SOCIAL INTERACTION OF STUDENT WHO ATTEND FULL DAY SCHOOL WITH PEERS IN THE NEIGHBORHOOD OF SAWOJAJAR, MALANG

THESIS

By:

Ully Rochmi Afiana
11130031

INTERNATIONAL CLASS PROGRAM

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

FACULTY OF TARBIYAH AND TEACHING TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY OF MALANG

2016

SOCIAL INTERACTION OF STUDENT WHO ATTEND FULL DAY SCHOOL WITH PEERS IN THE NEIGHBORHOOD OF SAWOJAJAR, MALANG

Presented to the Faculty of Tarbiyah and Teaching Training of Maulana Malik Ibrahim State Islamic University of Malang in partial fulfillment of the requiremens for the Bachelor Degree in Education/Sarjana Pendidikan (S.Pd)

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2016

APPROVAL SHEET

SOCIAL INTERACTION OF STUDENT WHO ATTEND FULL DAY SCHOOL WITH PEERS IN THE NEIGHBORHOOD OF SAWOJAJAR, MALANG

THESIS

By:
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Approved by:

Advisor

Ulfah Muhayani, MPP

On January, 4th 2016

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Head of the Social Sciences Education Department

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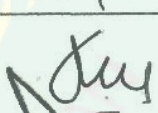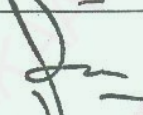iii

LEGITIMATION SHEET

SOCIAL INTERACTION OF STUDENT WHO ATTEND FULL DAY SCHOOL WITH PEERS IN THE NEIGHBORHOOD OF SAWOJAJAR MALANG

THESIS

Prepared and compiled by
Ully Rochmi Afiana (11130031)
Has been defended in front of the board examiners on January 4th, 2016
And has been approved by the board examiners as the requirement for the degree
of Sarjana Pendidikan (S.Pd)

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Maulana Malik Ibrahim State Islamic University of Malang

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DEDICATION

By reciting Bismillah and Alhamdulillah, I dedicate this my work to:

My Beloved parents (Mr. Ali Arifin and especially Mrs.Muryanah) who always give me all of the best in the world. May Allah loves them.

My teachers from kindergarten until high school and lecturers are always tirelessly devote their knowledge.

My sisters and brother (Nabila Rokhmah Aliana, Dwi Astuti Kamalia dan Muchammad Nafi' Alifian) and dear all my family that always delivers the most beautiful smile and time as my spirit through my days.

Sheylla Whita Devi and Heni Ainul Rohmah, thankyou for always support me in all the time …one of that moment I can graduate.
All of my close friends that I can't mention them, but all of you guys always stay in my heart till the end of my life ICP IPS 2011, and all of my friends. Good luck and be a success person to all of you. Thank you for your great support.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱصْبِرُوا۟ وَصَابِرُوا۟
وَرَابِطُوا۟ وَٱتَّقُوا۟ ٱللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ﴿٢٠٠﴾

**Hai orang-orang yang beriman, bersabarlah kamu dan kuatkanlah
kesabaranmu dan tetaplah bersiap siaga (di perbatasan negerimu) dan
bertakwalah kepada Allah supaya kamu beruntung.**
(QS Ali-'Imraan:200)

Ulfah Muhayani, M.PP
The Lecturer of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter	:	Thesis of Ully Rochmi Afiana	Malang, January 4th 2016
Appendix	:	4 (four) exemplars	

Dear,
Dean of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum Wr.Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name	:	Ully Rochmi Afiana
NIM	:	11130031
Program	:	Social Sciences Education
Tittle of Thesis	:	Social Interaction Of Student Who Attend Full Day School With Peers In The Neighborhood Of Sawojajar Malang

As the advisor, we argue that this thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamualaikum Wr.Wb.

Advisor,

Ulfah Muhayani, MPP

DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled Social Interaction of Student Who Attend Full Day School with Peers in the Neighborhood of Sawojajar, Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, January 6th 2016

Ully Rochmi Afiana

ACKNOWLEDGEMENT

All price be to Allah the all mighty, who has giving us mercies and blessings till I can finish this thesis on the title "Social Interaction of Student Who Attend Full Day School with Peers in the Neighborhood of Sawojajar Malang".

My expectation Shalawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has saved the human's life from destruction to safety namely Islam is the true religion.

This Thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree. The author never forgets to thanks beloved parents that always give motivation to study hard till getting the bright future and some special persons in supporting and guiding me to finish this proposal. Those are:

1. My beloved Parents, Ali Arifin and Muryanah

2. My beloved Rector of Maulana Malik Ibrahim Malang State Islamic University of Malang, Prof. Dr. H. Mudjia Rahardjo, M.Si

3. My beloved Dean of Tarbiyah and Teaching Trainings Faculty, Dr. H. Nur Ali, M.Pd

4. Dr. H. Abdul Basith, M.Si, as the chief of Social Science Education Department

5. Mrs. Ulfah Muhayani, MPP, as my academic guide that always guide me to be better and better.

6. To All My close friends, thank you for gift great spirit and My classmates ICP IPS 2011

The last, the author believe that there are so many mistakes in this thesis, so that I never forget to ask some suggestion for the mistakes in this thesis. May Allah give us his mercies and blessing.

Malang, January 6th 2016

The Author

GUIDELINES FOR ARABIC-LATIN TRANSLITERATION

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Religious Affairs and the Minister of Education and Culture number. 158 year 1987 and number. 0543 b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q			
ب	= b	س	= s	ك	= k			
ت	= t	ش	= sy	ل	= l			
ث	= ts	ص	= sh	م	= m			
ج	= j	ض	= dl	ن	= n			
ح	= h	ط	= th	و	= w			
خ	= kh	ظ	= zh	ه	= h			
د	= d	ع	= '	ء	= ,			
ذ	= dz	غ	= gh	ي	= y			
ر	= r	ف	= f					

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أَوْ = Aw

أَيْ = Ay

أَوْ = û

إِيْ = î

LIST OF TABELS

LIST OF FIGURE

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER V : DISCUSSIOS

CHAPTER VI : CLOSING

REFERENCES

APPENDIXES

ABSTRACT

Full Day School is education system that implement a learning or teaching-learning activity full day by combining intensive learning system. Schools that implement a system Full Day School has learning a very long time. Full Day School has a lot of activities in schools that can deplete time students at home. It is disturbing patterns of social interaction of students with family and peers. Basically the children have time to play with peers in the home environment. The presence of Full Day School, the child can lose a very important time together with peers. The lost time will cause the child to become a closed personality.

In this case, the researcher made the formulation of the problem as follows: 1) How social interaction children attending Full Day School with the family; 2) How social interaction children attending Full Day School with peers.

In this research, researchers took the data in the Village Sawojajar Malang with 10 informants namely students and parents. The study was conducted in a student house by observing student activities at home. The approach used in this study is qualitative descriptive namely describes the activities of students at home. Data processing techniques used is to make observations and interviews to the informant.

From the results of research on Social Interaction Students who Attend Full Day School with Peers in The Neighborhood of Sawojajar Malang shows that three out of five parents agreed with the Full Day School program. The results of Social Interaction of students with peers showed that three out of five students had a good interaction with peers.

ملخص البحث

التفاعل الاجتماعي من الطلاب الذين يحضرون مدرسة يوم كامل مع أقرانه في الحي. أطروحة، قسم العلوم الاجتماعية التعليم، طربيه والتعليم التدريب ومولانا مالك إبراهيم الإسلامية الحكومية جامعة مالانج. مستشار: ألفة مهاياني الماجستير.

كلمات البحث :**التفاعل الاجتماعي، والبيئة، مدرسة يوم كامل، النبلاء**

تعلمت المدارس التي تطبيق نظام المدرسة يوم كامل لفترة طويلة جدا، وهذا لمنع الجريمة من الطلاب خارج المدرسة. كامل مدرسة يوم ديها الكثير من الأنشطة في المدارس التي يمكن أن تستترف الطلاب الوقت في المنزل. هذا نمط مقلق من التفاعل بين الطالب مع الأسرة والأقران. في الأساس الأطفال لديهم الوقت للعب مع أقرانه في بيئة المنزل. مع مدرسة يوم كامل، يمكن للطفل يفقد وقت مهم للغاية جنبا إلى جنب مع أقرافم. الوقت الضائع سوف يسبب للطفل أن يصبح الشخص المغطى.

في هذه الحالة قام الباحثون صياغة المشكلة على النحو التالي (1: كيف تفاعل الأطفال يذهبون إلى المدرسة يوم كامل مع الأسرة الاجتماعية (2. كيف تفاعل الأطفال يذهبون إلى المدرسة يوم كامل مع أقرافم الاجتماعية.

في هذه الدراسة، قام باحثون البيانات في قرية Sawojajarمالانج مع 10مخبرين أن الطلاب وأولياء الأمور .وقد أجريت الدراسة في منزل الطالب من خلال مراقبة الأنشطة الطلابية في الداخل .النهج المتبع في هذه الدراسة وصفية النوعي الذي يصف أنشطة الطلاب في المنزل .تقنيات معالجة البيانات المستخدمة لإبداء الملاحظات ومقابلة للمخبر.

من نتائج البحوث حول التفاعل الاجتماعي للطلاب المقيدين مدرسة يوم كامل مع أقرافم في الصفحة الرئيسية البيئة Sawojajar مالانج تبين أن ثلاثة من أصل خمسة الآباء اتفق مع برنامج مدرسة يوم كامل .وأظهرت نتائج التفاعل الاجتماعي مع الأقران من الطلاب أن ثلاثة من أصل خمسة طلاب زيارقما تفاعل جيد مع أقرافم.

ABSTRAK

Afiana, Ully R. 2015. Interaksi sosial Siswayang Bersekolah di Full Day School dengan Teman Sebaya di Lingkungan Rumah Sawojajar Malang. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Ulfah Muhayani, MPP.

Kata kunci: Interaksi Sosial, Lingkungan, Full Day School, Teman Sebaya

Full Day School adalah sistem pendidikan yang menerapkan pembelajaran atau kegiatan belajar mengajar sehari penuh dengan memadukan sistem pengajaran yang intensif. Sekolah yang menerapkan sistem Full Day School memiliki waktu belajar yang sangat lama. Full Day School memiliki banyak aktifitas di sekolah yang dapat menguras waktu siswa di rumah. Hal ini mengganggu pola interaksi siswa dengan keluarga dan teman sebaya. Pada dasarnya anak memiliki waktu bermain dengan teman sebaya di lingkungan rumah. Dengan adanya Full Day School maka anak dapat kehilangan waktu yang sangat penting bersama teman sebaya. Waktu yang hilang tersebut akan menyebabkan anak menjadi pribadi yang tertutup.

Dalam hal ini peneliti membuat rumusan masalah sebagai berikut: 1) Bagaimana interaksi social anak yang bersekolah Full Day School dengan keluarga; 2) Bagaimana interaksi social anak yang bersekolah Full Day School dengan teman sebaya.

Dalam penelitian ini peneliti mengambil data di Kelurahan Sawojajar Malang dengan 10 informan yakni para siswa dan orang tua siswa. Penelitian dilakukan di rumah siswa dengan mengamati kegiatan siswa di rumah. Pendekatan penelitian yang digunakan adalah kualitatif deskriptis yakni menggambarkan kegiatan siswa di rumah. Teknik pengolahan data yang digunakan adalah dengan melakukan observasi dan wawancara kepada informan.

Dari hasil penelitian tentang Interaksi Sosial Siswa yang Bersekolah Full Day School dengan Teman Sebaya di Lingkungan Rumah Sawojajar Malang menunjukkan bahwa 3 dari 5 orang tua siswa setuju dengan adanya program Full Day School. Hasil dari Interaksi Sosial siswa dengan teman sebaya menunjukkan bahwa 3 dari 5 siswa mengalami interaksi yang baik dengan teman sebaya.

ABSTRACT

Full Day School is education system that implement a learning or teaching-learning activity full day by combining intensive learning system. Schools that implement a system Full Day School has learning a very long time. Full Day School has a lot of activities in schools that can deplete time students at home. It is disturbing patterns of social interaction of students with family and peers. Basically the children have time to play with peers in the home environment. The presence of Full Day School, the child can lose a very important time together with peers. The lost time will cause the child to become a closed personality.

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CHAPTER I

INTRODUCTION

A. Background

Attending full day school means a child should spend mostly her/ his day at school, on average students have to spend 9 hours from 7am-4pm having less interaction with people or other children in their home or in their community.

The emergence of a school with a full day school system certainly can not be separated with the positive and negative impacts that exist. The positive impact of existing covers has better social skills, rely more easily join and socialize with their peers because of their longer together in their school most of the day along with his fellows (one school), more survive in the face of the challenges of the future, and others. The negative impact seen in development social children is less interaction with peers around the house in Sawojajar Malang.

In a study explained that at the age of 7 to 11, children spend more than 40% of their time interacting with peers. If children are in school in the school system to apply the full day school, opportunities for children to interact with peers at school becomes longer. But the social interaction that occurs in a social environment is reduced. So in this case full day school system has advantages and disadvantages. Do not let the full day school depriving their

1

play times, times in which they must learn to interact with others, interacting with parents, interacting with relatives and relatives Tolan, and interact with the environment in the vicinity of his residence. Do not let the application of the full day school system makes them do not know the children of his age around the house.

This led to children who school in the school that implements the full day school would have less time to interact with peers home surroundings. With minimum time's students, whether the student social interaction with peers can be running smoothly? Social community environment also influences the character of students.

From the above background, the researchers took the title of research **"SOCIAL INTERACTION OF STUDENTS WHO ATTEND FULL DAY SCHOOL WITH PEERS IN THE NEIGHBORHOOD OF SAWOJAJAR MALANG".**

B. The Focus of Study

1. How is the social interaction of children who attend full day school with the family in Sawojajar Malang?

2. How is the social interaction of children who attend full day school with their peers in the neighborhood of Sawojajar malang?

C. The Objectives of Study

1. Knowing the social interaction of children who attend full day school with family in Sawojajar Malang

2. Knowing the social interaction of children who attend full day school with their peers in neighborhood of Sawojajar Malang.

D. Significances of Study

1. Education Institute

   This research is expected to contribute positively to students social interaction with peers who study in schools full day school.

2. Teacher

   Hopefully this research can be used as an aid to maximize the role of the teacher role in the teaching and learning process, especially teachers in school full day school.

3. Society

   Hopefully this research is used as a consideration in the general public regarding students' social interaction with peers who study in schools full day school.

4. Government

   As consideration for the government to continue to support or attention to schools that have innovation in the application of the system one of them with the appearance of the application of a full day school system with the aim of facing the challenges of globalization in education.

5. Scientific development

   Can provide information about the social interaction of students who attend school full day school with peers in the home environment and can be used as a reference for further research.

E. The Limitation Of Study

   In order to obtain the appropriate discussion and review with the title, in this study at the limit of the object, the subject of research and scope of the problem to be precise, are :

1. Research subject is classroom's teacher, principal, 5 students and parents and just people or student live in Sawojajar Malang.

2. The scope of research, include

   a. social interaction of students who attend school full day school in Sawojajar Malang.

   b. social interaction with peers in the neighborhood of Sawojajar Malang.

F. The Terms of Study

   In order to get a clear description about the direction of thesis writing and to avoid harm in the understanding of the writing of thesis, researcher need to reiterate some of the terms, those are:

1. Full day school means Full day school is the school all day or learning process imposed from morning until afternoon.

2. Peers mean somebody who is equal in such respects as age, education or social class, group, colleague and etc.

3. Social interaction means a reciprocal relationship between the individual and other individuals, or individual with the group.

G. Previous of Study

The authors found that the literature is taken from the previous thesis, which is considered the author of the thesis discussion has to do with the thesis writer. Originality of this research presents the differences and similarities of field study that examined between researcher and previous researchers. It is necessary to avoid a repetition of study in the same things. This will know what are the difference between our studies with previous studies. It will be easier to understand, if researcher are presenting it in the matrix tabular from compared to the exposure that is the description.

This research was conducted by Noventia Amaningsih entitled about "PENGARUH SISTEM FULL DAY SCHOOL TERHADAP INTERAKSI SOSIAL SISWA KELAS V DENGAN TEMAN SEBAYA DI SD MUHAMMADIYAH PAKEL PROGRAM PLUS YOGYAKARTA". The conclusion of this research is the influence of variables full day school and social interaction that can be said if the implementation of full day school more

better than level social interaction of students can get better, and vice versa. This different research, in previous research that subject of research is an elementary school and influence social interaction with peer in school. But this research subject is junior high school and influence social interaction with peers in the neighborhood, use qualitative method.

This research was conduct by Eko Susanto entitled about "DAMPAK FULL DAY SCHOOLTERHADAP PERKEMBANGAN SOSIAL ANAK DI SEKOLAH DASAR ISLAM INTERNASIONAL ABIDIN SURAKARTA TAHUN PELAJARAN 2010/ 2011". The conclusion of this research is the influence of variables full day school and social interaction that can be said if the implementation of full day school more better than level social interaction of students can get better, and vice versa. These different research, in previous research that subject of research is an elementary school and influence social interaction with peer in school. But this research subject is junior high school and influence social interaction with peers in the neighborhood, use qualitative method.

In this research, researcher will research about social interaction of students who attend full day school with peers in the neighborhood.

CHAPTER II

LITERATURES REVIEW

A. Social Interaction

1. Understanding of Social Interaction

   According to Bonner, social interaction is a relationship between two or more people, in which behavior of one individual who influence, change, or influence the behavior of another individual and the other way. Young opinion, social interaction is reciprocal contact between two or more people.

   According psychology behavior, social interaction and reacting contains mutual excitation between the two sides of individuals.[1] S. S Sargent: social interaction essentially sees social behavior such group always within the framework of the structure and function in a group. The definitions of each other there are no difference in the sense and seem complementary.[2]

2. The Kinds of Social Interaction

   When viewed from the subject, there are three kinds of social interaction, which is as follows:

   a. Interactions between individuals

   b. Interaction between people with the group, and the other way

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[1] Muhammd Rifa'I, Sosiologi Pendidikan, Ar-Ruzz Media, Temanggung, 2011. Page 45

[2] Didin Supradin, dkk. Interpretasi Sosiologis dalam Pndidikan, Karya Putra Darwati, Bandung, 2010. Page 25

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c. Inter-group interaction

In terms of the way, there are two kinds of social interaction, which is as follows:

a. Direct interaction, ie physical interaction, such as fighting, gender, and so on.

b. Symbolic interaction, ie interaction with the use of oral language / written and other symbols / cues and so on.

3. Factors that Affect Social Interaction

A process of interaction based on various factors, among others, the factors imitation, suggestion, identification and sympathy. These factors may affect social interaction sebdiri-alone separately or in a state of belonging. Below we will discuss the factors that affect social interaction as follows:

a. Imitation

According to Gabriel Tarde (1969), Imitation Imitation is derived from the word, which means imitation. This is because human beings have a basic pattern individualist, but on the other hand, humans also have the ability and the ability to emulate that in the life of society are social life. There is also interpreted as an imitation of individual process exemplifies another individual. Meanwhile, there is a mention that imitation is the behavior resulting from other individuals. By some explain above, it can be concluded by the individual imitation similar to

their behavior is automatic, giving rise to the existence of a uniform behavior. In addition to the definition, there are also terms of imitation.

According Choros, the terms that are to be interested in something that will be imitation. Interest is the basic requirement of every individual to do the imitation. Impossible to do imitation objects we do not like. In addition we are interested, then the next step is we have to admire the things that would be imitated. Meaning of admiring is a step higher level than just liking. We also need to provide a high social appreciation of the object that will be the object of our imitation. The latter requirement is, those who would do imitation, at least have a little knowledge about the party or something that would be imitated. According to Baldwin, Imitation can be divided into two kinds, namely: non-deliberate imitation.

An imitation that goes without knowing the intent and purpose of the impersonation. Examples include young children dressed in the style of punk kid, but he did not understand the philosophical meaning of the punk-style clothing. He just put on so-called style or jocks. Deliberate imitation, an imitation that takes place on purpose, impersonation coupled with the intent and purpose of impersonation implemented. An example is the child who wore Punk and he understood the philosophical meaning behind "weird" his models wear clothes punk kid. For example, he understands that the punk kid dress model is the epitome of oppressed minorities, so the presence of children Punk almost also considered the

outskirts of the anti-capitalism and the establishment. Each stage imitation accidentally, contains three stages that must be passed, namely:

1) Phase projection which individuals acquire the impression of something that would be imitated. That is in the process of imitation, that individual must obtain a first impression. This relates to the terms of imitation, which should take an interest in advance of the object that will be the object of imitation, in order to leave the impression that means.

2) Phase Subjective that people tend to accept things that will diimtasi, for example, attitudes and behavior of the individual who made the object of imitation.

3) Phase Objektf which the individual has control of what is going to be imitated and finally is able to act like any other individual to be imitated.

Positive result can be obtained from imitation is the object to be imitated skills immediately, the existence of a uniform behavior and can encourage individuals / groups to behave. While the result is negative can mass error, let alone negative things, such as imitating the drug user. Can inhibit a critical way of thinking, because we just become a follower and can inhibit creative thinking, because we imitate, we strive for 100% appear as objects of imitation us, and we can not develop themselves.

b. Suggestion

The term suggestion, initially introduced widely by Gustave Le Bon (1896). Derived from the Latin word: Suggere significant influence. According to experts Psikonalisa, the suggestion is the process by which an individual obtaining the views, attitudes and behavior of individuals without being criticized in advance. S. S Sargent said that the suggestion is one person induces uncritical acceptance of idewas or unconscious performance of acts in other.

Suggestion would happen if, every association that etrjadi the individual soul is a symptom of suggestion and occurs when an individual plagued by a critical situation and the individual can not make a definite provision. Suggestion is composed of several kinds, as follows:

1) Auto suggestion that a process of suggestion given to himself that would be obtained menigkat behavior more than ever. For example, members of suggestion to ourselves after drinking coffee then we will not be sleepy.

2) Hetero suggestion is a suggestion that ongoing process, and addressed to other individuals so that other people can affect the fit debgan mean individual members influence. For example, tell others that Rani is not good for a woman working in nightclubs. Then the person who is trying to spread the word to make others believe that Rani is not a good woman.

While some of the factors that accelerate the suggestion is as follows:

1) Because the barriers of thinking. State of someone who is different from the normal circumstances cause the individual is easy to suggestion. For example: pain, fatigue and so on.

2) Thinking the situation is fragmented. Think about things. For example, a person whose father can not concentrate because his wife thought of the pain, children who have not paid money books, has not paid the rent has not been paid for electricity and others.

3) Circumstances Otoroteit. Things are the property of the individual, causing the individual concerned easily give suggestions and readily accepted by other individuals. For example, influenced by people who are smart, skilled and influential.

4) The state of the majority. This causes the individual susceptible to suggestion by another individual. For example, the euphoria at the sight of a football matches.

5) The state will to belief. Circumstances which serve to further convince cause individuals more easily subjected suggestion. For example, someone who is a "slander object" it is the people we hate, so we're more trusting others of the need to trust the people we the suggestion.

c. Identification

According to Sigmund Freud (1917), Identification, means an impetus to be identical (same) with another individual. Or in other words,

the identification process has meaning to equate himself with another individual. Through identification, as if we become another party. Influence that occurs in this process is more powerful than the imitation and suggestion.

The identification process occurs consciously, meaning that the individual concerned to do something like the behavior of others presence / accompanied by feelings and thoughts. On the other hand, the identification process can also be irrational, in the sense that is not possible, the process is still ongoing tetepi and whatever the outcome is not a problem for him. In this process, people feel wantid learn from leaders who became his idol. People who perform the identification process, will assume the person who adored the cast who should be a role model. The purpose of the process is the identification of the individuals concerned want to study the other individual lau unnoticed despite previous and this process usually lasts a long time and only realized if the process has brought a result.

d. Sympathy

Sympathy is derived from the Latin, meaning that sympathia sympathize. Additionally, sympathy is a foundation of all social xistance, or foundation of all social reality. Here are some definitions of sympathy:

1) A relation of cooperation between the two more individuals who ensure the presence of mutual, so have kept become one of the bases for running social interaction.

2) The feeling of attraction of one individual against another individual.

3) The process of attraction of an individual to another individual in an atmosphere or social situation.

The purpose of sympathy is for the creation of cooperation and mutual understanding because the main impetus is to be understood and wanted to cooperate among them.[3]

B. Full Day School

1. Understanding of *Full Day School*

Said a full day of school comes from the English language. Full meaning 'full', day means the day, while school meaning 'school'.[4] So Full Day School is a program in which the learning process takes place during a full day at school.

Full Day School is promising a lot of things, including: the opportunity to learn the students more, teachers are free to add material exceeds the curriculum typically and even set the time to be more conducive, parents, particularly the father-mother busy career in the office and can only be home before dusk they are quieter because his son is in school during the day and under the supervision of the teacher. In a full day school learning does not worry about the length of time to make the burden because most of the time is used for informal times. Cryan and Others in his

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[3] Didin Supradin, dkk. Interpretasi Sosiologis dalam Pndidikan, Karya Putra Darwati, Bandung, 2010. Page 28-32

[4] Baharuddin, Pendidikan dan Psikologi Perkembangan, (Jakarta : Ar-Ruzz Media, 2009), hlm. 227

research found that the full day school providing positive effects that the children will learn more from the play, because more time is involved in a class that leads to high productivity, are also more likely to be closer to the teacher, and the students also showed a more positive attitude, avoid distortions due to a day in the classroom and the teacher's supervision.[5]

Judging from the curriculum, education system Full Day School have relevance to integrated education. Integrated education is widely applied in public educational institutions are labeled Islam. In the context of Islamic education, integrated education means to integrate general science with theology in a balanced and integrated.[6]

Full day School is derived from the English language, full means full, day means the day, while the school means the school. Full day of school means the school throughout the day. Full day school is the school all day or learning process imposed from morning till evening.

With the start of the school day from morning till evening, the school more freely set the hours of lessons which adjusted to the weight of the model lessons and coupled with his approach. With this policy, the time and the busyness more children spent in school than at home. Children can be at home again after the afternoon.[7]

Seen from the meaning and implementation of the full day school above, Sukur Basuki, found schools, most of the time used for program

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[5] Bobbi Departer., Mark Reardon & Sarah Singger Naurie, Quantum Teaching (Mempraktekan Quantum teaching di ruang kelas-kelas), (Bandung: Kaifa, 2003), 7.

[6] Imron Rossidy, Pendidikan Berparadigma Inklusif, (Malang: UINMalang Press, 2009), 71.

[7] Fibriana Anjaryati, Pengembangan Program Full Day School Untuk Optimalisasi Perkembangan Anak, http://kakadi.info/?p=368 Diakses pada 16 Juni 2011.

subjects informal atmosphere, not stuffy, fun for students, and requires creativity and innovation of teachers. Innovation in education is a necessity, because the dynamics of the life experience. Renewal of the curriculum, teaching methods, or the management of education will continue to be in line with the changing times. The emergence of various innovations in education should be addressed as a natural phenomenon meet the changing demands of social, economic, cultural and scientific developments. Entry Full day school (full day school) in some schools, particularly urban areas, is a small fragment of educational innovation, which aims to improve the quality of education and help parents busy.

Lasson in school start from morning till evening. The school more flexibility to set the hour lessons which adjusted the hard of lessons. Being the time used for learning programs nuanced informal, not stiff, fun for students and requires creativity and innovation of teachers. In this case, Gratitude relied in terms of research that says that effective learning time with the child only three to four hours a day (in a formal atmosphere) and seven to eight hours (in an informal atmosphere).

Full day School comes from the English language, full means full, day means the day, while school means the school. Full day school means the school throughout the day.[8] Full day school is the school throughout the day or the learning process imposed from morning till evening. With the start of the school day from morning till evening, the school more freely set the

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[8] Peter Salim, Advanced English-Indonesia Dictonary, Modern Englis Press, Jakarta. 1988, page: 340

hours of lessons which adjusted to the weight of the model lessons and coupled with his approach. Being the time used for learning programs nuanced informal, not stiff, fun for students and requires creativity and innovation of teachers. In this case, Gratitude relied in terms of research that says that the time to learn effective in children was only three to four hours a day (in a formal atmosphere) and seven to eight hours (in an informal atmosphere).[9]In a full day school, which is considered difficult subjects placed at the beginning to go to school and are quite easy to put the lessons in the afternoon. Because at the time of the morning, students are more fresh and vibrant, thus subjects deemed difficult by the students will be easily digested because to accept it in a state of the brain is still fresh, but if in the afternoon, students will feel weak and dispirited because it activity all day, it will affect the physical and psychological condition of the students, because that's usually the full day school applied with a break of two hours.[10] With the full day school system is the length of time the learning will not be a burden, because most of the time is used for informal times. And in this system many patterns and methods of learning and teaching, the system of learning is not a top down or monologues because by this method, then there teachers teach and students are taught, the teacher knows everything and the students do not know anything, the teacher read and students listen to, or concepts like that according to Paulo Freire is the

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[9] Basuki, Syukur. Fullday School Harus Proporsional Sesuai Jenis Dan Jenjang Sekolah. (http://wwww.SMKN1lmj. Sch.id).

[10] Bobbi Departer, Mark Reardon & Sarah Singger Naurie, Quantum Teaching (Mempraktekan Quantum Teaching Di Ruang Kelas-Kelas), Kaifa, Bandung, 2004, hlm: 4.

banking concept of education, teachers and students as subjects as mere objects.[11]

2. Purpose of Full Day School

The interests of parents to put their children to full day school is motivated by several things, namely because of the increasing number of women working outside the home and those many who have children under the age of 6 years, the growing number of children of preschool age are accommodated in schools -school-owned public (general public), the increasing influence of television and the mobility of the elderly, as well as progress and modernity that began to develop in all aspects of life. By entering their children to school full day, they hope to improve the value of their children's academic preparation to proceed to the next level with success, also the problems mentioned above can be solved. And the results of this study noted that children are educated in school full day proved to perform better in a follow each subject and showed significant benefits.

The emergence of the education system in Indonesia full day school term begins with the proliferation of top schools around the 1990s, many pioneered by private schools, including schools that are labeled Islam. In an ideal sense, superior schools are schools that focus on the quality of the learning process, rather than on the quality of student input. The quality of the learning process depends on the learning system. But in fact, excellent schools usually characterized by high cost, comprehensive facilities and

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[11] Moch, Ikromi, Pengembangan Manajemen Sistem Pendidikan,. Tesis Universitas Islam Negeri (UIN) Malang, 2005, pageaman 54.

luxurious all-round, the elite, other than the other, as well as faculty personnel that "professional", although this situation does not guarantee the quality of education is actually produced. The term seed which is then developed by the managers in schools to form a more diverse and a trade mark, including the full day of school and school integration.

Juvenile delinquency is constantly increasing, it can be seen from a variety of media and newspapers in which not infrequently contains about deviations will be undertaken by the students, such as their sex, drinking, consumption of drugs forbidden and so on. This is due to the lack of control of teachers, especially from parents, and this is caused because of the free time after school, and leisure time was in use for the things that are less useful. Here are some reasons why the school implemented a system full day school:

a. The increasing number of single parent and a number of activities parents (parent carrier) memvberikan less attention to their children especially those related to children's activities after school.

b. Social and cultural changes that occur in our society, from an agrarian society to an industrial society towards. The changes are obvious effect on the mindset of our society.

c. Advances in science and technology is so fast, so if it is not in look, we will be victims, especially of communication technology. With so many television program as well as the proliferation of the play station (ps) make children more enjoi to sit in front of the television or play station.

Full day school is an educational program which all activities are in schools (all day) with the characteristics of integrated activity and integrated curriculum. Plus the school is expected to be useful for coaching and Sholihah Salih generation. The educators will appear as uswatun hasanah that accompany learners to achieve optimal development. Implemented full day school program is essentially not only adds to the time and effort to reproduce the subject matter, but also to condition the child to have a good life habituation, is the first. The second is for enrichment or deepening the concepts of the subject matter that has been established by the Ministry of Education (MONE). The third is to enter the Islamic material into the field of study and as a separate subject areas that must be mastered by children as a life provision. Fourth for the development of psychiatric, mental and moral. The point is to provide a balance between the spiritual and physical needs in order to form a complete personality. The program comes with a full day school recreation programs in learning to avoid boredom arise in taking their studies.[12]

3. Attending of Full Day School

Implementation of full day school originally feared hard into the community in the sense of community is difficult to accept that model, especially students. It can be considered against them for being in the school day. The concept used in the implementation of full-day school is for the development and innovation of learning systems that develop creativity that

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[12] Syahrul Rikza, Implementasi Pendidikan Agama Islam di Full day School SMA Negeri 5 Malang

includes the integration of the condition of the three domains, namely: cognitive, psychomotor and affective. Full day school held outside the classroom and there is also a game but still contain elements of learning, a game that is given in the full day school system still contains the meaning of education, which means playing while learning. Wherever possible recreational atmosphere created in learning, so that students will not feel burdened even be in school all day. According Gratitude in the implementation of full day school links between study time and play time of children in school for five days per week.[13] Besides the implementation of full-day school system should also pay attention to levels and types of education, in addition to the readiness of the facility, all components of school readiness, preparedness education programs. As we know that in Indonesia the formal level is divided into:

a. Kindergarten is intended for children aged 4-6 years

b. elementary school is intended for children aged 7-12 years

c. junior high school is intended for children aged 13-15 year

d. high school is intended for children aged 15-18 years [14]

Then, when viewed from the management then there is a school which is managed by the Education Ministry and the schools run by the Ministry of Religious Affairs as Salafi, Ibtidaiyyah Madrasah, Madrasah Tsanawiyyah, Madrasah Aliyah. This school obviously has traits that are

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[13]Basuki, Syukur. Fullday School Harus Proporsional Sesuai Jenis Dan Jenjang Sekolah. (http://wwww.SMKN1lmj. Sch.id)

[14] Ibid

different from schools which is managed by the Ministry of Education, among others, on a percentage charge of religious education and culture in schools. Moreover, if viewed from the kind of school it is known there are public schools and vocational schools, such as Madrasah Aliyah Vocational and Vocational High School, that each also has distinctive features, mission, demands and different climate one another. If in view of the level of life skills at all levels and types of schools is different orientation. At the level of early childhood to kindergarten aims to establish a private children to know themselves (Who am I), hereinafter called personal skills, then at the level of primary and secondary schools first aims to memvbentuk personal able to recognize their own potential and environment (Social Skill), while in high schoo is a private mmiliki forming intellectual, knowledge, etc. (Academic skills), as well as for vocational high school demand is on vocational skills.

On the basis of different levels and types of education at the top, then it should be the application of the concept of full-day school noticed that these differences. Elementary and junior high school-aged children is the age in which the portion of play is certainly more than learning. Then "play while learning" would be suitable for them. Jang until the full day school concept depriving their playing times, times in which they must learn to interact with others, interacting with parents, interacting with relatives and relatives Tolan, and interact with the environment around his home. Do not let the application of the full day school system makes them not recognize

children of his age around the house. It would be very wrong if the time at school was spent in full for the activities that are intrakulikuler, where children must learn receive explanation, tasks of dang teacher in the classroom, in the laboratory, in the library and elsewhere in the school were actually very not conducive to children's play and learning activities.

In applying the full day school most of the time should be used for the program - a program of informal learning atmosphere, not stuffy, enjoy for students, which of course requires creativity and innovation of a teacher.

The application of the concept of full-day school is certainly different for upper secondary level and would be very different again for that type of vocational school. High school students are required to have academic skills, then the full day school should be used to explore or prove the theories they have learned, so that they will have a level of academic knowledge and ready to enter higher education.[15] According to what is described above, so the application of the full day school in elementary school and junior high school is worth learning while playing, because the method of learning while playing the students will not saturate be a full day at school, they will enjoy all the lessons that the teacher , According to the theory of Natural unfoldmen learning / self-actualization of Maslow, that learning is centered on the will, consciousness and activities of learners and considerable interest from him. So according to this theory of learning can not be separated from the onset of the situation of the learner, wants and

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[15] Ibid..

desires from within the subject of the so-called learning that brings success. Problem interest and success of learners is a necessary condition for the learning process.[16]

4. Full Day School on Islamic Perspective

In the early 20th century AD, education in Indonesia was split into two groups, namely: First, the education provided by schools of Western secular knows no religion, and second, the education provided by the boarding school that only recognize religious education only. Islamic education in Indonesia was held in the form of education many Islamic schools. According to Dahlan Hasim in Fajar, madrasah by most people still underestimated and regarded as an educational institution "second class". Consequently, even though legally recognized madrasas aligned with other formal schools, madrasas generally only demand by students that intelligence capability and relatively low economic or "mediocre". While high society seems reluctant to send their children to these institutions, so that efforts to improve the quality of madrasah education has always encountered resistance.[17]

The low public interest high (upper middle class) to send their children to madrassas, viewed from a functional perspective-a theory that holds that community is a unified system of interdependent and linked-indicated two things are correlated; The first, related to the internal

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[16] Muhaimin dkk, Strategi Belajar Dan Mengajar, (Surabaya: CV. Catur Media Karya Anak Bangsa, 1996), pageaman 23

[17] Malik Fadjar, *Madrasah dan Tantangan Modernitas*,Bandung: Mizan, 1998,

institutional problems, and secondly, in relation to parental choice of education.

Not a few parents of students who agitated and took the decision to send their children to public schools are more promising in the aspect of general science and technology, with the hope that in the future their children can get a proper job and could live decently in society.[18]

It should be recognized that Islamic education occupies a disadvantage in Indonesia. In fact, there is an assumption in society that achievement madrasaah graduates are under the public schools. It is then the trust and the public interest is proud to send their children to public schools. To bridge the above problems, then opened an integrated school program curriculum (religion and general) by using a full day school system (by adding hours of study for the deepening of the material).

Not only because of the backwardness of Islamic education that is inferior to general education, is not the only reason for the presence of integrated education. But human life is increasingly complex, especially in urban areas. Stacking the busyness of parents in urban communities often impact on children's education. Even obscurity school education, also adds to the problems incities. So they really need an education that can provide general knowledge education and religious education simultaneously. With this, the integrated education is very important presence in the urban communities.

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[18] Muhaimin, *Arah Baru Pengembangan Pendidikan Islam* (Bandung: Nuansa, 2003), 70.

In recent years, awareness of the importance of the religious aspect as one of the aspects that need to be touched in education, also have started endemic in society, we often heard the saying, science without religion is blind, and religion without science is lame. Similarly that cognitive education without religious education is blind. So it is natural that crashed while running, although with a stick, the passage will remain slow, takes a long time. So also will be paralyzed if the knowledge of the character without the presence of cognitive knowledge. Because it has the potential to be exploited and controlled by others. Thus they both needed and expected to be integrated in religious values.

The era of globalization, present and future, are and continue to influence the development of social culture Indonesia, Muslims, or Islamic education, in particular. Length argument need not mentioned again, that the Muslim community does not want to survive and prosper in the development of an increasingly competitive world of today and the 21st century.[19]

In this discussion, the author will explain the full day school in the view of Islam. As has been described above that the objective of full day school is the formation of character and faith to enhance the positive values and provide a solid foundation for developing and improving Intelligence quotient, emotional quotient and others. But to be understood more about the full day school in the view of Islam. Previous authors will explain in

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[19] Azyumardi Azra, *Pendidikan Islam* (Jakarta: Kencana, 2012), page 41.

advance about the meaning and purpose of Islamic education itself. According Marimba education is a conscious guidance by educators for physical and spiritual development of the students towards the establishment of a major personality.[20] Muhammad Amin agree that education is a conscious effort and regular and systematic, carried out by people who are responsible, to influence children to have the nature and disposition in accordance with the ideals of education. In other words, there may be mentioned that education is the assistance given deliberately to the students, the physical and spiritual growth to reach maturity.[21]

C. The Group of Peers

The need for adolescent adjustment in the peer group due to the desire of teenagers to hang out with their peers. Because the peer group is the first social environment where teens learn to live with others who are not family members. Peer environment is a new group that has a characteristic, norms and customs are very different from what is in what is in the family environment. Friendship is a behavior that results from two or more mutually supportive. Friendship can be interpreted also as a relationship between two or more people who have elements such as the tendency to want what is best for one another, sympathy, empathy, honesty in attitude, and mutual understanding (Irwan Kawi, 2010). With friends, one can feel more secure because it indirectly protects his friend from anything that could harm his friend. In addition, a friendship can be used

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[20] Ahmad D Marimba, Pengantar Filsafat Pendidikan Islam, PT . Al-Ma" arif, Bandung, 1989, hlm: 20

[21] Ibid

as a link to share in joy or sorrow, give each other with sincerity, mutual trust, mutual respect, and mutual respect.

A peer group is the second after the family environment, which affect the lives of individuals. Whether individuals affected with peers depends on the individual's perception of his group, because the individual's perception of his peer group will determine the decisions taken later.

Peer groups provide an environment, which is where peers may socialize with prevailing values, no longer the value set by adults, but by friends of his age, and the place in order to determine their identity, but if the value developed in a peer group is the value negative then it would pose a danger to the mental development of the individual. The strong influence of peer groups also lead to a weakening of individual bonds with parents, schools, conventional norms. In addition, the individual spends much time outside the house with their peers than with their parents is one of the main reasons for the importance of individual peers. Important role of peer groups of individuals with regard to the attitude, conversation, interests, appearance, and behavior of adolescents often mimics that models wear the same clothes with the members of the popular group the opportunity for him to be accepted by the peer group becomes large.

During his youth, individuals usually begin to withdraw from the environment as a family and develop a closeness that rely more intense with the peer group (peer group). So importance and influence of peer groups often teenagers more care of things said or done peers, rather than advice or guidance

patents. In this case almost nothing that is not done by teenagers in order to be accepted in a peer group social environment.[22]

In the same age group children learn to get along with each other. At first a peer group of children was formed by chance. In a further development the entry of a child into a peer group based on choice. After the children go to school peer group can be classmates, click the class, and group play.

In the same age group, children learn to give and receive in interaction with fellow friends. Participation in the peer group offers a great opportunity for children to experience the process of social learning (social learning). Along with peers is an important preparation in one's life as an adult.

Moreover, in the same age group children learn cultural community. That through peer groups that children learn how to be a good human being conformed to the image and ideals of community, of honesty, fairness, cooperation, and responsibility. So peer into the container in the teaching of social mobility. Through interaction within the peer groups that children who come from lower social class captures the values, ideas, ideals, and patterns of behavior of children of the upper middle class and vice versa.

Peer groups are also each individual to learn new social roles. Ordinary child educated with the authoritarian patterns can recognize democratic life in a peer group. In the child's peer group may act as friend, foe, leader, originator of the idea, and so on. So in the same age group children had the opportunity to do various social groups.

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[22] Ahmad Razali, Detik-Detik UN Sosiologi, Intan Pariwara, Klaten, 2010. Page 11

Furthermore, the definition of Islamic education, according to Iskandar, Islamic education is a process of transformation and internalization of knowledge and values in students through the growth and development potential of nature to achieve harmony and perfection of life in all its aspects. Then according Miqdad who dikutif by Ismail said that Islamic education is a process of a Muslim are perfectly in all aspects of his personality in all phases of its growth to cope with life in the world and the hereafter in accordance with the principles and values of Islam.[23] Later in the Islamic educational seminars worldwide in 1980 in Islamabad to formulate the notion of Islamic education as follows: Islamic education aimed at achieving a balance of growth of the human person as a whole through exercises psyche, intellect, mind, intellect, feelings and senses. Therefore, Islamic education must develop all aspects of human life, both spiritual, intellect, imagination (fantasy), bodily, scientific, and language, either individually or in groups, and encourage these aspects towards goodness and towards the attainment of perfection of life.[24]

From the definitions above we can conclude that Islamic education is one of the formation process and cultivate basic skills possessed by humans toward the fullness of life in the world and the provision for the Hereafter. Thus Islamic education has given a clear picture of the goals you want to accomplish or something expected by the Islamic education as an attempt deliberate and systematic that the formation of the personality of the main ones being carried

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[23] Muhaimin dkk, Strategi Belajar Dan Mengajar, (Surabaya: CV. Catur Media Karya Anak Bangsa, 1996), pageaman 23

[24] Muzayyin Arifin, Filsafat Pendidikan Islam, Bumi Aksara, Jakarta, 1987, hlm: 2.

out consciously by educators on the development of body and spirit of the students so that they can carry out the task -duty and function in the face of the earth as caliph fil ardhi. The general objective of Islamic education is divided into four (4) case are: first, the common purpose, a common goal is a goal that will be achieved by all educational activities both by teaching and by other means. Second, while the goal. While the goal is a goal that will be achieved after the students were given a certain amount of experience is planned in a curriculum. Third, the ultimate goal. The final goal is a desired destination so that learners become perfect (perfect man) after he finish off the rest of its life, the fourth operational purposes. Operations purpose is practical purposes to be achieved with a certain number of educational activities.

To better understand about these goals, the Muslim clerics will explain more in depth, according to exactly respectively. Among the Muslim clerics such as: According to Abdurrahman Saleh Abdullah that the objectives of Islamic education is to form the personality as khallifah Allah or at least prepare for the road, which refers to the final destination.

Which is very important in this association is therein teenagers getting strong influence from peers and experience changes in behavior as one of the adjustment effort. The groups that are formed during adolescence are:

1. The "Chums" (chum) is the youth group with a very strong bond which usually consists of 2-3 adolescents, with the same sex have the interest, ability and desire the same.

2. The "cliques" (gang friends), usually comprised of 4-5 adolescents who have an interest, the ability and willingness of relatively equal. Cliques usually occur from the union of two pairs of chum (chums) which occurred in the first years of early adolescence and is generally the same sex.

3. The "Crowds" (a group of many teenagers), the process is the formation of chums become cliques and from here created crowds. Thus there are different genders and there are variations, interest and willingness among its members. The same thing is afraid ignored owned by its members.

4. The organized group, a group that deliberately established and organized by adults usually through certain institutions. For example, school or religious foundations.[25]

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[25] Syamsul Hadi. Kelompok Teman Sebaya (http://www.maribelajarbk.web.id/2015/01/kelompok-teman-sebaya.html). Diakses padaa 30 Oktober 2015 pukul 11.30.

CHAPTER III

RESERCH AND METHODE

A. The Approach and Type of Research

Regarding the qualitative research Bogdan and Taylor, defining qualitative research methods as a research procedure that produces descriptive data in the form of written or spoken words of people and actors that can be observed.[26]

Kirk and Miller cited by Moleong defines that qualitative research is a certain tradition in the social sciences that is fundamentally dependent on the observations in humans both in the region and in their terminologies. The aim of this study was to obtain data / an objective, factual, accurate, and systematic, on the issues to be studied by researchers.

Medium according to Denzin and Lincoln say that qualitative research is research that uses natural background, with the intention of interpreting phenomena and carried by road involving a variety of methods exist.[27] From these definitions it can be concluded that qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of research for example behavior, perception, motivation, action, and others in a holistic manner and by way of description in the form of words and language and with a particularly natural context by utilizing a variety of natural

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[26] Lexi J. Moleong, Metode Penelitian Kualitatif, PT Remaja Rosdakarya, Bandung,2004,page:24
[27] Ibid, page:5.

methods.[28] By using this descriptive qualitative approach as explained above, that this method of interpreting the phenomena that occur both behaviors, actions, perceptions, motivations and others, researchers want to know the phenomena overall good of the observations, interviews or any source regarding the implementation of full-day school system whether it can affect social interactions.

This research uses qualitative approach. A qualitative approach is an understanding of the research process and is based on a methodology that investigates social phenomena and human problems. In this approach, the researchers creates a complex picture, studying words, a detailed report of the views of respondents, and conducted studies on the natural situation. This means that the data collected is not the form of numbers, but the data derived from the interview manuscripts, field notes, personal documents, notes memos, and other official documents. This research will describe how social interaction with peers students who attend full day school.

B. The Attendance of Research

Researchers presence One characteristic or characteristics of qualitative research is the researcher acts as the main instrument in his research. That is because:

1. Researchers memeiliki high responsiveness, which is able to respond while providing continuous interpretation on symptoms facing

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[28] Ibid, page:6.

2. The investigator has the nature of adaptation, which is able to adapt, to change tactics or strategy to follow field conditions encountered

3. Researchers have the ability to look at a holistic research object, associate the symptoms with the current context, linking with the past, and with other relevant conditions

4. Researchers able to constantly increase knowledge for the provision of the interpretation of the symptoms

5. Researchers have the ability to perform the classification to quickly interpret. Furthermore, researchers are also expected to have the ability to draw conclusions lead to the acquisition of the results.

6. Researchers have the ability to explore and formulate information to be input for enrichment of science concepts.[29]

Thus, in this study the researcher position is an instrument as well as acts as a data collector. This is consistent with what was said by Lexi J. Moeleong, that only men that can be related to the respondent or other objects and able to understand the link realities on the ground. Also in this study, the status of researchers in the know by objects or informants, which is expected in the research process can run smoothly without any obstacles because of the openness between researchers with an object or informants. [30]

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[29] Suharsini Arikunto, Prosedur Penelitian (Suatu Pendekatan Praktek), Rineka Cipta, JAKARTA, 1997, page: 15-16.

[30] Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung : PT. Remaja Rosdakarya, 2000), page. 19

C. The Source of Data

Is the source of the data in the study is the subject of where the data can be obtained. When the researchers used a technique of observation, then the data source can be objects, motion or process anything. And if researchers use the documentation, then the data source is a document is the source of data.[31]

Data is very essential to uncover a problem, and the data is also needed to answer the research problem or fill a hypothesis that has been formulated. In conducting this research necessary data obtained from two sources, namely:

1. Primary Data

Data obtained from the source directly, observed, and recorded directly from informants in the field, namely through the deep (indept interview) and observation of participation. In this regard, in-depth interviews conducted in an environment of the students and the family live. The researcher does interview with these people: 5 students who attend full day school in 12th grade She is Renny Oktaviana S. and 10th grade they are Much. Nafi Alifian, Renny Oktaviana S., Muh. Abdurrahman Romadhoni, Manda Maulana Musthofa dan Firman, the researcher interview students aim to get information about student interaction. The researcher also does direct interviews with each parent to get information about activities students out of school. They are Miss Muryanah (Much. Nafi Alifian's mother), Miss Riyani Pudji Astuti (Renny Oktaviana S's mother), Miss Titik (Muh. Abdurrahman Romadhoni's Mother), Miss Astutik (Manda

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[31] Suharsini Arikunto Op Cit, page:107.

Maulana Musthofa' Mother), and Miss Wiwin (Firman's mother). The researcher also does direct interviews with the head master and teacher of MTs Al-Huda which attend full day school system, the researcher interviews the head master and teacher aims to get opinion about full day school. The participants are taken by using purposive sampling method, that is the researcher chooses the participant random but still have criteria. And the criteria are from the researcher or based on what researcher needs and depend on what information that want to be gotten by the researcher. The criteria are student attend full day school and have experiance of attending school which not implementation full day school before.

2. Secondary Data

Secondary data sources are sources of data obtained indirectly from the informants in the field, such as documents and so on. These documents may include books and other literature related and related to the problem being studied.

D. Data Collection and Instrument

The collection of data is something that is very important in scientific research. The collection of data is systematic and standardized procedures to obtain the necessary data. In this study the methods used in data collection are as follows:

1. Interview

   In-depth interview to get proper description about attitude, perception, and orientation from the participants. Interview method is a method of data collection that is done by asking question systematic unilaterally investigation based on the purpose. Guba and Licoln defined interview is conversation that has purpose9. The conversation was conducted by two parties, namely the interviewer who asks the question and interview who gives answer to that question. The interview is a method that bases itself on verbal statements (verbal reports) in which there is a direct relationship between the researcher and the subjects studied.[32] So in this method there is a "face to face relation" between researchers and subjects studied.

   This study uses open interview technique. The researcher asks a few questions related to social interaction of students who attend full day school with peers in the neighborhood.

2. Observation

   Observation is deliberately and systematically observing the activities of other individuals. The main tool the researchers are sensuous, while the deliberate and systematic than the properties of the actions explicitly listed here. Intentional factor was concerned with the responsibility of conducting scientific observation, while systematically is characteristic of scientific work.[33]

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[32] ibid, hal. 18
[33] Sumadi Suryabarata, Pembimbing Ke Psikodiagnostik, Raksa Sersain, Yogyakarta, 1990, page:7.

Researchers in this plan observed against all activities conducted at schools, ranging from the activities of teaching and learning, the activities carried out by students and teachers during the hours effectively and at rest as well as the uniqueness of what is in school these and other things that support researchers in conducting this study, which is expected to be able to obtain a comprehensive observation data valid and reliable that would affect the results of this study.

Observations made in the home environment of children who attend schools with a Full Day School involving multiple parties such as parents and peers. The researcher does observation with these people: 5 students who attend full day school in 12th grade She is Renny Oktaviana S. and 10th grade they are Much. Nafi Alifian, Renny Oktaviana S., Muh. Abdurrahman Romadhoni, Manda Maulana Musthofa dan Firman conducted on 18-22 October 2015. Observation is done in the student's home environment and in the student's home to see the students' interaction with peers in the home environment, students actifities and the interaction of students with family at home.

E. Data Analysis

Data is gotten from some sources by using various data analysis technique (triangulation). In the qualitative approach, Bogdan said that "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes,and other materials that you accumulate to increase your

own understanding of them and to enable you to present what you have discovered to others."

Analysis of the data is the process of preparing the data that will be interpreted. Compiling data tools in a pattern group or category and find relationships between various theories. In this research, The steps are:

1. Data reduction that is looking for the data which is relevant. it is done by collecting the data from teacher and students about the communication in that plural ethnic school. Such as the communication in the class or outside class, in the organization activity, and so on.

2. Display data that is do presentation of data. It is done by describing a set of data or information about the communication between teacher and teacher, student and student, teacher and student who are from different ethnic groups in the narrative form text will be composed, arranged, and summarized easily to be understood. Display data is done by creating the conclusion or the main idea.

3. Conclusion that is conclude the result of research in order to make readers understand well with the main problem.

F. Checking The Validity Of Data

Researcher could check the validity of data that utilizes something else out of data for comparison by using triangulation technique. Using triangulation, the researcher will ask some informants with same questions then the results are compared to get conclusion. This way namely Triangulation

Data source. If Triangulation method is the same problem but it is gotten by different method, the function is knowing is it the same between interview result and the fact. Triangulation technique most widely used is the examination through other sources.

Triangulation technique means that the researcher uses technique of different data collection to get the data from same source. In the triangulation technique, Susan Stainback said that "the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated".14 Using triangulation technique in data collection, data that is gotten will be more consistent, clear, and certain.

Denzin in Lexy J.Moleong distinguishing types of triangulation, namely:

1. To compare and check again the degree of confidence the information obtained through time and different tools in qualitative research, it is triangulation with the sources.

2. Triangulation method can be done by two methods: (1) checking the degree of confidence of the result of research with several data collection techniques, and (2) the degree of confidence checking multiple sources of data with the same method.

3. The using of researchers or other observers for the purpose of re-checking the degree of confidence in the data, it is called Investigator triangulation. [34]

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[34] Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung : PT. Remaja Rosdakarya, 2000), page. 27

G. Stage Of Research

The stage of this research, there are four stages and the last stage of research coupled with the stage of writing research reports. Those stages of the research were:

1. Pre-field stage, which concludes drafting a research, choose the field of research, the licenses, explore and assess the condition of the field, select and utilize the informants, set up scientific equipment and research regarding ethical issues.

2. Stage of field work, which includes understanding the background of the research, entering the field and participate with the informants while collecting the data.

3. The data analysisstage, which includes analysis during and after collecting data.

4. Stage of writing research report, researcher prepared the result of research and the report is written with easy language in order to make the readers can understand easily.

H. Sampling Technique

The researcher take the participant by sampling purposive. Does observation and interview to the participants who are looked know well about the problem topic, and its done bay purposive that is choosing participant based on the certain consideration and purpose. The researcher choose participant are 5 students who get school in Full Day School from any schools.

CHAPTER IV

FINDINGS

A. Profile of Sawojajar, Kedungkandang, Malang

1. Geographic Location

   The geographical location of a region have an important role for the region in carrying out development tasks in the present and, in the future. Therefore, the geographical situation of a region has a great influence, it means for the development of the region and in order to support national development.

Figure 4.1: Map of the Village Sawojajar
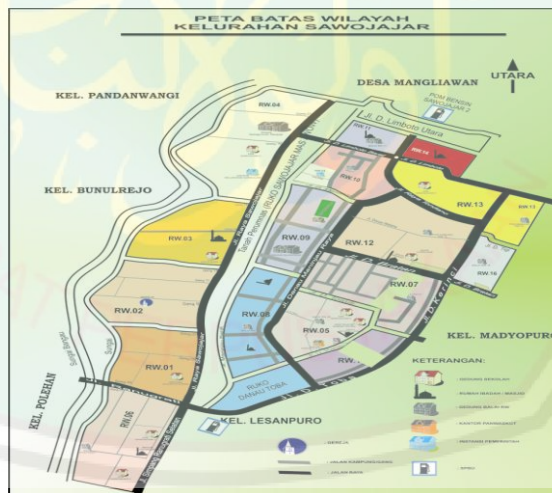
Source: Documentation Subddictrict ,[36]

Sawojajar subdistrict is a subdistrict located in the District of Kedungkandang, Malang, East Java Province. By having boundaries as follows:

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[36] Documentation Subddictrict , January 14, at 09.00, at the Subddictrict office Sawojajar

43

Tabel 4.1 Boundary Sawojajar Subdistrict Kedungkandang District of Malang

No.	Subdistrict Boundary	Village / Subdistrict
1	North Side	Mangliawan Village
2	East Side	Lesanpuro subdistrict
3	South Side	Bunulrejo subdistrict
4	West Side	Madyopuro subdistrict

Subdistrict Sawojajar have boundaries; north adjacent to the Village Mangliawa, east by Lesanpuro subdistrict, south by subdistrict Bunulrejo and west borders the subdistrict Madyopuro. Sawojajar subdistrict has a subdistrict administrative code; 35.73.03.1008 cx and mampunyai area which reached 181.25 Ha. By typology subdistrict namely services and trade.[37]

Subdistrict Sawojajar has a strategic location visible from the location and distance of the central government Sawojajar Malang. Distance from the center of the sub-district administration Kedungkandang which is 4 km. Pemerintaha distance from the center of Malang that is 3 km. Distance from the City / County Malang, 3 km. The distance from the capital city of East Java Profinsi

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[37] Documentation Subddictrict , January 14, at 09.00, at the Subddictrict office Sawojajar

98 km. From this Sawojajar a subdistrict bustling with activity mainly populated trading activities.

2. The state of the Demographic (Population)

Sawojajar sub district Kedungkandang, Malang until 2015 it amounted to 30 761 inhabitants, 12 151 families.cWith the number of men and women 15 322 inhabitants 15 439 inhabitants. Sub district of Sawojajar can be say a big Sub district because the population is 30.761 inhabitants. The growth of population can be said quickly. Judging from the data that has been acquired by researcher in the year 2014-2015 population growth has increased so significantly, from observation, it was all caused by a number of weddings in the Sawojajar sub distric in 2014[38]. Condition of the population can be described using a graph based groupings as follows:

Table 4.2 Population Sawojajar Sub distric Based on gender

NO.	Gender	Total
1.	Male	15.322 persons
2.	Female	15.439 persons
Total		**30.761 persons**

Source: Documentation Sawojajar sub distric[39]

Table 4.3

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[38] Result of data analyze (demographic condition) dated January 14, 2016, 09:00

[39] Documentation Sawojajar sub distric, dated January 14, 2016, 09:00, at the office of the Sawojajar sub distric [39]

Total Population sub dictric Sawojajar by Age

Age (Year)	Total
0-12 years	6.774 persons
13 – 18 years	6.862 persons
19 – 65 years	14.419 persons
Age up to 65 years	2.706 persons
Total	2069 persons

Source: Documentation Sawojajar sub dictric[40]

Based on above of the data, the population of Sawojajar sub dictric by age showed the productive age group more than the other age groups. School age population is relatively large and crowded. And from the school age group there are several study in the school with a full day school system and how they interact in the neighborhood will be discussed in this thesis.

3. Data of Socio Economic

    a. Profession

    Based on the strategic location of the Sawojajar sub dictric people who place near the center of the city and county, it is clear the majority of the

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[40] Documentation Sawojajar sub dictric, dated January 14, 2016, 09:00, at the office of Sawojajar sub dictric

people's profession are merchants, employees and in the service industry, either working in the Sawojajar sub distric and outside Sawojajar sub dictric. Although some also work as farmers, farm laborers and fishermen. Here's an overview of the profession of farming communities can be seen in the table below:

Table 4.4 Population Based Profession

No	Profession	Total
1.	Employees PNS	918 persons
2.	Employees ABRI	151 persons
3.	Private Employees	3.551 persons
4.	Seller	539 persons
5.	Farmer	18 persons
6.	Carpentry	23 persons
7.	Farm Labor	5 persons
8.	Retired	474 persons
9.	Fisherman	2 persons
10.	Services	211 persons

Source: Documentation Sawojajar sub dictric[41]

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[41] Documentation Sawojajar sub dictric, dated January 14, 2016, 09:00, at the sub dictric office Sawojajar

b. Education

Based on the number of people 30.761jiwa, Village Sawojajar Kedungkandang District of Malang is an area that is densely populated, with a dense population and economy are quite good then a lot of people who go to school, to more clearly seen in the table below:

Table 4.5Number of Educators Graduates Formal and Non-Formal Education

No	No Institute of Formal and Non-Formal	total
1.	Kindergarden	484 persons
2.	Elementary School	5241 persons
3.	Junior High School	2050 persons
4.	Senior High School	4730 persons
5.	Academy / D1-D2	691 persons
6.	Bachelor	2148 persons
7.	Magyster	150 persons
8.	SLB	14 persons

Source: Documentation Sawojajar sub dictric[42]

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[42] Data resource : ocumentation Sawojajar sub dictric, dated January 14, 2016, 09:00, at the office of sub dictric Sawojajar

Tabel 4.6 Total Institutions Education

No	No Institute of Formal and Non-Formal	total
1.	PAUD	2
2.	TK	6
3.	Elementary School	6
4.	Junior High School	1
5.	Senior High School	3

Source: Documentation Sawojajar sub dictric[43]

The state of education in Sub Sawojajar unfortunate City is quite good. Keluarahan community Sawojajar Malang aware of the educational visits of graduates resident in Sawojajar. And some educational institutions in Sawojajar showing that Sawojajar sub dictric residents are aware of the importance of education and even a portion of the population keluarahan Sawojajar mnyekolahkan Malang many children outside the village Sawojajar. They send their children to school are more bona fide.

4. Socio-Cultural

a. circumstances Population

With an area of 181.25 Ha sub dictric Sawojajar majority embraced Islam as worship be a means of support in moving towards a success. And in

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[43] Data resource : Documentation Sawojajar sub dictric, dated January 14, 2016, 09:00, at the office of sub dictric Sawojajar

the daily life of people just using the Java language and Indonesian as everyday language because most citizens are not the original Java.

In terms of culture, there is one culture that characterize the cash in the Village Sawojajar namely recitals ritunan. Recitation is a culture that is committed by all the people who are Muslims to listen to lectures from a respected religious figure. Time This activity conducted.

b. Government system

Government is in the Village Sawojajar organized and implemented by a set of village officials whose job it is to take care of all interests of village residents in their working area, village officials in carrying out its obligations is good. Kerjama cooperation between citizens and the village administration run smoothly.

c. Social organization

In the Village Sawojajar whose livelihoods as farmers, there are several social organizations which include religious organizations, government, and village organizations. Religious growing organization in the village is the bond NU organization along with his time as a group-tahlil Yasin, Diba'iyyah for the women and recitation, gymnastics mothers. While government organizations include, PKK (Family Welfare Institute), as well as youth teen, function and purpose of the above organization adapted to what is needed in local communities such as the distribution of funds recitation. In performing its duties between the organization with other

organizations help and salaing mutual help, although sometimes it does not

escape from the differences in opinions. Although such but are able to

realize and correct each other.44

B. Social Community Interaction sub dictric Sawojajar Kedungkandang District

of Malang

Social Interaction Sawojajar society quite well they interact with individual

does not get along well despite Sawojajar located in the City and some residential

environment. Sawojajar community has a number of different professions, but they

are pretty good interaction with each other. It is shown from the many activities of

local residents. and by several informants following:

> "*Sosialnya disini baik mbak, contohnya banyak kegiatan kegiatan disini mbak, seperti PKK, Pengajian, senam mingguan, kegiatan tersebut diikuti banyak warga sini mbak. Kalau ada acara besar seperti pernikahan, sunatan itu saling membantu mbak sesama tetangga juga. Kalau social interaksinya disini tidak meragukan mbak kalau didaerah sini. Tidak ada yang tidak saling kenal, kalau dijalan pun kita saling sapa.*"45

> "*Corporate Social well here ya, for example, a lot of activities here ya activities, such as the PKK, pengajians, weekly gymnastics, the event followed by many residents here ya. If there are big events such as weddings, circumcision was Ms. fellow neighbors to help each other as well. If social interaction here ya no doubt that the area here. Nothing not know each other, even if the street we greeted each other.*"

Mother Muryana statement shows the interaction in sub dictric area

Sawojajar. The statement is the same as Ms. Atik statement:

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44 Hasil analisis data dokumentasi, tanggal 14 Januari 2016 pukul 09.00
45 Interview with Ms. Muryana on 18 Oktober 2015, 19.00 am.

"Kalau interaksinya disini banyak mbak, kayak yasinan pe angajian, bnyak kegiatan-kegiatan disini gak bisa disebutkan satu-satu, sosialnya ya bagus kalau ada yang punya acara tetangnya dikasih makanan kalau bahassa jawanya itu ater-ater mbak...iya mbak saling membantu kalau ada yang kesusahan"[46]

"If interaction here many ya, like yasinan or pengajian, many activities here can not mention one by one, social yes nice if anyone has event tetangnya given food if Javanese it ater-ater ya ... yeah ya help each other if there who cares"

Ms. Atik statement is the same as Ms. Muryana statement, and the statement

is the same as the statement informant informant Mr. Musolli.

"Interaksinya disini bagus mbak, banyak kegiatan dan saling membantu. Ada kerja bakti juga mbak setiap hari mnggu satu bulan sekali. Kita juga sering mengadakan kumpul-kumpul yasinan dan kalau ada acara saling membantu, bahkan anak-anak kita sering main-main kerumah tetangga sebelah, mereka terkadag juga bermain sepak bola bersama".[47]

"Interaction good here ya, a lot of activities and help each other. There are also communal work ya every day once a month. We also often organize get-togethers yasinan and help each other if there are events, even our children are often playful next-door neighbor's house, they terkadag also play football together ".

Statement from a student namely Nafi

"Interaksi kami kalau sama teman-teman dilingkungan Sawojajar sini sering sekali mbak, seperti bermain sepak bola setiap sore da nada yang setiap hari Sabtu bersama teman-teman. Kadang kami bermain dirumah salahatu teman kami, saya dan teman-teman sering bermain bersam-sama disini mulai kami kecil sebelum TK sampai saat ini"[48]

"Our interactions that same environment Sawojajar friends here often miss, such as playing soccer every afternoon da tone every Saturday with friends. Sometimes we play at home salahatu our friend, I and friends often

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[46] Interview with Ms. Atik on 19 Oktober 2015 19.00 am
[47] Interview with Mr. Musolli pada tanggal 20 Oktober 2015 19.00 am
[48] Interview with Nafi on 18 Oktober 2015, 19.00 am.

play the same bersam here started our little before kindergarten until today
"

That statement is expected by students Muh. Abdurrahim Romdhoi

"Sosialnya ya sering bermain terus membantu mengerjakan pekerjaan rumah dari sekolah, kadang kitan janjian dirumah salah satu teman untuk berain, mengerjakan pekerjaan rumah atau bermain PS an mbak... oia kadang saya sama anak-anak bermain sepak bola setiap hari sabtu"[49]

"Corporate Social yes often play continues to help with homework from school, sometimes Kitan pact home one friend to berain, doing homework or playing PS ... I sometimes oia at children playing football every Saturday".

C. Profile Students Who Attend Full Day School

From the research, the authors take 5 participants of the children who attend schools which implement the system Full Day School. From the findings the authors found several children including:

1. Profile Children

a. The first child

From interviews the author has conducted an interview with a child who attends Full Day School grade X in Vocational High School of 8 Malang namely Much. Nafi Alifian residing at Jalan D. Bratan Malang and was born in Malang, April 8, 2001. Previous, Nafi attending RA Muslimat NU 25, Elementary School of Madyopuro 2 Malang and Junior High School of 21 Malang. From interviews with children and parents that Mrs. Muryana

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[49] Interview with Iim on 19 Oktober 2015, 19.00 am.

has data on the activities of children at home and patterns of interaction with peers at home.

It is known that a child has a wholly owned subsidiary of activities in general. Nafi activities starting from waking, school hours of 6:30 to 15:30. Activities activity continued at home with rest, watch TV, pray, and learn. It is known that Nafi rarely interact with peers at home.

b. Second child

From interviews the author has melaukan interview with a child who attends grade X in Senior High School of 4 Malang namely Muh. Abdurrahim Romdhoi (IIM) who was born in Malang, December 12, 1999. Iim addresses at Jl. Danau Maninjau Malang. Previous, IIM kindergarten school in Aba 26, Malang, in Elemntary school of Lesanpuro 4 Malang and Junior High School of 21 Malang. From interviews with children and parents that Mrs. Atik has data on the activities of children at home and patterns of interaction with peers at home.

It is known that the IIM has activity nearly equal to the first child that Nafi that school starts at 6:30 to 15:30. Activities activity continued at home with rest, watching TV, playing with friends, praying, studying at 19:00 to 20:00, and re-break at 21.00. It can be seen that the IIM rarely interact with peers at home.

c. The third child

From interviews the author has conducted an interview with a child who attends grade XII in Senior High School of 1 Malang namely Renny Oktaviana S., who was born in Malang, October 3, 1997 and residing at Jl. Sawojajar 7 Malang. Renny previously attended kindergarten Aba 26, Elementary School of Lesanpuro 4 Malang and Junior High School of 21 Malang. From interviews with children and parents that Mr. Musolli has data on the activities of children at home and patterns of interaction with peers at home.

It is known that Renny had different activities with the children before. Renny choose activities lesson nearly consuming at home. Renny activity starts from school at 06:30 to 15:30. Activity continued at home with rest, watch TV, pray, private lessons starting at 7:00 p.m. to 20:00, then at 20.00-21.00 Renny re-learn on their own and come back a break at 21.00. It is known that Renny rarely interact with peers at home.

d. Fourth child

From interviews the four, authors have conducted interviews with a child who attends grade X Senior High school of 4 Malang namely Maulana Musthofa Manda, who was born in Malang 25 Juni 2000 and addresses at Jalan Danau Limboto Barat Malang. Previous, Manda attending RA NU Muslimat RA 25, Elementary School of Lesanpuro 4 and Junior High School of 21 Malang. From interviews with children and parents that Mrs. Astutik

has data on the activities of children at home and patterns of interaction with peers at home.

It is known that Manda had different activities with others. Manda follow the activities in the home environment as a member of Mosque Youth (ReMas). Manda activity start of school at 06:30 to 15:30. Activity continued at home with rest, watching TV, and prayer. Manda choose study time at 5:00 p.m. to 6:00 p.m., followed by activities at the mosque every Monday-Friday at 19:00 to 9:00 p.m., and re-break at 21.00. Manda is known that frequent interaction with peers at home.

e. Fifth child

From the results of the last interview the author has conducted an interview with a child who attends grade X SMK 8 Malang namely Syafirman Hidayat, who was born in Malang, 13 Juni 2000. And addresses at Jl. Danau Maninjau Barat Malang Previous, Firman attending of school at Elementary school of Lesanpuro 4 and Junior High School of 21 Malang. From interviews with children and parents that Mrs. Nanik has data on the activities of children at home and patterns of interaction with peers at home.

It is known that Firman has almost the same activity with children in general. Firman does not follow any activity at his home. Firman activities begin school at 6:30 to 15:30. Activity continued at home with rest, watching TV, and prayer. At 6:00 p.m. to 8:00 p.m. usually Firman choose to play into his neighbor's house and go out. While at 20.00-21.00 time used

for studying or doing homework and returning rest at 21.00. It is known that
Firman often interact with peers at home.

Table 4.7 Profile of students who attend schools Full Day School

Name	School	Home Address	Name of Parent
Much. Nafi Alifian (Malang, April 16, 2001)	Vocational School of 8 Malang (X Grade)	Jl. Danau Bratan Malang	Mrs. Muryana
Muh. Abdurrahim Romdhoi (Iim) (Malang, December 12, 1999)	Senior High School of 4 Malang (Grade X)	Jl. Danau Maninjau Malang	Mrs. Atik
Renny Oktaviana S (Malang, Oktober 3 1997)	Senior High School of 1 Malang (Grade XII)	Jl. Sawojajar gang 7 Malang	Mr. Musolli
Manda Maulana Musthofa (Malang, Juni 25	Senior High School of 4 Malang	Jl. Danau Limboto Barat Malang.	Mrs Astutik

2000)	(Grade X)		
Syafirman Hidayat (Malang, 13 Juni 2000)	Vocational School of 8 Malang (X Grade)	Jl. Danau Maninjau Barat Malang	Mrs. Nanik

Table 4.8 Children's activities at home

Name Student	Activity
Much. Nafi Alifian	6:30 am to 03:30 pm: Schools 04:00 pm to 5:00 p.m.: Bathing, eating, and watching TV 06:00 pm to 07.00 pm: Maghrib Prayer, eat, and watch TV 07:00 pm to 08.00 pm: Isha prayer and study 08:00 p.m. to 09.00 pm: Watching TV 09.00 pm: Break
Muh. Abdurrahim Romdhoi	6:30 am to 03:30 pm: Schools

	4 pm to 5:00 p.m.: Bathing, feeding, and playing with brother
	6 pm to 7 pm: Maghrib Prayer, eat, and watch TV
	7:00 p.m. to 9:00 pm: Isha prayer, study and watch TV
	9:00 pm: Break
Renny Oktaviana S	6:30 am to 3:30 pm: Schools
	04:00 pm to 5:00 p.m.: Bathing, eating, and watching TV
	06:00 pm to 7:00 pm: Maghrib prayer, eating,
	7:00 pm to 08:00 pm: Les
	8:00 p.m. to 09:00 pm: Watching TV
	09:00 pm: Break
Manda Maulana Musthofa	6:30 am to 03:30 pm: Schools
	04:00 pm to 5:00 p.m.: Bathing, eating, and watching TV
	5:00 p.m. to 6:00 p.m.: Study
	06:00 pm to 07:00 pm: Maghrib

	prayer, eating,
	7:00 p.m. to 09:00 pm: Kegatan in
	mosque
	09:00 pm: Break
Syafirman Hidayat	6:30 am to 03:30 pm: Schools
	04:00 pm to 5:00 p.m.: Rest, bathing,
	eating, and watching TV
	5:00 p.m. to 6:00 p.m.: Study
	6:00 p.m. to 8:00 p.m.: Maghrib
	prayer, eating, playing to
	a neighbor
	8:00 p.m. to 09:00 pm: Learning
	09:00 pm: Break

D. Student Interaction Patterns

1. Responses of Parents Against Full Day School

Full Day School may affect students' daily activities at home, while the responses of parents that Mrs. Muryana is:

"Saya cukup senang dengan adanya system Full Day School yang diterapkan di sekolah anak saya di SMAKN 8 Malang. Awalnya saya merasa takut karena anak SMK itu kan biasanya pulang sekolah main nggak jelas dan sebagai persons tua ya tidak bisa ngontrol kalau sudah di luar itu. Apalagi saya kan kerjanya sampai sore di warung makan dan

bapaknya itu juga kerja sampai sore. Jadi saya sangat tenang kalau dia pulang sore sekali sekolahnya.”[50]

"I am quite happy with the system Full Day School applied in my child's school in Vocational High School of 8 Malang. Initially I was afraid because Vocational High School kid that's usually after school play is not clear, and as a parent it cannot be in control of when it beyond that. Moreover, I work until the afternoon at the food stalls and the father was working well until the afternoon. So I was very calm when he came home late one school."

Full Day School assist in keeping his mother Muryana namely Much. Nafi Alifian. The same was expressed by Ms. Atik mengeni the Full Day School at their child's school is Muh. Abdurrahim Romdhoi (IIM).

“Meskipun saya ibu rumah tangga tapi ya tetep khawatir kalau anak di luar itu mbak. Anak seusia anak saya itu sangat rawan ya dan saya sendiri itu kalau dia sudah keluar dengan teman ya tidak bisa tahu apa yang dilakukan. Ya saya Cuma bisa berfikir positif saja yang penting anak saya baik-baik saja nggak aneh-aneh. Tapi kalau sekolahnya di SMAN 4 Malang kan sampai sore jadi ya saya percaya sama sekolahnya kan disana anaknya dijaga guru-guru dan nggak bisa keluar sampek pulang.”[51]

“Although I am a housewife but remains concerned that child out of the mbak. Children age my son was very vulnerable and I own it when he was out with friends do not know what to do. I just can think positively all that matters my son was okay not strange. But if the school in Senior High School of 4 Malang right until the afternoon so I believe the same school her right there guarded teachers and cannot get out to go home. "

Atik worried mother with children after school association, with the Full Day School IIM can study until late at school well as the supervision of teachers. Something similar was expressed by Mr. Musolli who is employees of

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[50] Interview with Ms. Muryana (Nafi's parent) on 18 Oktober 2015, 19.00 am.

[51] Interview with Ms. Atik (Iim's parent) on 19 Oktober 2015 19.00 am

the Bank. Mr. Musolli works until late and cannot supervise their children that Renny Oktaviana S therefore Mr. Musolli enters Renny into the schools with a Full Day School.

"Kalau pas sore kadang saya masih perjalanan kerja di Bank. Makanya anak saya disekolahkan di sekolah yang pulangnya itu sore biar saya itu nggak cemas kalau belum pulang kerja. Kan enak meskipun pulang sore tapi kalau berada di sekolah ya wes nggak cemas saya kana da guru-guru yang memantau. Pulang sekolah kalau dia capek saya nggak apa-apa karena kan capeknya positif nggak maen-maen yang nggak jelas".[52]

"If it fits afternoon trip sometimes I still work at the Bank. So my child's return to school at the school that afternoon I let it not worry if you do not come home from work. Kan tasty though home late but if you are in school not worries me because teachers monitor. Home from school when he was tired of me okay because the positive tired not plays is not clear ".

In contrast to that expressed by the three parents, mother Astuti admitted to disagree with the Full Day School. According to Full Day School will disrupt the activities of their children at home.

"Anak saya sekolah di SMAN 4 Malang tapi saya nggak begitu cemas kalau anak saya pulang sore karena biasanya kalau dia pulang sore itu ada tugas sekolah yang harus dikerjakan bersama teman-temannya di lapangan. Malah kalau sekolahnya menerapkan system Full Day School itu akan membuat waktunya tersita di rumah. Misalkan saja kalau pas waktunya ngaji. Kalau pulangnya sore gitu ya jelas disuruh ngaji sore alasannya capek dan disuruh ngaji habis Isya alasannya PR banyak. Nah kalau dulu pas SMP pulangnya siang kan ada waktu istirahat sebentar lalu ngaji. Kalau saya Insyaallah percaya mbak sama anak saya karena saya tahu betul dan mendidiknya dengan syariat Islam"[53].

"My son's school in Senior High School of 4 Malang but I am not so worried that my children come home late because usually when he comes home in the afternoon there was a school assignment to do with his friends in the field. In fact, if the school implemented a system Full Day

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[52] Interview with Mr. Musolli (Renny's parent) on 20 Oktober 2015 19.00 am
[53] Interview with Ms. Mafluhah (Awan's parent) on 21 Oktober 2015, 19.00 am.

School that will make the time consumed in the home. Let's say if fitting time the Koran. If the return of the afternoon so yes obvious reasons prompting the Koran afternoon tired and exhausted pray until Isha told why PR lot. Well if the first fitting junior home coming no time during the last quick break Koran. If I believe same God willing my children because I know very well and educated with Islamic law ".

Similarly, the Mrs. Astuti opinions about less disapproval with Full Day

School was also expressed by Mrs. Nanik.

"Seneng saya mbak kalau anak saya sekolah di sekolah yang menerapkan sistem Full Day School karena kan berarti tambahan pelajarannya banyak. Saya sebagia ibu rumah tangga biasa ya di rumah terus ketemu anak tiap pulang sekolah merasa kasihan mbak soalnya dia itu kan kalau sekolah bawa sepeda jadi capek. Nah kalu sekolahnya sampai sore dia nggak punya waktu untuk istirahat siang jadi istrahatnya pas mau Isya, itun kan waktu buat belajar dan ngerjakan PR kan mbak. Kadang juga kalau nggak istirahat ya lihat TV habis itu ngantuk dan nggak belajar wes"[54]

"I am glad if my child in school who implement the system Full Day School because it means a lot of additional studies. I am ordinary housewife at home continues to meet each child's home school feel sorry because he was the school that brought the bike so tired. Well school until the afternoon he did not have time for a lunch break so rest would fit Isha, itun right time for studying and homework right. Sometimes if you do not break see that exhausted TV sleepy and did not learn"

2. Interaction Patterns Students at Home

The author conducted interviews with five parents of students studying in

schools Full Day Scholl. Patterns of interaction between children and parents

expressed by Mrs. Muryana can be known of his activities that get the system

Full Day School.

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[54] Interview with Ms. Nanik (Firman's parent) on 22 Oktober 2015, 19.00 am.

"Kalau pulang sekolah biasanya anak saya itu ya makan, mandi, lihat TV sampai magrib dan sholat. Biasanya keluar ke rumah teman sekelasnya katanya ngerjakan PR atau main kalau ada acara. Setelah itu biasanya tidur nggak tahu ya kadang belajar apa nggak kalau ditanya katanya sudah. Biasanya belajar kalau ada ulangan atau ngerjakan PR. Alasannya capek Ma... belajarnya besok di sekolah aja. Ya namanya juga anak ya mbak. Ya kayak gini ini mbak anaknya lihat TV. Jarang ngobrol sama persons tua atau kakak-adiknya."[55]

"If my child home from school usually eating, bathing, see TV until evening and prayer. Usually go out to the home of her classmates said homework or play if there is an event. After that usually sleep don't know yes sometimes do not learn what he says when asked already. Usually, if there is a repeat study or homework. The reason is tired Ma ... study tomorrow at the school wrote. He is also a child. like this is her son see TV. Rare talked to parents or brother and sister. "

According Muryana mother who has a child named Much. Nafi Alifian, Nafi interaction after school more time is spent in the home such as eating, bathing, watching TV and learning. This is similar to what is disclosed by Ms. Atik regarding their patterns of interaction at home called Muh. Abdurrahim Romdhoi (IIM).

"Anak saya ya di rumah maennya ya sama adiknya. Mungkin sama-sama ccowok jadi kayak teman sendiri mbak. Ya kalau keluar ya sama adiknya paling keluar beli jajan atau jalan-jalan kemana gitu ya gitu aja sih mbak. Kadang belajar bareng, nonton TV bersama. Biasanya ya keluar maen ke tetangga itupun jarang sekali. Maen kalau dia nggak capek."[56]
"My son plays game in the home with his brother. Perhaps equally men be like his own friends. If out at his sister the most go out buy snacks. Sometimes they learn together, watch TV together. Usually they go out play to neighbors and even then rarely. Play if he was not tired. "

According to Ms. Atik, IIM activities like most kids in general without having other activities other than at home. IIM closeness with his brother to be

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[55] Interview with Ms. Muryana (Nafi's parent) on 18 Oktober 2015, 19.00 am.
[56] Interview with Ms. Atik (Iim's parent) on 19 Oktober 2015, 19.00 am.

the reason he rarely interacts with peers at home. In contrast to that expressed by Mr. Musolli regarding their interaction patterns that Renny Oktaviana S.

> *"Anak saya kan ikut les setelah pulang sekolah mbak karena kan saya nggak bisa ngontrol pelajarannya lagi kalau pulang kerja kan harus masak, nyiapn ini itu jadi saya leskan privat biasanya gurunya datang ke rumah setelah maghrib sampai jam 8. Setelah itu dia tidur atau nonton TV sebentar. Kadang saya tanyai gimana sekolahnya soalnya kan anaknya kurang dekat dengan persons tua juga, nggak mudah curhat juga gitu mbak."[57]*

> *"My son joined the lesson after school because I cannot control the right lessons again if you return the work to cook, this prepare it so I private lesson teacher usually came home after maghrib until 8. Then he sleeping or watching TV briefly. Sometimes I ask her how her school because it needs less close to their parents as well, not easily vent well so. "*

Renny has other activities that take time to play with their peers at home. Renny follow the schedule private lessons at his house for two hours from Monday to Friday.

Renny's activities are different from those expressed by Ms. Astuti with their activity Maulana Manda Musthofa the Mosque Youth members in their home environment. Manda has organized activities that Remas that led to meet with peers.

> *"Anak saya itu aktif banget. Anak saya ikut Remaja Masjid dan kalau nggak capek ya ikut acaranya di Masjid. Keluar kalau ada acara Masjid. Mainnya ya kalau di masjid sama anak-anak Masjid. Tapi kalau lagi capek ya nggak ikut acara kadang. Aktifitasnya ya seperti itu aja mbak. Kalau belajar ya pas malam itu biasanya sampai tidur-tidur anaknya. Ya kan anaknya cukup padat aktifitasnya di rumah. Kalau di rumah ya kadang banyak bicara sama Ayahnya mbak."[58]*

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[57] Interview with Mr. Musolli (Renny's parent) on 20 Oktober 2015, 19.00 am.
[58] Interview with Ms. Astuti (Manda's parent) on 21 Oktober 2015, 19.00 am.

"*My* son was very active. My son joined Mosque Youth and if not tired so took his show on the mosque. Out if there are events Mosque. Yes if the game in the same mosque children. But if more tired so did not join the show sometimes. Such activities. If yes fitting learned that night is usually to sleep-sleep son. Yes his son dense enough activities at home. If the house yes sometimes say much the same father. "

Meanwhile, according to his Mrs. Nanik regarding activities that

Syafirman Hidayat who do not have other activities at home.

> *"Biasanya dia ya aktifitasnya habis pulang sekolah maen ke tetangga sebelah rumah dan di depan rumah. Ya maennya di sekitar-sekitar sini saja mbak jarang keluar jalan-jalan jarang sekali kalau nggak pas ada acara ultahnya teman sekolahnya atau ada acara sekolah misalnya. Kalau di rumah ya sama Mbaknya itu ngobrolnya. Kalau sama persons tua ya biasa mbak."[59]*

> *"Normally he's so exhausted after school activities play to next-door neighbor and in front of the house. Yes maennya around-around here just ya rarely out walks rarely exist if you do not fit the birthday event schoolmates or no school event for example. If yes same home mbaknya it ngobrolnya. If the same parents regular."*

3. Pattern Child Interaction With Peers

In addition to the school and the child's family also requires interaction

with their peers. As for their responses regarding interactions with peers at

home with the Full Day School are as follows:

> *"Kalo ada waktu ya main bareng dan kumpul bareng. Tapi biasanya ya lebih banyak di rumah karena kan jarang ada waktu untuk keluar bersama dengan teman rumah. Saya lebih banyak menghabiskan waktu di rumah seperti nonton TV dan kadang tidur. Kalau ngobrol sama teman rumah biasanya lewat sosmed. Full ay School nggak ada masalah, dari dulu aktifitas saya juga seperti ini waktu SD."[60]*

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[59] Interview with Ms. Nanik. (Firman's parent) on 22 Oktober 2015, 19.00 am.
[60] Interview with Nafi on 18 Oktober 2015, 19.00 am.

"If there is a time got together and played together. But usually they play more at home because there is rare the time to go out together with friends home. I was spending more time at home such as watching TV and sometimes sleep. When talking to a friend home usually through social media. Full ay School not a problem, from the first activity I also like this in elementary school. "

As expressed by Much. Nafi Alifian who do not have other activities outside the home and in touch with friends through social media at home alone, Muh. Abdurrahim Romdhoi (Iim) also has in common that do not have other activities outside the home. Iim just playing with his brother in the house and only interact through social media with friends at home.

"Saya lebih suka di rumah biasanya main game dengan adik dan nonton TV. Ya kalau dulu masih main sama tetangga soalnya kan masih kecil. Sekarang malu kalau main lagi tapi kadang masih ngobrol-ngobrol sebentar dan hubungan lewat Facebook. Kalau masalah Full Day School nggak ada masalah saya senang banyak teman. Capek tapi ya senang. Kalau pulang sekolah capek ya nggak keluar sama sekali sama tetangga ya hubungannya baik tapi saya jarang main karena capek atau sibuk. Tapi ya dari dulu jarang main sama tetangga."[61]
"I prefer at home usually playing games with his sister and watching TV. Yes, if the first is still playing at the neighbors because the young. Now embarrassed if you play it again but sometimes still chatted briefly and relationships through Facebook. Full Day School if the problem is not no problem I'm happy a lot of friends. He tired but so happy. When home from school tired so do not go out at all the same neighbors do well but I rarely play as tired or busy. But of used rarely play with the neighbors. "

IIM statement differs from Renny Oktaviana S busied himself with private lessons every night. Renny did not make the Full Day School but he felt tired after school in the afternoon.

"Pulang sekolah saya istirahat sebentar terus nonton TV karena malamnya ada les hamper tiap hari sampai jam 8. Full Day School itu

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[61] Interview with Iim on 19 Oktober 2015, 19.00 am.

enaknya pas di sekolah aja tapi pas nyampek rumah jadi capek banget. Saya jarang maen sama tetangga soalnya yam mau main apa kan uda besar. Biasanya kalau mau beli sesuatu keluar ngajak tetangga yang seusia saya. Tapi keluarnya ya cuma seperti itu aja uda nggak pernah lagi saat masuk SMA"[62]

"Home school me rest for a while continue to watch TV because there les evening almost every day until 8. Full Day School was delish fit in school wrote but fitting in house so so tired. I rarely play to my neighbors because want to play what the big. Usually, if you want to buy something out invites neighbors my age. But exit yes just like that never again when entering high school"

Other activities have also carried out by Manda who follow Mosque Youth in their home environment and a lot of hanging out with friends in her neighborhood.

"Di masjid ada acara biasanya malam Jumat dan Minggu, kegiatannya tadarus, albanjari, dan menjadi panitia hari raya Idul Adha. Ibu mendukung saya punya kegiatan di masjid karena katanya menambah ilmu dan pendidikan agama. Kalau membagi waktu dengan Full Day School ya bisa habis pulang sekolah kan istirahat dan maen sama ayah dulu terus habis Isya baru ke masjid. Maen sama tetangga-tetangga ya sering banget kan ada juga teman di rumah yang ikut ke masjid. Jadi di masjid sering banget ketemu sama tetangga-tetangga disana kan sekaligus main sama mereka juga."[63]

"In the mosque there is an event usually Friday and Sunday evening, activities tadarus, Albanjari, and became the committee Eid al-Adha. I have a mother to support activities in the mosque because he adds to science and religious education. When dividing time with Full Day School yes could be discharged home from school and break the same play Isha's father had continued to run out of new mosques. Play together neighbors so often really right there is also friend at home who come to

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[62] Interview with Renny on 20 Oktober 2015, 19.00 am.
[63] Interview with Manda on 21 Oktober 2015, 19.00 am.

the mosque. So in the mosque often really meeting the neighbors there as well play with them too. "

Syafirman Hidayat who do not have other activities at home but often interact with neighbors in his home and assume full day School does not affect activities at home.

"Kalau pulang sekolah saya nonton TV dulu terus main ke tetangga sebentar ngobrol-ngobrol dulu dan kadang keluar sebentar. Saya senang kalau di rumah ya ada teman di rumah seperti di sekolah. Full Day School itu nggak mempengaruhi apa-apa mungkin cuma capek aja.tapi nanti kan main sama teman di rumah jadi nggak capek".[64]

"When I watch TV after school had continued to play to the neighbors chatted briefly once and sometimes go out for a while. I am glad that at home yes no friends at home as at school. Full Day School that does not affect anything maybe just tired but later the play with friends at home so we are not tired. "

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[64] Interview with Manda on 21 Oktober 2015, 19.00 am.

CHAPTER V

DISCUSSIONS

A. Full Day School According to Parents In Sawojajar Malang

Full day school at this time is considered sufficient to give an alternative to several parties, among others, first for the parents, especially for those who are busy with work, which will facilitate control over their children, the second concerns the influence of environmental aspects such as promiscuity , fighting between the students, the use of drugs etc. The third of the teachers are better able to know the process of learning in their students. Many positive aspects that it can offer, especially from the view of the parents.

In future development, especially mid and late age children, their socio-emotional world becomes very complex, characterized by family relations, peer, school life, and most importantly the moral development also begins at that time. So that the process of social relations with the outside world also remains to be seen. More complex social interactions indirectly also finalizing their social relationships. Many images and experiences that ultimately stored in their cognition. From there then the guidance and direction to the child performed. Which is really well done and which ones should then be shunned. So it is not appropriate that their social behavior is limited because later tendency towards a social behavior can emerge.

The interests of parents to put their children to full day school is motivated by several things, namely because of the increasing number of women working outside the home. By entering their children to school full day, they hope to improve the value of their children's academic preparation to proceed to the next level with success, also the problems mentioned above can be solved.

Full Day School is known that many selected for each by parents because of the time that is applied in the Full Day School is a vulnerable time in a child used to play. With the Full Day School children are still under the supervision of a teacher at the school. Children will have a good experience in the study. With the start of the school day from morning till evening, the school more freely set the hours of lessons which adjusted to the weight of the model lessons and coupled with his approach. Being the time used for learning programs nuanced informal, not stiff, fun for students and requires creativity and innovation of teachers.

The existence Full Day School helps parents safeguard children from crime and delinquency. Juvenile delinquency is increasingly rising, it can be seen from various media and newspapers in which often contains about deviations that is done by the students, such as their sex, drinking, consumption of drugs and so on. This is because the lack of control of teachers, especially from parents, and this is caused because the amount of free time after school and free time was used for things that are less useful. [65]

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[65] Muhaimin, *Paradigma Pendidikan Islam,* (Bandung: PT. Remaja Rosdakarya 2004) , page. 168

The third response from parents of children who attend schools which apply Full Day School is reinforced by the response of Bobbi Departer, Mark Reardon and Sarah Singger Naurie in his book Quantum Teaching states that Full Day School is promising a lot of things, including: the learning opportunities of students more, teachers are free to add material exceeds the curriculum typically and even set the time to be more conducive, parents, particularly the father-mother busy career in the office and can only be home before dusk they are quieter because his son is in school all day and be in supervision of teachers. [66]

Full Day School in the study do not worry about the length of time to make the burden because most of the time is used for informal times. Cryan and Others in his research found that the full day school providing positive effects that the children will learn more from the play, because more time is involved in a class that leads to high productivity, are also more likely to be closer to the teacher, and the students also showed a more positive attitude, avoid distortions due to a day in the classroom and the teacher's supervision.

Education is important but if there are other informal education based Islamic education of parents tend to give the child to study Islamic education first. Islamic education should be placed in each student's activities starting from waking to sleep. But if Islamic education could not be organized due to the time it will reduce the Islamic education of a child. If the implementation of the Full Day

[66] Bobbi Departer, Mark Reardon & Sarah Singger Naurie, Quantum Teaching (Mempraktekan Quantum Teaching Di Ruang Kelas-Kelas), Kaifa, Bandung, 2004, page: 4.

School children can forget about Islamic education informally at night hence the need for a solution. Given solution of this problem is the application of sufficient Religious Education in each lesson in the schools with a Full Day School. Proved that every school implement the system Full Day School always give religious teaching is good and sufficient.

Schools that implement the full day school education system and integrated, in implementing the learning varied, both in terms of the scheduled time and the curriculum used. However, in principle, still refers to the cultivation of religious values and noble spiritas a provision for future life while maintaining the objectives of the institution in the form of a quality education. [67]

From the exposure of the parents of the system Full Day School there are some conclusions from the responses above. First that the Full Day School has an advantage to keep children from crime outside the school and has a lot of learning experience. Second Full Day School that gives children plenty to do at school so that they will be accustomed to think positive and live challenge. Third Full Day School that does not always have a positive impact as a lack of rest time and the intensity of the child's time with the family.

This proves that the Full Day School has strengths and weaknesses in its application. Full Day School can also affect the mindset, personality, and the association of children with teachers, parents, and peers. For example, disclosed

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[67]Moch. Romli, *Manajemen Pembelajaran di Sekolah Dasar Fullday School,* Disertasi (Malang: Universitas Negeri Malang, 2004), 18.

one of the teachers at MTs Al-Huda Malang namely Mrs. Cintia about the attitudes of students in the school.

Mother of expression Cintia about the intensity of students can be seen that the unity among the students is very close as evidenced by their intensity for approximately nine hours not to mention if they have time to play outside with their classmates. The closeness of the students is also intertwined with the teachers at school. If the proximity of students and teachers is established approximately nine hours, the proximity of students with family and friends in their home only the remaining five hours (calculated from hours 16:00 to 9:00 p.m.). Togetherness for five hours is not going to be intense like the togetherness in the school because the students also need to learn and other activities at night.

If seen from the meaning and implementation, full day school most of the time used for program subjects informal atmosphere, not stuffy, fun for students and requires creativity and innovation of teachers. In this case, Salim berrpendapat based on the results of research that effective learning for children was only 3-4 hours a day (in a formal atmosphere) and 7-8 hours a day (in an informal atmosphere).[68]

Full day school learning method is not always done in the classroom, but students are given the freedom to choose a place to learn. Meaning students can learn anywhere like pages, libraries, laboratories and others.

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[68] Salim Basuki, *Full Day School harus Proporsional Sesuai dangan jenis waktu dan jenjang sekolah* dalam Baharudin, *Pendidikan dan Psikologi perkembangan*, (Jogjakarta: Ar-Ruuz Media, 2009), 227.

B. Social Interaction Children with Families with Existence Full Day School In Sawojajar Malang

Education has now become a major necessity for people to make a lot of schools have sprung up amid the times today. Excellent schools, especially Islamic schools integrated is one of them. Schools that have a Full Day School system has become the people's choice to send their children. Many people assume that schools Full Day School have a good quality, so as to print the generation of quality as well. In addition, the presence of the parents outside the home, making it difficult to monitor their children at home to make the reasons parents send their children to school with a full day because the system as it is, parents are no longer worried about his son.

However, on the other hand the Full School Day School turned out to have an impact on the relationship between children and parents in Sawojajar Malang. Many children are closer with teachers than with their own parents. In fact there are not open to parents themselves because of lack of closeness between the two. This will result in making the parents like everyone else. If seen from 7 a.m. to 15:00 pm at 8 hours children do activities in school with teachers. Medium to be with the parents usually only 5 hours because it was interrupted by breaks.

Patterns of interaction between children and their families can be affected by several fktor of them is the proximity of the child with a friend, the intensity of which is a long time outside the home and the proximity of the dijalain together * with the family. Adolescence child will be passed with a lot of experience and a

different attitude. Able to revolt carried the child to the parents, merenggangnya relationships children and parents, and closeness with people outside the home. Patterns of interaction between children and parents can be influenced also by the system Full Day School, because mrenggangnya time with family and time presence in the house becomes a little bit because it will be filled with study, rest or play with their peers tem.

Child activity while at home may be less when compared to school. This can lead to a lack of social interaction that exists between the family and neighbors. School activities due to overcrowding and long social interaction of students at home with the family to be disrupted in Sawojajar area, but some are not concerned about school activities.

It appears that the child has a poor relationship with parents. Children become less open with their parents. But it is actually not solely caused by system Full Day School. Attitudes of children and parents such as these have a lot of experienced by children in general, this is because the child's puberty.

Student activity mostly with his own play and not so much bet on the outside. It can be seen that even though the children do not get along with outsiders, but children have a good relationship with his family in Sawojajar. Children are more open and frequent actifity along with siblings and parents.

It can be said that children easily interact with neighbors and peers in Sawojajar Malang. Children are also close to the parents and open with parents. Children also undertake positive activities that can affect psychological side. The

proximity of neighbors and peers together is what will shape the pattern of attitude and personality of the child outside.

From the above explanation can be known if the interaction between children and the family in Sawojajar Malang is very minimal because after school, children in Sawojajar area have their activities that do not involve the family as an example watching TV, activities outside, playing with a neighbor and learn with her private teacher. This indicates that the activities of school overcrowding would disrupt social interaction with the family. Moreover, children who are too close to friends in school would affect the relationship with the parents at home. This sort of thing should be noted though actually have positive impact for the future of the child. As with the old man who is able to approach always on her so that it would remain intertwined closeness though rarely met, rarely do activities together. So the role of parents in their children approach the very necessary in order to avoid closed personal.

C. **Social Interaction Children with Peers with Existence Full Day School In Sawojajar Malang**

Application of Full Day School starts from morning to evening. Full Day School learning becomes fun for Full Day School laying methods joyful learning in every lesson. It idilakukan so that students do not saturate the subjects received until late afternoon. Because children will easily receive lessons in the morning

and decreases the interest of learning during the afternoon will mempenaruhi ang learning outcomes and psychological.

Full Day School student interaction with peers usually occur during the weekends when the children entered the weekend off. Interaction is done through social media can turn off the socialization of children. Because children can not form his personal character in society of Sawojajar Malang.

If the child is less able to interact with both the child's proficiency level can be easily isolated because of a lack of knowledge about the outside world. Children also can not filter out the things that are negative in society. Children no longer mingle with peers in their home environment in Sawojajar Malang can also be due to the embarrassment caused by the onset of puberty.

Lack of interaction with the outside area can affect the child psychologically. Children will feel less confident and cannot control emotion. Busied himself with a lot of positive activity that is necessary transactions are carried out every individual but the need for interaction with the surrounding community.

Social interaction was formed because of the individual and the individual, individuals and groups, as well as groups and groups. The interaction of individuals and groups are usually associated with individuals who follow the organization or social group. Many social groups are formed as in the community. Students interact with society around his home because of events that followed as a teenager mosque, Karangtaruna, and for community. It is also not affected by the Full Day School in Sawojajar Malang because despite solid school schedule but he

still could interact with anyone. There are also students who are allowed to leave the house and often interact well with its neighbors in Sawojajar Malang. This will benefit many children who frequently interact as the benchmarking attitude friend and another one in a different place. This will make the child think of doing something and the child will easily filter out negative things.

CHAPTER VI

CONCLUSION AND SUGESTION

A. Conclusion

From the previous discussion, the conclusion of this research can be drawn as follows:

1. The presence of Full Day School, children are still under control of a teacher at the school. Children will have a good experience in the study. With the start of the school day from morning till evening, the school more freely set the hours of lessons which adjusted to the weight of the model lessons and added with his approach. The existence Full Day School helps parents safeguard children from crime and delinquency. Full Day School apparently not always be an option for parents for their children's school. Some responses are less agrees with the Full Day School.

2. Interaction between children and the family is very minimal because after school children have their activities that do not involve the family as an example watching TV, activities outside, playing with a neighbor and learning with her private teacher. This indicates that the activities of school overcrowding would disrupt social interaction with the family. Moreover, children who are too close to friends in school would affect the relationship

with the parents at home. This sort of thing should be noted though actually have positive impact for the future of the child. As with the old man who is able to approach always on her so that it would remain intertwined closeness though rarely met, rarely do activities together. So the role of parents in their children approach the very necessary in order to avoid personal closed.

3. Full Day School student interaction with peers usually occur during the weekends when the children entered the weekend off. Activities they do when interacting with peers are playing and learning. If the child is less able to interact with both the child's proficiency level can be easily isolated because of a lack of knowledge about the outside world. Children also can not filter out the things that are negative in society. Children no longer mingle with peers in their home environment can also be due to embarrassment arising from puberty.

B. Suggestion

Looking at the result of the research above, the suggestion of this research can be drawn, and hopefully for the student who attend full day school system that:

1. Students can utilize the time available to the maximum in learning with other activities such as organizing, playing and other activities so that social interaction with friends and family is not disturbed.

2. Suggestions for a full day of Activities School, when the holiday should really be used to interact with the family and the surrounding environment.

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