

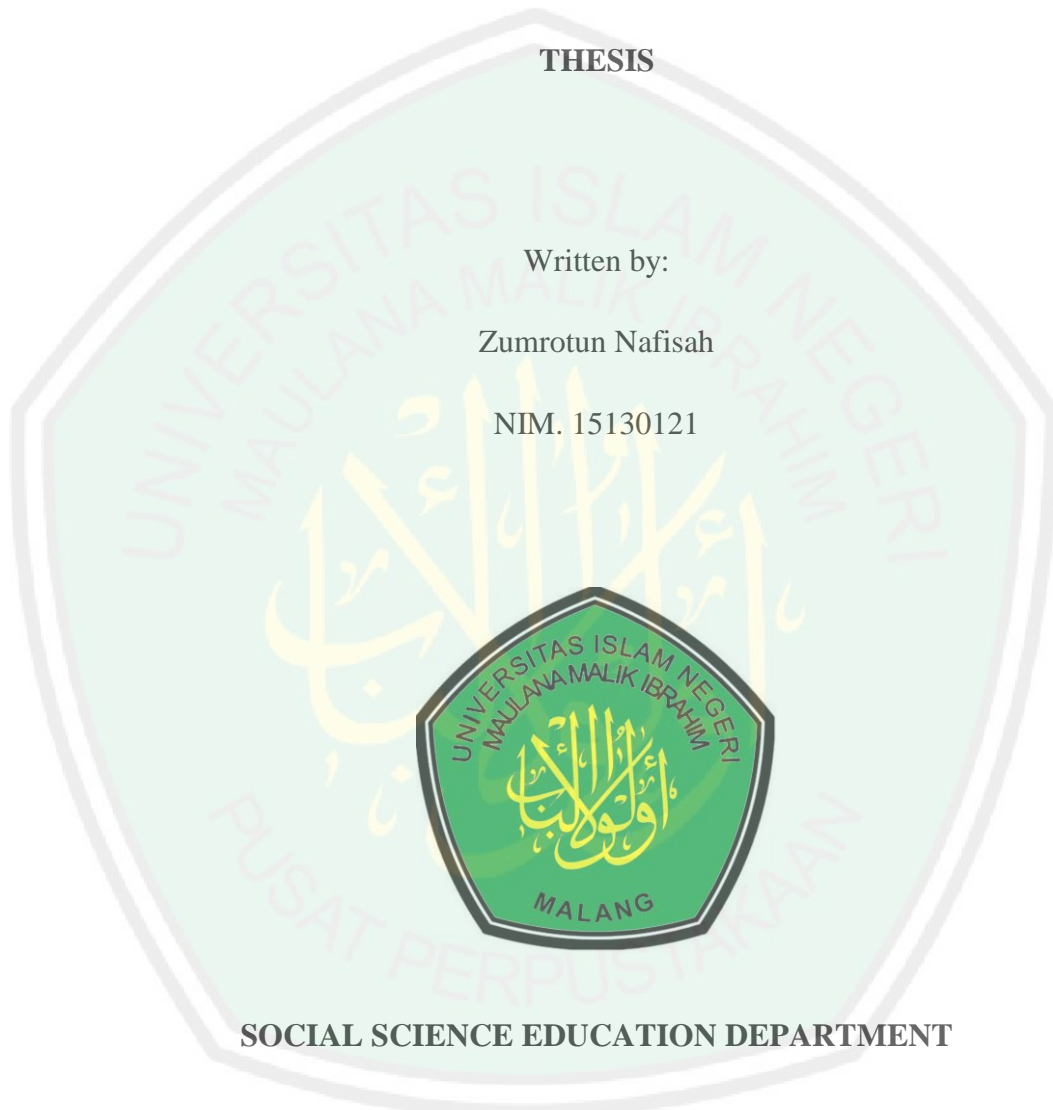
**THE IMPLEMENTATION OF FULL DAY SCHOOL TO DEVELOP  
STUDENTS' CHARACTER ( RELIGIOUS AND NATIONALIST ) AT  
STATE JUNIOR HIGH SCHOOL 26 MALANG**

**THESIS**

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**SOCIAL SCIENCE EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHING TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**JUNE, 2019**

**THE IMPLEMENTATION OF FULL DAY SCHOOL TO DEVELOP  
STUDENTS' CHARACTER ( RELIGIOUS AND NATIONALIST ) AT  
STATE JUNIOR HIGH SCHOOL 26 MALANG**

**THESIS**

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State  
Islamic University Malang

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan*  
(S.Pd)

Written by:

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**TARBIYAH AND TEACHING TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

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STUDENTS' CHARACTER ( RELIGIOUS AND NATIONALIST ) AT STATE  
JUNIOR HIGH SCHOOL 26 MALANG**


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HIGH SCHOOL 26 MALANG**

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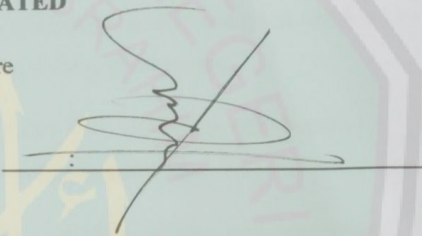
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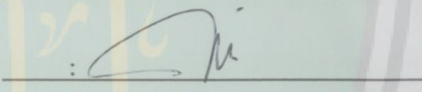
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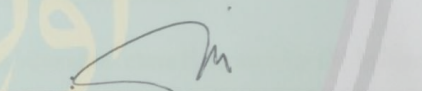
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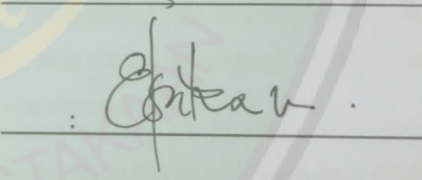
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## DEDICATION

*Bismillahirrohmanirrohim...Alhamdulillahirobbil'alamin*

*Alhamdulillah*, Thanks to Allah SWT for all of mercy, favor and gift so that this thesis can be solved. Sholawat and greetings that I always wanted to His Majesty the Prophet Muhammad SAW.

This work I offer to the beloved of the *Almarhum* Abah Mohammad Syukron and *Almarhumah* Ibu Siti Wahyunah whom I always miss.

My Teacher Abah Abdul Karim and Umik Siti Maslakhah who always support me to continue the spirit in striving to be a great person.

For My Brother and Sister Mas Huda, Adek Alfi, and Niken who became encouragement for me to finish this work

For teachers, lecturers who have given me a lot of knowledge and experience

Dear Mrs. Dr. Alfiana Yuli Efiyanti Thanks for guidance, direction, criticism and advice in the process of completing this work

Dear friends and companions a social science education class E especially for beloved companions Laili, Fyanka, Khusnul, Nuro, Isvina Lusi and Mas Jamal.

Mas-Mas and Mbak-Mbak The Boarding School Syai-urrifa who always accompany my days and support me, thank you very much.

And for all, may God always keep, and always be given health and happiness.

Amiin

**Aamiin Yaa Robbal 'Aalamiin**

## MOTTO

"Do you not see how God has made a good parable of a sentence like a good tree, its roots are firm and its branches (towering) into the sky, the tree gives its fruit every season with the permission of his Lord. God made the parables for humans so that they always remembered. And the parable of a bad sentence like a bad tree, which has been removed with its roots from the surface of the earth, cannot remain (erect) in the slightest." (Surah Ibrahim: 24-26)

Change is the end result of all true learning (Leo Buscaglia)

Dr. Alfiana Yuli Efiyanti, M.A

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**ADVISOR OFFICIAL NOTE**

Subject : Thesis of Zumrotun Nafisah Malang, 8 June 2019

Attachment : 4 (fourth) Exemplar

To Whom It May Concern,

Dean of Tarbiyah and Teacher Training Faculty

Maulana Malik Ibrahim State Islamic University, Malang

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*Assalamu'alaikum Wr. Wb.*

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Title of Thesis : The Implementation Full Day School to Develop Students' Character (Religious and Nationalist) at Junior High School 26 Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamua'alaikum, Wr. Wb.*

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## CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare this Thesis is originally written by Zumrotun Nafisah, Student of Social Science Education Department (P.IPS) as the requirement for degree of *Sarjana Pendidikan (S.Pd)*, Faculty of Tarbiyah and Teacher Training at Islamic State University Maulana Malik Ibrahim Malang. The research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status, except those which are indicate in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 8 June 2019



Zumrotun Nafisah

NIM. 15130121



## PREFACE

*Bismillahirrohmanirrohim..*

*Alhamdulillah.* All praises and great gratitude to Allah SWT Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah who always give me gracious mercy and tremendous blessing. Sholawat and salam may always delivered for Prophet Muhammad SAW who has brought from the darkness to the brightness called Islam ad became inspiratory and pattern in this thesis entitled: *“The Implementation of Full Day School to Develop Students’ Character (Religious and Nationalist) at Junior High School 26 Malang”*

This thesis is done as a requirement in accomplishing the S-1 Degree at Social Science Education Department of Teachers Training and Education Faculty in Islamic State University Maulana Malik Ibrahim Malang. The researcher would like to thank for all of those who have given contribution so that this thesis can be finished timely. The researcher would like to deliver this thank to:

1. Prof. Dr. Abdul Haris, M. Ag, as The Rector of Islamic State University Maulana Malik Ibrahim Malang.
2. Dr. Agus Maimun, M.Pd, as The Dean of Tarbiyah and Teaching Training Faculty of the Islamic State University Maulana Malik Ibrahim Malang.
3. Alfiana Yuli Efianti, M.A as Chief of Social Science Education Department of the the Islamic State University Maulana Malik Ibrahim Malang.
4. Alfiana Yuli Efianti, M.A as advisor who had guided and assisted the researcher in writing and finishing the thesis, thanks for your good advise and valuable input.

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9. Students of social science education department, especially for ICP P.IPS E'15 which has provided the motivation for me, so I can finish this thesis. Thanks for your time, want to be my friend, listen to my story and give suggestion to solve the problem.
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Hopefully Allah replies all helps and bless for you all. The researcher realized this thesis still imperfect in arrangement and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next research about this thesis.

## GUIDELINES FOR ARABIC - LATIN TRANSLATION

The writing or Arabic – Latin translation in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No.158 in 1987 and no. 0543 b/U/1987 which generally can be explained as bellow:

### A. Alphabet

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. Long Vocal

- (a) Long Vocal = a
- (i) Long Vocal = i
- (u) Long Vocal = u

### C. Vocal Difthong

- أو = aw
- أي = ay
- أو = u
- اي = i

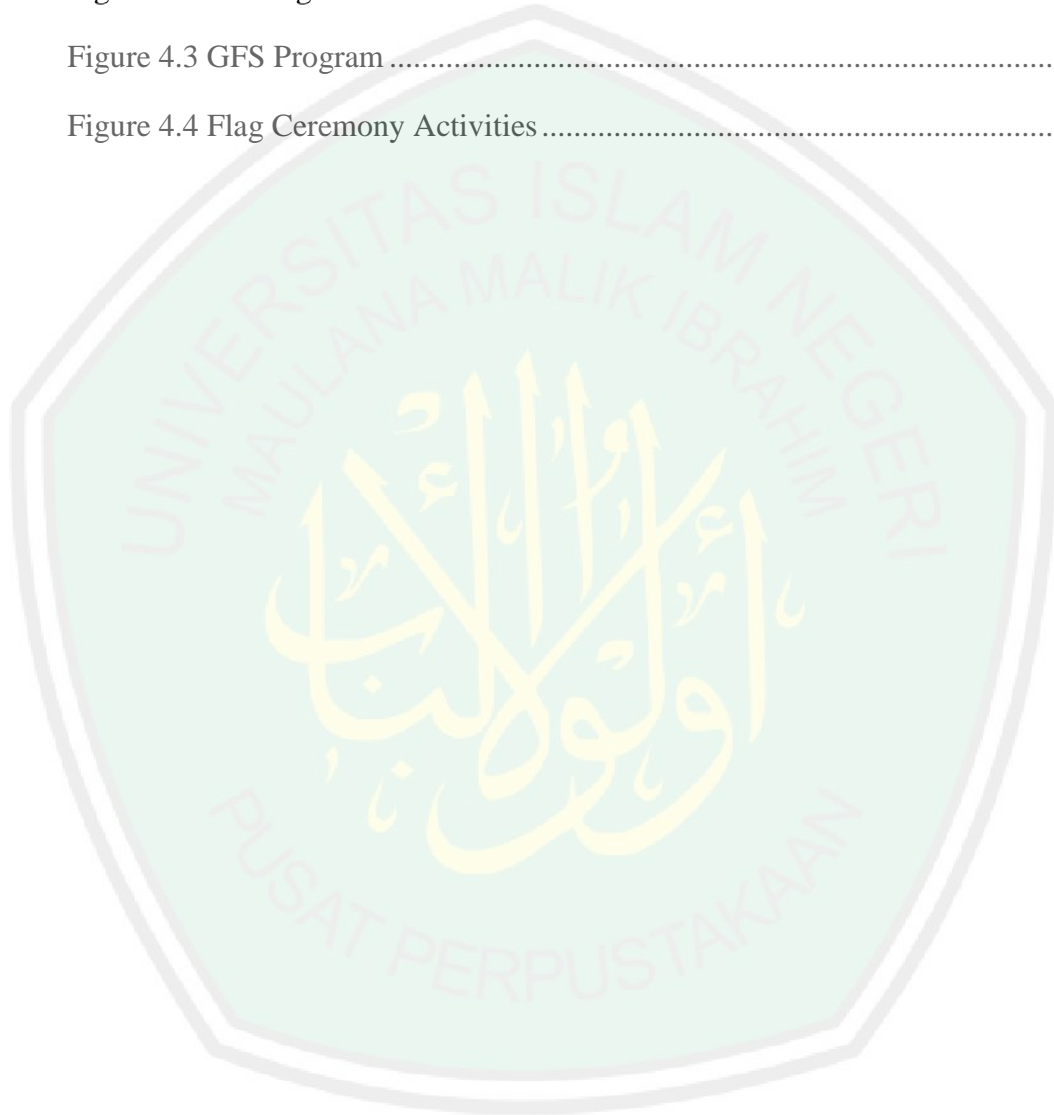
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## ABSTRAK

Nafisah, Zumrotun. The Implementation of Full Day School to Develop Students' Character (Religious and nationalist) at Junior High School 26 Malang. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dr. Alfiana Yuli Efiyanti, M.A

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Kata Kunci : Full Day School, Religius, Nasionalis

The magnitude of the population in Indonesia impacts the education in Indonesia, judging by the number of students, teachers, and schools that are not evenly distributed throughout Indonesia. Not optimal collaboration between parents, teachers and the public can also affect the formation of student characters. The negative influence of technological developments also greatly affects the development of students' character. Students at this time are heavily influenced by lifestyle from abroad, so the value of religion and love of the country begins to fade. The attention and support of the elderly is also one of the challenges that parents must face in shaping the character of the students. School facilities and infrastructure should also be considered, the distance from home to school so that character education is done gradually.

Research objectives for: 1) Analyzing the full day school plan to develop the character education of students in SMP 26 Malang 2) describes the implementation of a full day school to develop character education students in SMP 26 Malang 3) analyzing Full day school evaluation to develop student character education at SMP 26 Malang.

To achieve the above goal, a qualitative approach with descriptive research is used. Methods of collecting data by going through the observation stages, interviews and documentation related to the research object. Analyze qualitative data by collecting data, reducing data, exposing data and drawing conclusions.

The results showed that: 1) identify the Full Day School implementation plan by forming an executive team of activities as well as creating teacher journals, class journals, Imtaq books, student order books and student activity programs 2) describing Activities that support Full Day School to increase the value of the character of students have some programs such religious activities, Quran love movement, recitation of Asmaul Husna, Fardhu Prayers in congregation, activities praying each for Non Muslims, and Memorial to the great day of religion. As for the nationalist motherland such as, ceremony flags, singing movement national and local songs, the movement loves Indonesian specialties, movement using the domestic products, decorate the class with the cultural theme of each province 3) Identifying the evaluation of the Full Day School activities held at the time of learning in class by the teacher of the field of study, every Friday afternoon held a trustee meeting in coordination with counseling teachers, teachers of conduct and study field teachers Activities collected on each class. For the

execution of semester evaluation held at the end of the semester by collecting student records and academic scores of students by teacher study counseling teachers and teachers of order of conduct to each class.



## المستخلص

النفيسة، زمرة. تطبيق الدراسة طول النهار لترقية شخصية الطلاب (الدينية والقومية) بمدرسة المتوسطة 26 مالانج. بحث جامعي. قسم تعليم العلوم الاجتماعية كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. دكتورة أفيانا يولي عافيانتي.

الكلمات الأساسية: الدراسة طول النهار، الدينية، القومية

تعداد سكان دولة إندونيسيا يؤدي إلى العالم التربوي فيها حيث لم يعم عدد الطلاب، المعلم، والمدرسة. وعدم إكمال التعاون بين الوالد، المعلم والمجتمع يؤدي إلى تشكيل شخصية الطلاب. تقدم التكنولوجيا السلبي يؤثر أيضا إلى ترقية شخصيتهم. فالطلاب اليوم يتأثرون بنمط الحياة الغربية حتى هم يبتعدون عن القيم الدينية والشعور القومية. الدعم والاهتمام هو التحدي الخاص المطروح أمام الوالدين في تشكيل شخصية الطلاب، بجانب المرافق العامة والبنية التحتية، والمسافة بين البيت والمدرسة حتى يكون التشكيل متدرجا.

يهدف هذا البحث إلى: (1) تحليل تطبيق الدراسة طول النهار لترقية شخصية الطلاب بمدرسة المتوسطة 26 مالانج؛ (2) تصوير تطبيق الدراسة طول النهار لترقية شخصية الطلاب بمدرسة المتوسطة 26 مالانج؛ (3) تقييم تطبيق الدراسة طول النهار لترقية شخصية الطلاب بمدرسة المتوسطة 26 مالانج.

وللوصول إلى تلك الأهداف المنشودة، تستخدم الباحثة المدخل الكيفي بنوع البحث الوصفي. فطريقة جمع البيانات هي الملاحظة، المقابلة والتوثيق المتعلقة بموضوع البحث. أما طريقة تحليل البيانات هي جمع البيانات، تقليل البيانات، عرض البيانات، والاستنتاج.

فنتائج البحث تدل على أن: (1) تخطيط تطبيق الدراسة طول النهار لترقية شخصية الطلاب بمدرسة المتوسطة 26 مالانج هو تنشيء المجموعة التنفيذية للأنشطة ثم صناعة اكشف الحضور، كتاب المقرر للعبادة، كتاب دستور الطلاب، وبرنامج أنشطة الطلاب؛ (2) تصوير الأنشطة الداعمة للدراسة طول النهار لترقية قيمة الشخصية نحو الطلاب مثل حركة حب القرآن، قراءة الأسماء الحسنى، صلاة الجماعة، الابتهاال كل صباح لغير المسلمين، واحتفال الأيام الدينية الكبرى. أما الأنشطة القومية فهي حفل رفع العلم، حركة أنشودة الوطنية والدائرة، حركة حب الأطعمة الإقليمية، حركة استخدام النجاج الوطني، تزيين الفصل بالثقافات المعينة؛ (3) تعرف تقييم تطبيق الدراسة طول النهار لترقية شخصية الطلاب بمدرسة المتوسطة 26 مالانج حيث أقيم التقييم أثناء التعليم من قبل المعلم، وكل نهار الجمعة يجتمع ولي الفصل مع أستاذ

الاستشارة، أستاذ النظام، وأستاذ المواد لتقويم الأنشطة التعليمية. وأما التقويم في نهاية المستوى بجمع كتابة الطلاب ونتائج الطلاب الأكاديمية مع أستاذ الاستشارة، أستاذ النظام، وأستاذ المواد إلى ولي الفصل.



## ABSTRAK

Nafisah, Zumrotun. The Implementation of Full Day School to Develop Students' Character (Religious and nationalist) at Junior High School 26 Malang. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dr. Alfiana Yuli Efiyanti, M.A

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Kata Kunci : Full Day School, Religius, Nasionalis

Besarnya populasi di Indonesia berdampak pada pendidikan di Indonesia, dilihat dari jumlah siswa, guru, dan sekolah yang tidak merata di seluruh Indonesia. Tidak optimal kolaborasi antara orang tua, guru dan masyarakat juga dapat mempengaruhi pembentukan karakter siswa. Pengaruh negatif dari perkembangan teknologi juga sangat mempengaruhi perkembangan karakter siswa. Siswa pada saat ini banyak dipengaruhi oleh gaya hidup dari luar negeri, sehingga nilai agama dan cinta negara mulai memudar. Perhatian dan dukungan dari orang tua juga merupakan salah satu tantangan yang harus dihadapi orang tua dalam membentuk karakter siswa. Sarana dan prasarana sekolah juga harus dipertimbangkan, jarak dari rumah ke sekolah sehingga pendidikan karakter dilakukan secara bertahap.

Tujuan Penelitian untuk : 1) Menganalisa rencana sekolah sehari penuh untuk mengembangkan pendidikan karakter siswa di SMP 26 Malang 2) Menggambarkan pelaksanaan sekolah sehari penuh untuk mengembangkan pendidikan karakter siswa di SMP 26 Malang 3) Menganalisa evaluasi sekolah sehari penuh untuk mengembangkan pendidikan karakter siswa di SMP 26 Malang.

Untuk mencapai tujuan diatas, digunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Metode pengumpulan data dengan melalui tahapan observasi, wawancara dan dokumentasi yang berkaitan dengan objek penelitian. Analisa data kualitatif dengan cara mengumpulkan data, mereduksi data, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa : 1) Mengidentifikasi rencana pelaksanaan Full Day School dengan cara membentuk tim pelaksana kegiatan serta membuat jurnal guru, jurnal kelas, buku imtaq, buku tata tertib siswa dan program kegiatan siswa 2) Menggambarkan kegiatan yang mendukung Full Day School untuk meningkatkan nilai karakter siswa memiliki beberapa program kegiatan religius seperti, Gerakan Cinta Al-Quran, pembacaan Asmaul Husna, Sholat Fardhu Berjamaah, Kegiatan berdoa setiap bagi untuk Non Muslim, dan Peringatan hari besar agama. Sedangkan untuk keiatan nasionalis seperti, upacara bendera, Gerakan Menyanyi Lagu Nasional dan Daerah, Gerakan Mencintai Makanan Khas Indonesia, Gerakan Menggunakna Produk Dalam Negeri, Menghias kelas dengan tema budaya masing-masing provinsi 3) Mengidentifikasi evaluasi kegiatan Full Day School dilaksanakan pada saat jam pembelajaran di kelas oleh guru bidang studi, setiap jumat siang diadakan rapat wali kelas yang berkoordinasi dengan guru bimbingan konseling, guru tata tertib dan guru bidang studi untuk merekap kegiatan yang dikumpulkan pada setiap wali kelas. Untuk pelaksanaan evaluasi semester dilaksanakan saat akhir semester dengan mengumpulkan catatan siswa dan nilai akademik siswa oleh guru bidang studi guru bimbingan konseling dan guru tata tertib kepada setiap wali kelas.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

According to Ortega Y. Gasset education is the spread of ideas that allow people to choose between this and that, or to live a little better. But in reality, someone who reaches a certain level of education is even more confined to just one choice so that his life becomes more miserable.<sup>1</sup> From the above understanding, the education got to have the effort to create a national education are not miserable in accordance with the general provisions of law No. 20 of 2003 on the national education system Article 1, paragraph 1 states: "Education is a conscious and deliberate effort to create an atmosphere learning and learning process so that students actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".<sup>2</sup>

So it achieving the ideal of education as a character improvement learners. While Tagore's ideal education is humanist education and that provides freedom and love for students without any element of coercion so that the formation of an independent character of children, responsibility and discipline can be formed. According to Ki Hajar Dewantara ideal education is

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<sup>1</sup> Darmaningtyas. *Pendidikan yang Memiskinkan*. (Malang:intrans,2015) pg 29

<sup>2</sup> *Ibid*, 2

education that is associated with the formation of good manners. According to him students who have a basic soul that is not good and education that is not enough it will be easily affected by people who are bad and bad manners. So that ideal education is education which is not only the giving and planting of new knowledge and knowledge to students but also the cultivation of characters that are considered not fully successful in Indonesia. To improve the quality of education in Indonesia with the emergence of the idea of character education.<sup>3</sup>

Character education is an effort to have been planned to implement values character to the residents school especially to students achieve the purpose of national education. Alfie Khon said education character having a broad sense and narrow. In a broad sense character education all citizens out of school academic help students in the formation and character development good, In narrow context are considered to be training moral concern with imparting certain value.<sup>4</sup>

National education functions in the development and formation of character as described in law no. 20 2003 article 3 “ that national education serves develop the ability and form the nature of the people great culture and civilization in order to educate the people, to expansion of the potential

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<sup>3</sup> Marzuki and Siti Khanifah. Pendidikan Ideal Perspektif Tagore dan Ki Hajar Dewantara dalam Pembentukan Karakter Peserta Didik. Prodi PpKn Program Pascasarjana Universitas Negeri Yogyakarta. Pg 175-176

<sup>4</sup> Suyanto, urgensi pendidikan karakter.pdf acces on dec 3 2018

students to be human who believe and fear to one God, have a good moral, healthy, have knowledge, competent, creative, independent and become a democratic and responsible citizen”.<sup>5</sup>

In character education has 18 values that can be instilled in students according to the Minister of Education and Culture number 20 of 2018 article 2 “In this globalization era, character education is one of the most important things that must be considered. Some countries have implemented this character education since the foundation, several countries including; United States, Japan Denmark and Korea. The results of the implementation study of character education showed a positive impact on the academic achievement of students. Examples such as Denmark that prioritize honesty values, because according to Danish society honesty is the basic foundation for giving birth to a generation that is full of benefits.”<sup>6</sup>

According to the Ministry of Education and Culture, there are several challenges for Indonesian, namely the development of the potential of students who are not optimal. Some of the potential in question is potential in thinking (literacy), behaving (ethics), feeling (aesthetic), and moving (kinesthetic). The size of the population in Indonesia also affects education in Indonesia, seen from the uneven number of students, teachers, and schools throughout Indonesia. Not optimal collaboration between parents, teachers

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<sup>5</sup> Undang -undang no.20 tahun 2003. Pdf acces on dec 3 2018

<sup>6</sup> Suyanto, urgensi pendidikan karakter.pdf acces on dec 3 2018



and the community can also influence the character building of students. The negative influence of technological developments also greatly affects the character development of students. Students at this time are much influenced by lifestyles from abroad, so that the religious value and love of the country begins to fade. Attention and support from parents is also one of the challenges parents must face in forming the character of students. School facilities and infrastructure must also be considered, the distance from home to school so that character education is carried out in stages.<sup>7</sup>

In the implementation of character education to more effectively then the idea of full day school came out by the Minister of Education and Culture Muhadjir Effendy. According to him full day school can help the formation of students' character slowly and reduce the risk of students becoming wild when there is no supervision from parents after school. So that children are more intensively studied in schools so that the formation and character development of students can be carried out more effectively because students have a lot of time in school.

According to Cryan and others in his research, full day school found a positive impact for the child, the students will be involved in a lot with their teachers and friends in the classroom that comes down to high productivity and avoid irregularities Community in the event of a society in which learners

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<sup>7</sup> Konsep dasar penguatan pendidikan karakter. “*senang belajar di rumah kedua*”.kementrian pendidikan dan kebudayaan.pdf

are not under the supervision of parents. Meanwhile, in the writings of Momy A. Hunowu, S. Nasution argues there are 6 purposes of sociology of education, but in his writings only mentioned 2 that are relevant to the concept of Full Day School, namely:

First Sociology of education aims at analyzing the child socialization process. In this case, it is worth noting the environmental and cultural influences of the child development. For example, a child who is educated or in a religious environment will be educated and develop into a religious human being, as well as a well-educated child and in an intellectual neighborhood, the child will become an intellectual person Also. While in the concept of Full Day School, the children will socialize with their peers with Meskipun he will lose time to socialize with society but the students will avoid the negative influences that are in the environment Social

Second Sociology of education aims to analyze development and social progress. In addition, with knowledge and skills that many can develop activities and social creativity. In the concept of Full Day School students will be presented with various knowledge and skills provided by the school.<sup>8</sup>

From research before, the full day school system in teaching and learning process at Marsudirini Elementary School in Bogor has shown the effectiveness of inculcated character building values, such as trustworthiness,

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<sup>8</sup> Momy A.Hunowu."Konsep Full Day School Dalam Perspektif Sosiologi Pendidikan", journal,Institut Agam Islam Negeri Sultan Amai Gorontalo,2016,page 121-122

respect, responsibility, fairness, caring, and citizenship. It also includes three additional qualities such as courage, diligence, and integrity as identified by Josephson Institute of Ethics about the Six Pillars of Character . It can be implemented because of the support of the teaching and learning process, infrastructure, human capital, monitoring and development system.<sup>9</sup>

The results of the research and discussion can be summarized by implementation of full day school at SD Integral Hidayatullah Salatiga in forming students' morals is done through habituation methods, exemplary methods, methods of giving advice, methods of mentoring, appretiation method, method of reviewing verses and hadith, and methods natural approach and moral formation through full day school can be effectively and Smoothly.<sup>10</sup>

According to Siti Mujayanah, the success of the formation of student character through the full day school system can be seen from the achievement of the goal of education from the school and the process of character building namely the unconscious character values embedded in students. After participating in the full day school program, students experience better changes in character. Some characters that are embedded in students through the full day school system are religious values, honesty,

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<sup>9</sup> <http://iopscience.iop.org>. accses on 13 november 2018.12.00 pm

<sup>10</sup> Tri Otafiani. Full Day School Effectiveness in Forming Student Skills at Integral Hidayatullah Elementary School in Salatiga. Page 72

discipline, independence, friendliness and communicative, caring for the environment and responsibility.<sup>11</sup>

The full day school learning process its from 6:30 a.m. to 3:00 p.m. In teacher learning and students can use a variety of learning methods, such as methods of discussion, question and answer, demonstration and various other methods. During school activities many character values can be instilled in students, such as reading a prayer before learning begins is the application of religious values. Some of the activities carried out by schools that can help the formation of nationalist character in the presence of ceremonial activities require scout activities that can help formation for the character of discipline and be responsible for students.

One of the schools that implemented a full day school system was Malang 26 Junior High School which was located at gurami number 36 in Lowokwaru Malang. In the implementation of full day school, the school holds several routine activities that can help students in developing characters, especially religious values and nationalist in students, such as the reading of the asmaul husna before learning that is guided by students and prayer dhuhur at school. With the implementation of full day school at state Junior High School 26 Malang , it is expected to develop character education for students.

Therefore the researcher raised the title "the implementation of full day school

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<sup>11</sup> Siti Mujayanah. Full Day School System in Forming the Character of Class IV Students Sd Muhammadiyah Pakel Yogyakarta.2016.page 148-149

to develop students' education character (religious and nationalist) at state Junior High School 26 Malang

### **B. Research Focus**

1. How is the plan of full day school to develop students' character education state Junior High School 26 Malang?
2. How is the implementation of full day school to develop students' character education in state Junior High School 26 Malang?
3. How is the evaluation of full day school to develop students' character education in state Junior High School 26 Malang?

### **C. Purpose of Research**

1. To analysis the plan of full day school to develop students' character education in state Junior High School 26 Malang
2. To describe the implementation of full day school to develop students' character education in state Junior High School 26 Malang
3. To analysis the evaluation of full day school to develop students' character education in state Junior High School 26 Malang

### **D. Benefit of Research**

1. Theoretical Benefit

Hopely of this research has a contribution in the education, so that it can be a reference for readers from various backgrounds and give more informatin about full day school and character education.

## 2. Practical Benefit

### a. For Researcher

This research hopefully can give more experience and more knowledge about education, and about character education and implementation of full day school, so in future researcher will have lost of link that useful in education field.

### b. For educational institution

School as a educational institutional can use this research to developing the output of school by giving good character and smart student with implementing of full day school.

### c. For Society

This research hopefully give benefit for society to knowing and understanding about the effectiveness full day school to realizing character education for students.

## E. Originality of Research

In this research, researcher was gave some previous research that have relation with this research especially about “ The Implementation Of Full day School To Develop Students’ Education Character (Religious and Nationalist) At state Junior High School 26 Malang”. In this part, the researcher will explain about the previous research which has similarity with this research.

Masrur bakhtiar, Building Islamic Character Through Full Day School System At Madrasah Tsanawiyah Surya Buana Malang, Thesis, State Islamic

University Maulana Malik Ibrahim Malang. In this research, discussion about the building Islamic Character Through Full Day School System At Madrasah Tsanawiyah Surya Buana Malang. The research used a qualitative research approach and descriptive research design in which data collecting is drawn from observation, interviews, and documentation and data corresponding to the research. The problem of the research show is model which used in build Islamic character trough Full Day School system at MTs Surya Buana Malang is behavioral system model. The problem encountered in build Islamic Character through Full Day School system at MTs Surya Buana Malang consist of, the factor of students, parents and teachers. And the solution of the problem is giving care and full attention on the needs of students through individual or group, making book connection between schools and parents of students and increasing and upgrading teacher capability in the learning.<sup>12</sup>

Siti Mujayanah, Sistem full day school dalam Pembentukan Karakter Siswa Kelas IV SD Muhammadiyah Pakel Yogyakarta, Thesis, State Islamic University Sunan Kalijaga Yogyakarta. In this research, discussion about system full day school in the formation of students' character class VI at elementary school Muhammadiyah Pakel Yogyakarta. The research used qualitative approach in which data collecting is drawn from observation, interview and documentation, analysis of the data in this research is selection

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<sup>12</sup> Masrur bakhtiar, Building Islamic Character Through Full Day School System At Madrasah Tsanawiyah Surya Buana Malang.thesis.2017

the data and presentation of the data and make the conclusion. Validity of the data of this research with triangulation method. The problem of this research is formation of students' character, the full day school system and barrier and support of the formation students' character. The solution of the problem, school have some religious routine like *qiroah wa tahfidz quran*, exemplary method like picket class and habituation method for students.<sup>13</sup>

Tri Oktaviani, Efektivitas Full Day School dalam pembentukan akhlak siswa di SD Integral Hidayatullah Salatiga, Thesis, IAIN Salatiga. In this research, discussion about effectiveness of full day school in formation of students' moral in elementary school integral hidayatullah Salatiga. The research used qualitative approach and descriptive analysis design in which data collecting is drawn from observation, interview and documentation, analysis of the data in this research is selection the data and presentation of the data and make the conclusion. Validity of the data of this research with triangulation method. The problem of the research is implementation full day school in SD Integral hidayatullah and the effectiveness of full day school for formation of moral students'. The solution of the problem is school have implementation many method to formation moral students. School have habituation method, exmplary method, giving motivation method,

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<sup>13</sup> Siti Mujayanah, Sistem full day school dalam Pembentukan Karakter Siswa Kelas IV SD Muhammadiyah Pakel Yogyakarta, Thesis.2016



appretioation method, mentoring method, review of Alquran and hadist, and approach to nature method.<sup>14</sup>

A Benewa, R Peter, S Makmun, The Effectiveness of Full Day School System for Students' Character Building, Article. This research used qualitaive method applied in the study is characteristic evaluation involving non-participant observation, interview and documentation analysis. The result of study concludes that the full day school system is significantly effective in education system for elemnetary students' character building.<sup>15</sup>

Nungky Eva Palupi, Implementasi Full Day School Dalam Internalisasi Nilai moral Siswa Pada Mata Pelajaran Aqidah Akhlak di MAN 1 Gondanglegi Kabupaten Malang, thesis. This research used qualitative approach with descriptive method.data collection tecnique used were observation, interview and documentation. The problem from this research is researcher want to understand how implementation of full day school in internalizing moral value and want to analysis the supported and inhibiting factors to implementing full day school at Man 1 Gondanglegi Malang. And result of the research is the program of habituation in the form of religious activities such as prayer, reading Asmaul Husna, reciting Al quran and other.

The internalization of moral value was done through: stage one, giving

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<sup>14</sup> Tri Oktaviani, Efektivitas Full Day School dalam pembentukan akhlak siswa di SD Integral Hidayatullah Salatiga, Thesis,17

<sup>15</sup> A Benewa, R Peter, S Makmun, The Effectiveness of Full Day School System for Students' Character Building, Article.2018

understanding about value. stage two, the teacher gave an example to students. Stage three, students practice the moral values taught. The supporting factors were the infrastructure, teacher and family. While the inhibiting factors was students got difficulty in managing their diet because of the closely packed activity and some students were still late at school.

No	Previous Research	Similarity	Difference	Originality
1	Masrur bakhtiar, Building Islamic Character Through Full Day School System At Madrasah Tsanawiyah Surya Buana Malang, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2017	Observation About effectiveness of Full Day School	The past research concern in the building Islamic Character Through Full Day School System At Madrasah Tsanawiyah Surya Buana Malang	The authors' research concern on effectiveness of full day school to develop students' education character especially religious and discipline at state Junior High School 26 Malang
2	Siti Mujayanah, Sistem full day school dalam Pembentukan Karakter Siswa Kelas IV SD Muhammadiyah Pakel Yogyakarta, Thesis, State Islamic University Sunan Kalijaga Yogyakarta, 2016	Observation about full day school	The past research concern in system full day school in the formation of students' character class VI at elementary school Muhammadiyah Pakel Yogyakarta	The authors' research concern on effectiveness of full day school to develop students' education character especially religious and discipline at state Junior High School 26 Malang

3	Tri oktaviani, Efektivitas Full Day School dalam pembentukan akhlak siswa di SD Integral Hidayatullah Salatiga, Thesis, IAIN Salatiga, 2017	Observation about effectiveness of full day school	The past research concern in effectiveness of full day school in formation of students' moral in elementary school integral hidayatullah Salatiga	The authors' research concern on effectiveness of full day school to develop students' education character especially religious and discipline at state Junior High School 26 Malang
4	A Benewa, R Peter, S Makmun, The Effectiveness of Full Day School System for Students' Character Building, Article, 2018	Observation about effectiveness of full day school and Students' Character	The past research concern in Effectiveness of Full Day School System for Students' Character Building	The authors' research concern on effectiveness of full day school to develop students' education character especially religious and discipline at state Junior High School 26 Malang
5	Nungky Eva Palupi, Implementasi Full Day School Dalam Internalisasi Nilai moral Siswa Pada Mata Pelajaran Aqidah Akhlak di MAN 1 Gondanglegi Kabupaten Malang, Thesis, 2017.	Observation about full day school	The past research concern in Implementation of Full Day School in internalizing the moral value of students' in Akidah Akhlak aspect at MAN 1 Gondanglegi Kabupaten Malang	The authors' research concern on effectiveness of full day school to develop students' education character especially religious and discipline at state Junior High School 26 Malang

## **F. Operational Definition**

In this study the author needs to explain the meaning of important terms used so there is no element of misunderstanding and make it easier for readers to understand this research :

### **1. The Implementation**

The implementation is application is an activity that will be carried out which has an impact of effect on something.

### **2. Full Day School**

Full day school is a learning activity that starts from 06.45-15.00. the other of learning in the classroom, students also learn about religious activities such as prayers and extracurricular activities that students follow in accordance with the interests and talents of students.

### **3. Character Education**

Character education is education that focuses on the formation and increase of morale value for school citizens, especially for students to achieve the goals of national education.

## **G. Structure of Thesis**

The writing process of the research will be divide into three chapters, this process can make easier for the readers to get information from this research as follows :

Chapter I :introduction, which consist of background from te research, research focus, purpose of research, benefit of research,

originality of research, definitions of key terms and composition of research findings.

Chapter II :literature review, which consist of theoretical framework which associated with this research, theory about full day school and education of character especially religious and discipline.

Chapter III :Method of research, which consist of approach and research design, setting of the research, data and sources data, technique data collection, data analysis, data validity and research procedures.

Chapter IV :Data exposure and research results, explaining about the school profile that will be used as research place and research results that have been implemented in accordance with the title of research.

Chapter V :Discussion, explaining the results of the field research associated with the theory as an amplifier.

Chapter VI :Closing, is the final part of the study that contains the conclusions of the research results and advice for researchers.

## CHAPTER II

### LITERATURE REVIEW

#### A. THEORETICAL

##### 1. Full Day School

In the world of education there is currently a discussion about full day school. Full day school is an education system where students spend more time in school which is expected to improve the cognitive, psychomotor and affective aspects of students with a longer time spent in school. In addition, full day school is also often regarded as a day care center because parents trust more if students are in school and under the supervision and guidance of the teacher.

Various kinds of learning strategies can be carried out at school, with the collaboration of teachers and students so that students can more easily understand the subject matter and the teacher can also freely observe the development of students.<sup>16</sup>

Sulistyaningsih states that "school-type full day lasted nearly a full day duration, from 08:00 am to 15:00 pm". The full day school system is the components are arranged in an orderly and well to support the process of

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<sup>16</sup> Renata Widya Nanda and Muhammad Mudzakkir. Transformasi Sistem Pendidikan Full Day School di Era Globalisasi. Fakultas ilmu Sosial universitas Surabaya. Pg 2

human maturation (learners) through teaching and training efforts with time in school longer or longer compared with schools in general.<sup>17</sup>

Kuswandi (2015: 47) states that the emphasis on the achievement of a full day of school with a positive change of each student as a result of the process and quality activities.

It is also delivered by Setyani, jyoatmojo and Sunardi (2014: 7-8), which states that a full day of school is deepening the material with a creative learning methods and fun as well as mental development, mental and moral as a learning process of students longer in school because it was held from morning to evening.<sup>18</sup>

## 2. Character Education

Ahmad D. Marimba formulated education as consciously educated by educators on the development of students, both physically and spiritually, towards the formation of the main personality. This description is very simple even though it substantially reflects an understanding of the

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<sup>17</sup>**Sulistyaningsih, Wiwik. 2008.** Full Day School dan Optimalisasi Perkembangan Anak. Yogyakarta: Paradigma Indonesia. Page 59

<sup>18</sup>Prima Ratna Sari, Dewi Kusuma Wardani, Leny Noviani. *Implementasi Full Day School (Sekolah Sehari Penuh) Sebagai best Partice(Latihan Terbaik) dalam pendidikan karakter di SMA 1 Sragen.* (Jurnal) FKIP UNS

educational process. According to this understanding, education is only limited to the personal development of children by educators.<sup>19</sup>

Ki Hajar Dewantara was quoted by Abu Ahmadi and Nur Ukhbiyati as defining education as the role of all natural forces that exist in children so that in the future they will become human beings and community members who can achieve the highest safety and happiness.

According to Law Number 20 of 2003 concerning the National Education System article 3 “ that national education serves develop the ability and form the nature of the people great culture and civilization in order to educate the people, aims to the expansion of the potential students to be human who believe and fear to one God, have na good moral, healty, have knowledge, competent, creative, independent and become a democratic and responsible citizen”its mean national education functions to develop capabilities and form a dignified national character and civilization to educate the life of the national.<sup>20</sup>

From some definitions above, it can be concluded that education is a conscious activity or effort carried out by educators to students on all aspects of personality development, both physical and spiritual, formally,

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<sup>19</sup> Ahmad D. Marimba, *Introduction to the Philosophy of Islamic Education* (Bandung: Al-Ma'arif, 1989) p. 19

<sup>20</sup> Haitami Salim, *Character Education* (Yogyakarta: Ar-Ruzz, 2013) pp. 25-27



informally and non-formally which runs continuously to achieve happiness and high value.

The understanding of character is behavior that appears in everyday life both in attitude and in acting. Warsono et al. Cited Jack Corley and Thomas Philip (2000) as saying: "Character is a person's attitudes and habits that enable and facilitate moral actions."

According to the Big Indonesian Dictionary (2008) character is a psychological trait, morality or character that distinguishes someone from other people. Scerenko (1997) defines character as an attribute or traits that shape and distinguish personal characteristics, ethical characteristics, the complexity of one's mentality, a group or nation. Character is influenced by heredity. A person's behavior is often not far from the behavior of his father or mother, except that the environment, both social and natural environments contribute to character building.

Referring to the various definitions and definitions of characters above, the character can be interpreted as a basic value that builds a person's personal, well formed because of the influence of heredity and

environmental influences, which distinguishes it from others, and manifests in attitudes and behavior in everyday life.<sup>21</sup>

According to Zubaedi character education is *plus* character education, which is essentially a teaching program to develop the character and character of students by living the values and beliefs of the community as a moral force in his life through honesty, trustworthiness, discipline and cooperation which emphasizes the effective domain (feeling / attitude), without leaving the cognitive realm (rational thinking) and the realm of *skill* (skills, skilled in processing data expressing opinions and cooperation)

Suyanto who formulated character education as educating *plus* character, which involved aspects of knowledge (*cognitive*), feelings (feelings) and actions (*actions*). Whereas Agus Wibowo defines character education as an education that instills and develops noble characters for students so that they have such sublime characters, apply and practice in their lives, whether in families, as members of society and citizens.<sup>22</sup>

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<sup>21</sup> Muchlas Samani. Hariyanto, *Concept and Model of Character Education* (Bandung: Rosda, 2012) pp. 42-43

<sup>22</sup> Haitami Salim, *Character Education* (Yogyakarta: Ar-Ruzz, 2013) pp. 30-31

From the above national education goals we can know that national education is the basis for character building in schools based on Pancasila, the 1945 Constitution and the culture of the Indonesian nation. In addition, according to President JokoWidodo character education is a priority with the existence of the Character Education Strengthening movement which was formed since 2016.<sup>23</sup>

According to presidential regulation number 87 2017 on strengthening character education in chapter 1 article 3 "strengthening character education by applying Pancasila values in character education requires religious values, honesty, tolerance, discipline, work discipline, creative, independent, struggling, feeling like know, the spirit of nationality, love for the motherland, achievement, communicative, peace of mind, reading love, caring for the environment, social care and responsibility ". 18 values that are expected to be given to every student in Indonesia in accordance with the values contained in the Pancasila. In strengthening character education, a full-day school also supports student character development. with a full-day school attendance, students become longer in school at home, so that student character development can be more monitored. There are several character values that are issued as a reference in the character development of students in schools such as religious values and nationalist values.

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<sup>23</sup> <https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>. Accessed on 5 September at 08.00

Education planning occupies a strategic position in the implementation of education. By planning will provide clarity of direction, so that the business management will be implemented effectively.<sup>24</sup> In implementing the Full Day School program, it is necessary to consider various considerations such as:

- 1) Readiness or availability of facilities and infrastructure and physical readiness
- 2) School Management pattern
- 3) The implementation of learning features active, creative, effective and fun learning
- 4) Understand the influence of students ' learning patterns and lifestyle changes
- 5) Socializing with parents and society<sup>25</sup>

Strengthened by the opinion of Jamal Ma'mur Asmani in his book Full Day School explains if the implications of the Full Day School need to pay attention to the students' comfort in classroom learning and the parents and surrounding communities to trust Schools in maximizing the potential that students have and making learning time effective. Therefore, there needs to be socialization to parents and the community in order to be harmony in developing students ' potential through Full Day School program.<sup>26</sup>

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<sup>24</sup> Udin Saefudin Su'ud dan Abin Syamsudin Makmun, *Perencanaan Pendidikan* (Bandung:PT Remaja Kosdakrya dengan program pascasarjana universitas pendidikan Indonesia, 2006) pg 46

<sup>25</sup> Jamal Ma'Mur Asmani, *Full Day School* (Yogyakarta:Ar-Ruzz Media, 2017)page 53

<sup>26</sup> *Ibid*, 53

### a. Religious value

The planting of these character values is the responsibility of parents and school. While there can be several strategies to cultivate religious values in schools, including power strategy that can be done by people who have power, such as principal or Head of Foundation, the second strategy namely into strategy that is run through the environment and the school community and surrounding communities to participate in the culture of religious value, the last strategy is normative reductive is the norm of society combined with Education that will change the paradigm of thinking society.

Religion is a submissive attitude and behavior in carrying out the religion embrace, is tolerant of the implementation of other religious services, and lives in harmony with other religions. Reform in Indonesia character can make religion a source first and foremost, because Indonesia is a religious nation. Islam as religious of the population in Indonesia has actually provide source of rich character education concept.

For application of religious values at school such as the *dhuhur* prayer, read *Asmaul Husna* before starting the learning and activities one month, namely *istighosah*. With the application of this religious value, indirectly the religious value of students can develop.<sup>27</sup>

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<sup>27</sup> Ismail Sukardi. 2016. Palembang Journal of Islamic Education. pg 55

### **b. Nationalist value**

According to the Indonesian Dictionary states that: "Nationalist is understanding (teachings) to love their own nation and country or awareness of membership in a nation which is potential or actual together achieve, maintain and devote identity, integrity, prosperity, and strength the nation is a spirit of nationality."<sup>28</sup>

Hans Kohn believes that: "Nationalism is an understanding states that individual loyalty is handed over to the nation state. Previously understand nationality is born, the loyalty of individuals. Meanwhile, in the Middle Ages of individual loyalty is left to the church. Nationalism can also be interpreted as feeling nationality or national spirit, that is love for the nation and country more than anything else"<sup>29</sup>

Some activity at school can help to develop students nationalist character. Such as Following ceremonies solemnly, obeying school rules, following organizations in schools and singing nationalist songs.

## **B. FRAMEWORK OF THEORY**

Character education is an effort to have been planned to implement values character to the residents school especially to students achieve the

<sup>28</sup> KBBI.2007.Jakarta: Balai Pustaka.pg 77-78

<sup>29</sup> Drs. Prawoto, M.pd.2006.Seri IPS Sejarah 2 SMP Kelas VIII.Jakarta: Yudhistira Quadra.pg 49

purpose of national education. According to the Ministry of Education and Culture, there are several challenges for the Indonesian nation, namely the development of the potential of students who are not optimal. Some of the potential in question is potential in thinking (literacy), behaving (ethics), feeling (aesthetic), and moving (kinesthetic). In order for the implementation of character education to more effectively then the idea of full day school came out by the Minister of Education and Culture Muhadjir Effendy.

According to full day school can help the formation of students' character slowly and reduce the risk of students becoming wild when there is no supervision from parents after school. So that children are more intensively studied in schools so that the formation and character development of students can be carried out more effectively because students have a lot of time in school.

Sulistyaningsih states that "school-type full day lasted nearly a full day duration, from 08:00 am to 15:00 pm". The full day school system is the components are arranged in an orderly and well to support the process of human maturation (learners) through teaching and training efforts with time in school longer or longer compared with schools in general.

**THE IMPLEMENTATION OF FULL DAY SCHOOL TO DEVELOP STUDENTS' CHARACTER ( RELIGIOUS AND NATIONALIST) AT JUNIOR HIGH SCHOOL 26 MALANG**

**FULL DAY SCHOOL DEVELOP STUDENTS' CHARACTER**

**METHOD**

This research used qualitative approach with descriptive method. data collection technique used were observation, interview and documentation

**THEORY**

1. The full day school system is the components are arranged in an orderly and well to support the process of human maturation (learners) through teaching and training efforts with time in school longer or longer compared with schools in general.
2. Character education as educating *plus* character , which involved aspects of knowledge ( *cognitive* ) , feelings ( feelings ) and

How is the plan of full day school to develop students' character in junior high school 26 Malang?

How is the implementation of full day school to develop students' character in junior high school 26 Malang?

How is the evaluation of full day school to develop students' character in junior high school 26 Malang?

**THE IMPLEMENTATION OF FULL DAY SCHOOL TO DEVELOP STUDENTS' CHARACTER ( RELIGIOUS AND NATIONALIST ) AT JUNIOR HIGH SCHOOL 26 MALANG**



### CHAPTER III

#### RESEARCH METHOD

##### A. Approach and Type of Research

This research is to understand about implementation of full day school to develop students' education character (religious and nationalist) at junior high school 26 Malang. This researcher using naturalistic qualitative. The researcher come to school and find the data with permission from teacher. So, this research natural research, no manipulation. The qualitative nature of research conducted is natural or natural, as it is without being manipulated and arranged by experiment.

In qualitative naturalistic research researchers are the main tools in the research process. Researchers carry out their own observations and interviews on the object to be studied. In this approach, data collection does not prioritize numbers and statistics, but in the form of descriptive reports. When field observations using a qualitative naturalistic approach to eating, researchers also prioritize the perspective of the resource person and verify the data.

This research uses descriptive qualitative method to describe in full and in-depth about social reality and various phenomena that occur in society. This research was in 26 Public Junior High School Malang which has implemented a Full Day School.

## **B. Researcher Presence**

The presence of researchers in the field is the most important because in this study using method qualitative, the researcher is an important instrument in research in the field directly. So that researchers can collect more concrete and clear information and data.

## **C. Research Location**

This research are take place in junior high school 26 st. Gurami 36, Tunjungsekar, district. Lowokwaru, Malang. The location of this research is the researchers chose because this school implemented a full day school system and in its implementation the school developed religious and nationalist characters to students so that this was considered in accordance with the research to be conducted.

## **D. Data Source**

The meaning of data sources in research is the subject from which data can be obtained<sup>30</sup>. In this study the authors used two data sources, namely:

- a. Primary data sources, namely data that is directly collected by researchers (or officers) from the first source. As for the primary data sources in this study are principals, teachers and students at Malang 26 Public High School.

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<sup>30</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, pg 129.

b. Secondary Data Sources are data that has been collected for purposes other than resolving the problem at hand. This data can be found quickly. In this study, the secondary data sources are documentation, reports, archives of activities, literature, articles, journals, and internet sites related to the research that will be conducted.<sup>31</sup>

#### **E. Data Collecting Technique**

The technique of this research are as follow:

##### 1. Observation

Observation who made by researchers are done with take part to observe every events that took place during the research without any manipulation, this observation thus getting maximum results. In this research is using participatory observation which is the researcher participate in activities during the observation goes on.

Observations can be carried out directly or indirectly. Direct observation occurs when researchers observe the place physically and monitor it personally, so that in observation directly this researcher acts as a participant, researchers are required to be involved in the observed events.

Indirect observations are carried out when recording is done by mechanical, photographic, or electronic devices. Basically indirect research

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<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009),pg 168

will answer questions about "what, who, how, when, why" regarding research. So that researchers are referred to as nonparticipants by submitting their assignments to the appointed replacement participants.<sup>32</sup>

So that by observation we can better understand the context of the data and the overall situation in the field. The more data that can be collected, the better information will be obtained. In addition, researchers also get personal impressions, such as feeling the atmosphere in a school that applies the values of religious and nationalist characters.<sup>33</sup>

## 2. Interview

Interviews in qualitative research deep interviews. Deep interviews is to get information directly from the speakers to get accurate information and understand the background of the attitudes and views of the speakers.<sup>34</sup>

In interviews the researchers obtained verbal and non verbal messages. Verbal messages will give researchers a lot of information from each interview directly with the resource person. While non-verbal messages are rich in context. In non-verbal messages this is influenced by culture, such as when an interview takes place, a person's speech will be accompanied by a shake of the head, or movements, hands and facial changes. Both are

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<sup>32</sup> Rully Indrawan dan R. Poppy Yaniawati, Metode Penelitian kuantitatif, kualitatif dan campuran untuk manajemen, pembangunan, dan pendidikan ( Bandung: PT Refika Aditama 2014 ) pg 135

<sup>33</sup> S. Nasution, Metode Penelitian Naturalistik Kualitatif (Bandung:Tarsito 2003) pg 58-60

<sup>34</sup> *Ibid,op.cit* pg 22 pg 136

important in interviews to understand the meaning of speech in an interview. In the interview a sheet containing an outline of the contents of the study is needed which will be the subject of discussion. In addition, interviews also require a detailed and systematic list of questions so that the interview can take well.<sup>35</sup>

### 3. Documentation

The documentation includes images regarding appropriate activities, data from the school that are relevant with the topic of research, and data from interview with teachers and students.

Although this study uses qualitative naturalistic methods, this study also requires documentation to support the data in the study. Documentation can be in the form of photos, reports, regulations, student report cards and attendance lists. In this study required documentation in the form of photos during field research, attendance lists and student point books.<sup>36</sup>

### F. Data Analyse

In qualitative research, data analysis is carried out before the researcher enters the field, as long as the researcher conducts research in the field, up to the reporting of research results. Data analysis starts from when the researcher

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<sup>35</sup> S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung:Tarsito 2003) pg 69-70

<sup>36</sup> *Ibid*, pg 89

determines the focus of the research until the completion of the research report is completed. So the data analysis technique is carried out since planning research until the research is complete. Data analysis is the process of searching for and systematically compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and their findings can be informed to others. Data analysis is done by organizing data, describing it into units, synthesizing, arranging into patterns, choosing which ones are important and which will be studied, and making conclusions that can be told to others.<sup>37</sup>

In this study, data analysis techniques used by researchers used the Miles and Huberman models. Data analysis in qualitative research, carried out at the time of data collection takes place, and after completion of data collection in a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. Miles and Huberman (1984), suggest that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely, data reduction, data display, and conclusion drawing / verification .

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<sup>37</sup> Sugiyono. *Qualitative and Quantitative Research Methods R & D*. ( Bandung: Elfabeta. 2007) p. 224

Data analysis techniques in this study the author uses three data acquisition procedures.

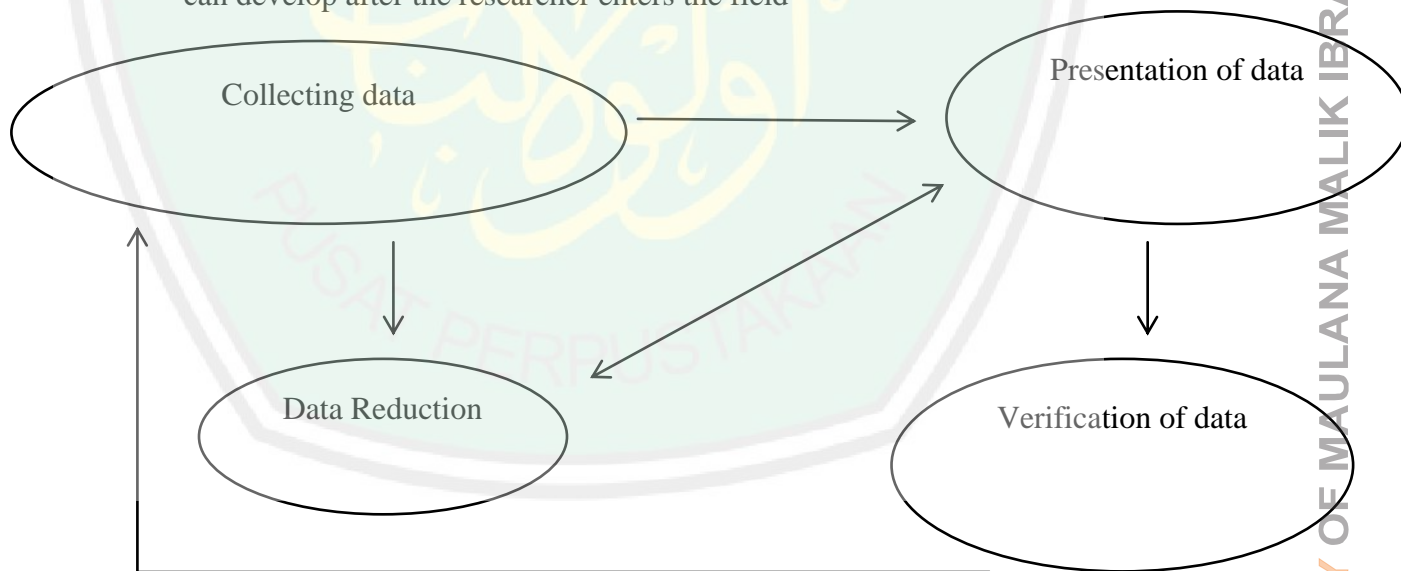
1. Data Reduction is the process of improving data, both the reduction of data that is considered less necessary and irrelevant, and the addition of data that is felt to be lacking. Data obtained in the field may be very large in number. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data to be reduced provides a clearer picture, and makes it easier for researchers to carry out further data collection, and look for it if needed

2. Presentation of Data / Display Displaying or presenting data makes it easy to understand what happened during the study. After that, there needs to be work planning based on what has been understood. In presenting data other than using narrative text, it can also be in the form of nonverbal languages such as charts, graphs, plans, matrices, and tables. Data presentation is the process of gathering information in 69 flowcharts and the like. He said "the most frequently used to present data in qualitative research is with narrative texts"

3. Data Verification (Conclusions drawing / verifying) The final step in data analysis techniques is data verification. Data verification is carried out if the initial conclusions are still temporary, and there will be changes if not

accompanied by strong supporting evidence to support the next data collection stage. If the conclusions are presented at the initial stage, supported by valid and consistent evidence when the research returns to the field of collecting data, then the conclusions that are raised are credible or believable conclusions .

In qualitative research, the conclusions obtained may be able to answer the focus of research that has been designed since the beginning of the study. There are times when the conclusions obtained cannot be used to answer the problem. This is in accordance with the type of qualitative research itself that the problems that arise in qualitative research are still transient and can develop after the researcher enters the field<sup>38</sup>



Skema of Miles and Huberman (1984) data analysis

<sup>38</sup> Sugiyono. *Quantitative Research Methods Kualitat if and R & D*. (Bandung: Elfabeta.2007). pp. 246-257



### **G. Validating the Data**

For the process of checking the validity of the data used in this study researcher is triangular techniques, The purpose of data triangulation is to compare information about the same thing obtained from various parties so that there is a guarantee about the level of trust in the data. This method also prevents the danger of subjectivity. In this section there are three techniques so that data obtained is good data, these three things:<sup>39</sup>

1. Compare the results of the observation data with the data the results of the interview.
2. Checking the data from one source to another source
3. Compare the results of the interviews with the contents of other documents.

### **H. Research Prosedure**

As for the procedure of the research conducted in this research are as follows:

1. The first stage is the stage of the orientation or the description with the grand tour question. At this stage the researcher describes what is seen, heard, felt, and asked. In this case the researcher describes the results of the interviews with several appropriate resource to answer questions that fit the focus of the research that has been formulated in the beginning.

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<sup>39</sup> *Ibid, op.cit* pg 23

2. The second stage is stage of reduction or focusing, researcher reduce any information that has been obtained in the first stage to get close focus on a spesific problem. Choose which data is important, interesting, and helpful, as well as new. Then the data are grouped in a category.

3. The third stage are selecting the data. At this stage the researcher try to reduce focus is that has been established to get more detailed in specific point. In this research, researcher give more about full day school and character education.



## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDING

#### A. School Data Exposure

##### 1. Profile of state Junior High School 26 Malang

State Junior High School 26 Malang is one of the schools that have implemented the Full Day School system to instill the character values of students in accordance with the purpose of Full Day School. This school is located in the street fish Gurami No. 36 Tunjung Sekar Village District Lowokwaru Malang. The school was established in the year 2013 which also operated in the same year. Junior High School 26 has also been accredited A and has a land area of 6,875 m<sup>2</sup>.

##### 2. Vision and mission of state Junior High School 26 Malang

State Junior High School 26 Malang aims to realize students who have a passion and experience about the religious, empowering the potential of students, improving the character development of students and cultural environment in accordance with the vision from state Junior High School 26 Malang " Creating human beings, intelligent, skilled, achievers, virtuous and cultured environment. "

To realize the school's vision, state Junior High School 26 Malang has a mission, as follows:

1. To realize understanding, passion and religious practice for the students in school.
2. Empowering the potential of intelligence owned by learners.
3. Bring process skill-based learning to improve student life skills.
4. Improve responsibility, confidence and passion to compete in learners.
5. To create a non-academic achievement by developing students ' interests and talents.
6. To grow the culture of character and the virtuous ethics.
7. Create a school environment that is safe, tidy, clean, comfortable and cultured environment.

### **3. Facilities and infrastructure in state Junior High School 26 Malang**

In the implementation of learning facilities and infrastructure is one that must be considered. State Junior High School 26 has 18 group classes, 6 classes for VII class, 6 classes for class VIII and 6 classes for IX class. In addition, 26 state junior High School has also been equipped with computer lab room, Sains Lab room, library, arts room, Musholla, counseling room and basketball court to support student learning activities. In addition to additional rooms and fields that have been available in state Junior High School 26 Malang also equipped with a student table as much as 640, student seats 639, a cupboard/bookshelf and lockers 27 pieces and a board of 20 pieces.

#### **4. Teacher and employee Data at state Junior High School 26 Malang**

Teachers or educators are one of the most important things to be fulfilled. Teachers or educators must also meet the standards of a teacher to support effective learning activities and realize the goals of Full Day School and school objectives.

In state Junior High School 26 Malang has 38 teachers and 13 employees. 23 The sponsor is a permanent teacher and 15 people are not permanent teachers. While the permanent officers in state Junior High School 26 Malang 1 person and 12 other employees are not fixed.

#### **5. Student Data in State state Junior High School 26 Malang**

In the implementation of learning in the school, students are the most important part that needs to be developed both for the value of their character and knowledge. Based on the documentation that has been implemented, there are 18 group which are divided into 6 class classes for VII class, 6 class group for class VIII and 6 group class for IX class.

During the 2018/2019 school year in April state Junior High School 26 Malang had a student of 611 students, among others, 108 grade VII and 101 students of Class VII, 76 students of grade VIII and 111 students of Grade VIII, 111 student classes IX and 104 grade IX.

## **B. Exposure to Research Results**

Based on the results of research conducted in state Junior High School 26 Malang, as previously described, researchers use methods of interviews, observations and documentation. Based on previous research focus, researchers want to display the data already obtained and the research results will be described as follows:

### **1. The Plan of Full Day School to Develop Students ' Character (Religious and Nationalist) at Junior High School 26 Malang**

Full Day School is a government program that has been applied in many schools. One of the schools implementing Full Day School is the state Junior High School 26 Malang. In the implementation of state Junior High School 26 Malang has programs that support the Full Day School system to increase the value of students ' character especially on the value of religious and nationalist characters of students. This Program is actually already implemented by the advanced private schools, with a learning system Monday-Friday while the Saturday time for the extracurricular. As explained by Mrs. Dini as the principal at state Junior High School 26 Malang.

“Sebenarnya Full Day School itu gini mbak, riwayatnya seperti sekolah-sekolah swasta yang sudah maju. Jadi senin-jumat pembelajaran efektif, hari sabtunya untuk ekstrakurikuler, olahraga. Karena kita itu, sebagai orang tua bekerja dari hari senin hingga jumat dan sabtu minggu istirahat, nah untuk sabtu dan minggu orang tua memang harus dekat dengan anaknya karena biasanya orang tua yang bekerja seperti buruh ataupun pegawai itu setelah pulang kerja

capek dan ga ada waktu untuk anak-anak. Diharapkan hari sabtu dan minggu intensitas untuk anak-anak apakah itu jalan-jalan, rekreasi keluarga.”<sup>40</sup>

Mrs. Umi as the vice principal of curriculum at state Junior High School 26 Malang also argues about Full Day School.

“ Full Day School yang dilaksanakan di sekolah negeri hanya menggeser jam pembelajaran dari hari senin sampai sabtu menjadi hari senin sampai jumat.”<sup>41</sup>

As for the education character value is one of the objectives of the implementation of Full Day School implementation. In accordance with the opinions of Mrs. Dini.

“ Pendidikan Karakter ialah budi pekerti yang harus dilakukan setiap hari sebagai pembiasaan baik, yang memang diterapkan di Kota Malang dan dijadikan simbol Kota Malang yang memang Berkarakter. Yang bertujuan untuk mendidik anak tentang ketaatan, kedisiplinan, religiusnya dan kekeluargaan supaya bisa lebih dekat dengan orang tua.”<sup>42</sup>

And strengthened by the opinion of Mrs Galih as teacher of Social Science in state Junior High School 26 Malang argue

“Pendidikan karakter itu mendidik siswa supaya karakter siswa menjadi baik. Berdasarkan survey memang karakter anak semakin merosot dengan adanya perbedaan Jaman Now dan Jaman Old, karakter anak sekarang memprihatinkan sehingga diusahakan di sekolah, karakter anak bisa membaik.”<sup>43</sup>

<sup>40</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

<sup>41</sup> Hasil wawancara dengan Bu Umi selaku Waka Kurikulum Smp Negeri 26 Malang pada 29 April 2019

<sup>42</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

<sup>43</sup> Hasil wawancara dengan Bu Galih selaku guru mata pelajaran IPS di Smp Negeri 26 Malang pada 11 April 2019

Since the inception of state Junior High School 26 Malang, before the Full Day School was triggered, state Junior High School 26 Malang has implemented a Full Day School system to support the 2013 curriculum applied in state Junior High School 26 Malang. But according to Mrs. Srijatun as the new principal in state Junior High School 26 Malang, planning needs to be done by creating several teams to implement the Full Day School system. Some of them are teams assigned to arrange activities to be implemented, infrastructure needed to support activities that will be enforced, scheduling activities and mentoring by teachers who will be Assigned. As was asserted by Mrs. Srijatun.

“ Perencanaan itu perlu mbak, jadi kita buat beberapa tim yang nantinya akan dibagi tugas. Ada yang bagian mengurus jadwal kegiatan, ada yang bagian mengurus pembagian pendampingan ada juga yang mengurus kegiatan apa saja yang akan dilaksanakan di sekolah sesuai dengan nilai karakter yang akan dikembangkan di sekolah.”<sup>44</sup>

Based on the results of the research of researchers, in planning character value in state Junior High School 26 Malang can be seen from the Journal of Teachers, Books of order and book Imtaq. In the teacher's journal there are records of the students who are problematic or accomplished, while in the order that there are the values of violations that have been done by the students and information about the violations committed, and the book Imtaq contains about the religious activities of students. Besides, there are prayer control books held by students and BTQ activities that aim for the eradication of Hijaiyah illiteracy which can

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<sup>44</sup> Interview with Mrs.Srijatun The New Principal of state Junior High School 26 Malang at April 17<sup>rd</sup> 2019



then be done mapping for the students who are lacking in mastering the Qur'anic literacy and students who have Fluently in the Qur'anic read, while for planning in learning, the value of the character is tucked into one and two core competencies that will later expand into a learning indicator. In addition to completing the preparation of the teacher planning, which is class journal, class Guardian journal and Teacher Journal.

Some programs planned by state Junior High School 26 Malang adapted to several character values that can be seen in the table below.

**Table 4.1 Program Planned**

No.	Character Value	Name of activity	Person in charge	Time
1	Religious	Love Al Quran Movement	a. The Vice Principal of Studentship b. Religion teacher	Tuesday - Friday at 06.45 - 07.00
		The Asmaul Husna	a. The Vice Principal of Studentship b. Religion teacher c. All Teachers (Muslims)	Tuesday - Friday at 06.45 - 07.00
		Sholat Fardhu	a. The Vice Principal of Studentship b. Religion teacher All Teachers (Muslims)	Break to 2 at 11:11 a.m. (Dhuhur prayer time) and 02:30a.m. (Asr prayer time)
		Students who are non- Muslim (Christians) are used to praying and worshipping	a. Religion teacher b. PAK teacher c. Christian teacher	06.45-07.00
		Commemoration of the Great Day	a. Religion teacher b. The Vice Principal	During the Great Day of Religion

		of Religion	of Curriculum	
2	Nationalist	Regular ceremonies Monday and national holidays	a. Student Affairs b. Ceremony officer	Every Monday and national day
		Movement Singnational songs and folk songs	All teachers	Monday to Friday during lesson hours (face to face)
		Movement to love Indonesian food	a. Homework b. Canteen Officer c. All teachers	Monday to Friday during breaks
		Movement to use domestic products	All student, teacher and guardians of students	At school hours starting from 06.45 – 17.00 from Monday – Friday
		Decorate the class with the cultural themes of each province in Indonesia	All students and teacher rooms and guardians of students	Saturday and Sunday or outside the learning time.

Source: Documentation from the administrative unit in Smp Negeri 26 Malang

From observation results, the planned activities program can support in enhancing the value of students ' character especially on religious and nationalist character values. Some programs planned to increase the value of students ' religious character namely the congregation, praying in the morning for students and teachers who are non Muslim and activities of religious great day.

As for the value of the nationalist character some of the activities planned such as, the flag ceremony that is carried out regularly every Monday morning, the activity of singing national songs and local songs, the movement loves

typical Indonesian food, The movement uses domestic products and the class decorate activities of each province theme in Indonesia. In each activity also have a charge during the implementation of each activity.

## **2. The Implementation of Full Day School to Develop Students ' Character (Religious and Nationalist) at Junior High School 26 Malang**

From the research observation, the implementation of Full Day School to improve the character of students especially on the value of religious and nationalist character in state Junior High School 26 Malang has been realized with the activities that have been implemented in accordance Character values that will be implanted to all students.

In the implementation of Full Day School in state Junior High School 26 Malang was applied since the Minister of Education and Culture, Mr. Muhadjir Effendy created the Full Day School program. As explained by Mrs. Umi.

“Jadi yaa sejak rame-ramenya Full Day School itu disini menerapkan mbak...”<sup>45</sup>

So, since the beginning of the establishment and the operation state Junior High School 26 Malang of already implemented the Full Day School system which initially aims to support the 2013 curriculum applied in state Junior High School 26 Malang.

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<sup>45</sup> Interview with Mrs. Umi The Vice Principal Curriculum of state Junior High School 26 Malang at April 29<sup>nd</sup> 2019

To implementation of the program for the purpose of developing students' character several strategies were implemented in SMP Negeri 26 Malang which is summarized in the table below.

Table 4.2 Strategy of Program

No.	Character Value	Name of activity	Activity Strategy
1	Religious	Love Al Quran Movement	<ul style="list-style-type: none"> <li>a. Students entering the class at 6:45 a.m. is already in the ablution condition from home</li> <li>b. Al-Quran reading and ending with a prayer, starting from the audio center then all students mimic/listen in each class</li> </ul>
		The Asmaul Husna	The reading of the Asmaul Husna before the recitation of the Koran starts from the central audio room then all students mimic/listen in each class
		Sholat Fardhu	Prayers in the Dhuhur congregation and Asr in the School Mosque which is taught by capable teachers/students
		Students who are non-Muslim (Christians) are used to praying and worshiping	Students who are non-Muslim (Christians) are used to praying and worshiping in the morning with the teacher alternately
		Commemoration of the Great Day of Religion	Every Muslim and Non-Muslim Day
2	Nationalist	Regular ceremonies Monday and national holidays	Students and teachers and employees carry out the ceremony
		Movement Sing national songs and folk songs	Students sing national songs and folk songs at the time of learning with the teacher at the time of Learning time (Introduction / Core activities / Closing)

	A movement to love Indonesian food	<p>a. Students buy food in the school canteen, all of which are typical Indonesian food</p> <p>b. Students bring supplies from home to Indonesian specialties</p>
	A movement to use domestic products	Students always use domestic products (jackets, shoes, bags, etc.)
	Decorate the class with the cultural themes of each province in Indonesia	-

Source: Documentation from the administrative unit in Smp Negeri 26 Malang

In the implementation of the strategy activities above, state Junior High School 26 Malang already implemented according to the value of the character to be implanted to the students so that the activities carried out can stimulate the students to increase the value of the student character especially on religious and nationalist character values. But in the implementation still has some obstacles that can inhibit the implementation of activities. When the activities of the Love Movement Quran and Asmaul Husna Some students who have not had *wudhu* because students are not accustomed to keep ablutions when departing to school and limited mentors pray but then followed up With the coaching to the lazy students for *wudhu* and the establishment of a guiding schedule for prayer readings in the morning.

In the implementation of obligatory prayers in congregation, some son students hid and the daughter's students were sometimes dishonest in the

period of menstruation and followed up by restructured Imtaq, the prayer attendance with the class and coaching from a religious teacher. While the constraints for non-Muslim students in the morning, evangelists who teach in some places and then are followed up by providing a steady guiding personnel.

In the implementation of the big day religion formed coordinator and committee that mature to make the implementation of activities can run effectively.

While the activity to increase the value of nationalist character has some obstacles that are almost the same, that is, lack of consciousness of students in nationalistic psyche, such as jokingly during ceremonies and not memorized with the lyrics of national and local songs. No provision and no breakfast in the morning, using foreign products, and lazing during the implementation of class decorating activities. But the above constraints are followed up by the enforcement of sanctions point for students who are not orderly during ceremonies and not disciplined when singing national and regional songs.

Conducting coaching with the parents so that the students bring their supplies to school and breakfast each morning and use domestic products. In accordance with the focus of research, observation results and interviews development of religious and nationalist character values will be described as follows;

### a. Religious activities

The application of character values in Junior High School 26 Malang has been running quite well. Some of the activities that are already applied in the school encourage students to improve their good character values in students. Some of the activities that stimulate students to increase the value of religious characters are reading *Asmaul Husna* and Al-Quran which are guided by teachers or students who are tasked with using school speakers media, so that in every class is provided Al-Quran is kept in the closet of each class. Especially for Friday, when reading the Qur'an that usually reads a sheet of Quran replaced by reading Surat Yasin.



Figure 4.1 Activities in the morning

In addition there is a prayer activity in the congregation praying *Dhuhur* together with the teacher. Other religious activities such as *istighosah* and *Khatmah Al-Quran* are also implemented when Class 9 will face the national exam. And strengthened with the results of the interview with Mrs. Galih.

“ Jadi masuknya jam 06.45 diawali dengan membaca *Asmaul Husna* dan Al-Quran setiap hari yang dipandu oleh guru atau siswa-siswi yang bertugas

lewat speaker sekolah. Guru-guru juga senang dengan penerapan kegiatan ini, dengan begitu karena setiap hari dibaca sehingga guru-guru yang awalnya belum hafal Asmaul Husna bisa menghafal Asmaul Husna. Saat hari jumat pembacaan Al-Quran diganti dengan membaca Surat Yasin bersama yang juga masih dipandu lewat speaker sekolah. Selain itu ada sholat berjamaah dhuhur di masjid sekolah. Ada juga mbak, kegiatan berdoa bersama dan istigosah bersama waktu kelas 9 akan menghadapi ujian nasional.”<sup>46</sup>



4.2 Pictures shaking hands of students with teachers

Based on the observation, in the morning before entering the student class with a female teacher and a student who is *salim* with a male teacher, and recommended every students already have *wudhu* because before learning begins students Read the Quran together.

When praying together of students with male and female teachers in together with the teachers of women. When the prayers of together completed students must face to the parents of each class for attendance and for students who are unable to pray must bring a certificate from parents who know that

<sup>46</sup> Interview with Mrs.Galih theacher of social science in state Junior High School 26 Malang at April 11<sup>st</sup> 2019



the student is being unable to pray. And strengthened by the explanation of

Mrs. Dini

“ Disini mungkin ga semua sekolah negeri seperti ini mbak, yang perempuan bersalaman dengan perempuan yang laki-laki bersalaman dengan laki laki. Kalo yang perempuan mau salim dengan bapak guru yaa gapapa kalo siang, tapi kalo pagi semua harus punya wudhu ya ada ngaji itu lo, itu satu pendidikan karakter kalo dulu ga ada sekolah ngaji, kalo ngaji itu saya kan baca penelitian, jadi syaraf yang ada di otak itu nyambung, kalo nyambung belajar itu jadi mudah, banyak penelitain seperti itu.”<sup>47</sup>

Besides, Mrs. Umi also added

““ Kalo kegiatan religiusnya ya sholat berjamaah, ngaji Al-Quran juga ada peringatan hari besar Islam itu mbak.”<sup>48</sup>

#### **b. Nationalist activities**

For the application of character tilapia in the state Junior high School 26 Malang has been implemented since the beginning of the school in accordance with the curriculum that has been applied then the 2013 curriculum that integrates in the application of character education. Like the opinions of Mrs. Dini.

“Yaah karakter menurut saya ada karakter yang baik dan yang tidak baik, tapi karakter yang dimaksud dalam kurikulum 2013 itu kan karakter yang baik-baik seperti religius, disiplin, kerja sama dan gotong royong kan gitu.”<sup>49</sup>

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<sup>47</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

<sup>48</sup> Interview with Mrs. Umi The Vice Principal Curriculum of state Junior High School 26 Malang at April 29<sup>nd</sup> 2019

<sup>49</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

The implementation of nationalist character values in state Junior High School 26 Malang is one of the activities of ceremonies every Monday morning, literacy activities after praying, and activities GSF (Green School Festival) involving students, teachers and parents. According to the explanation of Mrs. Galih.

“Kalo untuk nilai karakter nasionalisnya ya upacara itu setiap senin pagi, dan setelah berdoa itu ada kegiatan literasi. Dulu juga pernah ada kegiatan GSF (Green School Festival), Saat itu siswa, guru dan wali murid bergotong royong untuk berlomba menghias kelas dan halaman depan kelas, ada juga yang membuat mural di dinding sekolah sesuai dengan tema yang sudah diberikan, waktu itu temanya kita ambil nusantara, sehingga setiap kelas menggambarkan daerah-daerah yang berbeda sesuai dengan tema yang didapat.”<sup>50</sup>



4.3 Pictures of GFS Program

To apply the value of nationalistic character in Junior High School 26 Malang. There are regular ceremony activities every Monday morning, scout and Paskibra that enter as an extracurricular in school. Amplified with explanation from Mrs.Dini

<sup>50</sup> Interview with Mrs.Galih theacher of social science in state Junior High School 26 Malang at April 11<sup>st</sup> 2019

“Naah kalo yang nilai karakter nasionalis yaa upacara itu mbak, ada kepramukaan ada juga paskibra.”<sup>51</sup>



4.4 Picture of flag ceremony activities

According to Novita and Livia, students at state Junior High School 26 Malang argue

“ Kalo religius itu yaa Ngaji setiap pagi, terus sholat dhuhur, terus kalo pulang sekolah hari jumat itu ada BTQ buat kelas 8 kalo kelas 7 Pramuka, kalo nilai nasionalisnya itu upacara mbak.”<sup>52</sup>

The nationalist value of character is also tucked into learning in a classroom that is already one of the indicators in lesson plan . For example, when a student does not use *Hasduk* correctly and does not wear a under heaven then the teacher will rebuke to advise the student in violation. Another example, before the learning began to have a song in Indonesia Raya and first respect that applied during the course of Citizenship. According to the opinion of Mrs. Galih and Silvia One of the students at state Junior High School 26 Malang.

<sup>51</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

<sup>52</sup> Interview with Novita and Livia Student of state Junior High School 26 Malang at Mei 10<sup>st</sup> 2019

“ Ya kalo nilai karakter yang didalam kelas ya saya selipkan mbak, misalkan ada anak yang tidak menggukan hasduk dengan benar, maka akan saya tegur dan nasehati, karena itu sama dengan tidak menghargai pahlawan yang sudah berjuang dulu.” Menurut Bu Galih<sup>53</sup> By Mrs. Galih

“ Kalo waktu pelajaran PKN itu sebelum belajar kita nyanyi lagu Indonesia Raya terlebih dahulu, terus habis itu hormat.” According to Silvia one of student in state Junior High School 26 Malang.<sup>54</sup>

### C. Negative and positive impact of Full Day School system

In the application of Full Day School There are certain negative and positive impacts received by teachers and students. Based on the results of the observation, some of the positive impacts received by teachers and students are, teachers can spend time with family and Sundays to walk with family. Not only teachers, students can also have more time together with the family because many of the parents who work from Monday to Friday such as an employee who has less time with the family because of the afternoon, when returning home because it has been Tired so there is no time for children. So that with the Full Day School set up parents also teachers have more time with the family that is Saturday and Sunday that can be used to draw closer to the family and have more time intensity with the child.

Strengthened by the opinions of the school principal and teachers of the class Mrs. Dini and Mrs. Galih.

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<sup>53</sup> Interview with Mrs.Galih teacher of social science of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

<sup>54</sup> Interview with Silvia Student of state Junior High School 26 Malang at Mei 10<sup>st</sup> 2019

“Kalo untuk saya pribadi mbak, Full Day School itu sangat menguntungkan, karena guru bisa menghabiskan waktu bersama keluarga. Hari sabtu saya jadi ibu rumah tangga dan hari minggu saya buat untuk jalan-jalan bersama keluarga.”. According to the opinion of Mrs. Galih.<sup>55</sup>

The emphasised Mrs. Dini said

“Orang tua itu bekerja dari senin hingga jumat, sabtu minggu untuk istirahat, naah sabtu minggu itu memang orang tua harus dekat dengan anaknya, biasanya orang-orang apakah itu buruh, pegawai kalo udah sampai rumah capek, ga ada waktu buat anak-anak. Naah sabtu minggu itu tadi diharapkan waktu intensitas untuk anak-anak, apakah jalan-jalan ke perpustakaan, atau rekreasi keluarga. Kalo saya setuju aja siih untuk program Full Day School.”<sup>56</sup>

According to the observation results, the negative impact of the Full Day School implementation is that students feel tired, sometimes they still get homework to be completed, because they know that the Full Day School is also anticipated For the students not to get homework. In addition, they also have a little time if they want to pay in the *TPQ* because they are tired of school all day long.

According to the opinions of Mrs. Galih and Novita student of class 8A.

“Untuk saya kurang senang karena untuk anak yang akan mengaji di *TPQ* kurang, karena datang mereka sudah capek.”.According to Bu Galih's opinion

“Capek mbak, soalnya kita juga pulang sampe sore, kadang kita juga masih diberi pekerjaan rumah sama guru, merangkum banyak mbak.”.According to Novita class 8A.

<sup>55</sup> Interview with Mrs.Galih teacher of social science of state Junior High School 26 Malang at Mei 11<sup>st</sup> 2019

<sup>56</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at Mei 11<sup>st</sup> 2019

In the application of Full Day School should have been no provision of homework for students, and previously had been completed with the parents, if the morning students must first breakfast at home and for daytime students can eat lunch or buy in the cafeteria. But in its application, many students do not follow the rules so that during the day students are less concentrated and weak as they follow the learning in the classroom. As explained by Mrs. Galih

“ Untuk saya, jika siswa mengikuti aturan alokasi waktu pembelajaran saya maka mereka tidak ada pr karena siswa mengerjakan disekolah, namun jika belum tuntas maka mereka mengerjakan dirumah, sehingga yang membuat ada pr itu siswa sendiri. Kecuali beberapa materi yang memang butuh sumber belajar lebih seperti internet, saya akan mengabarkan pada wali murid memang ada pr yang membutuhkan internet. Dan sebelumnya juga sudah dirapatkan dengan wali murid, jika pagi siswa sarapan dirumah, siang boleh membawa bekal atau jajan dikantin. Namun ada anak-anak yang tidak mengikuti pembelajaran di siang hari hingga sore hari itu lemes dan kurang konsentrasi dalam pelaksanaan pembelajaran.”<sup>57</sup>

### **3. The Evaluation of Full Day School to Develop Students ' Character (Religious and Nationalist) at state Junior High School 26 Malang**

According to the observation, Full Day School program that has been applied in public schools has not been carried out to the fullest, only shifting time of study from Monday to Saturday to Monday to Friday. The planting of character values that is also one of the objectives of the Full Day School program is still shallow, because of the readiness of Full Day School in a public school that is still lacking, such as funds, infrastructure, and the

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<sup>57</sup> Interview with Mrs. Galih teacher of social science of state Junior High School 26 Malang at Mei 24<sup>nd</sup> 2019

number of students is quite a lot. One example, if the Full Day School was lunch and lunch, which was prepared by the school, but at state Junior High School 26 Malang is still not implementing it, so students bring their own provisions to the school or buy in the school cafeteria that has been provided.

While in the application of character values in the students are still not able to form the character of each student, because in state junior high school 26 Malang is still prone to learning activities and the application of educating for the character of students is still lacking. As explained by Mrs. Umi

“ Full Day School itu sebagai sarana untuk mengembangkan budi pekerti akhlaq mulia, namun implementasinya masih belum terlaksana secara maksimal, masih cenderung hanya menggeser jam belajar hari sabtu itu diratakan di lima hari itu, kalo di sekolah swasta yang sudah menerapkan Full Day School terlebih dahulu itu yaa sabtu mereka ga libur, kalo kita kan libur. Kalo kaitannya dengan nilai karakter, menurut saya masih belum maksimal ya mbak, karena memang kesiapannya kurang.. entah itu dari dana, infrastruktur.. kalo Full Day School yang sudah diterapkan di sekolah swasta itu mereka ada jam makan siang dan sudah disiapkan dari sekolah, sedangkan kita masih belum. Kalo untuk PPKnya disini masih dangkal mbak, karena disini guru-guru masih cenderung mengajar siswa lewat KBM daripada mendidik.”<sup>58</sup>

The implementation of religious values in state Junior High School 26 Malang is supported by several religious activities that can help increase the value of students ' religious character. The implementation in state Junior High School 26 Malang is good, because students who have already performed the prayers in congregation must meet the parents of each class to do attendance. While the students who are absent for prayer must bring a

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<sup>58</sup> Interview with Mrs.Umi The Vice Principal of Curriculum of state Junior High School 26 Malang at Mei 24<sup>nd</sup> 2019

statement from parents that the students are actually being absent. In addition, in the early morning recitation of *Asmaul Husna* and verses of the Qur'an the students must be read accompanied by the teacher.

To implement the value of a nationalist character one of the ceremonies is the ceremony. When the students ceremony is better, if students are late for about 19 students, but now only a few students are late. The color discipline of the shoe that required the whole black, all students of class VII and VIII is good, only a class that some children still wear colored shoes.

#### **a. Evaluation during learning**

Evaluation for the value of the student character especially for religious and nationalist values is done by teachers when outside learning and in learning. Assessment of the student's character values can be obtained from class journals, teacher journals and student order books. Especially for the value of religious character, can also be obtained from the attendance of congregational prayers held by the guardians of each class.

In strength with the opinions of Mrs. Galih

“ Kalo nilai karakter yang religius, saya ambilnya ya dari hasil rekapan absensi sholat fardhu dhuhur berjamaah itu mbak, kalo nilai yang lain-lainnya saya ambil dari jurnal kelas, jurnal guru biasanya juga ketambahan dari guru tata tertib.”<sup>59</sup>

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<sup>59</sup> Interview with Mrs. Galih teacher of social science of state Junior High School 26 Malang at Mei 24<sup>nd</sup> 2019



### **b. Weekly Evaluation**

From the result, weekly evaluation is held every Friday after school with the principal, which coordinates with the class guardian, counseling guidance, order and the father/mother of the teacher, all of which each teacher has a record For each student. In the evaluation of the children who are often late, children who have a point of violation of the code of Conduct that is recorded in the book of each student's order and the results of the recourse are formulated by the class.

That is strengthened by the explanation of Mrs. Dini:

“Anak-anak itu kadang kalo wali kelasnya tak terjun disitu agak mengabaikan karena yang mencatat itu wali kelas katika wali kelas itu full ya sudah full. Jadi dulu kita mencari sumbernya, akhirnya kita menemukan formula, oh berarti wali kelasnya yang harus mencatat. Sebelum kita pake wali kelas itu sedikit, sekarang itu sampe ke belakang teras masjid. Sekarang, begitu wali kelas datang full sudaah.. full sampe laki-laki dan perempuan full. Jadi penghambatnya cuman anak-anak yang takut sama wali kelas karena orang tua dikelas ya wali kelas. Terus upacara itu sikapnya, keterlambatannya, dulu anak terlambat sampai 19-20 anak sekarang tidak, paling yang terlambat ya itu itu aja. Terus sepatu bawahnya putih, kan ga boleh. Kalo kelas 7 dan 8 sudah bagus item semua. Kalo kelas 9 itu yang mentag-mentang mau lulus, padahal kan masih belum lulus.”<sup>60</sup>

### **c. Semester and Yearly Evaluation**

The annual evaluation is carried out after the end of an even semester exam. For the implementation of the semester or annual evaluation of the class, coordinating with the Code of conduct, counseling teachers, teacher Imtaq and other teachers to collect the assessment that each teacher has for each student. According to the explanation of Mrs. Galih.

<sup>60</sup> Interview with Mrs.Dini The Principal of state Junior High School 26 Malang at April 11<sup>st</sup> 2019

“Yaa kalo evaluasi akhir itu waktu rapotan semesteran mbak, sama kayak mingguan nanti itu sekalian penilaian akademiknya dari guru-guru, BK, tatib juga. Kalo guru-guru itu kan punya jurnal buat catat aktifitas siswa dan tambahan kalo ada siswa yang melanggar.”<sup>61</sup>

After learning, teachers write students who interfere with learning in class or outside of class in teacher journals and when weekly evaluations will be reported to student guardians. While the weekly evaluation of each teacher's subjects, the teachers' order of conduct and counseling teachers gave a report to the student's parents who would then be the record of each student, and once a month on Monday morning the class of Guardians would enter and report evaluation results to students to ensure the violations of students and give advice and motivation to students

After the annual evaluation meeting of the teacher's subjects, the teachers of the order, and the teacher counseling teachers submit the return of grades and the student records to each parent of the class which will be a special record for each student in the form of a semester report.

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<sup>61</sup> Interview with Mrs. Galih teacher of social science of state Junior High School 26 Malang at Mei 24<sup>nd</sup> 2019

## CHAPTER V

### DISCUSSION

In this study has three research focuses to be discussed, including the planning of Full Day School to increase the value of students ' character (religious and nationalist), the implementation of Full Day School activities to increase the character value Students (religious and nationalist) and evaluation of Full Day School activities to increase the value of students ' character (religious and nationalist). In this chapter will be explained the results of the research associated with the theory related to the focus of research.

#### **A. The Plan of Full Day School to Develop Students ' Character (Religious and Nationalist) At state Junior high School 26 Malang**

Education planning occupies a strategic position in the implementation of education. By planning will provide clarity of direction, so that the business management will be implemented effectively.<sup>62</sup> In the implementation of Full Day School Program planning, the readiness of infrastructure and teachers and students must be balanced. Therefore In implementing the Full Day School program, it is necessary to consider various considerations such as:

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<sup>62</sup> Udin Saefudin Su'ud dan Abin Syamsudin Makmun, *Perencanaan Pendidikan* (Bandung:PT Remaja Kosdakrya dengan program pascasarjana universitas pendidikan Indonesia, 2006) pg 46

- 1) Readiness or availability of facilities and infrastructure and physical readiness
- 2) School Management pattern
- 3) The implementation of learning features active, creative, effective and fun learning
- 4) Understand the influence of students ' learning patterns and lifestyle changes
- 5) Socializing with parents and society<sup>63</sup>

From observation and planning interviews to Full Day School system implementation, state Junior High School 26 Malang been socializing during the early years of learning about Full Day School system so that students are ready to perform learning from scratch. Learning to the end. Strengthened by the opinion of Jamal Ma'mur Asmani in his book Full Day School explains if the implications of the Full Day School need to pay attention to the students ' comfort in classroom learning and the parents and surrounding communities to trust Schools in maximizing the potential that students have and making learning time effective. Therefore, there needs to be socialization to parents and the community in order to be harmony in developing students ' potential through Full Day School program.<sup>64</sup>

The teacher also compiled the plan of learning in accordance with the 2013 curriculum that supports the implementation of Full Day School as well as activities programs that can support the development of student character values.

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<sup>63</sup> Jamal Ma'Mur Asmani, *Full Day School* (Yogyakarta:Ar-Ruzz Media, 2017)page 53

<sup>64</sup> *Ibid*, 53

In order to improve the student's character, religious aspects need to be maximally implanted. The planting of these character values is the responsibility of parents and school. While there can be several strategies to cultivate religious values in schools, including power strategy that can be done by people who have power, such as principal or Head of Foundation, the second strategy namely into strategy that is run through the environment and the school community and surrounding communities to participate in the culture of religious value, the last strategy is normative reductive is the norm of society combined with Education that will change the paradigm of thinking society.

In the observation, the school uses a power strategy in planning Full Day School by creating programs that can improve the students ' religious character.<sup>65</sup> Some programs planned by the school to increase the value of students ' religious character include:

1. Quran Love Movement
2. The habituation of Asmaul Husna Reading
3. Prayer Obligatory Congregation
4. Morning praying for non-Muslim students and teachers
5. The commemoration of the religious great day

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<sup>65</sup> Ngainun Naim, *Character Building*(Jogjakarta:Ar-Ruzz Media: 2012)hal 131-132

As for planting the value of the students ' nationalist character is needed today with increasingly uncontrollable globalization. The national spirit is also a nationalist value that students need to have to confirm significance as citizens. To increase the value of the nationalist character, the school has programs including:

1. The routine activity of the flag ceremony every Monday morning
2. Movement singing national songs and regional songs
3. The movement loves Indonesian specialties
4. Movement using domestic products
5. Decorate classes with each province's cultural theme

In strengthening the value of religious and nationalist characters will strengthen the foundation of faith and love of homeland students so that students have a strong filter in facing the change of the world that runs rapidly. A religious curriculum that must be prioritized by Full Day School as a foothold thinking, stepping and making decisions in the face of problems relating to the association, Technology, Culture, economics, global information media, Widespread liberalism.<sup>66</sup>

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<sup>66</sup> *Ibid*, 104

## **B. The Implementation of Full Day School to Develop Students ' Character (Religious and Nationalist) At state Junior high School 26 Malang**

Full Day School aims to improve the achievement of educational and learning objectives, including through the enrichment and deepening of the learning materials in accordance with the prescribed curriculum and good habituation of life.<sup>67</sup>

According to Sulistyaningsih, Full Day School is a full-day school from 08.00 – 15.00 for the maturation of humans (students) through teaching and training in schools for a full day that is different from school in general.<sup>68</sup> But in the implementation of the Full Day School admission is still like the half-day school of 07.00, so that students spend time in school for approximately 9 hours. This makes for a less-than-good impact on students. Students often complain tired because learning activities in school are very long, while after school some students are still required to pay for the Koran or tutoring. In addition to the discourse about Full Day School, there are no more tasks to be done at home. But in the implementation, some students argue that there are still some teachers who give tasks to be done at homes such as summarizing the book package or other tasks.

To maximize the character's value implementation, there are strategies and approaches that include

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<sup>67</sup> *Ibid*, 52

<sup>68</sup> **Sulistyaningsih, Wiwik. 2008.***Sekolah Full Day Dan Optimalisasi Perkembangan Anak* (Yogyakarta: Paradigma Indonesia)page 59

1. Integrating values and ethics in each lesson
2. Internalization of positive values instilled in all school citizens
3. Habituation and Training
4. Sampling/Exemplary
5. Creating character atmosphere at school
6. Culture

With the integration of values and ethics in each lesson will help students more easily increase the value of the character and ethics that students are not aware of the students who are supported by the internalization of positive value by the school citizen and of habituation and transparency supported by the activities and guidance of the class guardian and the accompanying teacher.<sup>69</sup>

From the results of the research, the value of a religious and nationalist character is implemented through habituation activities that have been programmed by the school that can be seen in the table below.

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<sup>69</sup> Agus Zaenul Fitri, *Pendidikan Karakter berbasis nilai dan etika di sekolah* (Jogjakarta: Ar Ruzz Media, 2012)page 45-46



No	Character	Strategy of Program	Program of Activities
1	Religious	Quran Love Movement	<p>a. Learners enter the class at 06.45 already in a condition of <i>Wudhu</i> from the house</p> <p>b. Recitation of Al-Quran by 1-sheet and ended by prayer, starting from the audio central room then all learners impersonate or follow-up in each class</p>
		Asmaul Husna	The recitation of Asmaul Husna before the recitation of the Qur'an starts from the central audio room then all learners impersonate each class
		Fardhu Prayer	Prayer in Congregation of Dhuhur and Ashar in the school Mosque which is encouraged by teachers/students who are able to
		Non-Muslim students (Christians) are accustomed to praying and praying	Non-Muslim students (Christians) are accustomed to praying and praying in the day with the teacher alternately

		Religious Great Day Memorial	Every big Muslim and Non-Muslim Day
2	Nationalist	The regular ceremony of Monday and major national days	Students with teachers and employees perform
		Movement sings national songs and regional songs	Learners sing national songs and local songs at the time of their study with teachers during KBM (introductory/core activities/covers)
		The movement loves Indonesian specialties	a. Students buy food in the school cafeteria that all meals are Indonesian specialties b. The learners bring a dish from the home of Indonesian specialties
		Movement using domestic products	Learners always use domestic products (jackets, shoes, bags, etc)
		Decorate your class with the cultural theme of each province in Indonesia	

Source: Documentation from administration unit at Junior High School 26 Malang

From the observation, some obstacles occurred during the execution of reading of the letter of the Quran and Asmaul Husna There are still some students who do not speak themselves with a bench, while the implementation of the obligatory prayers still lack of control of Teachers, because the obligatory prayers are carried out alternately so that the students who have already performed prayers are wandering in the school environment or eating in the school cafeteria.

Full Day School learners can multiply knowledge and deepen skills in the schools. In addition, students are also spared from the negative influences that can occur in his social environment while in school the students ' activities remain in the supervision of teachers and school citizens when not in parental supervision. In observation, researchers see the facilities and infrastructures needed are fulfilled, but in the implementation is still less maximum, seen from some activities that have constraints in their implementation. To weaver the value of the students ' character is still very shallow, because in the practice teachers are more likely to teach through learning in the classroom than educating. So that learners feel bored for too long to learn that will have an impact on the lack of student focus when following their next learning.

**C. The Evaluation of Full Day School to Develop Students' Character (Religious and Nationalist) At state Junior high School 26 Malang**

The evaluation was conducted in learning by the teacher of the subjects and the class guardians. As the teacher progresses the learning activities in the teacher's journal, so that when a student interferes with the teacher's class of learning will record the student in a teacher journal which is later every week on Friday Afterschool will be evaluated with the principal, the teacher of the school, the teachers of conduct and counseling teachers and the class of trustees.

In the weekly evaluation, the class of Guardians will receive remission of violations and student activities from the teacher's subjects, teachers of conduct and counseling teachers. While the class will conduct the evaluation and coaching with students who interfere with the learning and the students who do the offense.

At the end of the term, the class of trustees will coordinate with the teacher of subjects, teachers of conduct and counseling teachers to evaluate a semester about the attitudes and academic values of students who will be directed by each class.

## CHAPTER VI

### CLOSING

#### A. CONCLUSION

Based on the findings, researchers can draw conclusions as follows:

1. Planning in the implementation of Full Day School to increase the character value of students in state Junior High School 26 Malang, can be seen from the journal class, teacher journal and book *Imtaq*. In addition, some programs are planned to support the Full Day School program aimed at enhancing the character of students such as, the Quran love Movement, the habituation of *Asmaul Husna* reading, obligatory prayers in congregation, praying morning activities For non-Muslim students and teachers, religious great day memorial. As for increasing the value of the nationalistic character of the students, the school has programs such as: Routine activities flag ceremony every Monday morning, movement singing national songs and regional songs, movement loves Indonesian specialties, movement Using domestic products, decorate the class with the cultural theme of each province.

2. In the implementation of Full Day School to increase the character value of the students, state Junior High School 26 Malang implementing the program that has been planned. The activities students are already with the condition of Wudoo ' from the house, read Al Quran one page, pray together with the teacher, celebrate the great day of religions for religious character and performing Monday and National Day

ceremonies, singing national and regional songs, bringing Indonesian food from home and using domestic products. But in the application of planting character values in learners is still lacking, because of lack of readiness from the school so that the implementation of full day school that aims to increase the value of students ' character is considered not effective.

3. The Evaluation of Full Day School to Develop Students' Character (Religious and Nationalist) At state Junior high School 26 Malang carried out during the study, once a week and every semester and end of the year with the coordination of the principal, the deputy principal of the curriculum section, the class Guardian, counseling teachers, teachers of conduct and the teacher of the subjects will be collected on each class Guardian

## **B. SUGGESTION**

1. Teachers have more innovation in learning so students not feel bored and tired so can improve student learning focus
2. State Junior High School 26 Malang to continuously improve the character values of religious students and add activities to increase the value of the students ' nationalist character
3. The next researcher can further deepen the focus of research about full day school in State Junior School 26 Malang to improve student character

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# APPENDIX

APPENDIX 1<sup>st</sup>

Interview Transcript



## TRANSKIP WAWANCARA

### A. Wawancara Kepala Sekolah

Informan : Dra. Srijatun, S.Pd.MM dan **Dra.Pancayani Dinihari,M.Pd**

Jabatan : Kepala Sekolah

Tempat :Ruang Kepala Sekolah

1. Apa pendidikan karakter menurut ibu?
2. Bagaimana pendapat ibu mengenai program Full Day School?
3. Bagaimana perencanaan untuk penerapan program Full Day School untuk meningkatkan nilai karakter siswa?
4. Bagaimana ibu mensosialisasikan perencanaan yang sudah dibuat kepada orang tua dan guru?
5. Bagaimana penerapan nilai karakter religius dan nasionalis di Smp Negeri 26 Malang?
6. Apa saja faktor pendorong dan penghambat dalam pelaksanaan kegiatan untuk meningkatkan nilai karakter religius dan nasionalis siswa?
7. Bagaimana mengukur keberhasilan dari penerapan Full Day School untuk meningkatkan nilai karakter religius dan nasionalis siswa?

#### **Dra. Srijatun, S.Pd.MM**

1. Yang diarahkan untuk pemebentukan karakter siswa dan menjadi salah satu tujuan pendidikan di Kota Malang
2. Bagus, tapi tidak bisa diterapkan disemua sekolah. Hanya sekolah-sekolah dengan fasilitas yang mendukung karena tidak semua sekolah idealis
3. Perencanaan itu perlu mbak, jadi kita buat beberapa tim yang nantinya akan dibagi tugas. Ada yang bagian mengurus jadwal kegiatan, ada yang bagian mengurus pembagian pendampingan ada juga yang mengurus kegiatan apa saja

yang akan dilaksanakan di sekolah sesuai dengan nilai karakter yang akan dikembangkan di sekolah

4. Rapat dan koordinasi dengan seluruh guru dan mensosialisasikan saat awal pertemuan dengan wali murid melalui rapat wali murid
5. Sholat berjamaah, membaca asmaul husna, membaca alquran
6. Penghambat dilihat dari perlengkapannya mbak, kalo fasilitas dan prasarana sudah siap ya kita jalanin kegiatannya dulu kalo emang ada kendala kita evaluasi
7. Kegiatan itu berjalan sesuai dengan tujuan kita apa ndak mbak, kalo emang masih belum maka kita evaluasi sampai nanti kegiatan itu bisa berjalan dengan baik

**Dra.Pancayani Dinihari,M.Pd**

1. Pendidikan Karakter ialah budi pekerti yang harus dilakukan setiap hari sebagai pembiasaan baik, yang memang diterapkan di Kota Malang dan dijadikan simbol Kota Malang yang memang Berkarakter. Yang bertujuan untuk mendidik anak tentang ketaatan, kedisiplinan, religiusnya dan kekeluargaan supaya bisa lebih dekat dengan orang tua
2. Sebenarnya Full Day School itu gini mbak, riwayatnya seperti sekolah-sekolah swasta yang sudah maju. Jadi senin-jumat pembelajaran efektif, hari sabtunya untuk ekstrakurikuler, olahraga. Karena kita itu, sebagai orang tua bekerja dari hari senin hingga jumat dan sabtu minggu istirahat, nah untuk sabtu dan minggu orang tua memang harus dekat dengan anaknya karena biasanya orang tua yang bekerja seperti buruh ataupun pegawai itu setelah pulang kerja capek dan ga ada waktu untuk anak-anak. Diharapkan hari sabtu dan minggu intensitas untuk anak-anak apakah itu jalan-jalan, rekreasi keluarga
3. Kita disini sejak awal udah melaksanakan kegiatan yang bisa membangun karakter siswa, jadi sebelum ada full day school kita sudah berjamaah sholat dhuhur, membaca al-quran
4. Rapat dan koordinasi dengan seluruh guru dan mensosialisasikan saat awal pertemuan dengan wali murid melalui rapat wali murid

5. Disini mungkin ga semua sekolah negeri seperti ini mbak, yang perempuan bersalaman dengan perempuan yang laki-laki bersalaman dengan laki laki. Kalo yang perempuan mau salim dengan bapak guru yaa gapapa kalo siang, tapi kalo pagi semua harus punya wudhu ya ada ngaji itu lo, itu satu pendidikan karakter kalo dulu ga ada sekolah ngaji, kalo ngaji itu saya kan baca penelitian, jadi syaraf yang ada di otak itu nyambung, kalo nyambung belajar itu jadi mudah, banyak penelitin seperti itu
6. Kadang mereka sedikit mengabaikan peraturan mbak, kurang peduli tapi sekarang udah mendingan mbak, kita setiapminggu melakukan evaluasi untuk setiap kegiatan.
7. Anak-anak itu kadang kalo wali kelasnya tak terjun disitu agak mengabaikan karena yang mencatat itu wali kelas katika wali kelas itu full ya sudah full. Jadi dulu kita mencari sumbernya, akhirnya kita menemukan formula, oh berarti wali kelasnya yang harus mencatat. Sebelum kita pake wali kelas itu sedikit, sekarang itu sampe ke belakang teras masjid. Sekarang, begitu wali kelas datang full sudaah.. full sampe laki-laki dan perempuan full. Jadi penghambatnya cuman anak-anak yang takut sama wali kelas karena orang tua dikelas ya wali kelas. Terus upacara itu sikapnya, keterlambatannya, dulu anak terlambat sampai 19-20 anak sekarang tidak, paling yang terlambat ya itu itu aja. Terus sepatu bawahnya putih, kan ga boleh. Kalo kelas 7 dan 8 sudah bagus item semua. Kalo kelas 9 itu yang mentag-mentang mau lulus, padahal kan masih belum lulus

## B. Wawancara Waka Kurikulum

Informan : Umi Kulsum,S.pd  
Jabatan : Waka Kurikulum  
Tempat : Ruang Tamu

1. Kapan FDS mulai dikembangkan di Smp Negeri26 Malang?  
Jadi yaa sejak rame-ramenya Full Day School itu disini menerapkan mbak...
2. Bagaimana perencanaan dalam penerapan nilai karakter religius dan nasionalis?  
Kalo perencanaannya bisa dilihat di jurnal kelas, jurnal guru dan buku imtaq
3. Bagaimana implementasi Full Day School untuk meningkatkan karakter siswa?

Full Day School yang dilaksanakan di sekolah negeri hanya menggeser jam pembelajaran dari hari senin sampai sabtu menjadi hari senin sampai jumat.

4. Program apa saja yang diterapkan disekolah untuk mendukung adanya FDS dalam membangun nilai karakter siswa?

Sholat berjamaah, BTQ, membaca Asmaul Husna, membaca Al-Quran dan kalo ada hari besar Islam kita pasti merayakan

5. Bagaimana mengukur tingkat keberhasilan dalam penerapan FDS untuk meningkatkan nilai karakter religius dan nasionalis siswa?

Full Day School itu sebagai sarana untuk mengembangkan budi pekerti akhlaq mulia, namun implementasinya masih belum terlaksana secara maksimal, masih cenderung hanya menggeser jam belajar hari sabtu itu diratakan di lima hari itu, kalo di sekolah swasta yang sudah menerapkan Full Day School terlebih dahulu itu yaa sabtu mereka ga libur, kalo kita kan libur. Kalo kaitannya dengan nilai karakter, menurut saya masih belum maksimal ya mbak, karena memang kesiapannya kurang.. entah itu dari dana, infrastruktur.. kalo Full Day School yang sudah diterapkan di sekolah swasta itu mereka ada jam makan siang dan sudah disiapkan dari sekolah, sedangkan kita masih belum. Kalo untuk PPKnya disini masih dangkal mbak, karena disini guru-guru masih cenderung mengajar siswa lewat KBM daripada mendidik

### C. Wawancara Guru

Informan : Endang Galih Wasiati, S.Pd  
 Jabatan : Guru IPS  
 Tempat : Ruang Tamu

1. Apa pendidikan karakter menurut ibu?

Pendidikan karakter itu mendidik siswa supaya karakter siswa menjadi baik. Berdasarkan survey memang karakter anak semakin merosot dengan adanya perbedaan Jaman Now dan Jaman Old, karakter anak sekarang memprihatinkan sehingga diusahakan di sekolah, karakter anak bisa membaik

2. Bagaimana pendapat ibu mengenai program Full Day School?

Kalo untuk saya pribadi mbak, Full Day School itu sangat menguntungkan, karena guru bisa menghabiskan waktu bersama keluarga. Hari sabtu saya jadi ibu rumah tangga dan hari minggu saya buat untuk jalan-jalan bersama keluarga.

3. Bagaimana perencanaan untuk penerapan program Full Day School untuk meningkatkan nilai karakter siswa?

Perencanaannya ikut di RPP itu mbak masuk penilaian sikap atau KD 2

4. Bagaimana penerapan nilai karakter religius dan nasionalis dalam pembelajaran di Smp Negeri 26 Malang?

Ya kalo nilai karakter yang didalam kelas ya saya selipkan mbak, misalkan ada anak yang tidak menggukan hasduk dengan benar, maka akan saya tegur dan nasehati, karena itu sama dengan tidak menghargai pahlawan yang sudah berjuang dulu.

5. Bagaimana penilaian yang dilakukan guru untk nilai karakter religius dan nasionalis siswa saat pembelajaran?

Kalo nilai karakter yang religius, saya ambilnya ya dari hasil rekapan absensi sholat fardhu dhuhur berjamaah itu mbak, kalo nilai yang lain-lainnya saya ambil dari jurnal kelas, jurnal guru biasanya juga ketambahan dari guru tata tertib

#### D. Wawancara Siswa

Informan : Silvia dan Novita  
 Jabatan : Siswa  
 Tempat : Depan Kelas 8A

1. Bagaimana tanggapan adik tentang FDS ?
2. Bagaimana adik menerapkan nilai karakter religius dan nasionalis di sekolah?
3. Bagaimana dampak yang adik rasakan untuk program FDS ?

Novita 8A

1. Full day school itu sekolah seharian tapi masih ada pr dan hari sabtu libur
2. Sholat berjamaah, membaca Asmaul Husna, acara Islam, Istigosah kalo nasionalisnya upacara sama peringatan 17 Agustus
3. Capek mbak, pulang sore masih ada pr tapi enakya sabtu libur

Silvia 8A

1. Full day school itu sekolahnya lama, pulang sore tapi hari sabtu libur
2. Membaca Asmaul Husna, Sholat berjamaah, membaca Al-Quran terus kalo waktu pelajaran PKN itu hormat bendera dulu
3. Waktu tidur jadi kurang mbak, capek dan masih tetep ada pr

APPENDIX 2<sup>nd</sup>

Observation Sheet





## PEDOMAN OBSERVASI

1. Mengamati keadaan sekolah antara lain:
  - a. Kondisi geografis
  - b. Lingkungan sekolah
  - c. Fasilitas Sekolah
  
2. Mengamati karakter peserta didik

### HASIL OBSERVASI

1. Hasil pengamatan keadaan sekolah antara lain:
  - a. Kondisi Geografis : Smp Negeri 26 Malang terletak di dekat perumahan warga, masih banyak persawahan dan suasanya sangat asri baik di dalam sekolah maupun di sekitar sekolah. Suasana dalam perjalanan ke sekolah cukup lancar karena jarang dilalui kendaraan
  - b. Lingkungan sekolah : Lingkungan di dalam sekolah sangat asri, banyak pepohonan dan tanaman-tanaman, dinding-dinding sekolah dipenuhi dengan gambar kreatifitas siswa dan wali murid saat kegiatan *Green Festival School* . Di sekolah bagian belakang terdapat lapangan basket dan taman yang penuh dengan gambar-gambar pengetahuan. Setiap kelas memiliki tema yang berbeda dan terdapat banyak slogan-slogan seperti jaga kebersihan lingkungan dan senyum sapa salam.
  - c. Fasilitas sekolah: fasilitas di sekolah memiliki lapangan yang biasa digunakan untuk upacara, apel, olah raga, terdapat pula masjid untuk acara keagamaan, adanya perpustakaan, usaha kesehatan sekolah (UKS) dan ruang untuk kegiatan

kesiswaan seperti pramuka, OSIS, dan karya ilmiah.

2. Hasil pengamatan karakter siswa antara lain:

Religious : siswa bersalaman saat masuk gerbang sekolah dengan guru, mengikuti doa dan membaca Al-Quran serta Asmaul Husna dengan baik. Saat mengikuti sholat berjamaah, siswa laki-laki mengambil wudhu terlebih dahulu dan berjamaah terlebih dahulu kemudian absen kepada wali kelas masing-masing, sama halnya dengan siswi perempuan mengambil air wudhu setelah jamaah laki-laki kembali ke kelas, kemudian berjamaah dan absen pada wali kelas masing-masing.

Nasionalis : seluruh siswa Smp Negeri 26 Malang dengan cukup baik, hanya beberapa siswa yang datang terlambat. Setiap siswa memakai seragam dan perlengkapan sesuai dengan ketentuan sekolah.

APPENDIX 3<sup>rd</sup>

Documentation





Wawancara dengan Bu Galih selaku guru IPS di Smp Negeri 26 Malang



Wawancara dengan siswi kelas 8A Silvia, Novita dan Lidiya dan di Smp Negeri 26 Malang



Wawancara dengan selaku Kepala Sekolah Periode 2018/2019 di Smp Negeri 26 Malang



Kegiatan Membaca Al-Quran di dampingi dengan salah satu guru

APPENDIX 4<sup>th</sup>

Lesson Plan



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : Smp Negeri 26 Malang

Kelas/Semester : VIII/2

Mata Pelajaran : Ilmu Pengetahuan Sosial (IPS)

Tema : Keunggulan dan Keterbatasan Antarruang Serta Pengaruhnya Terhadap Kegiatan Ekonomi, Sosial, Budaya di Indonesia dan ASEAN

Sub Tema : Penguatan ekonomi agrikultur di Indonesia

Alokasi Waktu : 2 x 40 Menit

### A. KOMPETENSI INTI

1. Memiliki perilaku yang mencerminkan sikap beriman dan bertakwa kepada Tuhan YME
2. Memiliki karakter, jujur, dan peduli, bertanggung jawab, pembelajar sejati sepanjang hayat, dan sehat jasmani dan rohani sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
3. Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berkenaan dengan: ilmu pengetahuan, teknologi, seni, dan budaya. Mampu mengaitkan pengetahuan di atas dalam konteks diri sendiri, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
4. Memiliki keterampilan berpikir dan bertindak: kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif melalui pendekatan ilmiah sesuai dengan yang dipelajari di satuan pendidikan dan sumber lain secara mandiri

### B.

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
1.3 Menghargai karunia Tuhan Yang Maha Esa telah menciptakan manusia dan lingkungannya	
2.2 Menunjukkan perilaku rasa ingin tahu, terbuka dan kritis terhadap permasalahan sosial sederhana	
3.3 Menganalisis keunggulan dan keterbatasan ruang dalam permintaan dan penawaran, teknologi serta pengaruhnya terhadap interaksi antar ruang bagi	3.3.1 Menjelaskan pengertian ekonomi agrikultur. 3.3.2 .Menganalisis potensi agrikultur Indonesia.

kegiatan ekonomi, sosial, budaya, di Indonesia dan negara-negara ASEAN.	<p>3.3.3 Menjelaskan peran agrikultur Indonesia.</p> <p>3.3.4 Menganalisis hambatan pengembangan agrikultur Indonesia.</p> <p>3.3.5 Menjelaskan strategi pengembangan agrikultur Indonesia.</p>
4.3 Menyajikan hasil analisis tentang keunggulan dan keterbatasan ruang dalam permintaan dan penawaran, teknologi serta pengaruhnya terhadap interaksi antarruang bagi kegiatan ekonomi, sosial, budaya, di Indonesia dan negara-negara ASEAN	4.3.1 Menyajikan laporan pengamatan mengenai penguatan agrikultur di Indonesia

**C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai diharapkan peserta didik dapat:

1. Menjelaskan pengertian ekonomi agrikultur.
2. Menganalisis potensi agrikultur Indonesia
3. Menjelaskan peran agrikultur Indonesia.
4. Menganalisis hambatan pengembangan agrikultur Indonesia
5. Menjelaskan strategi pengembangan agrikultur Indonesia

**D. FOKUS PENGUATAN KARAKTER**

1. Sikap Spritual : Toleransi pada agama yang berbeda.
2. Sikap Nasionalis: Jujur, disiplin, peduli, kritis , percaya diri

**E. MATERI PEMBELAJARAN**

**a. Materi Reguler**

1. Pengertian ekonomi agrikultur.
2. Potensi agrikultur Indonesia
3. Peran agrikultur Indonesia.
4. Hambatan pengembangan agrikultur Indonesia
5. Strategi pengembangan agrikultur Indonesia

**b. Materi Remedial**

1. Hambatan pengembangan agrikultur Indonesia
2. Strategi pengembangan agrikultur Indonesia

**c. Materi Pengayaan**

Pengembangan agrikultur di Indonesia



**F. METODE PEMBELAJARAN**

1. Pendekatan : Saintifik Learning
2. Metode : Diskusi
3. Model Pembelajaran : Discovery Learning

**G. MEDIA DAN SUMBER BELAJAR**

1. Alat : Laptop, LCD
2. Bahan ajar : Modul Pembelajaran IPS Terpadu kelas VIII SMP/MTs

**H. KEGIATAN PEMBELAJARAN**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pertemuan ke 1</b>		
<b>Pendahuluan</b>	<p><b>Orientasi guru</b></p> <p>Mengucapkan salam, menanyakan kabar, mengecek kehadiran peserta didik, serta mengajak peserta didik berdoa bersama-sama untuk pelaksanaan pembelajaran yang akan dilaksanakan.</p> <p><b>Apresiasi</b></p> <ol style="list-style-type: none"> <li>1. Mereview materi mengenai ekonomi maritim dan kelautan.</li> <li>2. Mengingat kembali materi dengan bertanya untuk mengukur tingkat pengalaman peserta didik terkait materi ajar</li> <li>3. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ol> <p><b>Motivasi</b></p> <ol style="list-style-type: none"> <li>1. <i>Ice Breaking</i> Menyanyikan lagu Padamu Negeri</li> <li>2. Guru menyampaikan tujuan dan model pembelajaran yang akan diterapkan</li> <li>3. Guru menginformasikan pada peserta didik tentang teknik penilaian dari pembelajaran</li> </ol>	<b>10 Menit</b>

Sintak Model Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
<p>1. <i>Stimulation</i>(stimulasi/ pemberian rangsangan)</p>	<p>Guru dengan memberikan tayangan video mengenai agrikultur</p> <p><b>Mengamati</b></p> <p>Peserta didik diminta untuk menyampaikan pendapat mengenai video yang sudah ditayangkan.</p> <p><b>Membaca</b></p> <p>Membaca ( Dilakukan sebelum kegiatan pembelajaran berlangsung di kelas ).</p> <p>Peserta didik diminta membaca buku paket/ buku sumber dan penunjang lain dari internet tentang: <i>Penguatan Ekonomi Agrikultur di Indonesia</i></p> <p><b>Menanya</b></p> <p>Peserta didik mencoba memunculkan pertanyaan atas visualisasi gambar dan video dari guru.dan peserta didik lain menanggapi</p> <p><b>Mendengar</b></p> <p>Peserta didik diminta mendengarkan pemberian materi dari guru yang berkaitan dengan <i>Penguatan Ekonomi Agrikultur di Indonesia</i></p> <p><b>Menyimak.</b></p> <p>Peserta didik diminta menyimak dengan seksama dengan penuh tanggung jawab skenario pembelajaran yang telah dirancang oleh guru</p>	<p><b>60 Menit</b></p>

<i>Data Collection</i> (Pengumpulan Data)	<ol style="list-style-type: none"> <li>1. Peserta didik membentuk 17 kelompok masing masing kelompok berjumlah 2 orang</li> <li>2. Peserta didik berkumpul dengan kelompok masing-masing</li> <li>3. Peserta didik melaksanakan observasi di tempat penanaman hidroponik</li> </ol>	
<i>Data Processing</i> (Pengolahan Data)	<ol style="list-style-type: none"> <li>1. Setiap kelompok mempresentasikan hasil kerjanya/ hasil kerjanya di depan kelas.</li> <li>2. Kelompok lain menanggapi atas paparan presentasi tersebut. berupa pertanyaan, usul atau masukan dan membuat catatan kecil untuk dibandingkan dengan hasil pemahamannya</li> <li>3. Guru melakukan identifikasi dan mencatat ke aktifan peserta didik.</li> </ol>	
<i>Verification</i> (Pembuktian)	<ol style="list-style-type: none"> <li>1. Peserta didik berdiskusi untuk pembuatan laporan sementara</li> <li>2. Kelompok lain menanggapi atas paparan presentasi tersebut. berupa pertanyaan, usul atau masukan dan membuat catatan kecil untuk dibandingkan dengan hasil pemahamannya</li> <li>3. Guru melakukan identifikasi dan mencatat keaktifan peserta didik.</li> </ol>	
<i>Generalization</i> (menyimpulkan sementara)	<ol style="list-style-type: none"> <li>1. Peserta didik menyimpulkan hasil diskusi bersama kelompok</li> <li>2. Peserta didik menyampaikan hasil diskusi kelompok</li> </ol>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik menyimpulkan hasil diskusi</li> <li>2. Guru memberikan tugas membuat laporan hasil observasi</li> </ol>	<b>10 Menit</b>

	<ol style="list-style-type: none"> <li>3. Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator.</li> <li>4. Melakukan refleksi atau umpan balik untuk memberikan penguatan kepada peserta didik.</li> <li>5. Menyampaikan pesan Moral.</li> <li>6. Memberi salam.</li> </ol>	
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## I. PENILAIAN PROSES DAN HASIL

### a. Teknik Penilaian

1. Kompetensi Sikap: Observasi bentuk lembar observasi/jurnal
2. Kompetensi Pengetahuan: Tes lisan/ tanya jawab
3. Kompetensi Keterampilan: unjuk kerja /praktik, Observasi bentuk lembar observasi

### b. Bentuk penilaian

1. Observasi : Lembar pengamatan aktivitas peserta didik
2. Tes lisan
3. Unjuk kerja : lembar penilaian presentasi

### c. Pembelajaran Remedial dan Pengayaan

#### a. Remedial

- 1) Memberikan ulasan materi ulang secara terpisah dan diakhiri dengan tanya jawab dan pemberian tugas makalah.

#### 2) Pengayaan

- 1) Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- 2) Pengayaan dilakukan dengan pemberian teks yang mencakup perluasan materi dengan *problem based learning* kemudian peserta didik diminta untuk menganalisis materi dan mencari solusi atas pernyataannya.

APPENDIX 5<sup>th</sup>

Evidence of Skripsi Consultation





### EVIDENCE OF CONSULTATION

Name : Zumrotun Nafisah  
Number of Students : 15130121  
Departement : Social Science Education  
Advisor : Dr. Alfiana Yuli Efiyanti, M.A  
Title of Skripsi : The Implementation of Full Day School to Develop Students' Education Character (Religious and Nationalist) at state Junior High School 26 Malang

No	Date of Consultation	Consultation Material	Signature
1.	8 March 2019	Research Instrument	
2.	10 April 2019	Konsultasi bab I,II,III	
3.	15 May 2019	Konsultasi bab IV	
4.	23 May 2019	ACC bab IV	
5.	28 May 2019	Konsultasi bab V	
6.	29 May 2019	Revisi bab V	
7.	12 June 2019	ACC Bab V	
8.	13 June 2019	ACC Keseluruhan	

Acknowledge by,  
Head of Departement,

Dr. Alfiana Yuli Efiyanti, M.A  
NIP. 197608032006041001

APPENDIX 6<sup>th</sup>

Certificate Completed Research





PEMERINTAH KOTA MALANG  
DINAS PENDIDIKAN  
**SMP NEGERI 26**

(PUBLIC JUNIOR HIGH SCHOOL)  
Jalan Ikan Gurami No.36 Malang Telp. 0341-2992436

Email : [smpn26mlg@yahoo.com](mailto:smpn26mlg@yahoo.com), Kode Pos 65142

**SURAT KETERANGAN**

Nomor : 070/483/35.73.301.02.026/2019

Yang bertanda tangan di bawah ini :

Nama : Dra. Srijatun, S.Pd., M.M  
NIP : 19630614 198412 2 008  
Pangkat/Gol. Ruang : Pembina  
Jabatan : Kepala SMP Negeri 26 Malang

Dengan ini menerangkan bahwa :

Nama : ZUMROTUN NAFISAH  
NIM : 15130121  
Jenjang : S1  
Program Studi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan kegiatan penelitian dengan judul " *The Implementation of Full Day School To Develop Students' Character (Religious and Nationalist) at Junior High School 26 Malang* " yang bertempat di SMP Negeri 26 Malang, dilaksanakan pada tanggal 18 Maret s.d 31 Mei 2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 13 Juni 2019  
Kepala Sekolah,



*Srijatun*  
Dra. Srijatun, S.Pd., M.M  
Pembina

NIP. 19630614 198412 2 008



APPENDIX 7<sup>th</sup>

A Research Permit from the Faculty





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id, email: fitk@uin-malang.ac.id

Memorandum  
Penting  
Lampiran  
Hal

6249 /Un.03.1/TL.00.1/03/2019

Penting

14 Maret 2019

Izin Penelitian

Kepada  
Yth. Kepala Dinas Pendidikan Kota Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut,

Nama : Zumrotun Nafisah  
NIM : 15130121  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester-Tahun Akademik : Genap - 2018/2019  
Judul Skripsi : The Implementation of Full Day School to Develop Students' Character (Religious and Nationalist) at Junior High School 26 Malang

Lama Penelitian : Maret 2019 sampai dengan Mei 2019

diberikan izin untuk melakukan penelitian di SMP Negeri 26 Malang.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
Drs. Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan P.IPS
2. Yth. Kepala SMP Negeri 26 Malang
3. Arsip

APPENDIX 8<sup>th</sup>

Biodata



## Students Biodata



Name : Zumrotun Nafisah  
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Malang, 13 June 2019  
Author

Zumrotun Nafisah