture Muhadjir Effendy also assessed, full-day school is a step in Strengthening Character Education (PPK), in addition, another factor in implementing full-day school is the fulfillment of the teaching process teachers in fulfilling 40 hours of teaching at school. [31]. In the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System article 3 it is said that the function of national education is, among other things, forming character, embodying civilized civilization, educating the life of the nation, developing the potential of students, giving birth to people of faith and piety, having good morals, healthy, knowledgeable, capable, independent, and become democratic and responsible citizens. When referring to the function of national education by referring to the National Education System Law, the

importance of strengthening character education can also be seen from the publication of the Ministry of Education and Culture of the Republic of Indonesia which states that Strengthening Character Education (PPK) is an education movement in schools to strengthen the character of students through harmonization of the heart, if the taste, , and sports with the support of public meeting and cooperation between schools, families, and communities. as can be seen in the following link https://www.youtube.com/watch?v=XuqV5jdP0KQ.

The implementatiton of full-day school policy is also intended to address the existence of national education amid the onslaught of technology and global education flows. The demand for competiton in human resources in education must certainly be answered through the acceleration of the quality of education itself so that Indonesia is expected to be able to be in line with other nations through competition in the fields of knowledge, skills, and creativity. On the other hand, the concept of the full day school is intended to be one of the solutions to overcome the problems of character education in Indonesia. Character education can be a means of culture and humanity. The role of character education is not only integrative, in the sense of strengthening the intellectual morals of students, but also curative, both personally and socially, which can be a means of healing social diseases.[25].

Therefore, the formation of students' character education in harmony with the implementation of the full-day school policy has been established based on Ministerial Regulation (Peraturan Menteri) No. 23 of 2017 concerning school days governing schools 8 hours a day for 5 working days on June 12, 2017. In the policy, The national Ministry of Education and Culture through Minister Muhajir Effendy said that full-day school is an effort of the government in educating and building children's character

On the other hand, in the context of technological development and globalization which is developing more rapidly these days, it is realized or will not affect the education system in Indonesia. Therefore, the seriousness of educational institutions is considered to be really ready to face the acceleration of needs in the world of education, including changes in the structure of education which will impact the changing paradigm of education in a country. Besides the whole, breakthroughs are needed in creating superior human resources and able to compete with developed countries. The era of globalization, including 4.0, has also contributed to a change in the face of education in Indonesia, education in Indonesia must be able to adjust to this acceleration, although on the other hand, the strengthening of character education must go hand in hand with the acceleration of globalization that continues to develop.

The Cultural Value and Character Education of Full Day School Implementation in Indonesia

Character education becomes fundamental in the midst of a crisis of character that is experienced by this nation where moral formation becomes the main amidst the lives of students who tend to follow the modern lifestyle. Strengthening education through a learning system through full-day school is expected to be an alternative solution for education in Indonesia in realizing a creative, critical, dynamic and innovative generation and promoting morality without ignoring the character of Indonesian people who hold fast to national ideals and noble culture through the inculcation of values the value of local wisdom. Based on this description, this study tries to illustrate how full-day ay school policy is examined in the context of character education and the implementation of cultural values with a local wisdom perspective.

II. THEORY REVIEW

Full-Day School Definition

Etymologically, the word full-day school refers to English. The word full has a full understanding, while day means day. Thus a full day can mean a full day. While school means school. According to terminology or broad understanding, a full-day school can be interpreted as an education system that implements learning or teaching and learning activities throughout the day through a system of learning or intensive teaching and learning activities by adding hours of study for the deepening of subject matter including to develop oneself and creativity. [7] [27]. Full-day school learning requires schools to design learning plans from morning to evening. [6]. Full-day school is a public school model that integrates the religious teaching system intensively by giving a special extra time for students' religious deepening. [48] [50] explains that Full day school is the application of school functions that are run with a rather long time scheme compared to school time in general. So that learning with a full day school system aims to develop the potential, interests, talents, and creativity of children by including cognitive, affective and psychomotor aspects through extracurricular and extracurricular activities held by the school. [44].   A full-day school is an effort to deepen subject matter with creative and fun learning methods and mental, mental and moral development as a longer student learning process at school because it is carried out from morning to evening. [42]. From these three opinions, the writer can conclude that full-day school is a learning process carried out from morning to evening with a plan which has the aim of developing children's potential, interests, talents, and creativity that includes cognitive, affective and psychomotor aspects through intracellular and extracurricular activities held in schools with creative and fun patterns. Full-day school is basically a creative breakthrough in the world of education, in terms of history according to [7], the emergence of the full-day school program was born in the early 1980s in the United States which is applied to kindergarten schools, which eventually widened the levels of elementary school to high school. According to the research summary, the interest of most US people towards full-day school is motivated by several things as follows: first, the increasing number of parents, especially working mothers and children under 6 years. Second, the increasing number of preschool-aged children who are accommodated in schools owned by the public / general public. Third, the increasing influence of television and the busyness (mobility) of parents.

Fourth, the desire to improve academic grades in order to successfully face a higher level.[8] said that one of the alternative benefits of the full day school is to overcome various educational problems both in terms of achievement and in terms of morals or morals. [13] By attending full-day school, parents can prevent and neutralize the possibility of the activities of children who fall into negative activities. One reason parents choose and put their children into full-day school is in terms of student education. The full- has benefits including, first, children will get a variety of learning methods and are different from schools with regular programs. Second, parents will not feel worried because the children will be all day at school which means most of the child's time is to study. Third, parents will not be afraid that the child will be negatively affected because to get into the school tests are usually done. Fourth, increase the orientation of parents towards prestigious rights. Fifth, parents' obsession with children's educational success [7].

Full-Day School as a Basis for Character Education

Education is a conscious and planned effort in realizing an atmosphere of learning and learning process so that students are active in developing the potential to have spiritual strength, personality, intelligence, noble character and skills needed for themselves and society [45]. Education seeks to enhance its role to foster increasing its role in fostering the potential of creativity, skills, and personality of students, especially concerning the three basic components which include self-skills, professional abilities, and moral values, these three components are expected so that students are able to develop tasks and responsibilities the answer in realizing quality education [1] [14]. [27] explained It is true that character education is the government's step in producing students who are able to apply positive characters so that it is optimal in developing a civilized Indonesia. [11] explained that character education is a demand for the development of life that can be done by the world of education in Indonesia. [4] state that Character education is one of the policy objectives contained in *Nawacita* President Joko Widodo. President assesses that Strengthening of Character Education (PPK) can be implemented through educational institutions. Strengthening Character Education (PPK) is expected to be able and able to foster the spirit of learning of students in addition to strengthening the value of local culture through the embodiment of nationalist, integrity, independent, mutual cooperation by referring to religious principles. Strengthening Character Education is the basis of education in Indonesia, said Minister Muhajir Effendy, national education should return attention to heart care (ethics and spirituality), taste (aesthetics), sports (kinesthetic) and mind thinking (literacy). The integration of extracurricular, co curricula-curricular curricular learning processes in schools can be carried out based on the development of school culture or through collaboration with communities outside the educational environment. [36] research results explained that planning for full-day school in shaping student character begins with the preparation of an academic calendar so that the learning time received by students can be fully accepted, secondly, the implementation of full-day.

school in shaping student character consists of the collaboration of all teachers and education staff , all these components are responsible for shaping student character, third, full-day school in shaping student character consists of an assessment of educators and education staff through internal monitoring, external monitoring and observation [19] [26], explained in their research that the character of students can be used as a benchmark for the success of education. In another part, the Coordinating Minister for Human Development and Culture, Puan Maharani emphasized that Full Day School (FDS) is actually a strengthening of character, where the five-day school period is part of the nation's character education, so students can work together to understand character education through formal and informal organization synergy [31].

Cultural Values as Educational Facilities

Cultural values are a reference for someone in meeting the needs of manners, namely to the tot is right and what is wrong, including what is pure from the dirty, the beautiful from the bad, and so on. [35]. Culture is the entirety of knowledge, customs, arts, beliefs, morals, laws, and all other abilities and habits acquired by a person as a member of society [17].

[20] gave the formula that culture is the work, taste, and creativity of the community itself. Community work can produce material and material culture or physical culture needed by humans in order to master the natural surroundings so that the strength and the results can be enshrined for the needs of society. In terms of appearance, culture has 3 main aspects, namely; ideas (ideas), forms (forms) and behavior. Every work of art and culture must have these elements. When there are transformation and changes, one of them changes so that the transformation from the old to the somewhat modern. In terms of content, culture has seven main elements, elements of language, social organization, economic system, technological system, belief system, knowledge system, and art system. Each of these systems when associated with cultural artworks always touches closely, because they are always interconnected [9]. Character education is inseparable from the inculcation of cultural values. Cultural values as an organized general conception, which influences behavior related to nature, human position in nature, people relations with people and about things that are right and not good that may be related to people's relationships with the environment and fellow humans [35]. Cultural values are the embodiment of attitudes, behaviors, and values seen by the public through the interpretation of right and wrong. Cultural values consist of conceptions that live in the realm of thought of the majority of citizens about things that they consider very noble [23].The educational process also requires a cultural approach as an effort to humanize human beings, in which moral values are enshrined to improve the quality of human beings and the cultural quality of a nation [5]. Cultural values can be understood by means of learning through educational institutions because through learning it is expected that students can inherit and apply these values into daily life [38]. That culture as a truth that there is no human who lives in a society that is not based on cultural values recognized by the community. Cultural values are used as a basis in giving meaning to a concept and meaning in communication between members of the community [18].

III. RESEARCH METHOD

This study used qualitative methods, where research is used to examine the condition of natural objects. Data collection is carried out jointly or simultaneously through a process of questions, analysis, and social construction so that the results of research become clear and meaningful [42] [40] [13] explained that in qualitative research researchers played a direct role as research instruments, so that research data on Full Day School can be collected properly and can be processed be the result of research that is able to describe the object of research naturally.

IV. RESULTS AND DISCUSSION

Full-Day School in the Implementation of Character Education

The implementation of the full day school is aimed at minimizing time outside of school while students will get additional hours in the form of character education. Full-day school policy not only provides knowledge but is also accompanied by the formation of good personality traits which will later have an impact on student behavior in society. According to research conducted by [16] that with a full day school shows children will learn more than play, because of the time involved in class, this results in high child productivity, then also more likely to be close to teachers, students also shows a more positive attitude, because there is no free time to make deviations because all day students are in class and are under teacher supervision. The full-day school system makes it possible to achieve full education. [10] stated that education targets include three areas namely cognitive, affective and psychomotor. The cognitive domain, expressing behaviors that emphasize intellectual aspects such as how to increase knowledge and thinking skills abilities. Affective ability emphasizes aspects of feelings, emotions, interests, attitudes, and ways to adjust. While psychomotor stresses behavioral skills such as writing, reading, exercising, creating and others. From the research, it is found that character education can be carried out through journalistic extracurricular activities. In these activities, students gain knowledge about the world of journalism. State High School 1 Bengkulu Tengah is one of the schools that journalistic extracurricular activities. In these activities, students are not only taught how to set up a school press but they are also equipped with skills in the field of journalism such as writing, interviews, photography and the process of reporting in the field. Maximizing full-day school in supporting character education through journalistic activities such as through efforts to increase the ability and awareness of students to find news objects by conveying humanitarian themes in an effort to inspire readers when the event is reported. In the process of making and publishing news, students are taught in order to be able to judge whether the news to be made has an element of truth, honesty and based on facts that occur, so that it does not harm readers.

Figure 1. State High School 1 Bengkulu Tengah students in Journalistic extracurricular activities, truth and honesty in making news one of the goals of character education

The use of student learning time can also be seen from the discussion activities organized by the Department of Communication, the University of Bengkulu with the Vocational High School 3 Bengkulu City. Political education-themed training activities for novice voters who present lecturers with students as participants filled with interactive questions and answers. The full-day school provides opportunities for students to improve their critical thinking skills, creative and innovative, where communication effectiveness is established between the teacher and students because they have free time to interact, while on the other hand, the teacher has time to provide answers to questions raised by students. The intensity of the interaction between the teacher and students has a positive influence when the discussion takes place, this can be seen when students are very enthusiastic about giving questions to the speakers who are speakers in the budding voter socialization activities.

Figure 2. SMKN 3 Bengkulu City students are actively involved in discussions on political education for novice voters, character education encourages students to think critically

The development of character education through religious values is also conveyed by the lecture method. This activity is usually carried out before the midday prayer. Before prayer, students and students will listen to *tausiah*, *tausiah* delivered related to phenomena that are often faced by students. The continuation of full-day school makes it easier for teachers to be able to monitor the development of morality, psychological and spiritual aspects of students. Strengthening character education by promoting student morality is an important thing to do in the midst of globalization that threatens student behavior. The influence

of external culture and the desires of students to follow the current lifestyle that if not responded selectively will have an impact on student behavior.

Figure 3. Students of SMAN 8 Bengkulu City listen to *tausiah* before prayer activities are held

Cultural values from a local wisdom perspective

One approach to education is education by instilling cultural values. The importance of cultural values for students in an effort to foster character and encourage students to love local culture more by promoting student participation in cultural activities that are routine in the form of extracurricular activities and activities that are competition [37]. Awareness to better understand local cultural values as an inherent part of students is an important effort implemented when the full-day school system is implemented. Art activities such as dance, batik, or playing local music is one of the materials that must be delivered to students. Education by promoting culture through local content is one part of character education carried out when students are at school. Through the inculcation of cultural values, students are directed to be able to think, behave and act as a form of love for local culture.

One example of cultural values in the form of *Tabot* dance creation in the city of Bengkulu, *Tabot* dance is a dance performed when the *Tabot* celebration is held. This dance means remembering the story of the heroism of the Prophet Muhammad's grandson, in this dance it means how students are taught to love their fellow humans. The flexibility of the *Tabot* dance also teaches students how to have compactness and teamwork to show the dance harmony presented. In addition to the *Tabot* dance, a dance that is part of the cultural value is an offering dance, this dance is performed and performed when welcoming honored guests. Offering dance teaches students to express gratitude and respect for guests who come to Bengkulu province.

Figure 4. Student activities in preserving cultural values by holding a dance activity tabot creation

The internalization of Bengkulu's cultural identity into artistic values is an effort by the school to foster student awareness and love for local culture. A form of love for local culture is carried out by students by participating in activities that can encourage creativity in the work and as an effort to preserve the original culture of Bengkulu, such activities include utilizing time at school to hold exercises together to play Bengkulu dol traditional musical instruments.

Figure 5. Students practice playing the distinctive dol musical instrument Bengkulu as a form of preservation of traditional instruments and foster a love of local wisdom

V. CONCLUSION

Full day school-based education carried out in Bengkulu City State High School helped encourage the formation of students' character so that they were able to embed good and religious values in their life interactions. The interpretation of character values in students after undergoing full-day school is reflected through moral actions, creativity and activities carried out by students both in academic and non-academic fields. The full-day school also encourages students' ability to explore their talents and abilities through extracurricular activities. Full-day school strengthens the realization of the emotional bond between teacher and student, this process occurs because of the effectiveness of the communication that occurs intensely. In another part, the cultivation of awareness of local culture grows in students' cultural activities ties are carried out at school, so students are able and able to preserve culture through the approach of local wisdom.

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AUTHORS PROFILE

Dwi Aji Budiman is a lecturer Bengkulu University, who has an communication science, culture and media studies and jurnalistic background, he is a candidate of educational doctor at Bengkulu University

Irwan Fathurrochman is a lecturer who has an educational management background, the writer is very concerned in the field of writing scientific papers and has had several publications, he is a candidate of educational doctor at Bengkulu University, currently serving as Editor in Chief one of the journals at State Institute of Islamic Studies (IAIN) Curup.

M. Rusni Eka Putra ia a lecturer at STKIP PGRI Lubuklinggau, his activity is vice chairman of administration at STKIP PGRI Lubuklinggau, he is a candidate of educational doctor at Bengkulu University.

Syaiful Bahri is a lecturer at State Institute of Islamic Studies (IAIN) Curup, his current activity is actively organizing, the writer has served as Secretary of the Indonesian Ulama Council (MUI) and FKUB Secretary of Bengkulu City, he is a candidate of educational doctor at Bengkulu University.

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