

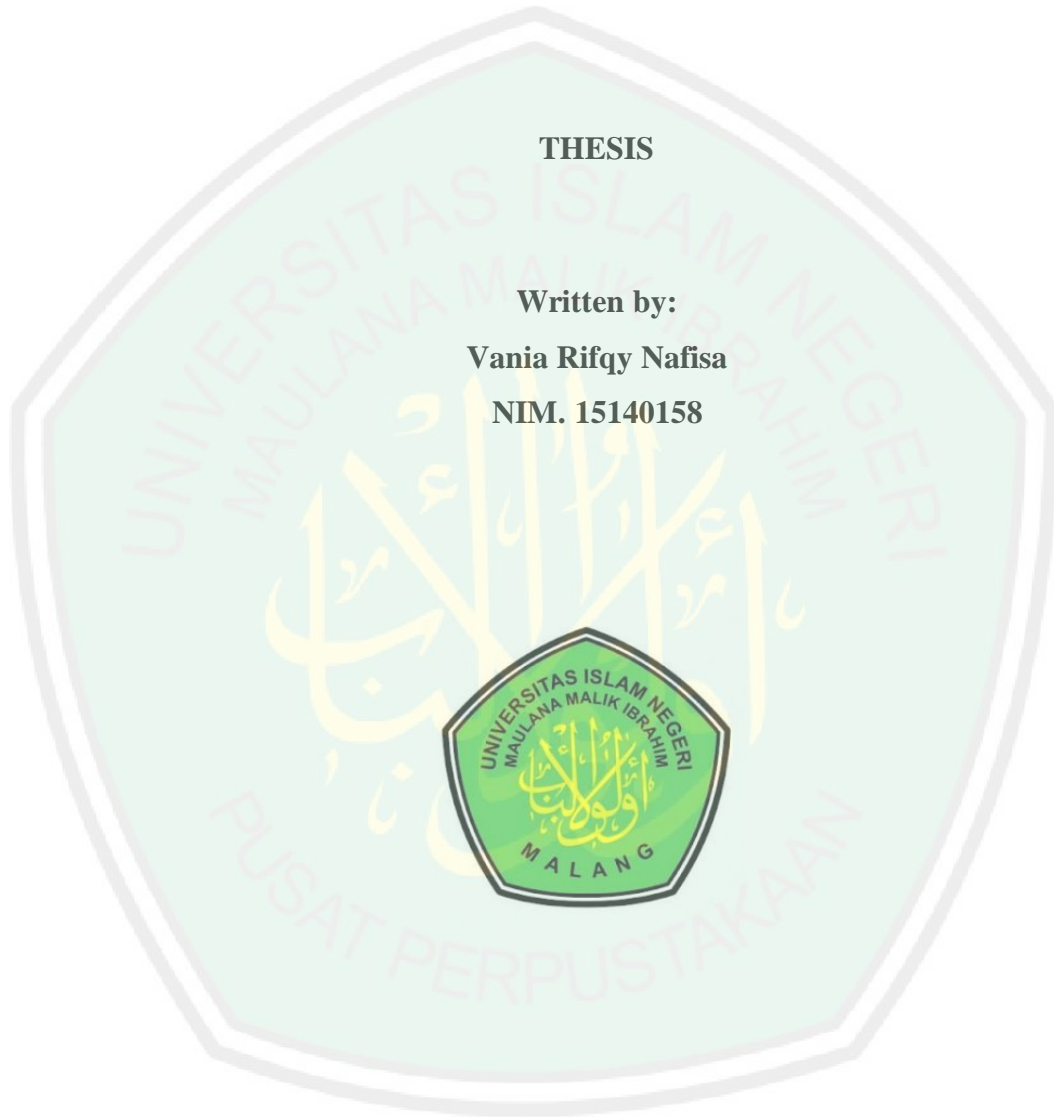
**THE IMPLEMENTATION OF FULL DAY SCHOOL TO
BUILD STUDENT'S EMOTIONAL SPIRITUAL QUOTIENT
AT MADRASAH IBTIDAIYAH NAHDLATUL ULAMA KH
MUKMIN SIDOARJO**

THESIS

Written by:

Vania Rifqy Nafisa

NIM. 15140158



**ISLAMIC ELEMENTARY TEACHER EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

November, 2019

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MUKMIN SIDOARJO**

THESIS

Presented to Islamic Elementary Teacher Education Departmen

Tarbiyah and Teacher Training Faculty

State Islamic University of Maulana Malik Ibrahim Malang

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

Written by :

Vania Rifqy Nafisa

NIM. 15140158



ISLAMIC ELEMENTARY TEACHER EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

November, 2019

APPROVAL SHEET

THE IMPLEMENTATION OF FULL DAY SCHOOL TO BUILD
STUDENT'S ESQ AT MINU KH MUKMIN SIDOARJO

THESIS

Written by:
Vania Rifqy Nafisa
NIM. 15140158

Approved by:
Advisor



H. Ahmad Sholeh, M.Ag
NIP. 19760803 200604 1 001

Acknowledge by,

The Head of Islamic Elementary Teacher Education Departmen



H. Ahmad Sholeh, M.Ag
NIP. 19760803 200604 1 001

LEGITIMATION SHEET

THE IMPLEMENTATION OF FULL DAY SCHOOL TO BUILD STUDENT'S ESQ AT
MINU KH MUKMIN SIDOARJO

THESIS

Written by:

Vania Rifqy Nafisa (15140158)

Has been defended and approved by the board of examination on November 21, 2019 and
declared

PASSED

As the requirement for the degree of **Sarjana Pendidikan (S.Pd)**

Signature

Chair Examiner,

Dr. Muhammad Walid, MA
NIP. 19730823 2000031002



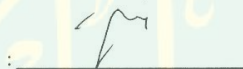
Secretary,

H. Ahmad Sholeh, M.Ag
NIP. 19760803 2006041001



Advisor,

H. Ahmad Sholeh, M.Ag
NIP. 19760803 2006041001



Main Examiner,

Dr. Indah Aminatuz Zuhriyah, M.Pd
NIP. 19790202 2006042003



Acknowledge by,

Dean of Tarbiyah and Teacher Training Faculty,
State Islamic University of Maulana Malik Ibrahim Malang

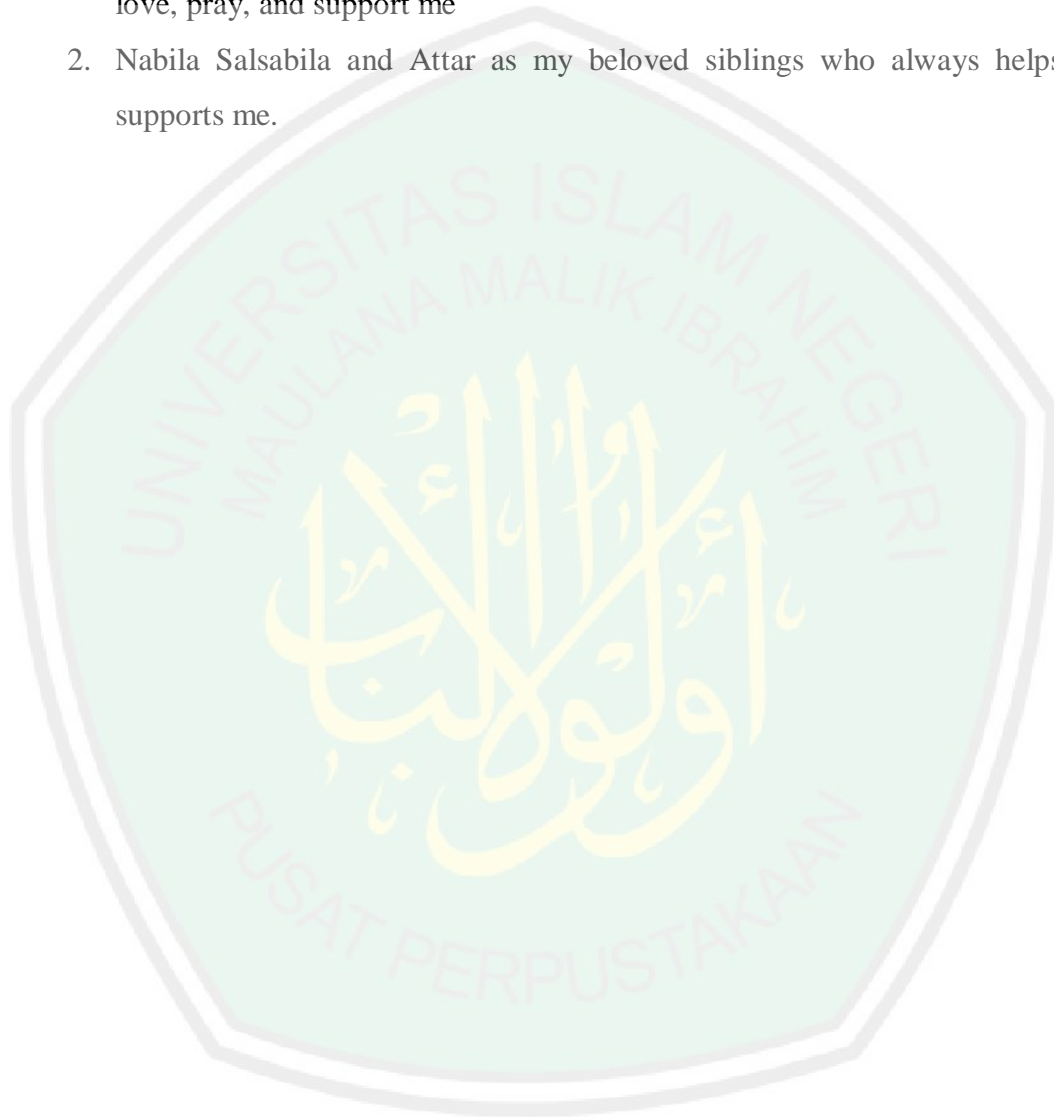


Dr. H. Agus Maimun, M.Pd
NIP. 196508171998031003

DEDICATION

The researcher would like to dedicate the thesis to:

1. Mr. Imam Safii and Mrs. Hidayati Ruhana as my beloved parents who always love, pray, and support me
2. Nabila Salsabila and Attar as my beloved siblings who always helps and supports me.



MOTTO

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ
رَبِّ زِدْنِي عِلْمًا

So high (above all) is Allah, the Sovereign, the Truth. And do not hasten with
(recitation of) the Qur'an before its revelation is completed to you, and say, "My
Lord, increase me in knowledge"¹

(QS. Thaha: 114)



¹ Kementerian Agama RI, *Al Qur'an Tikrar* (Bandung: PT Sygma Examedia Arkanleema, 2014), hlm. 320

H. Ahmad Sholeh, M.Ag
Lecturer of Tarbiyah and Teacher Training Faculty
State Islamic University of Maulana Malik Ibrahim Malang

OFFICE MEMO OF ADVISOR

Subject : Vania Rifqy Nafisa
Attachment : 4 (Four) Exemplars
Malang, 05 November 2019

To Whom May It Concern,
Dean of Tarbiyah and Teaching Training Faculty
State Islamic University of Maulana Malik Ibrahim Malang
in

Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that Thesis originally owned by:

Name : Vania Rifqy Nafisa
NIM : 15140158
Program : Islamic Elementary Teacher Education
Title of Thesis : The Implementation of Full Day School To Build
Student's ESQ at MINU KH MUKMIN Sidoarjo

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

Wassalamu'alaikum Wr. Wb.

Advisor,



H. Ahmad Sholeh, M.Ag
NIP. 19760803 200604 1 001

CERTIFICATE OF THESIS AUTHORSHIP

I hereby declared, that this thesis is originally written by Vania Rifqy Nafisa, student of Islamic Elementary Education Departmen as the requirement for degree of Sarjana Pendidikan (S.Pd), Tarbiyah and Teacher Training Faculty at State Islamic University of Maulana Malik Ibrahim Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Sarjana status of other Higher Tertiary Education, 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, 05 November 2019




Vania Rifqy Nafisa
NIM.15140158

PREFACE

Praise be to Allah SWT The Lord of the world. The creator of everythings in this universe, who has given us the mercy and blessing, so that the writer can finish the thesis entitled “The Implementation Of Full Day School To Build Student’s Emotional Spiritual Quotient At Madrasah Ibtidaiyah Nahdlatul Ulama’ KH MUKMIN Sidoarjo”.And let’s not forget to send sholawat and salam to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness. And the writer would like to say a deeply thank you for:

1. Prof.Dr. H. Abdul Haris, M.Ag as the Rector of State Islamic University of Maulana Malik Ibrahim Malang.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teaching Training Faculty.
3. H. Ahmad Sholeh, M.Ag as the Head of Islamic Elementary Teacher Education Department and as the advisor who has given guidance, suggestion, and correction to finish this thesis.
4. All lecturers and staffs who have helped to finish this thesis.
5. Nurul Hamamah, M.PdI as the headmaster of MINU KH MUKMIN Sidoarjo who has permitted the author to do research at MINU KH MUKMIN Sidoarjo.
6. Mr. Imam Safii and Mrs. Hidayati Ruhana, my beloved parents.
7. Nabila Salsabila and Attar, my beloved siblings, who have supported and helped the author.
8. And all of my friend which is i can’t mention one by one, thank you so much for everything.

The author hopes that this research will be useful especially for the general readers and it can be used to consideration in the development of education in the future. The author also expresses the apology and expects criticism and suggestions from the readers.

Malang, 05 November 2019

Author



Translation Guidelines of Arab Latin

Translation of Arab Latin in this thesis utilize the translation guide lines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543 b/U/1987 that could be explained as follow:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

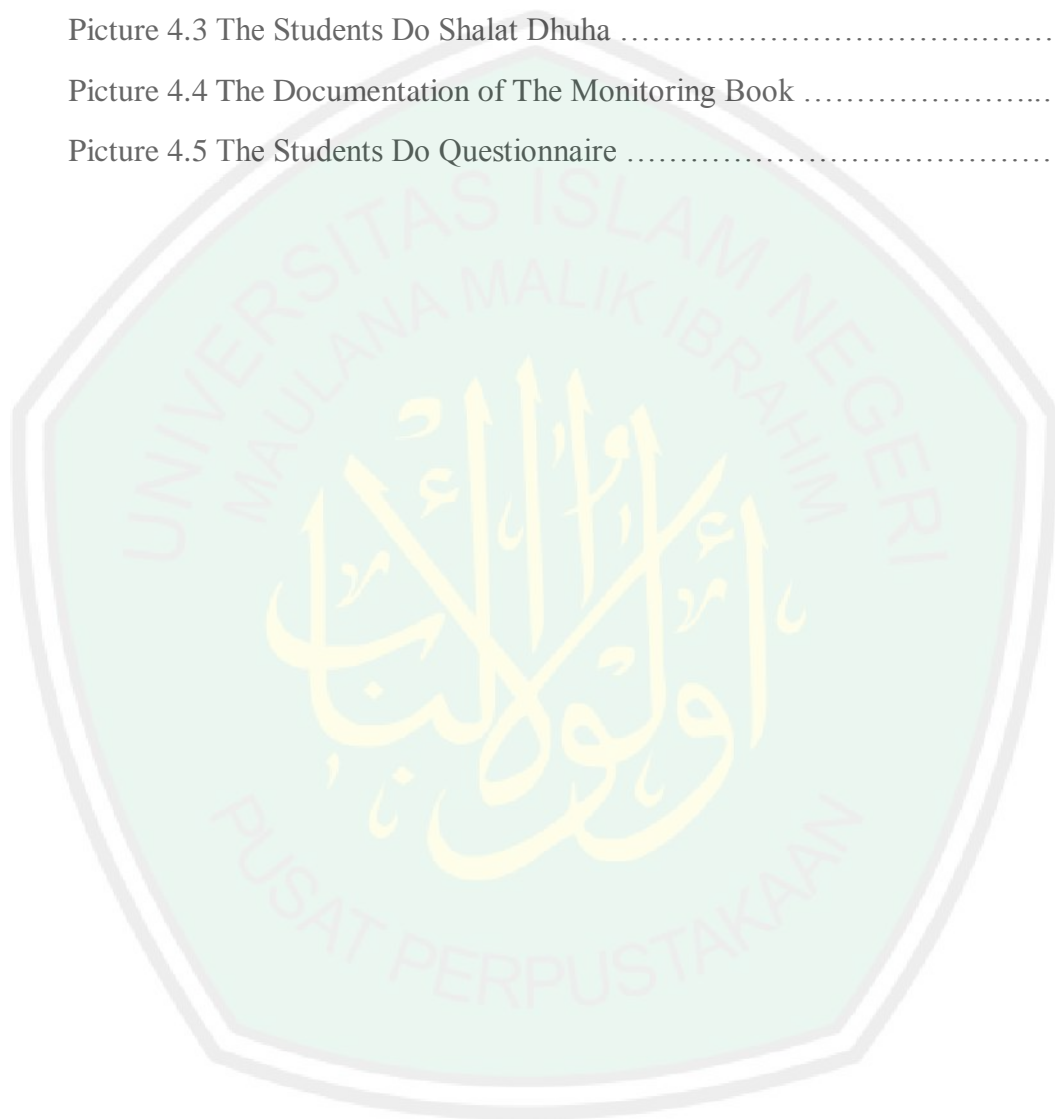
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- Attachment II : Research Letter from MINU KH MUKMIN Sidoarjo
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- Attachment VI : Consultation Sheet
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ABSTRACT

Nafisa, Vania Rifqy. 2019. *The Implementation Of Full Day School To Build Student's Emotrional Spiritual Quotient At Madrasah Ibtidaiyah Nahdlatul Ulama' KH MUKMIN Sidoarjo*. Thesis. Departmen of Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teacher Training. State Islamic University of Maulana Malik Ibrahim Malang. Advisor: H. Ahmad Soleh, M.Ag

Education is one of the conditions for a success country. Therefore the government has taken various methods to develop the education in Indonesia. One of the way is implementing full day school system. Full day school is a learning process that is carried out all day long from morning to evening. With the long time at school, teachers can add more activities that can build the student's intelligence besides intelligence quotient such as conducting intracurricular and extracurricular activities.

The purpose of this study are: (1) Explain the foundation that become a reference for the implementation of full day school. (2) Explain the full day school's program to build student's ESQ. (3) Explain the impact of applying full day school to build student's ESQ. The research method used in this study is a descriptive qualitative approach. Data collection techniques carried out by observation, interviews, questionnaires, and documentation. Data were analyzed by data reduction, data display, and make conclusions.

The results showed that, (1) The foundation that become a reference for the implementation of full day school is school can have more time to realize their vision and mission, and students will be easily controlled. (2) The school's program to build student's EQ is conducting intracurricular theater, and conducting various extracurricular activities. The school's program to build student's SQ is conducting BMQ (Belajar Membaca Qur'an) activities, conducting various kinds of religious activities, conducting study tour, conducting social activities. (3) The impact of full day school implementation to build student's ESQ is students will have a good social interaction, worship discipline, and have akhlaqulkarimah. From the questionnaire distributed by researcher, students from 1st grade gets an average 8.18, 3rd grade gets an average 8.29, and 6th grade gets an average 9.12. So it can be conclude that 1st grade, 3rd grade, and 6th grade are have the same sufficient ESQ.

Keywords: Full Day School, ESQ (EQ / Emotional Quotient & SQ / Spiritual Quotient)

المستخلص

نفيسة، فانية رफी. 2019. تطبيق المدرسة في يوم كامل في تشكيل الذكاء الروحاني لطلاب مدرسة نهضة العلماء الابتدائية للشيخ الحاج مؤمن سيدوارجا. الأطروحة. قسم تعليم معلمي المدرسة الابتدائية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الحاج أحمد صالح، الماجستير

التربية هو إحدى الشروط لنجاح أي بلد. لذلك اتخذت الحكومة طرائق مختلفة لتقديم التربية في إندونيسيا. الطريقة الأولى هي تنفيذ نظام المدرسة في يوم كامل. المدرسة في يوم كامل هي عملية تعليمية تنفذ طوال اليوم من الصباح إلى المساء. مع قضاء وقت طويل في المدرسة، يمكن للمعلمين إضافة أنشطة لزيادة ذكاء الأطفال بالإضافة إلى الذكاء الفكري مثل القيام بأنشطة داخل المنهج واللامنهجية. أهداف البحث هي: (1) صف الأساس المستخدم كمرجع لتطبيق المدرسة النهارية الكاملة. (2) صف الأساس المستخدم كمرجع لتطبيق المدرسة النهارية الكاملة. (3) وصف تأثير تطبيق المدرسة في يوم كامل في تشكيل طلاب. منهج البحث هي المنهج الوصفي النوعي. تقنيات جمع البيانات الملاحظة والمقابلة والاستبيانات والوثائق. تحليل البيانات عن طريق تقليل البيانات، وعرض البيانات، واستخلاص النتائج. أظهرت النتائج أن (1) الأساس المستخدم كمرجع للمدارس لتنفيذ مدرسة يوم كامل هو أنه يمكن للمدارس الحصول على مزيد من الوقت لتحقيق رؤيتها ورسالتها، وسيتم التحكم بسهولة أكبر في الطلاب. (2) يحتضن البرنامج المدرسي في تشكيل طلاب EQ أنشطة داخل المناهج الدراسية، مع إجراء أنواع مختلفة من الأنشطة اللامنهجية. تنظم البرامج المدرسية في تشكيل طلاب SQ أنشطة BMQ (تعلم قراءة القرآن)، وعقد الأنشطة الدينية المختلفة، وإجراء جولات دراسية، وعقد الأنشطة الاجتماعية (3) إن تأثير تطبيق المدرسة في يوم كامل في تشكيل الذكاء الروحاني للطلاب أن الطلاب يتمتعون بحياة اجتماعية جيدة، وعبادة منضبطة، وأخلاق كريمة. نتائج الاستبيان الذي وزعه الباحثون هي الفصل الأول بمتوسط 8.18، والفئة 3 بمتوسط 8.29، والفصل 6 بمتوسط 9.12. الاستنتاج هو أن طلاب الصف الأول والصف الثالث والصف السادس لديهم ESQ

الكلمات الرئيسية: المدرسة في يوم كامل، الذكاء العاطفي والذكاء الروحي

ABSTRAK

Nafisa, Vania Rifqy. 2019. *Implementasi Full Day School Dalam Pembentukan Emotional Spiritual Quotient Siswa di Madrasah Ibtidaiyah Nahdlatul Ulama' KH MUKMIN Sidoarjo*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: H. Ahmad Soleh, M.Ag

Pendidikan yang merupakan salah satu syarat keberhasilan dari suatu negara. Oleh karena itu pemerintah melakukan berbagai cara untuk memajukan pendidikan di Indonesia. Salah satunya adalah dengan menerapkan sistem *full day school*. *Full day school* adalah proses pembelajaran yang dilakukan sehari penuh mulai dari pagi hingga sore. Dengan waktu di sekolah yang panjang, guru bisa menambahkan kegiatan yang dapat mengasah kecerdasan anak selain kecerdasan intelektual (IQ / Intelligence Quotient) seperti mengadakan kegiatan intrakurikuler dan ekstrakurikuler.

Tujuan penelitian ini adalah untuk: (1) Mendeskripsikan landasan yang dijadikan acuan untuk penerapan *full day school*. (2) Mendeskripsikan program sekolah dalam membentuk *Emotional Spiritual Quotient* siswa. (3) Mendeskripsikan dampak penerapan *full day school* dalam membentuk *Emotional Spiritual Quotient* siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif. Teknik pengumpulan data dilakukan dengan observasi, wawancara, angket, dan dokumentasi. Data dianalisis dengan cara mereduksi data, display data (memaparkan data), dan mengambil kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) Landasan yang dijadikan acuan sekolah untuk penerapan *full day school* adalah sekolah bisa mempunyai waktu lebih untuk mewujudkan visi dan misi, dan siswa akan lebih mudah terkontrol. (2) Program sekolah dalam membentuk *Emotional Quotient* siswa adalah mengadakan intrakurikuler teater, mengadakan berbagai macam kegiatan ekstrakurikuler. Program sekolah dalam membentuk *Spiritual Quotient* siswa adalah mengadakan kegiatan BMQ (Belajar Membaca Qur'an), mengadakan berbagai kegiatan keagamaan, mengadakan study tour, mengadakan kegiatan sosial. (3) Dampak penerapan *full day school* dalam membentuk *Emotional Spiritual Quotient* siswa adalah siswa memiliki jiwa sosial yang baik, disiplin beribadah, dan berakhlakul karimah. Hasil dari angket yang sudah disebar oleh peneliti adalah kelas 1 memiliki rata-rata 8.18, kelas 3 memiliki rata-rata 8.29, kelas 6 memiliki rata-rata 9.12. Kesimpulannya adalah siswa kelas 1, kelas 3, dan kelas 6 memiliki ESQ yang cukup.

Kata Kunci: *Full Day School*, Kecerdasan ESQ (EQ / Emotional Quotient & SQ / Spiritual Quotient)

CHAPTER 1

INTRODUCTION

A. Research Context

In recent years, Indonesia has been faced by various kinds of internal and external problem arise from various changes, such as technology changes, social changes, and culture changes. Which is the changes have an impact on the progress and development of education. The progress and development of education is one of factor for the successfull nation.²

As a country whose position can be regarded as a developing country, Indonesian nation is looking for the way and how to become an advance country especially in the field of education. The education system in Indonesia refers to the National Education System which is an education system that will bring progress and development to the nation and answer the challenges of an ever changing era.

Along with the change of the Minister of Education and Culture, the policies also change. Such as Minister of Education and Culture of Indonesia, Muhadjir Effendy, he is promoting a full day school system. This is stated in Permendikbud No. 23 of 2017 about school days. The news about the implementation of full day school system already reported in the media since August 8, 2016.

Full day school is a learning process that is held in a full day. Usually begins at 07.00-16.00. The students will have more activity in the school than

² Munirah, *Sistem Pendidikan Di Indonesia: Antara Keinginan dan Realita*, Vol.2 No.2 Desember 2015, hlm. 233.

in their home. Although the learning process at school is spent a lot of time, but the learning process is not only take place just in the classroom. Because the first concept of build full day school system is not only to having more learning material and lesson hours that have been specified by Minister of Education and Culture, but additional school hours are intended to convey the subject matter delivered with creative and fun learning methods for children to add insight and deep knowledge, complete tasks with teacher guidance, and fostering the soul and morals of children.³

In the implementation of full day school, the role of educating student is charged to the school. According to Muhadjir, with this full day school system the character of students will slowly be built and not become 'wild' outside of school when their parents have not come home from work. If students end up 'wild' even though they have already received a full day school, then the school is easily blamed by the community, even the parents of the student. "Wild" word that is already mentioned in the previous sentence is that students take advantage of free time for things that are not useful, such as watching television, playing, and the worst is promiscuity. Parents can work quietly without have to think about educating their children's character. The community also does not need to take care for students in their environment, because it is the responsibility of the school.⁴

³ Ida Nurhayati Setiyarini dkk., *Penerapan Sistem Pembelajaran "Fun & Full Day School" Untuk Meningkatkan Religiusitas Peserta Didik Di SDIT AL ISLAM Kudus*, Vol.2 No.2 April 2014, hlm. 237

⁴ Ni Wayan Widayanti Arioka, *Pro Kontra Wacana Full Day School*, Vol. 3 No. 1 Mei 2017, hlm. 3.

The news about full day school system, many people agree and many also disagree. One of the reasons for those who disagree or contra is because of full day school system is take sides the urban communities. The parents that work as farmers, laborers, fishermen and so on will be ignored. Muhadjir Effendy said that he want the school is being student's second home, not mall or cafe. This expression more encouraging that the full day school system is take sides the urban communities. Because only a big city that have mall, and only rich people that can be go to mall after school and making mall as their second home.

At this time, the full day school system is very urgent and crucial. The full day school system is not only able to help parents control the wild activities of their children that can make their future destroyed, but also can teach about honorable values. The mean about honorable values is spirit for learn, respect for time, and internalization of religion. Parents can not speculate that full day school makes children depressed. Because management of full day school education was anticipated that will not make the students bored because in the school already have fun and refreshing learning strategy.⁵

Now education starts to move in a higher direction. In the past education in schools was often associated with increasing intelligence, now the intelligence that needs to be improved through school is not only based on IQ (only rely on language and logic to measure it). Now Daniel Goleman introduces EQ (intelligence that measured by detecting how far people can

⁵ Jamal Ma'mur Asmani, *Full Day School Konsep Manajemen Dan Quality Control* (Yogyakarta: AR RUZZ MEDIA, 2017), hlm. 10.

control emotions, recognize themselves and connect with other people). Then Danah Zohar and Ian Marshall added one more intelligence which is the highest intelligence namely SQ (spiritual quotient).⁶

Gardner explained if you want to reach success, IQ is not only the important one. But there is wider intelligence namely EQ. If there is a smart kid but he has bad attitude so he will be difficult to adapt in society. And there is another intelligence, the highest intelligence namely SQ, that is the intelligence that can give meaning that in every activity should be principled to Allah.

From the explanation that has been mentioned, the author is interested in doing research about the application of full day school in build EQ and SQ of students. With this research, hopefully that education today does not only refers to increasing IQ, but also increase in student's EQ and SQ.

Researcher took the research location in MINU KH MUKMIN Sidoarjo. The author start observing on January 27 2019, and interviewing Mrs. Retno as the deputy headmaster of the curriculum at the school. In the interview Mrs. Retno explain that full day school system has been implemented since 1st grade. Mrs. Retno explain that at the school there are also many spiritual activities carried out in the school, such as doing shalat dhuha together, shalat duhur together, shalat ashar together, and shalat sunnah rawatib. School also often conduct istighosah, tahlil, and reading yasin together. At MINU KH MUKMIN also requires students to memorize Juz 30 since 1st grade. Mrs.

⁶ Jalaludin Rakhmat, *SQ For Kids Mengembangkan Kecerdasan Spiritual Anak Sejak Dini* (Bandung: PT Mizan Pustaka Pustaka, 2007), hlm. 7.

Retno also explained that students are closer to the teacher than the parents. This happened because students spent a lot of time in the school.

Based on the results of observations, the researchers found that MINU KH MUKMIN Sidoarjo used a full day school system. The activities carried out by students at schools are not only studying in the class, they often do spiritual activities in school and outside school. Student behavior towards teachers is very flexible, it means that students are very close to their teacher. From student activities that have been observed, the researcher concludes that MINU KH MUKMIN Sidoarjo has successfully taught the students about various kinds of intelligences, not only intellectual intelligence, but also emotional intelligence and spiritual intelligence.

From the explanation above, the researchers are interested in conducting research on these problems. Then the researcher raised the theme with the title "The Implementation Of Full Day School To Build Student's Emotional Spiritual Quotient At Madrasah Ibtidaiyah Nahdlatul Ulama' KH MUKMIN Sidoarjo".

B. Research Questions

Based on the introduction above, the research question that will be studied in this research is:

1. How is the foundation that becomes a reference for the implementation of full day school?
2. How is the school's program to build student's ESQ?

3. How is the impact of full day school implementation to build student's ESQ?

C. Objective of The Research

Based on the research question above, the purpose from this research is:

1. Explain the foundation that become a reference for the implementation of full day school.
2. Explain the school's program to build student's ESQ.
3. Explain the impact of applying full day school to build student's ESQ.

D. Significance of The Research

Based on the research objectives, the significance of the research are:

1. On The Theoretical
 - a. The result from this research, hopefully can give an information the picture about the implementation of full day school at MINU KH MUKMIN Sidoarjo.
 - b. The result from this research, hopefully can give an information about the implementation of full day school to build student's ESQ.
2. On The Practical
 - a. For school, this research is expected to provide additional references for schools especially regarding EQ and SQ.
 - b. For readers, this research is expected to provide information and knowledge about the application of full day school to build student's ESQ.

- c. For researcher, this research is expected to expand knowledge especially related to full day school and as theoretical experience that has been studied during college.

E. Research Originality

The originality of this research is done to check the extent of other people have written about this problem. Then it will be reviewed the similarities and differences. Therefore, with the originality of this research, the author can avoid the similarities of writing as the previous research.

Tabel 1.1 Research Originality

No.	Previous Research	Similarities	Differences	Originality of Research
1.	Endah Wulandari, Analisis Implementasi <i>Full Day School</i> Sebagai Upaya Pembentukan Karakter Siswa Di SD Muhammadiyah 4 Kota Malang	The similarities from this research in the research method using qualitative. And also the object of study in this study is the same that	The differences from this research is the researchers focus on buildstudent character, while the authors focus	In this study, researchers found that the implementation of full day school can forming the character of students by doing 3 activities, namely full day school learning

		was full day school.	on buildstudent's ESQ.	activities, activities through school culture, and extracurricular activities.
2.	Lisnawati Soapatty, Pengaruh Sistem Sekolah Sehari Penuh (<i>Full Day School</i>) Terhadap Prestasi Akademik Siswa SMP Jati Agung Sidoarjo	The similarities from this research is in the object of the study, that was full day school.	The differences from this research is the method using quantitative. Then researchers focus on student academic achievement, while the authors focus on the build	In this research, the result is all teachers who teach at SMP Jati Agung Sidoarjo 100% agree that a full day school system can affect the academic achievement of students of SMP Jati Agung Sidoarjo.

			student's ESQ.	
3.	Tika Asih Nastiti, Implementasi Program Full Day School Dalam Pembentukan Karakter Anak Di SD Islam Terpadu Taruna Teladan Delanggu Tahun 2015/2016.	The similarities from this research is in the research method using qualitative. And also the object of study in this research is the same, that was full day school.	The differences from this research is the researcher focus on build student character, while the authors focus on build student's ESQ.	In this study, the authors found that the application of full day school program in build children's character can be implemented through discipline that is applied in habituation, exemplary, reinforcement, and fun learning. By implementing this method, the formation of good character of children in SDIT Taruna Teladan

				can be achieved.
4.	Noventia Aminingsih, Pengaruh Sistem Full Day School Terhadap Interaksi Sosial Siswa Kelas V Dengan Teman Sebaya Di SD Muhammadiyah Pakel Program Plus Yogyakarta.	The similarities from this research is in the object of the study, that was full day school.	The differences in this research is the research method using quantitative. Then the researcher focus on the social interaction of students with their friends, while the authors focus on the buildstudent' s ESQ.	In this study, the authors found that the implementation of a full day school system at SD Muhammadiyah Pakel Yogyakarta Plus Program affected the social interaction of fifth grade students with their friends at home, that was 29.2%.
5.	Seftiana, Analisis Penerapan Kebijakan <i>Full Day</i>	The similarities from this	The differences in this study is	In this study, the authors found that a full day

	<p><i>School Terhadap Hasil Belajar Siswa Kelas X Di MAN 1 Surakarta</i></p>	<p>research is in the research method using qualitative. And also the object of study is the same, that was full day school.</p>	<p>the researchers focus on student learning outcomes, while the authors focus on the build student's ESQ.</p>	<p>program is an alternative to be able to improve learning outcomes and the quality of school learning. Not only that, the full day program is also a solution to overcome existing problems such as student delinquency, fights between students, etc.</p>
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F. Definition Key of Terms

There are several terms that need to be explained to avoid multiple interpretations in understanding this research. This is the explanation:

1. Implementation: According to Kamus Besar Bahasa Indonesia the implementation means a process, method, and action.

2. Full Day School: The definition of full day school is the students starting school at 7:00 a.m. until 16:00 where additional school hours are intended to convey the subject matter delivered with learning methods that are creative and fun for children.
3. Build: According to the Kamus Besar Bahasa Indonesia the build is guide, arrange, make something in a specific form.
4. EQ: Emotional quotient is the ability to recognize their own feelings and other people's feelings, ability to motivate themselves, and the ability to manage their own emotions well and in relationships with others through self-awareness skills, self-control, self-motivation, empathy, and skills or social ability.⁷
5. SQ: Spiritual intelligence is an ability to give meaning to worship for every activity through natural thinking, towards a whole and principled human just because of Allah.

G. Systematics of The Writing

In the discussion of this thesis, systematic research contains a framework of thought in six chapters. The order of the composition of this research is:

CHAPTER I INTRODUCTION

This chapter covers the introduction, the research question, the purposes of the research, the benefits of research, the originality of the research, the operational definition, and systematic of discussion.

CHAPTER II STUDY OF LITERATURE

⁷Cahyo Tri Wibowo, *Analisis Pengaruh Kecerdasan Emosional (EQ) Dan Kecerdasan Spiritual (SQ) Pada Kinerja Karyawan*, Vol.15 No.1 2015, hlm. 4.

In this chapter is describing the study of theory to help simplify problem solving related to this research which is related with the implementation of full day school to build student's ESQ.

CHAPTER III RESEARCH METHOD

In this chapter describes the approach and type of research, the presence of researchers, the location of research, data sources, techniques of data collection, data analysis, checking the validity of data, and research procedures.

CHAPTER IV DATA EXPOSURE AND RESEARCH RESULTS

This chapter contains an overview of the research background, exposure to research data, and research findings.

CHAPTER V DISCUSSIONS

This chapter contains the results of the study on the implementation of full day school to build student's ESQ.

CHAPTER VI CLOSING

This chapter is the final chapter that discusses conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Basis

1. Concept of Full Day School

a. Definition of Full Day School

In language, full day school is a program that obligate the students to spend more time in the school. Learning process start from 06.45-15.30. So the concept of full day school is characterized by longer learning times than conventional schools and the interaction of students with teachers and student with other student more intensive. With the existence of a long learning schedule, the school can arrange lesson schedules freely.⁸

A study says that students will get a lot of benefits from full day school. Because in full day school system, the length of study time is also one of the dimensions of a child's experience. Moreover, full day school also aims to form student's aqidah and akhlaq and instill positive values for students.

The basic of implementing a full day school system is the same as the basis of Islamic education. Islamic education is an effort to guide students towards the growth of personality systematically and pragmatically so that they can live according to Islamic teachings so that happiness of the world and the hereafter is achieved.

⁸Lis Yulianti, *Full Day School Sebagai Penguatan Pendidikan Karakter Perspektif Psikologi Pendidikan Islam*, Vol. 5 No. 2 Juli 2017, hlm. 309.

b. Purpose of Implementing Full Day School

Nowadays there are many problems that made by teenagers. It can be seen from the newspaper that often reports that there are students who drink alcohol, free sex, and so on. This things happen because students don't get enough attention from parents and teachers at school. This problem also happen because of free time after school which is not utilized properly by the student.

The purpose of implementing full day school is a way to overcome various educational problems, in terms of achievement, morals, or akhlaq. By attending full day school, parents can prevent the possibility of their children falling into negative activities. The following below are the reasons why full day school is the choice of parents:⁹

- Career parents are increasing, so they do not pay attention to their children, especially with their activities after school.
- Socio-cultural changes that change people's mindsets. Industrial society measures success with material. So that the impact on changes in the role of a mother who was only just as a housewife, now a mother's duty also increases to work outside the home.
- Rapid advances in science and technology. With the increasingly world of communication, there are many television programs that

⁹ Bahrudin, *Pendidikan dan Psikologi Perkembangan* (Jogjakarta: Ar-Ruzz Media, 2009), hlm. 229

make children comfortable to always be in front of the TV and play handphones.

The main objective of full day school is as an effort to foster students' aqidah and akhlaq and instill positive values. Full day school also provides a strong foundation in all aspects of intellectual, physical, social and emotional development. Because the full day school system has a long time compared to conventional schools.¹⁰

c. Benefits of Implementing Full Day School

In a full day school system, students will get many academic benefits. Long study time at school is also one of the dimensions for the child. Another research states that students will get many academic and social benefits from the full day school.¹¹

For some people, Full day school has significant benefits. Especially for parents who have more money to put their children into full day school. The first thing, children will get various learning methods and different from regular schools. Second, parents don't need to worry because the child will be at school until the afternoon which means most of the child's time is spent for studying. Third, parents will not be afraid that children will be negatively affected by activities. Fourth,

¹⁰ Suharsimi Arikunto, *Manajemen Pengajaran Secara Manusiawi* (Jakarta: PT Rineka Cipta, 1993), hlm. 14.

¹¹ Muhaimin, *Paradigma Pendidikan Islam* (Bandung: PT. Remaja Rosda Karya, 2004), hlm. 168.

parents think that if a child wants to be smart, he has to go to a good school and that good school is an expensive school.¹²

d. Full Day School Implementation

The application of full day school learning is one of the innovations in education. Because in full day school is more emphasized in the formation of aqidah and akhlaq to instill positive values to students. The full day school learning system using fun game format in its learning. It all depends on the teacher's strategy so that students do not feel bored in the school.

Full day school is held in a full day at school. Thus, children's time will be spent more in the school than outside of school. In a full day school system, lessons that are considered difficult to put in the early hours. Then in full day school, breaks are applied twice.

The school that implement full day school, programs provided by schools need to be adjusted to what students should get at home, like studying needs, connecting with others, and resting needs. Using the full day school system makes guidance and supervision more optimal and creates a quality generation, not only from the quality of intelligence quotient, but also the quality of emotional and spiritual quotient of students.¹³

¹²Triyono, *Pengelolaan Full Day School di SDIT Qurrota A'yun Ponorogo*, 2012, hlm. 2.

¹³Bobi Departar, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching (Mempraktekkan Quantum Teaching di Ruang Kelas-Kelas)* (Bandung: Kaifa, 2003), hlm. 64.

2. Concept of ESQ

According to David Wechsler, intelligence is the ability to act directly, think rationally, and deal with the environment effectively. It can be concluded that intelligence is a mental ability that involves a rational thought process. Therefore intelligence cannot be observed directly, but seen from real actions which is an embodiment of the process of rational thinking.¹⁴

Intelligence is something that is non permanent. It can be grown and develop. There is no stupid or smart children, there are only children who stand out in some intelligence. Even though there are still many aspects of intelligence that can be owned by children, for example, intelligence in language, in the fields of art, sports, etc.

The intelligence who owned by children is actually relatively settled. The point is that intelligence will not change significantly. Child intelligence scores can be calculated quantitatively through intelligence tests. Child intelligence scores can also be calculated qualitatively by looking at and observing the tasks of their development. Here are the characteristics of children's intelligence:

- Adaptive

¹⁴ Sri Widayati dan Utami Widiyati, *Mengoptimalkan 9 Zona Kecerdasan Majemuk Anak* (Jogjakarta: Luna Publisher, 2008), hlm. 2.

Children will show a flexible response if there is a stimulus in various situations and problems. Children also know how to solve it so that they do not feel stuck every time they face a problem.

- Learning Ability

Children are able to learn with something new. High intelligence allows a child to quickly understand what is being taught because their memory is strong. Meanwhile children with low intelligence need more time and must be explained repeatedly.

- Learning from experience inside and out of himself

Children use previous knowledge to analyze and understand new situations. Children also always shows creativity.

Gardner said that the word "intelligence" has the same meaning with "talent" word. According to Gardner, there are nine identifiable intelligences, namely:

1. Logical-mathematical intelligence
2. Linguistic-verbal intelligence
3. Spatial-visual intelligence
4. Musical intelligence
5. Kinesthetic-bodily intelligence
6. Naturalist intelligence
7. Intrapersonal intelligence
8. Interpersonal intelligence
9. Existential intelligence

Then the nine intelligences were reduced to:

1. IQ (*Intelligence Quotient*)

This intelligence includes logical-mathematical and linguistic-verbal intelligence.

2. EQ (*Emotional Quotient*)

This intelligence includes interpersonal and intrapersonal intelligence.

3. SQ (*Spiritual Quotient*)

This intelligence includes existential intelligence.

There is no clear measurement tool for measuring one's intelligence except for intellectual intelligence. The test used to measure a person's IQ is called by psychotest. As for EQ and SQ intelligence, until now there is no tool that can measure it clearly.¹⁵

a. Definition of ESQ (*Emotional Spiritual Quotient*)

ESQ contains of two intelligences, namely:

1) Emotional Quotient

Emotional Quotient is a person's ability to control every activity or upheaval of thoughts, feelings, passions, every overflowing mental state based on a healthy mind (Goleman, 1999: 411).¹⁶

According to Lawrence, emotional intelligence is not based on someone's intelligence, but based on someone's character.

¹⁵Ifa Hanifah Misbach, *Antara IQ, EQ, dan SQ* (Bandung, 2008), hlm. 5.

¹⁶Yasin Musthofa, *EQ Untuk Anak Usia Dini Dalam Pendidikan Islam* (Yogyakarta: Sketsa, 2007), hlm. 10.

Emotional is even more important for success life than intellectual intelligence.¹⁷

IQ and EQ are synergistic resources. Without one, the other becomes imperfect and ineffective. IQ without EQ can make someone get an A in the exam, but it will not make you successful in life. The EQ area is personal and interpersonal relationships. EQ is responsible for self-esteem, self-awareness, social sensitivity, and social adaptability.¹⁸

If someone has a high EQ, they will be able to understand various feelings internally and be able to really recognize themselves. By keeping the lines of communication wide open with others, this will help someone to show empathy, self-adjustment, and self-control.

2) Spiritual Quotient

Spiritual Quotient is the ability to have values and norms that exist in society and practice them in everyday life. It means that spiritual intelligence is related with values and norms that happen in society. For example is children know that they can't fighting and taking their friend's toy.

According to Ary Ginanjar, Spiritual Quotient is the ability to give meaning to worship in every behavior and activity, through

¹⁷ Lawrence E. Saphiro, *Mengajarkan Emotional Intelligence pada Anak* (Jakarta: PT Gramedia Utama, 2003), hlm. 4

¹⁸ Jeanne Segal, *Melejitkan Kepekaan Emosional* (Bandung: Mizan Media Utama, 2000), hlm. 26.

the steps and thoughts that are natural, to the whole person (hanif), and has a tauhidi pattern of thought (integralistic) and principled only to Allah.¹⁹

Spiritual intelligence is the highest form of intelligence that combines two intelligences, that was intellectual intelligence and emotional intelligence. Spiritual intelligence is considered as the highest intelligence because it is related to someone awareness to be able to interpret everything and is a way to feel happiness.²⁰

b. Characteristics of Children Who Have ESQ (Emotional Spiritual Quotient)

1) Characteristics of emotional quotient

This emotional intelligence has five main characteristics, namely:²¹

- Self Control

The purpose of this self-control is excessive emotional control. The goal is emotional balance, not suppress it. If emotions are too suppressed it can be bored, but if emotions are out of control it will make depression and overwhelming angry.

Maintain emotions to stay in control is the key of emotional intelligence. To be able to control themselves, namely by having self-awareness and the ability to let go of unpleasant moods.

¹⁹ Ary Ginanjar Agustian, *Rahasia Sukses Membangkitkan ESQ* (Jakarta: Arga, 2003), hlm. 4.

²⁰ Akhmad Muhaimin Azzet, *Mengembangkan Kecerdasan Spiritual Bagi Anak* (Jogjakarta: Ar-Ruzz Media Group, 2010), hlm. 31.

²¹ Yasin Musthofa, *Op. Cit*, hlm. 23

Angry is a mood that is difficult to control. Angry is often triggered by feelings of danger, both physical and self-esteem. When the angry cannot be controlled by reason, violence will easily happen. Therefore angry must be controlled.

In relieving the angry, one of the ways is to understand the things that trigger angry and look for intervals to please themselves then look for directed ways to deal with the parties concerned to solve the problem. So the point is not to suppress or wreck, but to calm down and then communicate.

Sadness is a mood that is not as pleasant as other emotions, with sadness people will close themselves to worldly pleasures. If sadness happens continuously it will make people become depressed and self-loathing, feel worthless, feel scared and isolated. Intellectually he will easily be confuse, unable to concentrate and forget easily. While physically he will hard to sleep, not have the spirit of life, have no hope and easily despair. Therefore sadness must be expressed fairly and in a controlled manner. How to deal with sadness is by socializing, exercising, clearing homework, improving self-image by giving charity, and praying.

- Empathy

The purpose of empathy is to understand the other feelings and problems, respect differences in feelings about various

things and think from the other perspective. Empathy is usually built based on self-awareness, the more we are skilled at understanding ourselves, the more skilled we will be in reading other people's feelings.

Unconsciously we usually imitate the emotions that shown by others. When we see people smiling, we will also feel the mood of those who smile, so people who are less intelligent to accept emotions will be difficult to connect with others.

- Self-regulation

The purpose of self-regulation is when we can deal with our own emotions so that they have a positive impact on the implementation of tasks, sensitive to conscience and able to delay desires before achieving a goal, being able to recover from emotional stress.

- Motivation

The purpose of motivation is to use the deepest desires to guide us towards the goal, help us to take initiatives and act effectively, and survive in the face of failure and frustration.

- Social skills

The purpose of social skills is to be able to handle emotions well when dealing with other people and read the situation carefully and interact smoothly. These social skills are very needed when doing discussion and when work with teams.

People who are competent with social skills will appreciate the other success.

2) The character of someone that have a spiritual intelligence are:²²

- The ability to transcend physical and material.

It means that the children can feel the attendance of God or spiritual beings around him, meaning he experiences physical and material transcendence.

- The ability to have high level of awareness.

The high level of awareness is happen when he feel that all the things that he see is limited.

- The ability to sacred the daily experience.

This ability happen when the children can take the lesson from their daily experience.

- The ability to use spiritual sources to solve the problem.

People who have spiritual intelligence not only solve their problems rationally and emotionally, but they will refer to the spiritual heritage that was Al Quran text.

- The ability to act something good.

The example of act something good is can forgive, give thanks, say thank you and be humble.

c. The Ways to Build ESQ

1) How to improve children's emotional quotient

²² Jalaluddin Rakhmat, *SQ For Kids* (Bandung: Mizan Media Utama, 2007), hlm. 65.

There are several ways to improve children's emotional intelligence, namely:²³

- Teach realistic and optimistic thinking

Children must have emotional intelligence early so that they do not have behavioral problems as adults.

- Make an emotional card

This emotion card is a card that contains images that show different facial expressions. Then ask the child when he has felt the same way. This card can help children to recognize various kinds of feelings such as angry or sadness.

- Listen to children's hearts

The teacher or parent must always be ready to open up when the child wants to tell about his friends.

- Read fairy tales or books together

Choose a fairy tale book that has a good moral message. From the story the child will know there are also many people who experience problems in his life.

- Role playing or drama

Practice to play emotional events with the child.

- Involve children with sports activities or organizations

²³Yasin Musthofa, *Op. Cit.*, hlm. 27

By participating in the organization the child will gather with his friends who have different characteristics so that they can appreciate and accept it.

- Praise and motivate children

When a child is down, give motivation that he can still have other joys. When a child achieves a success we also have to give praise.

2) The ways to developing SQ:²⁴

- Be a good spiritual teacher.

The point is the parents or teachers who intend to develop SQ children must be people who already have spiritual awareness as well.

- Help the children to formulate his life mission.

It means that we have to teach the children that life should have a purpose, start from the nearest purpose until the farthest purpose.

- Read holy kitab.

It means that we must give special time to discuss about holy kitab together and explain the meaning in our lives.

- Tell the stories from spiritual figure.

It means when we tell stories from spiritual figure, hopefully the children will get valuable lesson from that story.

²⁴ Jalaludin Rakhmat, *Op. Cit*, hlm. 68.

- Discuss various problems with the spiritual perspective.

The purpose of the spiritual perspective is give meaning to the God's big plan. The example is why our life is getting down?

The answer is because God is testing us and God must have a wonderful plan for us.

- Invite children in religious activities.

The meaning is we have to always invite the children to do religious activities. The example is if they were moslem, so we have to invite them to do shalat, fasting, etc.

- Read a poetry, spiritual and inspirational songs.

The benefit from reading poetry and spiritual song is so that children get valuable lessons from the poetry or song.

- Bring the children to enjoy the nature.

Bring the children to a nature that has not been polluted, for example is going to the mountain. From that activity, we got a lesson to always enjoy and be thankful to everything that God already give to us.

- Bring the children to the place where there was a suffering person.

Take the children to the village that haven't touched by technology. At night, spend the time with pray and tafakur. In that village, they can find out the life of the poorest person in

that village. So they will be crying together because they feel the suffering.

- Bring the children to the social activities.

Invite the children to give an accommodation directly to the disadvantage people. The purpose is the children can always feel grateful.

3. The Impact of ESQ (Emotional Spiritual Quotient) for Children

a. Benefits of ESQ (Emotional Spiritual Quotient) for Children

1) Benefits of emotional quotient²⁵

Basically emotions have benefits for human survival. With emotion, human can feel things that are human. If human do not have emotions, life will become empty and meaningless because they can't feel happiness and sadness. Those people who has emotional intelligent will be able to live peacefully, happily and naturally, because they can manage their emotions.

People who have emotional intelligence will have high expectations because they are not trapped in anxiety and depression. With such high hopes he will be able to motivate himself, grow self-confidence, be flexible and have the courage to solve problems.

People who are able to recognize emotions themselves will be able to control themselves well. It can provide benefits for

²⁵ Yasin Musthofa, *Op. Cit*, hlm. 19.

themselves and their environment. Emotional intelligence will produce an empathetic attitude, namely the ability to feel what others feel then he will control his behavior towards others. This ability to empathize will produce altruism which means giving love to others. He will love others as he wants to be loved.

Emotional intelligence is very useful for human life, so this emotional intelligence is supposed to be helpful by every human being who lives in an age full of temptations remains in control and happiness. Therefore if parents want children to be free from the pressures of the times, the solution is to teach children about emotional intelligence.

2) Benefits of spiritual quotient

Developing children's spiritual intelligence will affect the child's development towards maturity so that the child is able to grow and develop into a complete human being. Developing children's spiritual intelligence provides many benefits for the child's growth and development.

The most important benefit of spiritual quotient is being able to integrate the power of the human brain and heart in building strong characters and personalities based on human values. Finally, successness will not only be intelligently intellectual, but also emotionally and spiritually intelligent. In fact, humans who have

good spiritual intelligence will have an impact on their intelligence in interacting with humans because they are helped by Allah.²⁶

b. Impact of ESQ (Emotional Spiritual Quotient) for Children

Someone who has a high emotional quotient will try to create a balance in themselves, can make happiness from himself and can change something bad into something positive and useful.

By having good emotional intelligence, every individual has the ability to recognize themselves, the ability to manage emotions, the ability to motivate themselves, relate to others, awareness of other people's emotions, ability to listen, feel the feelings of others.²⁷

People who have a high spiritual quotient, he will interpret the suffering of life by giving positive meaning to every problem he faces. By giving a positive meaning, a person is able to awaken his soul and do positive actions.²⁸

B. Framework of Thinking

Full Day School is a school that is held for a full day with the purpose that students can be educated well by the school. Full day school application is one way to develop student's aqidah and akhlaq and instill positive values for students.

²⁶ Udik Abdullah, *Meledakkan IESQ dengan Langkah Taqwa dan Tawakkal* (Jakarta: Zikrul Hakim, 2005), hlm. 81.

²⁷ Skripsi Herwati, *Emotional Spiritual Quotient dan Relevansinya Terhadap Pendidikan Agama Islam*, 2016, hlm. 42.

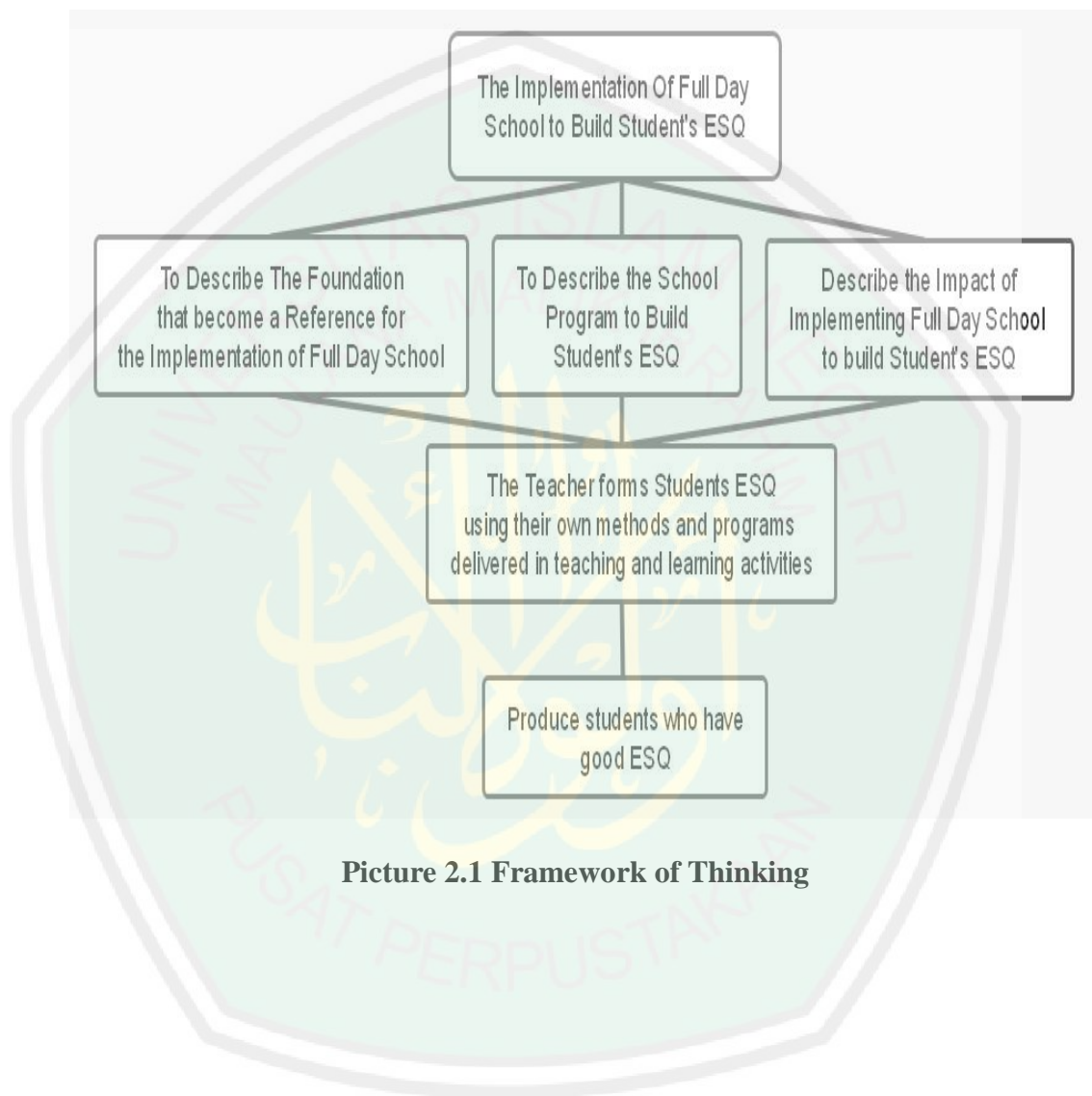
²⁸ Danah Zohar dan Ian Marshall, *SQ Kecerdasan Spiritual* (Bandung: Mizan Pustaka, 2007), hlm. 167

In the application of a full day school system students are required to spend a lot of time at school, it is certainly benefit the school more in developing the potential of students, because the school can add many lessons for students. Schools not only deliver lessons that are required by the government, but schools can also deliver lessons that can develop all student's potential. Teachers can be freely use a variety of learning methods, and the teacher also does not need to rush to complete a learning theme because the teacher has a lot of time with students.

Full Day School also has more advantages for Islamic-based schools, the school can insert religious activities for their students such as requiring shalat dhuhur and shalat ashar together at school. And there are also schools that require students to memorize the Qur'an juz 30. The application of full day school certainly has an impact on the students themselves, such as the impact of the obligatory to shalat dhuhur and shalat Ashar at the school, hopefully the students will be diligent in praying in congregation outside of school time.

In forming student's ESQ, the teacher apply their own methods. An example is the teacher give motivation and punishment for the students to form and build the student's EQ. Then to build student's SQ, the teacher can apply ways such as the students should to pray every start and finish learning, and giving assignments that can increase the SQ of the student. With the implementation of full day school and the formation of ESQ students by teachers with their various ways, hopefully that later it will produce students

who have good ESQ. The framework of thinking can be illustrated by this following scheme:



Picture 2.1 Framework of Thinking

CHAPTER III

RESEARCH METHOD

A. Approach and Type of the Research

From the focus of the research, this research using qualitative research methods. According to Strauss and Corbin, qualitative research is a type of research which produces data that is not a statistic or measurement.²⁹ Another opinion says that qualitative research is a research problem solving using empirical data.³⁰ This method is usually used to understand a phenomena that is usually hidden and sometimes difficult to understand satisfactorily.

The type of research that used in this research is descriptive research. This study attempts to describe the data available. Descriptive research is limited to attempts to express a problem so that they are merely revealing facts.³¹

Qualitative research produces descriptive data in the form of speech, writing, and behavior of the person being observed. Data for this research were getting from interviews, documents, and others. This research interprets the data concerned with the situation that is happening.

B. Research Attendance

Based on the method above, the presence of researchers is very necessary and in data collection researchers must observe very carefully. Therefore researchers must go directly to the field to get accurate data. Because researchers job as implementers of research instruments.

²⁹ Pupu Saeful Rahmat, *Penelitian Kualitatif*, Vol.5 No. 9 Januari-Juni 2009, hlm. 2.

³⁰ Masyhuri dan Zainuddin, *Metodologi Penelitian Pendekatan Praktis dan Aplikatif* (Malang: PT Refika Aditama, 2008), hlm. 13.

³¹ Hadari Nabawi, *Metode Penelitian Bidang Sosial* (Yogyakarta: Gajah Mada Pres, 2005), hlm. 31.

Without researchers, research instruments cannot be used and cannot be function. The task of the researcher is to plan, implement, collect, analyze, and interpret the data. In the end the researcher will be responsible for the report of the research results.

C. Location of the Research

The research location is a place to conduct research. Based on the location of the research, the researcher will obtain information and data in accordance with the themes, problems, and the focus of the research that has been set. This research is located at MINU KH MUKMIN Sidoarjo. Located on Jl. KH Mukmin No. 39, Sidoarjo. This school was founded in 1927. And has been through various changes until now.

This location was chosen because the school has implemented a full day school system and has good management. Moreover, the research location is a place that is easily accessible by researchers so that it can make researchers more easy to get the data needed.

D. Data and Data Resources

Datum is the value of the fact of the existence of something that can be observed. While data is a collection of datum. Data does not directly provide information to researchers. Because data must be analyzed and classified so that the data becomes meaningful.³²

³² Kris H Timotius, *Pengantar Metode Penelitian* (Jakarta: Penerbit Andi, 2017), hlm. 63.

The meaning of data source is everything that contains information about data.

Based on the source, data is divided into two, that was :³³

- a. Primary data is data collected by researchers that came from the first source or location of the research. The informants in this research were headmaster, vice principals, teachers, and students.
- b. Secondary data is data who obtained from literature. This secondary data is a supporter of primary data. Examples of secondary data are journals, articles, school documents, and others.

E. Technique of Collecting Data

In this research, data was collected using this following techniques :

- a. Observation

The meaning of observation is a scientific activity that underlying the facts of the field without manipulating anything. Observation is the very first technique to do a research. This observation technique is an activity that uses all five senses.³⁴

This observation technique is suitable for reviewing processes and behavior. In this method the eyes and ears are windows for recording various data. Observations are divided into two types, namely participant observation and non-participant observation. In this study the author uses the technique of participant observation where the researcher is part of what is observed. Participant observation has the advantage for minimizing

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2009), hlm. 137.

³⁴ Hasyim Hasanah, *Teknik-Teknik Observasi* , Vol. 8 No. 1 Juli 2016, hlm.22.

the chances of questions from the individual being observed because researchers go directly to the field and can see first hand the actual problems that happen.³⁵

The observation function is composed of descriptions, filling in the data. The purpose of the description is observation used to explain everything that happen in the field. Then the purpose of filling in the data is that the observations made function to complete the information that required by the researcher.

The technique that used in this study is the technique of participant observation. The researcher will directly observe in the MINU KH MUKMIN Sidoarjo. The data that wanted by researchers is about school activities that connect with the process of implementing full day school.

b. Interview

Interview is the way that are do for get an information or data through an oral interaction.³⁶ Interviews are interactions between researchers and respondents. This interview technique aims to complete the data that is still empty so that accurate information is already getting by the researcher. In the interview process, researchers will interviewing headmaster, vice principals, class teachers, and students. This following list is a questions that will be asked to the source:

1) Headmaster

- The reason of using a full day school system

³⁵ Suwartono, Op.cit., hlm. 41.

³⁶ Suwartono, *Dasar-Dasar Metodologi Penelitian* (Yogyakarta: Penerbit Andi, 2014), hlm. 48.

- The process of full day school implementation
- The school's vision and mission

2) Deputy headmaster of curriculum

- The process of full day school implementation
- The advantages and disadvantages of full day school
- Student activities at school
- The impact of implementing full day school in building student's ESQ

3) Deputy headmaster of the student affair

- The process of implementing full day school
- The advantages and disadvantages of full day school
- Student activities at school
- The impact of implementing full day school in building student's ESQ

4) Teacher

- The process of implementing full day school
- The impact of implementing full day school in building student's ESQ

5) Student

- The impact of implementing full day school in building student's ESQ

c. Questionnaire

Questionnaire is technique for collecting data that is done by distributing forms that contain several written questions for response to answer it.³⁷This data collection technique usually does not need direct meetings with data sources. This questionnaire was conducted to obtain answers or responses and information needed by researchers.³⁸These are the following questionnaire that used in this research:

Table 3.1 Questionnaire

No.			Indikator	Pertanyaan	Tanggapan	
					Ya	Tidak
1.	EQ	Kemampuan mengenali perasaan diri sendiri dan perasaan orang lain, kemampuan memotivasi diri sendiri, dan kemampuan mengelola emosi dengan baik pada diri sendiri dan dalam hubungan dengan orang lain melalui keterampilan kesadaran diri,	Ketrampilan kesadaran diri	Apakah kamu tahu kelebihanmu?		
2.			Ketrampilan mengendalikan diri	Apakah kamu bisa membawa diri dalam pertemananmu ?		
3.			Ketrampilan memotivasi diri	Apakah kamu mengetahui cita-citamu dan berusaha untuk meraih cita-cita tersebut?		
4.			Ketrampilan berempati	Jika ada teman yang sedang bersedih, apakah kamu menghiburnya?		

³⁷ Sugiyono, Op. cit, hlm.199

³⁸ Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 1995), hlm. 66

5.		pengendalian diri, motivasi diri, empati, dan keterampilan atau kemampuan sosial.	Kemampuan sosial	Apakah kamu memiliki banyak teman?			
6.	SQ	Memiliki nilai dan norma yang ada di masyarakat dan mengamalkannya	Nilai rohani	Apakah saat shalat tiba kamu melaksanakan dengan kesadaran sendiri?			
7.				Jika akan melakukan sesuatu, apakah kamu membaca basmallah atau berdoa terlebih dahulu?			
8.					Dalam satu minggu, apakah kamu melakukan kegiatan mengaji di rumah?		
9.				Nilai sosial	Apakah kamu pernah membantu orang yang membutuhkan?		
10.			Norma	Apakah kamu selalu menghormati yang lebih tua?			

This questionnaire is used to find out whether students have a good ESQ or not. It will be shared to three classes. There are first grader, third grader, and sixth grader. According Cahyo Tri Wibowo, emotional quotient is the ability to recognize their own feeling and other people's feelings, ability to motivate themselves, and the ability to manage their own emotions well in relationships with others through self-awareness skills, self control, self motivation, empathy, and skills or social ability. From the explanation above, we can find there are five indicators that is self-awareness skills, self-control skills, self-motivating skills, empathy skills, and social abilities. And for the spiritual quotient, researchers use the opinion of Akhmad Muhaimin Azzet who says that spiritual quotient is the ability to have values and norms that exist in society and practice them in the real life. From this explanation, the researchers obtained three indicators namely spiritual values, social values, and norms.

d. Documentation

Documentation or also called this archive is a notes that has been prepared by an institution that used for investigation.³⁹In this research, documentation techniques are used to complete the data that has been got by researchers. The documents that needed in this study are full day school activities, and a list of progress related to full day school activities.

³⁹Ibid, hlm. 73.

F. Data Analyze

So many data that already got by the author. Even though the amount is enough, the data must be processed first so that it becomes meaningful information. The term “processed” data is the term that author usually use to replace word “analyze”.⁴⁰

The data that has already got by researcher will not be meaningful if it is not analyzed, which is processed or interpreted. Analyzing data is a process of processing data with the aim of placing information in accordance with its functions so that it has meaning that is in accordance with the objectives of the study. The purpose of data analysis is to arrange data systematically so that it can be easily understood.⁴¹

The data analyze technique used in this study is a qualitative descriptive technique, it means that this research is do by describing phenomena that happen in the field that are systematically selected to get a conclusion in good and correct language.⁴² Data analyze can be done through three stages, that was:

a. Data Reduction

Data reduction is an activity of selecting data in accordance with the focus of the problem. At this stage the researcher collects all the instruments used to collect data and then grouped it based on the focus of the problem.

The data that already get from the field will be getting more and more,

⁴⁰Ibid, hlm. 79.

⁴¹ Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Kencana, 2012), hlm. 106.

⁴²Anas Sudiyono, *Statistik Pendidikan* (Jakarta: Rajawali Pers, 1987), hlm. 46.

therefore data reduction it is needed to select data that is not in accordance with the purpose.

b. Data Display

The results of data reduction need to be displayed systematically so that it can easily get a fully illustrated of the results of the research. Data display is used to help researchers to see the overall illustration of the results of the research. Data display can be done in the form of narratives, arrange them in table form, or graph.

c. Make conclusions

The final step of analyzing data is make conclusions. But the conclusions here are still the first conclusions and temporary which can still change if no strong proof is found to support.

G. Technique of Validation

Checking the validity of the data is to measure do the result can be trusted. The validity of the data is a standard of truth from the results of research that prioritizes data than the attitude of the people. In the qualitative research, a data can be called valid if there is no difference between what the researcher reported and what actually happened to the object. This is the technique of checking the validity of the data that used in this study:

a. Perseverance Observation

The meaning from perseverance observation is in making observations to get the data, researchers must be careful and hard working to get the valid data.⁴³

b. Member Check

Member check is an activity where the researcher checking again the truth of the data that already get from the participants who have become data sources. This is do to correcting if there is a mistake and add more information.

c. Triangulation

Triangulation is a checking technique that using something else from outside data to checking or comparing from the data. The type of triangulation that used in this research is:

1) A source of triangulation

Source triangulation is an activity to searching the truth about information through various methods and source of obtaining data. An example is besides using interviews and observations, researchers can use written documents, personal notes, and pictures.

2) Triangulation method

Triangulation method is a the process of making comparisons, checking the validity of research data through different methods.

⁴³Kartini dan Kartono, *Pengantar Metodologi Riset Sosial* (Bandung: Mandar Maju, 1990), hlm. 159.

H. Research Procedure

According to Suwartono, there are three stages to do this research, that was the stage of down to the field, the stage of taking the research subject, the stage of arrange the report.⁴⁴

a. The stage of down to the field

In this stage usually do to understand the background of research or field survey or do approach to the school related to have the permission. So the researcher can decided to continue the research at the school and could choose the focus of the research.

b. The stage of taking the research subject

Researchers take the subject of research and go directly to the field to get the result that they want, such as interviews, collecting data, and checking the validity of data.

c. The stage of arrange the report

This is the last stage of doing research. In this stage, the author is arrange the report of research, continue by doing consultation to the lecture then do a revision.

⁴⁴ Suwartono, Op.cit., hlm. 30.

CHAPTER IV

DATA EXPLANATION AND RESEARCH FINDING

A. Description of the Research Location

MINU KH MUKMIN Sidoarjo is located on Jl. KH Mukmin No. 39, Sidoarjo Regency. This school was founded in 1927. MINU KH MUKMIN is the first MINU (Madrasah Ibtidaiyah Nahdlatul Ulama') school in Sidoarjo. When it was established, the school was called Madrasah Banat Kuthuk. In the past, KH MUKMIN MINU was included in a traditionally school with NU (Nahdlatul Ulama) understanding. From year to year the condition of this school has changed until now.

B. Data Explanation

1. The Foundation that Become a Reference for the Implementation of Full Day School at MINU KH MUKMIN Sidoarjo

Full day school is a process of teaching and learning for a full day from morning to evening. With the implementation of the full day school system it can provide many advantages for schools to increase activities in the school so that the vision and mission of the school can be reached.

In Sidoarjo, there are already a lot of schools that implement this full day school system. MINU KH MUKMIN Sidoarjo is one of the schools that implements a full day school system in Sidoarjo. To find out what is the reason of the full day school implementation at MINU KH MUKMIN Sidoarjo, researchers conducted an observations and data collection

through interviews and observations on 15 May 2019 with Mrs. Hamama as the principal. These are the result of the interview:

So the main reason is because of the community request. Because the school's location is in the middle of the city that most of the people work until night. Therefore, the parents need the school that educate their children well while they are working. Then, the second reason is because with the full day school system, school will have more time to create their own vision and mission.⁴⁵

In this case Mrs. Retno as Deputy Headmaster of the Curriculum also gave her opinion on the reason of the full day school implementation at MINU KH MUKMIN Sidoarjo. These are the result of the interview:

“The reason of implementing full day school itself is the children are more easily controlled because part of their time is spent at school, the next one is the school has more local content (mulok)”⁴⁶

Next Mrs. Anis as Deputy Headmaster of Student Affairs also gave her opinion on the implementation of full day school in MINU KH MUKMIN Sidoarjo:

With the full day school system, the school can add more activities such as extracurriculars. In this school there are 10 extracurriculars that must be followed by students, that is scouts that must be followed by all of the students, then theater, qiraah, calligraphy, painting, banjari, karate, drumband, choir, and music or band⁴⁷

Moreover, researcher do an interview about how the process of implementing full day school at MINU KH MUKMIN Sidoarjo. These are the result of the interview with Mrs. Hamama as the principal:

At MINU KH MUKMIN, school starts at 06.45. In this school only implementing full day school system from 3rd grade until 6th grade. While for the 1st grade and 2nd grade haven't use full day school system. The reason why the 1st grade and 2nd grade do not use full day

⁴⁵Interview with Mrs. Nurul Hamamah, the headmaster , on 15 May 2019

⁴⁶Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019

⁴⁷Interview with Mrs. Anis Faridah, the deputy headmaster of students, on 15 May 2019

school system is because of their number one educator is their own family. So the school is only held for five days from Monday to Friday. While for Saturday and Sunday are holidays. But there are also students who go to school on Saturdays. Classes on Saturdays are only for classes 4 through 6 whose scores are still below average.⁴⁸

Then the interview about the application of the full day school system at MINU KH MUKMIN Sidoarjo was continued together with Mr. Eti and Mr. Nadiva as 1st grade classroom. These are the result of the interview:

“In its application, full day school is implemented for 4th grade to 6th grade students from Monday to Thursday starting at 06.45 to 15.45, while on Friday starts at 06.45 to 14.00. While on Saturday it is used for remedial activities for some students”⁴⁹

From the results of the interview in accordance with the results of observations that researchers have done on 29th of May 2019, These are the result of the observations from the process of implementing a full day school at MINU KH MUKMIN:

“At 6:30 the students start coming to school. Some teachers await the arrival of students in front of the school gate to welcome students, and students who have just come greet the teachers and do handshaking. After that students enter their classes to put their bags, at 06:45 a bell rings indicating the morning briefing begins and students exit the class to make a line at the field. morning briefing is done for 15 minutes, after that students enter their classes to start learning activities, except for 5th grade which on that day had a turn for the shalat Dhuha together. Before the lesson really begins the students do memorization juz 30 that has been determined by the school. And this school also has a program to Learn to Read the Qur'an called BMQ (Belajar Membaca Qur'an) using tartil method which is carried out alternately for each class, some get their turn at the first lesson, at the second lesson, and so on. When the time for shalat Dhuhur is coming, the students directly go to the mushalla to do shalat Dhuhur together and followed by a break time. Then after the break time, students reentered to carry out learning activities. And at 14.00 students in 1st grade and 2nd grade come home while students in 3rd grade to

⁴⁸ Interview with Mrs. Nurul Hamamah, the headmaster, on 15 May 2019.

⁴⁹ Interview with Ms. Nadiva And Ms. Eti, the 1st grade classroom teacher, on 15 May 2019.

6th grade continued to have learning activities and going back home after doing shalat Ashar together at school.”⁵⁰

Based on observations and data collection that conducted by researchers through interviews and observations, the foundation that become a reference for the implementation of full day school at MINU KH MUKMIN Sidoarjo is because the school location is in the middle of the city that most of the people work until night, so the parents need the school that educate their children well while they are working. Then with full day school system, the school will have more time to create their own vision and mission. The next reason is the children are more easily controlled because part of their time is spent at school. Then the last reason is school has more local content (mulok). And then, the process of full day school implementation at MINU KH MUKMIN is an activity that starts from 06.45 until 15.40 for the 3rd grade to 6th grade, and the school starts from 06.45 until 14.00 for 1st grade and 2nd grade. The activities are morning briefings, shalat Dhuha, memorizing juz 30 and praying together, reading the Qur'an, learning activities, shalat Dhuhur, learning activities and shalat Ashar .

2. School's Program to Build Student's ESQ at MINU KH MUKMIN Sidoarjo

ESQ is a combination of emotional intelligence and spiritual intelligence. Although emotional intelligence and spiritual intelligence are different, however if they are combined, they will get good results. If emotional

⁵⁰ Observation at MINU KH MUKMIN Sidoarjo, on 29 May 2019.

intelligence and spiritual intelligence are combined, then a balance will be reached between human and human relationships, and humans and God relationships.

Emotional intelligence and spiritual intelligence can be formed early to our children. It is already explained in chapter 2, that there are 17 efforts that can be made to build student's ESQ. From the 17 efforts, MINU KH MUKMIN only applied 15 efforts in forming student's ESQ. It consists of 5 efforts for EQ, and 10 efforts for SQ. These are the efforts that made by schools to build student's EQ:

- a. Listen to student's confide
- b. Read fairytales or books together
- c. Role playing or drama
- d. Involve student with sports or organizational activities
- e. Praise and motivate the students

These are the efforts that made by schools to build student's SQ:

- a. Be a good example for the students
- b. Help the student to formulate his life mission
- c. Recite the holy Qur'an
- d. Tell the story of a spiritual figures
- e. Discuss various problems with a spiritual perspective
- f. Involve the student in religious activities
- g. Read inspirational Islamic poetries and songs
- h. Invite the student to enjoy the beauty of nature

- i. Invite the student to the place of people who suffer
- j. Invite the student to a social activities

The school also has several school programs that are conducted to build student's ESQ. The following below is a form of school program carried out to build student's EQ:

- a. Holding an intracurricular theater

Basically all children are very playful. One of the games that is loved by children is playing pretend or can also be said to play roles. When playing a role, there are many benefits obtained by children. Like constructing self confidence, constructing creativity, and constructing social skills and empathy.

In this case the researcher conducted an interview with the teacher at MINU KH MUKMIN Sidoarjo to give her opinion about role playing or drama. Mrs. Retno as deputy headmaster of curriculum expressed her opinion:

“There are intracurricular in this school that is theater. So usually the students are taught to play roles or read a poetry. The purpose of this theater activity is to build student's confidence”⁵¹

To support the answers from Mrs. Retno, the researcher also gave the same question to Mrs. Anis as deputy headmaster of students:

“The school also organizes intracurricular theater to train student's self-confidence and to hone their talents”⁵²

⁵¹Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019.

⁵²Interview with Mrs, Anis Fatidah, the deputy headmaster of students, on 15 May 2019.

b. Conducting various extracurricular activities

Some people think that joining an organization activities is a waste of time and energy. Though there will be many benefits received if you follow the organization. The benefits are able to learn to manage time, practice our responsibility, and practice socializing.

We must teach our children early on participating in organizational activities, it can start from elementary school. In organizational activities in elementary schools, students will be trained to develop social skills with their friends, meet friends who have different characters with him. On this occasion, the researcher conducted an interview with Mrs. Anis as the deputy headmaster of the students about the activities of student organizations in MINU KH MUKMIN Sidoarjo:

The activities of students at school besides studying at class are extracurricular activities. In this school there are 10 extracurriculars that must be followed by students, that is scouts that must be followed by all of the students, then theater, qiraah, calligraphy, painting, banjari, karate, drumband, choir, and music or band. Then every year there is always an art performance to show the talents and creativity of students from each extracurricular.⁵³

To support Ms. Anis answers, the researcher also gave the same question to Kiara Nanima Cita as a 5th grader:

“I'm taking 2 extracurriculars. Calligraphy and scout. But scout is a compulsory extracurricular.”⁵⁴

⁵³Interview with Mrs. Anis Faridah, the deputy headmaster of students, on 15 May 2019.

⁵⁴Interview with Kiara Nanima Cita, the 5th grader, on 29 May 2019.

The following below are the form of school program carried out to build student's SQ:

a. Conducting BMQ (Belajar Membaca Qur'an) activities

Teaching the Qur'an to children must begin early, it can even be done since the child is still in the womb by the way Mother reads the Qur'an regularly. If parents want their children to study regularly, their parents must also provide examples for their children to study the Qur'an every day. Learning to recite Qur'an is not only done at home, but in the school children can also be taught to recite Qur'an. Parents must create a pleasant atmosphere when reciting the Qur'an so that children do not feel bored. We must instill in children that humans are servants of God who must carry out his commands and stay away from his prohibitions.

In this case, researchers conducted interviews about learning to read the Qur'an conducted MINU KH MUKMIN Sidoarjo with Ms. Eti and Ms. Nadiva as 1st grade classroom teacher. The following below is her opinion:

Usually BMQ (Belajar Membaca Qur'an) is done during the first and second lessons and using the tartil method. When BMQ (Belajar Membaca Qur'an) takes place, the class is distinguished from the usual class. It divided into three groups, the first group is for 1st grade and 2nd grade, second group is for 3rd grade and 4th grade, and for third group is for 5th grade and 6th grade⁵⁵

⁵⁵Interview with Ms. Nadiva and Ms. Eti, the 1st grade classroom teacher, on 15 May 2019.

On another occasion, the researcher conducted an interview with Mrs. Kiluk as 4th grade classroom teacher. The following below are the results of the interview:

“Of course in this school there are also learning Qur’an activities. BMQ is done every Monday to Thursday.”⁵⁶

To support the answers from the interview above, The researcher also conducted an interview with Mrs. Retno as deputy headmaster of the curriculum. The following below is his opinion:

Every day there is a schedule for reciting Qur’an the BMQ (Belajar Membaca Qur’an). The method that is used in this school is tartil. Then there is a compulsory activity to memorize the Qur’an juz 30 starting from 1st grade to 6th grade. Students are allowed to proceed to juz 1st⁵⁷

From the results of the interview in accordance with the results of observations that researchers have done on 29th of May 2019. The following below are the result:

“The researcher saw that all classes always had a schedule for learning to read the Qur’an. For 1st grade the schedule for learning to read the Qur’an is carried out during the first hour. The method that used in MINU KH MUKMIN Sidoarjo is the tartil method.”⁵⁸

b. Conducting various kinds of religious activities

Supplying children with religious education from an early age can make children stay firm in their stance and not fall into negative activities. If the child has a good religion, then the child will not

⁵⁶Interview with Mrs. Kiluk, the 4th grade classroom teacher, on 15 May 2019.

⁵⁷Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019.

⁵⁸ Observation at MINU KH MUKMIN Sidoarjo, on 29 May 2019.

choose the wrong friends, and can choose what is good and what is bad. The way to teach religion to children is to involve children in religious activities.

In this case the researcher made observations and interviews with the teacher about what religious activities were carried out at MINU KH MUKMIN Sidoarjo. The following below are the results of the interviews with Ms. Eti and Ms. Nadiva as 1st grade classroom teacher:

“Even though they are still in the 1st grade, the majority of children have been fasting until maghrib. Children are also required to memorize Al Qur'an juz 30 from 1st grade to 6th grade.”⁵⁹

On another occasion, the researcher conducted an interview with Mrs. Kiluk as 4th grade classroom teacher. The following below are the results of the interview with her:

“Usually children are invited to shalat Dhuha together, shalat Dhuhur together, and shalat Asr together. Moreover, students are also invited to istighosah and read Yasin together.”⁶⁰

From the results of the interview in accordance with the results of observations that researchers have done on 29th of May 2019. The following below are the result:

“At the time before starting the first lesson, students in 3rd grade to 6th grade are required to do the shalat Dhuha. Shalat Dhuha are held Monday through Thursday, and each class has their own schedule. When the researcher made observations on Wednesday, the class that got the shalat Dhuha schedule was 4th grade.”⁶¹

c. Conducting study tour

⁵⁹Interview with Ms. Nadiva and Ms. Eti, the 1st grade classroom teacher, on 15 May 2019.

⁶⁰Interview with Mrs. Kiluk, the 4th grade classroom teacher, on 15 May 2019.

⁶¹ Observation at MINU KH MUKMIN Sidoarjo, on 29 May 2019.

Inviting children to travel to enjoy the beauty of nature is fun for children. Traveling is highly recommended so that children do not get bored because they always study at school. In addition to fun, children will get new lessons at these tourist place. Being in the nature will make children get space to explore themselves and find out many things.

On this occasion the researchers conducted interviews with teachers about inviting children to enjoy the beauty of nature. The following below are the results of an interview with Mrs. Retno as deputy headmaster of the curriculum, she said:

“Usually we do study tour out of school twice in a year. 5th grade have ever visited mangrove forest for study tour. Besides enjoying the beauty of nature, students can also learn at the same time.”⁶²

In this case Ms. Eti and Ms. Nadiva as the 1st grade classroom teacher also gave their opinions:

“Once in a while we go to the zoo. If doing an outing activity, the purpose of the tour must be in accordance with the theme that being studied.”⁶³

⁶² Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019.

⁶³ Interview with Ms. Nadiva and Ms. Eti, the 1st grade classroom teacher, on 15 May 2019.



Picture 4.1 Study Tour at Zoo

d. Conducting social activities

After inviting children to travel and have fun, we must also invite children to visit their friends who are not as fortunate as they are. Like inviting children to visit orphanages. By taking the child to the place of the suffering person aims to make the child more grateful for what they has.

On this occasion the researchers conducted interviews with teachers about inviting children to visit places where people are suffering. The following below are the results of an interview with Mrs. Kiluk as the 4th grade classroom teacher about inviting children to where people are suffering:

“Students have been invited to visit an orphanage, and during a natural disaster in Palu yesterday students were invited to make donations as well.”⁶⁴

To support the answers from Mrs. Kiluk, the researcher also gave the same question to Kiara Nanima Cita as a 5th grade student:

“Yes I have, I used to visit my friend who was sick at the hospital”⁶⁵

⁶⁴ Interview with Mrs. Kiluk, the 4th grade classroom teacher, on 15 May 2019

⁶⁵ Interview with Kiara Nanima Cita, the 5th grader, on 29 May 2019.

Beside only visiting our unfortunate friends, us that have more fortune also have to give some of the fortune to those who are unfortunate. On this occasion, researchers conducted interviews with teachers what are the social activities carried out at MINU KH MUKMIN Sidoarjo. The following below are the results of the interview with Ms. Eti and Ms. Nadiva as 1st grade classroom teacher, she said:

“When a disaster has occurred in Palu, students are invited to make donations.”⁶⁶

To support the answers from Ms. Eti and Ms. Nadiva, the researcher also gave the same question to Kiara Nanima Cita as a 5th grader:

“Yes, the school ever held a social activity to help disaster victims in Palu.”⁶⁷

3. The Impact of Full Day School to Build Student’s ESQ at MINU KH MUKMIN Sidoarjo

From the implementation of the full day school system, there must be some goals to be achieved by the school. The school wants that this full day school system will have a good impact on students. However, with increasing hours of study at school, surely it is not easy for students. To find out what are the impacts of full day school implementation to build student’s ESQ at MINU KH MUKMIN Sidoarjo, The researcher made

⁶⁶ Interview with Ms. Nadiva and Ms. Eti, the 1st grade classroom teacher, on 15 May 2019

⁶⁷ Interview with Mrs. Kiluk, the 4th grade classroom teacher, on 15 May 2019

observations and collected data through interviews and observations on 15th of May, 2019 with Mrs Retno as deputy headmaster of the curriculum.

a. Have a Good Social Interaction

Humans are social beings. As social beings, humans cannot live alone without other people. Someone must have a social soul to be able to position himself correctly both in individuals and in society. To form a social soul in children must be done early. The most important role in the process of social mental development in children is the child's own environment. The following below are the answers of observations and interviews conducted by researchers with teachers on how the schools can build students' social interaction. The researcher conducted an interview with Mrs. Retno as deputy headmaster of the curriculum, the following below was her explanation:

The impact of full day school implementation is because the students spend a lot of time in the school, they will meet more people in the school more often such as their friend and their teacher, so they will have a good social soul. Moreover, there are 10 extracurricular that can be followed by the students to increase their social interaction⁶⁸

To support the answers from Mrs. Retno, the researcher also asked a question with Mrs. Anis as the deputy headmaster of the Student. She said:

“The school's effort to build students' EQ is by requiring these students to attend extracurricular activities. The goal is when the students follow the extracurricular, they will meet more friends and do a social interactions to practice their social skills.”⁶⁹

⁶⁸ Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019

⁶⁹ Interview with Mrs. Anis Faridah, the deputy headmaster of students, on 15 May 2019.

In this case Kiara Nanima Cita as a 5th grader also expressed her opinion. The following below are the results of an interview with Kiara Nanima Cita:

“I feel more happy at school than at home. Because at school I can meet with my friends so I can play and study together. Moreover, I feel smarter because I always study.”⁷⁰

From the results of the interview in accordance with the results of observations that researchers have done on 27th of September 2019. The following below are the result:

“The researchers found that when in the school students were always in groups and not individually. Can be seen when the break arrives, the majority of students always gather and joke with each other's friends. In 1st grade, students' seats are formed in groups. One group contains six students. So students can always socialize with friends and always sharing.”⁷¹



Picture 4.2 Learning Process at the 1st Grade

b. Discipline in Worship

One of the way to practice discipline in worshipping children is to get used to it. By getting used to performing worship regularly, the child

⁷⁰Interview with Kiara Nanima Cita, the 5th grader, on 29 May 2019.

⁷¹ Observation at MINU KH MUKMIN Sidoarjo, on 27 September 2019.

will become accustomed and become disciplined. On this occasion the researcher conducted interviews and observations with teachers to find out how schools teach disciplines of worship to their students. The following below are the results of an interview with Mrs. Retno as the deputy headmaster of the curriculum, she said:

For the spiritual quotient, because at school accustomed to shalat on time, the students will be shalat on time at home too. The students are also given a monitoring book that contains their shalat activities at home. In the monitoring book, students must do a checklist if they have shalat five times a day and the parents will give a sign so that the students can not lie. Parents said that their children do not need to be told to shalat anymore⁷²

To support the answer from Mrs. Retno, the researcher also asked a question with Mrs. Anis as the deputy headmaster of the student. She said:

Then students are also taught to shalat Dhuha together for 3rd grade to 6th grade. In addition students are also given a monitoring book to watching over student's worship when they are at home. The worship that included in the monitoring book are the shalat fardhu, tadarus Al Qur'an, pray for parents, say salam and kiss parents' hands⁷³

Researchers conducted interviews with Ms. Eti and Ms. Nadiva as 1st grade classroom teacher, following below was her explanation:

Usually BMQ (Belajar Membaca Qur'an) is done during the first and second lessons and using the tartil method. When BMQ (Belajar Membaca Qur'an) takes place, the class is distinguished from the usual class. It divided into three groups, the first group is for 1st grade and 2nd grade, second group is for 3rd grade and 4th grade, and for third group is for 5th grade and 6th grade⁷⁴

⁷² Interview with Mrs. Retno Winarti, the deputy headmaster of curriculum, on 15 May 2019

⁷³ Interview with Mrs. Anis Faridah, the deputy headmaster of students, on 15 May 2019.

⁷⁴ Interview with Ms. Nadiva and Ms. Eti, the 1st grade classroom teacher, on 15 May 2019.

From the results of the interview in accordance with the results of observations that researchers have done on 29th of May 2019. The following below are the result:

“The researchers saw that in this school have implemented Dhuha prayer, Duhur prayer, and Asr prayer. Dhuha Prayer is done when students have done the morning briefing. After the briefing, the 4th grader left and immediately took the wudhu and went straight to the mushalla for the shalat Dhuha together. After completing the prayer, they do not forget to read the do’a after the shalat Dhuha which is read together by the 4th grader. Same as when the shalat Duhur and shalat Asr arrived, without being instructed by the teacher, students immediately went to take wudhu and pray together at the mushalla.”⁷⁵



Picture 4.3 The Students do Shalat Dhuha

c. Akhlaqul Karimah

Nowadays, there are many children who do not have the akhlaqul karimah. This is influenced by the bad environment. Akhlaqul karimah is the foundation in the formation of the human person. Therefore, we have to teach akhlaqul karimah to our children from an early age. To realize akhlaqul karimah in children, it is needed habituation. In this case the researchers conducted observations and interviews to find out how the

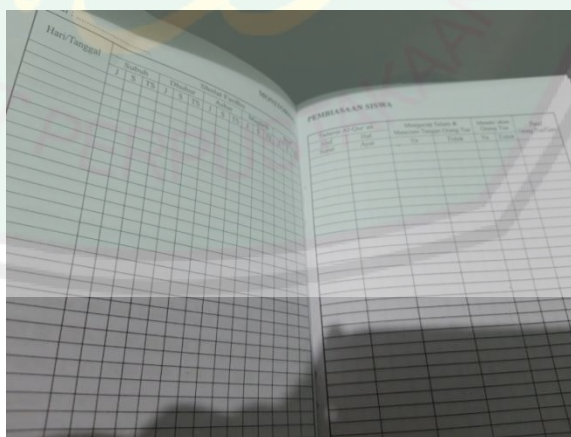
⁷⁵ Observation at MINU KH MUKMIN Sidoarjo, on 29 May 2019.

school formed the akhlaqul karimah of students. The following below are the results of an interview with Mrs. Anis as the deputy headmaster of the student, she said:

To build the student's SQ, The school implements greetings every morning. So the teacher waits for students in front of the gate to greet every morning. Then the morning briefing was held before start the learning activities for 15 minutes. Morning briefing is held to give the students motivation and speech. In addition students are also given a monitoring book to watching over student's worship when they are at home. The worship that included in the monitoring book are the shalat fardhu, tadarus Al Qur'an, pray for parents, say salam and kiss parents' hands⁷⁶

From the results of the interview in accordance with the results of observations that researchers have done on 29th of May 2019. The following below are the result:

“The researchers saw that when students arrived at school, the teacher was already in front of the gate and the students said their greetings and kissed the teacher's hand. When students are walking in front of parents who are sitting, students will walk down. In monitoring books, students are also accustomed to greeting and kissing the hands of parents.”⁷⁷



Picture 4.4 The Documentation of The Monitoring Book

⁷⁶Interview with Mrs. Anis Faridah, the deputy headmaster of students on 15 May 2019.

⁷⁷ Observation at MINU KH MUKMIN Sidoarjo, on 29 May 2019.

Besides conducting interviews and observations, researchers also used a questionnaire to prove whether students at MINU KH MUKMIN Sidoarjo have a good ESQ. The questionnaire was distributed in 1st grade, 3rd grade, and 6th grade. 1st grade has 33 students, 3rd grade has 34 students, and 6th grade has 32 students. This questionnaire contains 10 questions with yes or no answers. Every "YES" answer will get 1 score. Every "NO" answer will get 0 score. In this questionnaire the researcher uses the Guttman scale, the Guttman scale is a measurement scale that requires firm answers from respondents in the form of "YES" or "NO" answers. The following below are the assessment criteria from this questionnaire:

- ✓ Range = highest score – lowest score
 - = 10 – 0
 - = 10
- ✓ Interval = Range / Category
 - = 10 / 2
 - = 5
- ✓ Assessment criteria = highest score – interval
 - = 10 – 5
 - = 5
- ✓ So, the criteria in this questionnaire are
 - Sufficient = if the score ≥ 5
 - Low = if the score < 5



Picture 4.5 The Students Do Questionnaire

The following below are the results of calculations obtained by researchers:

- 1st grader:
 - ✓ The total of "YES" answers obtained in 1st grader were 270. As explained above, that every "YES" answer gets 1 score. So the total of "YES" answer is 270.
 - ✓ The total of "NO" answers obtained in 1st grader were 59. As explained above, that every "NO" answer gets 0 score. So the total of "NO" answer is 0.
 - ✓ So, the total score obtained in 1st grader is 270.
 - ✓ How to get the average score for each class is:
 Total score/number of students for each class
 $270/33 = 8,18$
- 3rd class:
 - ✓ The total of "YES" answers obtained in 3rd grader were 282. As explained above, that every "YES" answer gets 1 score. So the total of "YES" answer is 282.

✓ The total of "NO" answers obtained in 3rd grader were 59. As explained above, that every "NO" answer gets 0 score. So the total of "NO" answer is 0.

✓ So, the total score obtained in 3rd grader is 282.

✓ How to get the average score for each class is:

Total score/number of students for each class

$$282/34 = 8,29$$

• 6th grader:

✓ The total of "YES" answers obtained in 6th grader were 294. As explained above, that every "YES" answer gets 1 score. So the total of "YES" answer is 294.

✓ The total of "NO" answers obtained in 3rd grader were 25. As explained above, that every "NO" answer gets 0 score. So the total of "NO" answer is 0.

✓ So, the total score obtained in 3rd grader is 282.

✓ How to get the average score for each class is:

Total score/number of students for each class

$$294/32 = 9,1$$

CHAPTER V

DISCUSSION

A. The Foundation that Become a Reference for the Implementation of Full Day School at MINU KH MUKMIN Sidoarjo

Based on research conducted in MINU KH MUKMIN Sidoarjo, these are the foundation that become a reference for the implementation of full day school to build student's ESQ at MINU KH MUKMIN Sidoarjo:

- a. Schools can have more time to realize their vision and mission

When it looks from the meaning and implementation, in full day school part of the time is used for learning programs where the atmosphere is informal, fun for students and requires creativity and innovation from the teacher. With school hours from morning to evening, schools will be more flexible in arranging study hours that are adjusted to the weight of the lessons and added with their deepening models.⁷⁸

The basic concept of full day school is an integrated curriculum and integrated activity in an effort to improve students' religiosity. So that in the application of the curriculum that used there is a combination of general lessons set by the government and additional lessons that aim to realize what is the vision and mission of the school.⁷⁹

⁷⁸ Muhibbin Syah, Psikologi Pendidikan dengan Pendekatan Terpadu (Bandung: Remaja Rosdakarya, 2004), hlm. 155

⁷⁹ <http://jurnal.fkip.uns.ac.id>, *Jurnal Teknologi Pendidikan dan Pembelajaran*, Vol. 2 No. 2 April 2014, hlm. 239

At MINU KH MUKMIN Sidoarjo has a vision and mission to create a Islamic generation based on ahlu sunnah wal jama'ah, and realizing an Islamic generation that have akhlaqul karimah. So schools don't just want to make their students smart and have good scores.

b. Students will be easily controlled

The implementation of full day school is one alternative to overcome the problem of education. With a full day school, parents can neutralize the possibility of children's activities that fall into negative activities.⁸⁰

In this full day school program children will learn more than play. This makes children's productivity become higher, and also the child will be closer to their teacher. Students also show a positive attitude, because of their free time are used to study and there is no time to do negative activities.⁸¹

At MINU KH MUKMIN Sidoarjo, students enter school at 06.45 and 15.45. In the school, students spend their time to study and play with their friends at school. In their house the students recite the Qur'an at the mosque near their homes and there were also those who did tutoring. Therefore, daily schedule of student activities can be easily controlled.

⁸⁰ Bahrudin, *Pendidikan dan Psikologi Perkembangan* (Yogyakarta: Ar-Ruzz, 2009), hlm. 229.

⁸¹ Lisnawati Soapatty, *Pengaruh Sistem Sekolah Sehari Penuh terhadap Prestasi Akademik Siswa*, Vol. 2 No. 2 2014, hlm. 721.

Based on research conducted in MINU KH MUKMIN Sidoarjo, the implementation of full day school in MINU KH MUKMIN Sidoarjo is as follows:

a. Full day school starts at 06.45 to 15.45

According to the meaning, full day school system means a system that requires school to carry out teaching and learning process for a full day which starts from morning to evening. According to Baharuddin, full day school is school all day or learning starts at 06.45 to 15.00 with a break of two hours.⁸² In essence, the concept of full day school is characterized by a longer study time than conventional schools. MINU KH MUKMIN is one of the school which implemented the system of full day school, the implementation of which began at 06.45 to 15.45. The full day school system is expected to be useful for forming a generation that has a good character and morality and the educators will act as good role models who will be accompanying students to achieve the optimal development.

With this long learning schedule, the school can arrange the lesson schedules freely. In accordance with what is done by MINU KH MUKMIN Sidoarjo, there are variety of activities carried out by students in school besides learning in class. The examples are Sholat Dhuha, reading holy Qur'an, memorizing juz amma, Sholat dhuhur, Sholat Asr, and various NU amaliyah such as istighosah and reading Diba'.

b. The process of learning activities lasts for five days

⁸² Baharuddin, *Pendidikan dan Psikologi Perkembangan* (Yogyakarta: Ar-Ruzz Media, 2009), hlm. 223

Because the teaching and learning process in the full day school system is quite long each day, the teaching and learning activities are held only on five days, from Monday to Friday. Whereas for Saturday, special remedial classes are held for students whose grades are considered to be lacking. As stated by Minister of Education and Culture Muhadjir Effendi that starting the 2017/2018 school year will impose a five-day school with a full day school system. Whereas for Saturday, the teacher can take a rest and give students the opportunity to take a vacation with family.⁸³

c. Intense learning activities

According to Sulistyarningsih, full day school is a kind of public school that integrates the religious teaching system intensively by giving additional time specifically for religious deepening for students.⁸⁴ In MINU KH MUKMIN Sidoarjo, the teaching and learning process starts from morning to evening so that there are many activities that must be done by the students. MINU KH MUKMIN Sidoarjo is an Islamic school which is a school that gives extra time specifically for students' religious deepening. The example is starting from the school entrance bell, the students must carry out the morning ceremony, then reciting the holy Qur'an, memorize Juz Amma, Sholat Dhuhr, and Sholat Asr.

On the school day during the last hour before students leave, the school filled it with NU Amaliyah activities on Monday and Tuesday for 4th grade

⁸³ Idris Apandi, *Kompasiana*, Dipublikasikan 12 Juni 2017, Pukul 02.37 WIB. (<http://www.kompasiana.com/idrisapandi/593d9bee374b61822ce13efd/menimbang-efektifitas-sekolah-lima-hari/>), Diakses kembali 1 Oktober 2019, Pukul 19.02 WIB

⁸⁴ Wiwik Sulistyarningsih, *Full Day School dan Optimalisasi Perkembangan Anak* (Yogyakarta: Paradigma, 2008), Hlm. 65.

to 6th grade, memorization and life skills on Tuesday and Wednesday for 1st grade and 2nd grade, extracurricular on Wednesday for 3rd grade to 6th grade, drum band on Thursday for 4th grade, and intensive or remedial on Thursday for 5th grade and 6th grade.

B. School's Program to Build Student's ESQ at MINU KH MUKMIN Sidoarjo

Based on the research, the following below are the school's program to build student's EQ at MINU KH MUKMIN Sidoarjo:

a. Conducting an intracurricular theater

At MINU KH MUKMIN Sidoarjo has intracurricular activities namely theater. This intracurricular activity is aimed for students in 3rd grade to 6th grade. The purpose of this theater activity is to practice student's self-confidence. Besides that, there are also conversations in student's books which usually must be practiced by students in front of the class.

b. Conducting various extracurricular activities

According to Muhammad Yaumi, one of the characteristic of people who have interpersonal intelligence is they always involve themselves in various extracurricular activities.⁸⁵ MINU KH MUKMIN has 9 extracurricular activities that must be followed by the students, namely theater, qiraah, calligraphy, painting, banjari, karate, drumband, choir, music or band. By following the extracurricular activities, students will meet new friends and students will be practiced in their social skill.

⁸⁵ Muhammad Yaumi, *Pembelajaran Berbasis Multiple Intelligences* (Jakarta: Dian Rakyat, 2012), Hlm. 147.

Based on the research, the following below are the school's program to build student's SQ at MINU KH MUKMIN Sidoarjo:

a. Conducting BMQ (Belajar Membaca Qur'an) activities

Because in the process of implementing full day school which spends a lot of time from morning to evening, the school can freely add student activities in the school in order to achieve the vision and mission of the school. This can be very beneficial for Islamic based schools. Like what was done by MINU KH MUKMIN Sidoarjo, this school implements the activities of reciting the Qur'an which is carried out every Monday to Thursday so that students are more fluent in reciting the Qur'an with the tartil method. Besides that, students are required to memorize juz 30 starting from 1st grade to 6th grade. According to Hilalah, full day school is a full-day learning process that implements a basic integrated curriculum and integrated activity which means that all student activities at school start from learning, playing, and worship that covered in the world of education.⁸⁶

b. Conducting various kinds of religious activities

As good Muslims, we must always carry out Allah's commands and stay away from Allah's prohibitions. This principle must be instilled in children from an early age. With the implementation of the full day school system, it is hoped that students will get Islamic education such as the Qur'an, Islamic law, Aqidah, and other insights. Students also get worship

⁸⁶ Nur Hilalah, *Tesis-Pelaksanaan Full Day School di SD Plus Nurul Hikmah Pamekasan (Telaah Problematika Perkembangan Sosial Peserta Didik)*, (Surabaya: IAIN Sunan Ampel Surabaya, 2009), hlm. 22

guidance, namely daily prayer, sholat, and recite the Holy Qur'an.⁸⁷ Because MINU KH MUKMIN Sidoarjo is an Islamic-based school, there are many religious activities carried out, including sholat Dhuha, reciting Qur'an, memorizing juz 30, sholat Dhuhur, sholat Asr, and various kinds of NU amaliyah activities namely istighosah and tahlil.

c. Conducting study tour

Activities to enjoy the beauty of nature are usually also called study tours. Study tour is one of the learning method so that students do not get bored only by studying at school. In addition, it must be remembered that the purpose of the tour must be in accordance with the theme which is being studied. Another purpose of the study tour is to admire Allah's creation. Students can see the beautiful nature and see many living creatures created by Allah besides humans that we must also protect them. As conducted at MINU KH MUKMIN Sidoarjo, 5th grade had a study tour to the mangrove forest and 1st grade had a study tour to the zoo. By doing this activity, the teachers can also give students an understanding to glorify Allah's creation.

d. Conducting social activities

Not all humans are given the perfection of life by Allah. There are birth defects, some live in poverty, and some have been leaved by both parents. Sometimes, we feel that what we have is not enough, without seeing there

⁸⁷Agus Eko Sujianto, *Penerapan Full Day School Dalam Lembaga Pendidikan Islam*, Vol. 28 No. 2 2015, hlm. 204.

are still many people below us. Therefore, students should be taught to be grateful from the early age by taking them to the place of those who suffer. Like what was done by MINU KH MUKMIN Sidoarjo. In the school, there are activities to visit the orphanage in order to provide donation to them. The aim is to make students understand that there are many disadvantaged children who are always grateful for what they already have.

Besides taking children to visit orphanages, MINU KH MUKMIN Sidoarjo also takes students to share social activities with people who are in need. As we recall that some time ago there was a disaster in Palu. There are many fatalities and material consequences of the disaster. Children cannot go to school as calmly as usual. There is no electricity, clothing, and food. Therefore, students are invited to donate clothes for disaster victims in Palu to ease their burden. In addition, the purpose of this social activity is that students can always be grateful that they can go to school calmly, can eat anything, and have decent clothes.

C. The Impact of Full Day School Implementation at MINU KH MUKMIN Sidoarjo

Based on the research, the following below is the impact of implementing full day school in forming student's ESQ in MINU KH MUKMIN Sidoarjo:

1. Have a good social interaction

Gardner ever mentioned on his book entitled *Frames of Mind* (1983) that to achieve success is not only relying on IQ, but also must have a good

EQ. EQ is also considered to be able to predict performance in education and in one's work compared to general intelligence. Even emotional intelligence can facilitate the development and improve someone's cognitive processes.⁸⁸

If a child has extraordinary intelligence but his daily behavior is very abusive or he wants to win himself, it is also not good. So, it is unfortunate if the student cannot socialize in the community properly. Therefore, the social spirit of children must get the attention of parents and teachers. So by going to school, children will meet many of their friends and learn to interact. Moreover, there are extracurricular activities at school that aim to build the talents of students and so that students can interact with other students who are not in the same class as him or her. So students will have more friends outside the classroom.

2. Discipline in Worship

Islam makes children as a very valuable asset. If the child is sholih, then it will be a reward that will not be interrupted for his parents. Otherwise, the children will add the sins of parents if they always do bad things to Allah. Therefore, as good parents we must direct our children to worship into Allah.

Based on the research findings, full day school have a very important role in forming a person whose religion is strong. Because at school, students are accustomed to praying, reciting, memorizing the Qur'an. This is

⁸⁸ Putri Lenggo Geni, *Benarkah EQ Lebih Penting Daripada IQ?*, Vol. 2 No. 1 April 2011, Hlm 258.

consistent with the theory that the more harmonious our spiritual relationship with Allah is, the higher the quality of spiritual intelligence.⁸⁹

3. Aklaqul Karimah

Based on the research findings, full day school have a very important role in forming a person whose religion is strong. Because at school, students are accustomed to praying, reciting, memorizing the Qur'an. This is consistent with the theory that the more harmonious our spiritual relationship with Allah is, the higher the quality of spiritual intelligence.⁹⁰

The results of the questionnaire that has been distributed by researchers, the following conclusions have been reached:

- 1st grade

In accordance with the assessment criteria on the questionnaire that the student's ESQ is sufficient = if the score ≥ 5 ; and low = if the score < 5 . For 1st grade gets an average of 8.18. So, 1st grade students have sufficient ESQ.

- 3rd grade

In accordance with the assessment criteria on the questionnaire that the student's ESQ is sufficient = if the score ≥ 5 ; and low = if the score < 5 . For 3rd grade gets an average of 8.29. So, 3rd grade students have sufficient ESQ.

- 6th grade

⁸⁹ Sukidi, *Rahasia Sukses Hidup Bahagia: Kecerdasan Spiritual* (Jakarta: PT. Gramedia Pustaka Utama, 2002), Hlm. 82.

⁹⁰ Muhaimin, *Kawasan Dan Wawasan Studi Islam* (Jakarta: Kencana, 2005), Hlm. 274.

In accordance with the assessment criteria on the questionnaire that the student's ESQ is sufficient = if the score ≥ 5 ; and low = if the score < 5 . For 6th grade gets an average of 9.12. So, 6th grade students have sufficient ESQ.

From these results, it can be concluded that students from 1st grade, 3rd grade, and 6th grade have the same sufficient ESQ.



CHAPTER VI

CLOSING

A. Conclusion

Based on the discussion that has been described, it can be concluded as follows:

1. The Foundation that Become a Reference for the Implementation of Full Day School at MINU KH MUKMIN Sidoarjo

The following below are the foundation that become a reference for the implementation of full day school at MINU KH MUKMIN Sidoarjo:

- a. Schools can have more time to realize their vision and mission
- b. Students will be easily controlled

Full day school is a school of intense learning activities that starting at 06.45 to 15.45. The learning process takes place over five days, Monday through Friday. So the students will have intense learning activities.

2. School's Program to Build Student's ESQ at MINU KH MUKMIN Sidoarjo

The following below are the school's program to build student's EQ at MINU KH MUKMIN Sidoarjo:

- a. Conducting an intracurricular theater
- b. Conducting various extracurricular activities

The following below are the school's program to build student's SQ at MINU KH MUKMIN Sidoarjo:

- a. Conducting BMQ (Belajar Membaca Qur'an) activities
 - b. Conducting various kinds of religious activities
 - c. Conducting study tour
 - d. Conducting social activities
3. The Impact of Full Day School Implementation at MINU KH MUKMIN Sidoarjo

The following below are the impact of full day school implementation at MINU KH MUKMIN Sidoarjo:

- a. Have a good social interaction
- b. Discipline in worship
- c. Akhlaqul Karimah

From the questionnaire distributed by researcher, students from 1st grade gets an average 8.18, 3rd grade gets an average 8.29, and 6th grade gets an average 9.12. So it can be conclude that 1st grade, 3rd grade, and 6th grade are have the same sufficient ESQ.

B. Suggestion

Based on the results of the study, researchers provide the following suggestions:

1. For the school, With long learning activities at school, it is hoped that schools can add facilities for students to learn and play. In addition, teachers can be followes in training in how to learn that is fun for students so they don't get bored at school.

2. For the teachers, when teaching and learning activities teachers must be able to convey learning with methods and media that are interesting and fun for students. With the intense activities, it can eliminate boredom in students.
3. For the next researcher, by reading this research is expected to be able to add references about the implementation of full day school to build student's ESQ.



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ATTACHMENT I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 719 /Un.03.1/TL.00 1/03/2019 18 Maret 2019
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MINU KH Mukmin Sidoarjo
di
Sidoarjo

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 : Vania Rifqy Nafisa
NIM : 15140158
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : Penerapan Full Day School dalam Pembentukan ESQ Siswa di MINU KH Mukmin Sidoarjo
Lama Penelitian : Maret 2019 sampai dengan April 2019 (2 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PGMI
2. Arsip

ATTACHMENT II

**TERAKREDITASI**
NPSN 69881900
NSM 111 235 150 109
 031 - 8947239

SURAT KETERANGAN
Nomor : 056.01/ MINU KHM / V / 2019

Yang bertanda tangan dibawah ini :

Nama : NURUL HAMAMAH, M.Pd.I
Jabatan : KEPALA SEKOLAH
Sekolah / Madrasah : MINU KH MUKMIN SIDOARJO
Alamat Madrasah / Sekolah : JL. KH. MUKMIN NO. 39 SIDOARJO.

Menerangkan bahwa:

Nama : VANIA RIFQY NAFISA
NIM : 15140158
Jenis kelamin : Perempuan
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Fakultas : Ilmu Tarbiyah dan Keguruan (FITK)
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Telah melakukan penelitian di MINU KH. MUKMIN Sidoarjo mulai April 2019 sampai dengan Mei 2019 (2 bulan), dalam rangka melakukan penelitian dengan judul “The Implementation of Full Day School to Build Student’s ESQ At MINU KH Mukmin Sidoarjo”.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya, untuk dapat dipergunakan sebagaimana mestinya.

Sidoarjo, 28 Mei 2019
Kepala Madrasah



NURUL HAMAMAH, M.Pd.I

minukhm@yahoo.com | minukhmukmin | Jl. KH. Mukmin No. 39 Sidoarjo - JATIM | @minukhmukmin | minukhmukmin.sch.id | KR. 61214

ATTACHMENT III

HASIL WAWANCARA

Nama : Bu Hamama

Jabatan : Kepala Sekolah

Waktu dan Tempat: Rabu, 15 Mei 2019, di Ruang Kepala Sekolah

1. Apa alasan menggunakan sistem *full day school* di sekolah ini?

Jadi alasan yang paling utama adalah karena permintaan dari masyarakat. Karena lokasi sekolah berada di tengah kota yang mayoritas masyarakatnya bekerja sampai sore bahkan sampai malam hari. Oleh karena itu, wali murid membutuhkan sekolah yang mendidik anak dengan baik dan benar selama orangtua bekerja. Lalu alasan kedua adalah karena dengan adanya *full day school*, sekolah mempunyai banyak waktu untuk mewujudkan visi dan misinya.

2. Bagaimana proses dari implementasi *full day school* di MINU KH MUKMIN Sidoarjo?

Di MINU KH MUKMIN ini, sekolah mulai masuk pada jam 06.45. Tapi di sekolah ini hanya menerapkan sistem *full day school* pada kelas 3 sampai kelas 6 saja. Sedangkan kelas 1 dan 2 belum menggunakan sistem *full day school*. Alasan dari mengapa kelas 1 dan kelas 2 tidak menggunakan sistem *full day school* adalah karena lingkungan yang paling berperan untuk menjadi pendidik yang baik adalah keluarganya itu sendiri. Jadi, untuk kelas 1 dan kelas 2 pulang sekolah jam 14.10. sedangkan untuk kelas 3 sampai kelas 6 pulang sekolah jam 15.40. Jadwal tersebut berlaku untuk hari Senin sampai Kamis. Sedangkan untuk hari Jumat, kelas 1, 2 dan 3 pulang jam 10.25. Lalu untuk kelas 4 sampai kelas 6 pulang jam 14.00 dan melakukan shalat Jumat di sekolah.

3. Apa visi dan misi dari sekolah ini?

Visi dari sekolah ini yang pertama adalah mewujudkan generasi islam yang beriman berdasarkan ahlu sunnah wal jama'ah, maksudnya adalah pembelajaran di sekolah ini berdasarkan ahlu sunnah wal jama'ah. Lalu

selanjutnya adalah berakhlak karimah, maksudnya adalah guru harus selalu memberikan contoh yang baik kepada siswanya agar siswa tersebut juga bisa meniru perilaku baik tersebut. Guru disini itu tugasnya bukan mengajar, tapi mendidik, jadi guru itu tidak hanya mengajarkan aspek kognitif saja kepada siswa, tapi juga diajarkan bagaimana bersikap yang baik dan benar. Selanjutnya adalah berilmu, maksudnya adalah di sekolah ini dalam pembelajarannya harus dilakukan secara efektif dan efisien dan sesuai dengan kebutuhan siswa sebagai bekal untuk menuju ke tingkat yang lebih tinggi. lalu yang terakhir adalah berjiwa kebangsaan, maksudnya adalah sekolah ingin menerapkan jiwa nasionalisme kepada siswanya yaitu dengan cara upacara ataupun dengan memperingati hari besar nasional.

Nama : Bu Retno

Jabatan : Wakil Kepala Bidang Kurikulum

Waktu dan Tempat: Rabu, 15 Mei 2019, di Ruang Receptionist

1. Bagaimana proses dari implementasi *full day school* di MINU KH MUKMIN?
Di sekolah ini tidak semua kelas menerapkan sistem *full day school*. Yang menerapkan sistem *full day school* ini hanya kelas 3 sampai dengan kelas 6. Sedangkan kelas 1 dan kelas 2 pulang jam 14.10.
2. Apa saja keuntungan dan kerugian dari penerapan *full day school*?
Keuntungan dari penerapan *full day school* sendiri itu anak-anak jadi lebih mudah terkontrolnya karena sebagian waktu mereka habiskan di sekolah, selanjutnya adalah sekolah jadi memiliki lebih banyak muatan lokalnya. Sedangkan kerugian dari *full day school* adalah siswa akan merasa lebih dekat dengan gurunya daripada dengan orangtua sendiri sehingga banyak siswa yang lebih nyaman untuk curhat dengan gurunya daripada dengan orangtua mereka sendiri, lalu kerugian selanjutnya adalah siswa akan merasa capek di sekolah dan bisa saja menimbulkan kejenuhan bagi mereka.
3. Apa saja kegiatan siswa di sekolah?

Selain kegiatan pembelajaran, di sekolah juga mempunyai banyak kegiatan lainnya, seperti contohnya adalah shalat Duhur berjamaah, shalat Ashar berjamaah untuk kelas 3 sampai kelas 6, shalat Dhuha, dan shalat sunnah rawatib. Selain itu juga ada kegiatan istighosah, tahlil, dan yasin bagi kelas 3 sampai kelas 6. Lalu ada kegiatan wajib menghafal Al Qur'an juz 30 mulai dari kelas 1 sampai dengan kelas 6. Tapi jika siswa ingin melanjutkan hafalan ke juz 1 juga boleh. Selain kegiatan di dalam sekolah, siswa juga sering diajak untuk berkegiatan di luar sekolah seperti rekreasi, study tour, dan melakukan bakti sosial di panti asuhan.

4. Dampak dari penerapan *full day school* dalam membentuk ESQ siswa?
Untuk kecerdasan EQ nya, karena siswa menghabiskan banyak waktu di sekolah, jadi mereka lebih sering bertemu dengan orang banyak di sekolah termasuk teman dan gurunya, jadi mereka akan mempunyai jiwa sosial yang baik. Selain itu di sekolah ini ada sekitar 10 ekstrakurikuler yang bisa diikuti oleh siswa untuk menambah interaksi sosial mereka. Sedangkan untuk kecerdasan SQ nya, karena di sekolah dibiasakan untuk selalu shalat tepat waktu, dirumah siswa juga akan melakukan shalat tepat waktu. Siswa juga diberi buku monitoring yang berisi kegiatan shalat mereka di rumah. Di buku monitoring tersebut siswa harus melakukan checklist jika sudah melaksanakan shalat 5 waktu dan wali murid akan memberikan tanda tangan. Wali murid pernah bilang kalau anak mereka biasanya kalau sudah waktunya shalat tidak perlu disuruh lagi.
5. Jika ada anak yang mempunyai masalah dan ingin curhat, apakah guru akan melayani?
Tentu saja guru akan melayani. Karena di sekolah ini belum ada guru BK, maka yang selalu mendengarkan curhatan siswa adalah wali kelasnya sendiri.
6. Apakah siswa pernah diajari untuk bermain peran atau drama?
Ya pernah, di sekolah ini ada kegiatan intrakurikuler yaitu teater. Jadi siswa biasanya diajarkan untuk bermain peran atau membaca puisi. Kegiatan teater ini bertujuan untuk membentuk kepercayaan diri siswa.
7. Apakah di sekolah ini siswa juga dilibatkan dalam suatu organisasi?

Kalau untuk organisasi itu sudah mencakup dengan kegiatan ekstrakurikuler yang wajib diikuti oleh siswa.

8. Apakah saat siswa mencapai suatu pencapaian tertentu biasanya guru akan memberikan pujian atau reward kepada anak tersebut?

Ya tentu saja, bahkan ada pemberian penghargaan kepada siswa teladan. Yang terpilih untuk menjadi siswa teladan itu tidak dilihat dari aspek kognitifnya, tetapi dilihat dari sikap dan karakternya sehari-hari. Jadi meskipun ada siswa yang mempunyai sikap yang sangat baik maka dia akan mendapatkan gelar siswa teladan meskipun nilai kognitifnya kurang bagus.

9. Apakah anak sudah diajarkan untuk menentukan tujuan hidupnya?

Kalau tujuan hidup yang paling jauh masih belum. Akan tetapi anak-anak selalu diajarkan agar selalu beramal berdasarkan ahlu sunnah wal jama'ah dan tidak boleh melenceng. Dan anak-anak juga akan diajak untuk berpikir setelah lulus dari sekolah dasar mereka akan melanjutkan ke smp negeri atau pondok. Hanya sekedar itu saja.

10. Apakah anak-anak diajarkan untuk membaca Al Qur'an?

Ya tentu saja, setiap hari ada jadwal untuk mengaji yaitu BMQ. Metode yang digunakan di sekolah ini adalah tartil.

11. Apakah anak-anak pernah diceritakan tentang kisah dari tokoh-tokoh spiritual?

Pernah, biasanya di pelajaran SKI ada yang membahas tentang Nabi. Disitu biasanya guru juga memberikan cerita inspiratif dari Nabi kita.

12. Apakah anak-anak pernah diajak untuk berdiskusi tentang persoalan yang berspektif ruhaniah?

Pernah, biasanya dalam pelajaran Aqidah Akhlaq ada materi tentang sifat-sifat wajib Allah.

13. Apakah guru membantu anak untuk merumuskan hidupnya?

Kalau untuk tujuan hidup yang spesifik belum. Tapi kami selalu mengarahkan kepada siswa untuk menganut paham Ahlu Sunnah Wal Jama'ah karena sekolah kita merupakan sekolah Nahdlatul Ulama'.

14. Apakah guru pernah mengajak siswa untuk menikmati keindahan alam?

Biasanya kami melakukan studi observasi ke luar sekolah sebanyak dua kali dalam satu tahun. Terakhir pernah kelas 5 pergi studi observasi ke hutan mangrove. Selain untuk menikmati keindahan alam, siswa juga bisa sekaligus belajar.

Nama : Bu Anis

Jabatan : Wakil Kepala Bidang Kesiswaan

Waktu dan Tempat: Rabu, 15 Mei 2019, di Ruang Kepala Sekolah

1. Bagaimana proses dari implementasi *full day school* di MINU KH MUKMIN? Sekolah masuk pada jam 06.45 dan pulang pada pukul 15.45 untuk kelas 3 sampai kelas 6. Sedangkan untuk kelas 1 dan kelas 2 pulang pada jam 14.10. sedangkan untuk hari Jumat kelas 1 sampai kelas 3 pulang jam 10.30 dan untuk kelas 4 sampai kelas 6 pulang jam 14.00. Lalu untuk hari Sabtu sebagian siswa libur dan sebagian siswa masuk untuk melakukan kegiatan belajar bagi siswa yang nilainya dirasa kurang.
2. Apa keuntungan dan kerugian dari penerapan sistem *full day school*? Keuntungannya adalah kemampuan bersosialisasi siswa akan lebih bagus karena dia sering bertemu dengan banyak teman yang masing-masing memiliki kepribadian yang berbeda-beda. Lalu kegiatan siswa akan lebih terpantau oleh pihak sekolah karena waktu mereka lebih banyak dihabiskan di sekolah. Kerugiannya adalah siswa akan merasa lebih capek karena kegiatan di sekolah cukup banyak dibandingkan sekolah yang tidak menerapkan sistem *full day school*.
3. Apa saja kegiatan siswa di sekolah? Kegiatan siswa di sekolah selain belajar adalah mengikuti ekstrakurikuler. Di sekolah ini ada 10 ekstrakurikuler yang wajib diikuti oleh siswa yaitu pramuka yang wajib diikuti oleh siswa, lalu teater, qiraah, kaligrafi, melukis, banjari, karate, drumband, paduan suara, dan musik atau band. Lalu setiap satu tahun sekali selalu diadakan pentas seni untuk menampilkan bakat dan kreativitas siswa siswi dari setiap ekstrakurikuler.
4. Apa dampak dari penerapan *full day school* dalam membentuk ESQ siswa?

Usaha sekolah untuk membentuk kecerdasan EQ siswa adalah dengan mewajibkan siswa tersebut untuk mengikuti ekstrakurikuler. Tujuannya adalah dengan mengikuti ekstrakurikuler tersebut siswa akan bertemu dengan lebih banyak teman dan melakukan interaksi sosial untuk melatih kecakapan sosialnya. Selain itu dengan mengikuti ekstrakurikuler yang diminatinya, diharapkan bahwa hal tersebut dapat mengasah bakat dan minat siswa dan melatih kepercayaan dirinya. Apalagi dengan adanya pentas seni yang dilakukan setiap tahun sekali itu semua siswa wajib menampilkan bakatnya dan diharapkan siswa akan menjadi pribadi yang percaya diri. Selanjutnya untuk membentuk kecerdasan SQ siswa, sekolah menerapkan untuk melakukan sambut salam setiap pagi. Jadi guru menunggu siswa di depan gerbang untuk melakukan salaman setiap paginya. Lalu juga diadakan apel pagi sebelum memulai pembelajaran selama 15 menit. Apel pagi diadakan untuk sekedar memberikan motivasi dan ceramah. Yang ditugaskan untuk melakukan ceramah biasanya adalah gurunya sendiri yang sudah diberi jadwal dan tema masing-masing. Lalu siswa juga diajarkan untuk shalat Dhuha berjamaah untuk kelas 3 sampai kelas 6. Selain itu siswa juga diberi buku monitoring untuk mengawasi ibadah siswa jika di rumah. Ibadah yang termasuk di buku monitoring adalah shalat fardhu, tadarus Al Qur'an, mendoakan orang tua, mengucapkan salam dan mencium tangan orang tua.

Nama : Bu Eti dan Bu Nadiva

Jabatan : Wali Kelas 1

Waktu dan Tempat: Rabu, 5 Mei 2019, di Ruang Kelas 1

1. Bagaimana proses implementasi *full day school* di sekolah?

Pada penerapannya, *full day school* yang diimplementasikan pada siswa kelas 4, 5 dan 6 dalam hari Senin sampai Kamis dimulai pada pukul 06.45 hingga pukul 15.45, sedangkan pada hari Jum'at dimulai pada pukul 06.45 hingga pukul 14.00. Sedangkan pada hari Sabtu digunakan untuk kegiatan remedial bagi anak yang nilainya kurang.

2. Apakah pernah melakukan pembelajaran dengan membuat kartu emosi?

Belum pernah.

3. Apakah wali kelas biasanya mendengarkan curahan hati siswa?

Ya, tentu saja pernah. Bahkan anak – anak lebih nyaman untuk curhat bersama saya daripada dengan orang tuanya, karena suatu ketika ada siswa yang curhat dengan saya akan tetapi dia melarang saya untuk memberitahunya kepada orangtuanya. Meskipun dia berpesan seperti itu, saya tetap harus menyampaikan kepada orangtuanya agar orangtuanya tetap tahu apa masalah yang sedang dialami oleh anaknya.

4. Apakah guru pernah mengajak siswa untuk membaca dongeng atau buku bersama?

Pernah kita menyuruh anak-anak untuk membawa buku cerita dari rumah untuk dibaca bersama di kelas.

5. Apakah pernah diajari untuk bermain peran?

Ya, pernah pada saat pembelajaran mempraktikkan percakapan yang ada di buku siswa.

6. Apakah siswa dilibatkan dalam kegiatan organisasi?

Untuk kelas 1, organisasi itu mencakup dengan kegiatan pramuka.

7. Apakah guru pernah memuji dan memberikan motivasi bagi siswa?

Tentu saja pernah, saat siswa berhasil menjawab dengan benar biasanya saya akan memberikan bintang bagi mereka.

8. Apakah guru pernah membantu siswa untuk merumuskan misi hidupnya?

Belum pernah kalau seperti itu terlalu berat bagi kelas 1.

9. Apakah siswa diajari untuk membaca Al Qur'an?

Iya tentu. Biasanya BMQ dilakukan pada jam pelajaran pertama dan kedua dan menggunakan metode tartil. Saat BMQ berlangsung, kelasnya dibedakan dengan kelas biasanya. Yaitu dibagi menjadi tiga golongan, golongan pertama biasanya untuk kelas 1 dan kelas 2, golongan dua untuk kelas 3 dan kelas 4, golongan 3 untuk kelas 5 dan kelas 6.

10. Apakah guru pernah menceritakan tentang kisah dari tokoh spiritual?

Ya pernah sesekali kami bercerita tentang Nabi.

11. Apakah siswa dilibatkan dalam kegiatan keagamaan?

Tentu saja, meskipun masih kelas 1, mayoritas anak-anak sudah melaksanakan puasa sampai maghrib. Anak-anak juga diwajibkan untuk menghafal Al Quran juz 30 mulai kelas 1 sampai kelas 6.

12. Apakah siswa pernah diajak untuk menikmati keindahan alam?

Pernah sesekali kami pergi ke kebun binatang. Jika melakukan kegiatan outing, tujuan wisatanya harus sesuai dengan tema yang sedang dipelajari.

13. Apakah siswa pernah diajak untuk mengikuti kegiatan sosial?

Tentu saja pernah. Saat telah terjadi bencana di Palu, siswa diajak untuk memberikan donasi.

Nama : Bu Kiluk

Jabatan : Wali Kelas 4

Waktu dan Tempat: Rabu, 15 Mei 2019, di Ruang Kelas 1

1. Bagaimana proses implementasi *full day school* di sekolah?

Pelaksanaan *full day school* di sekolah ini ditandai dengan siswa pulang lebih sore dari sekolah biasa yang tidak menerapkan sistem *full day school*. Karena sekolah sudah dilakukan sampai sore hari, maka hari aktif sekolah hanya sampai hari Jum'at saja. Sedangkan untuk hari Sabtu libur, akan tetapi jika ada siswa yang nilainya belum mencukupi maka akan diadakan remedial pada hari Sabtu tersebut.

2. Apakah guru pernah mendengarkan curahan hati siswa?

Tentu saja pernah. Saya selalu terbuka jika ada anak yang ingin curhat dengan saya.

3. Apakah guru pernah mengajak siswa untuk bermain peran atau drama?

Ya, pernah saat pelajaran Bahasa Indonesia di buku siswa ada percakapan. Biasanya kita mempraktekkannya.

4. Apakah guru pernah mengajak siswa untuk membaca dongeng atau buku bersama?

Tentu pernah. Karena di buku siswa biasanya terdapat bacaan atau cerita. Selain itu saya juga selalu menyuruh siswa untuk banyak membaca buku agar

wawasan mereka semakin luas. Biasanya siswa juga sering ke perpustakaan untuk membaca buku.

5. Apakah siswa pernah dilibatkan dengan kegiatan organisasi?

Kalau organisasi biasanya bisa dipelajari siswa saat di ekstrakurikuler.

6. Apakah guru pernah memberikan motivasi dan memuji hasil kerja siswa?

Biasanya saat pelajaran berlangsung saya juga menyelipkan motivasi kepada anak-anak untuk tetap semangat belajar dan tidak boleh bermalas-malasan. Kalau untuk pemberian reward biasanya diberikan secara lisan dan terkadang saya juga memberikan hadiah kecil-kecilan untuk anak-anak yang mendapat nilai yang bagus.

7. Apakah anak sudah diajarkan untuk menentukan tujuan hidupnya?

“Kalau berbicara tentang misi hidup itu seperti cita-cita ya. Di materi pembelajaran ada tentang cita-citaku. Di materi tersebut siswa diperkenalkan berbagai macam profesi, lalu siswa diharapkan dapat mempresentasikan apa cita-cita yang dia inginkan di masa mendatang.”

8. Apakah siswa diajarkan untuk membaca Al Qur'an?

Tentu saja, BMQ dilakukan setiap hari Senin sampai Kamis.

9. Apakah siswa pernah diceritakan tentang kisah dari tokoh spiritual?

Kalau cerita seperti cerita Nabi itu ada di pelajaran SKI. Disitu biasanya saya bercerita kisah para Nabi.

10. Apakah siswa pernah dilibatkan dalam kegiatan keagamaan?

Tentu pernah, biasanya anak diajak untuk shalat Dhuha berjamaah, Shalat Dhuhur berjamaah, dan Shalat Ashar berjamaah. Selain itu siswa juga diajak untuk istighosah dan membaca yasin bersama-sama.

11. Apakah siswa pernah diajarkan untuk membaca puisi ataupun lagu spiritual?

Ya, pernah pada saat di kegiatan teater dan banjari biasanya.

12. Apakah siswa pernah diajak untuk menikmati keindahan alam?

Pernah biasanya outing dilakukan setahun dua kali. Kalau untuk kelas 4 ini pernah pergi ke Jatim Park dan Bakti Alam.

13. Apakah siswa pernah diajak dalam kegiatan sosial?

Siswa pernah diajak untuk mengunjungi panti asuhan, dan saat terjadi bencana alam di Palu kemarin siswa diajak untuk melakukan donasi juga.

14. Apakah siswa pernah diajarkan tentang persoalan dengan perspektif ruhaniah?
Pernah biasanya saya memberikan motivasi kepada anak-anak untuk selalu sabar saat mendapat ujian, bahwa ujian itu sesungguhnya diberikan Allah untuk menguji keimanan kita dan Allah tidak akan memberikan ujian yang berat kepada umatnya.

Nama : Kiara Nanima Cita

Jabatan : Siswa Kelas 5

Waktu dan Tempat: Rabu, 29 Mei 2019, di Lobby Sekolah

1. Bagaimana proses penerapan *full day school* di MINU KH MUKMIN?
Kalau sekolah di *full day school* itu masuk jam 06.30 terus pulang jam 15.30. Untuk hari Senin sampai Kamis pulang setelah shalat ashar, kalau hari Jumat pulang jam 14.00 setelah pramuka.
2. Apakah pernah melakukan curhat dengan guru?
Pernah, biasanya jika ada pelajaran yang kurang dipahami saya akan bertanya pada guru saya. Lalu jika ada teman saya yang nakal, saya juga biasanya bercerita dengan guru saya.
3. Ekstrakurikuler apa saja yang diikuti?
Kalau saya sendiri ikut 2 ekstrakurikuler. Kaligrafi dan pramuka. Tapi pramuka sudah termasuk ekstrakurikuler wajib sih.
4. Apa kegiatan setelah pulang sekolah?
Sepulang sekolah biasanya saya mandi lalu berangkat ngaji di TPQ dekat rumah.
5. Apakah sepulang sekolah ikut shalat berjamaah di masjid dan belajar Al Qur'an?
Kalau shalat kadang berjamaah di rumah dan kadang berjamaah di mushalla. Untuk belajar Al Qur'an saya biasanya juga belajar di TPQ dekat rumah saya.
6. Apakah guru pernah memberikan motivasi saat di sekolah?

- Pernah, biasanya saat pelajaran dan apel pagi.
7. Apakah sudah bisa mengenali diri sendiri?
Sudah bisa bu.
 8. Apakah kamu pernah melakukan pelanggaran atau menyontek?
Pernah sesekali.
 9. Apakah kamu pernah pergi ke tempat orang yang menderita?
Pernah saya menjenguk teman saya yang sedang sakit di rumah sakit.
 10. Apakah kamu pernah mengikuti kegiatan sosial?
Ya sekolah pernah mengadakan kegiatan sosial untuk membantu korban bencana di Palu.
 11. Apa manfaat yang dirasakan saat mengikuti semua kegiatan *full day school*?
Saya lebih senang di sekolah daripada di rumah. Karena di sekolah bisa bertemu dengan teman-teman jadi bisa bermain dan belajar bersama. Selain itu saya merasa lebih pintar karena selalu belajar. Lalu saya juga senang karena lebih sering shalat dan mengaji.

ATTACHMENT IV

Hasil Observasi di MINU KH MUKMIN Sidoarjo

Tempat : MINU KH MUKMIN Sidoarjo

Hari / Tanggal : Rabu, 29 Mei 2019

- Pada pukul 06.30 siswa mulai datang di sekolah. Sebagian guru menunggu kedatangan siswa di depan gerbang sekolah untuk menyambut kedatangan siswa, dan murid yang baru datang menyalami para guru. Setelah itu siswa masuk di kelas masing-masing untuk menaruh tas mereka, tepat pada pukul 06.45 bel berbunyi menandakan waktu apel pagi dimulai dan murid keluar dari kelas untuk menyiapkan barisan. Apel pagi dilakukan selama 15 menit, setelah itu murid masuk ke kelas masing-masing untuk memulai kegiatan belajar, kecuali kelas 5 yang pada hari itu mendapat giliran untuk Sholat Dhuha berjamaah. Sebelum pelajaran benar-benar dimulai murid bersama-sama melakukan hafalan yang sudah ditentukan oleh sekolah. Dan sekolah ini juga memiliki program Belajar Membaca Al Qur'an (BMQ) dengan menggunakan metode tartil yang dilakukan secara bergantian waktunya untuk setiap kelasnya, ada yang pada jam pertama, ada yang jam kedua, dan seterusnya. Saat adzan Dhuhur berkumandang siswa bergegas untuk melakukan shalat berjamaah yang dilanjutkan dengan waktu istirahat, lalu setelah istirahat siswa masuk kembali untuk melakukan kegiatan belajar. Dan pada pukul 14.00 siswa kelas 1 dan 2 pulang sedangkan siswa kelas 3 sampai 6 tetap ada kegiatan belajar dan baru pulang setelah menunaikan shalat Ashar berjamaah di sekolah.
- Peneliti melihat saat di sekolah ada salah satu siswa kelas 6 yang bercerita kepada gurunya bahwa dia sedang dijauhi oleh temannya. Lalu guru tersebut menanyai teman sekelasnya, dan ternyata alasan mengapa teman sekelasnya menjauhinya adalah karena siswa tersebut suka mengadu ke guru jika ada temannya yang melakukan kesalahan. Dari hasil observasi tersebut bisa dikatakan bahwa hubungan antara siswa dan guru tersebut dekat karena siswa berani untuk bercerita jika ada sesuatu yang membuat dia resah.

- Setelah melaksanakan Shalat Ashar siswa dibiasakan untuk melakukan kegiatan amaliyah NU seperti melaksanakan istighosah, tahlilan, belajar safinah, dan lain-lain. Karena sekolah ini merupakan sekolah Nahdlatul Ulama', maka sekolah ingin siswanya selalu menganut paham Ahlus Sunnah Wal Jama'ah.
- Semua kelas selalu ada jadwal untuk belajar membaca Al Qur'an. Untuk kelas 1 jadwal belajar membaca Al Qur'an dilaksanakan pada saat jam pertama. Metode yang digunakan adalah dengan metode tartil.
- Pada saat sebelum memulai pelajaran jam pertama, siswa kelas 3 sampai kelas 6 diwajibkan untuk melakukan kegiatan Shalat Dhuha. Shalat Dhuha dilakukan pada saat hari Senin sampai hari Kamis, dan setiap kelas memiliki jadwal masing-masing. Pada saat peneliti melakukan observasi pada hari Rabu, kelas yang mendapat jadwal shalat Dhuha adalah kelas 4.
- Di sekolah ini menerapkan shalat Dhuha, shalat Duhur, dan shalat Ashar. Shalat Dhuha dilakukan pada saat siswa telah melakukan apel pagi. Setelah apel pagi, siswa kelas 4 bubar dan segera mengambil air wudhu lalu langsung pergi ke mushalla untuk shalat Dhuha berjamaah. Setelah selesai shalat, tidak lupa untuk membaca doa setelah shalat Dhuha yang dibaca bersama-sama oleh murid kelas 4. Begitu pula saat shalat Duhur dan shalat Ashar tiba, tanpa disuruh oleh guru, siswa langsung pergi untuk mengambil air wudhu dan shalat berjamaah di mushalla.
- Saat siswa sampai di sekolah, guru sudah ada di depan gerbang lalu siswa mengucapkan salam dan mencium tangan gurunya. Saat siswa sedang berjalan di depan orang tua yang sedang duduk, siswa akan berjalan menunduk. Dalam buku monitoring, siswa juga dibiasakan untuk mengucapkan salam dan mencium tangan orang tua.

Tempat : MINU KH MUKMIN Sidoarjo

Hari / Tanggal : Rabu, 15 Mei 2019

- Di sekolah juga disediakan perpustakaan yang bisa digunakan siswa untuk belajar dan membaca buku. Ada cukup banyak buku yang ada di perpustakaan

sekolah tersebut, antara lain buku pelajaran ensiklopedia, serta buku-buku pengetahuan umum.

- Peneliti melihat bahwa guru selalu memberikan contoh yang baik bagi siswa seperti saat melihat ada sampah guru selalu membuang ke tempat sampah, dan selalu tersenyum. Jadi otomatis siswa akan mencontoh apa yg dilakukan oleh gurunya tersebut.

Tempat : MINU KH MUKMIN Sidoarjo

Hari / Tanggal : Jum'at, 27 September 2019

- Saat di sekolah siswa selalu berkelompok dan tidak individual. Dapat dilihat saat istirahat tiba, mayoritas siswa selalu berkumpul dan bergurau dengan teman masing-masing. Di kelas 1, tempat duduk siswa dibentuk berkelompok. Satu kelompok berisi enam siswa. Sehingga siswa bisa selalu bersosialisasi dengan temannya dan selalu berbagi.

ATTACHMENT V



MINU KH MUKMIN Sidoarjo



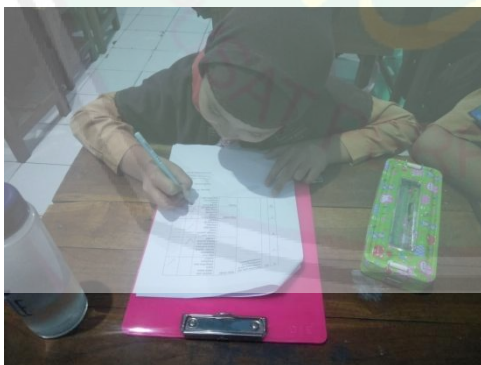
Library Situation



Monitoring book



Learning Process at 1st grade



Student do the Questionnaire



The Students Shalat Dhuha



The 3rd grade do Questionnaire



ATTACHMENT VI



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://ftik.uin-malang.ac.id/ email: ftik@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
 JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : Vania Rifay Nafisa
 NIM : 15140152
 Judul : The Implementation of Full Day School
 to Build Student's ESQ at MINU KH
 MUKMIN Sidoarjo
 Dosen Pembimbing : H. Ahmad Sholeh, M. Ag

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	1 Agustus 2019	Konsultasi BAB 4	
2.	27 Agustus 2019	Konsultasi BAB 4, 5, 6	
3.	16 September 2019	Konsultasi angket	
4.	10 Oktober 2019	Revisi BAB 4	
5.	16 Oktober 2019	Revisi BAB 4	
6.	21 Oktober 2019	ACC	
7.			
8.			
9.			
10.			
11.			
12.			

Malang, 05 November 2019

Mengetahui
 Ketua Jurusan PGMI,

H. Ahmad Sholeh, M. Ag
 NIP. 197608032006041001

ATTACHMENT VII

JADWAL PELAJARAN MINU KH. MUKMIN SIDOARJO Tahun Pelajaran 2018/2019

KELAS 1 AL GHAZALI

JAM KE	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.45				
1	07.00 - 07.35	BMQ	BMQ	BMQ	BMQ
2	07.35 - 08.10	BMQ	BMQ	BMQ	BMQ
3	08.10 - 08.45	BHS ARAB	OLAH RAGA	QURAN HADITS	FIQIH
4	08.45 - 09.20	BHS ARAB	OLAH RAGA	QURAN HADITS	FIQIH
	09.20 - 09.50	ISTIRAHAT 1			
5	09.50 - 10.25	TEMATIK	AKIDAH AKHLAK	TEMATIK	TEMATIK
6	10.25 - 11.00	TEMATIK	AKIDAH AKHLAK	TEMATIK	TEMATIK
7	11.00 - 11.35	TEMATIK	TEMATIK	TEMATIK	TEMATIK
8	11.35 - 12.10	TEMATIK	TEMATIK	TEMATIK	TEMATIK
	12.10 - 12.35	ISTIRAHAT 2			
	12.35 - 13.00	SALAT DHUHR			
9	13.00-13.05	TEMATIK	TEMATIK	TEMATIK	B INGGRIS
10	13.05-14.10	TEMATIK	HAFALAN	LIFE SKILL	B INGGRIS

JAM KE	PUKUL	JUM AT
0	06.30 - 06.45	
1	07.00 - 07.35	PRAMUKA
2	07.35 - 08.10	PRAMUKA
	08.10 - 08.40	ISTIRAHAT
3	08.40 - 09.15	TIK
4	09.15 - 09.50	TIK
5	09.50 - 10.25	TEMATIK

JADWAL MATERI HAFALAN MINU KH MUKMIN SIDOARJO KELAS I Tahun Pelajaran 2018/2019

Semester 1

Materi yang dihafalkan :
QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar dan Al-Ma'un

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar
2	Selasa	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar
3	Rabu	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar, Al-Ma'un
4	Kamis	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar, Al-Ma'un
5	Jum'at	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar, Al-Ma'un

Semester 2

Materi yang dihafalkan :
QS Al-Quraisy, Al-Fil, Al-Humazah, Al-Asr, At-Takatsur dan Al-Qori'ah

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar
2	Selasa	QS Al-Ma'un, Al-Quraisy, Al-Fil, Al-Humazah, Al-Asr
3	Rabu	QS Al-Fil, Al-Humazah, Al-Asr, At-Takatsur dan Al-Qori'ah
4	Kamis	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar
5	Jum'at	QS Al-Ma'un, Al-Quraisy, Al-Fil, Al-Humazah, Al-Asr

Sidoarjo, 16 Juli 2018
WALI KELAS I AL - GHAZALI

LAILI MASRUROH, S.Pd.I.

JADWAL PELAJARAN MINU KH. MUKMIN SIDOARJO Tahun Pelajaran 2018/2019

KELAS 2 AL FARABY

JAM KE	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.45				
1	07.00 - 07.35	BMQ	BMQ	BMQ	BMQ
2	07.35 - 08.10	BMQ	BMQ	BMQ	BMQ
3	08.10 - 08.45	BHS ARAB	AKIDAH AKHLAK	OLAH RAGA	FIQIH
4	08.45 - 09.20	BHS ARAB	AKIDAH AKHLAK	OLAH RAGA	FIQIH
	09.20 - 09.50	ISTIRAHAT 1			
5	09.50 - 10.25	TIK	TEMATIK	QURAN HADITS	TEMATIK
6	10.25 - 11.00	TIK	TEMATIK	QURAN HADITS	TEMATIK
7	11.00 - 11.35	TEMATIK	TEMATIK	TEMATIK	TEMATIK
8	11.35 - 12.10	TEMATIK	TEMATIK	TEMATIK	TEMATIK
	12.10 - 12.35	ISTIRAHAT 2			
	12.35 - 13.00	SALAT DHUHR			
9	13.00-13.05	B INGGRIS	TEMATIK	TEMATIK	TEMATIK
10	13.05-14.10	B INGGRIS	HAFALAN	LIFE SKILL	TEMATIK

JAM KE	PUKUL	JUM AT
0	06.30 - 06.45	
1	07.00 - 07.35	PRAMUKA
2	07.35 - 08.10	PRAMUKA
	08.10 - 08.40	ISTIRAHAT
3	08.40 - 09.15	TEMATIK
4	09.15 - 09.50	TEMATIK
5	09.50 - 10.25	TEMATIK

JADWAL MATERI HAFALAN MINU KH MUKMIN SIDOARJO KELAS 2 Tahun Pelajaran 2018/2019

Semester 1

Materi yang dihafalkan :
QS Al-Adiyat, Az-Zalzalah, Al-Bayyinah, Al-Qodr

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-Adiyat, Az-Zalzalah, Al-Bayyinah
2	Selasa	QS Az-Zalzalah, Al-Bayyinah, Al-Qodr
3	Rabu	QS Al-Adiyat, Az-Zalzalah, Al-Bayyinah dan Al-Qodr
4	Kamis	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naas, Al-Kafirun, Al-Kautsar
5	Jum'at	QS Al-Ma'un, Al-Quraisy, Al-Fil, Al-Humazah, Al-Asr

Semester 2

Materi yang dihafalkan :
QS Al-Alaq, At-Tiin, Al-Insyiroh, Ad-Dhuha

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-Alaq, At-Tiin
2	Selasa	QS, Al-Insyiroh, Ad-Dhuha
3	Rabu	QS Al-Alaq, At-Tiin, Al-Insyiroh dan Ad-Dhuha
4	Kamis	QS Al-Adiyat, Az-Zalzalah, Al-Bayyinah dan Al-Qodr
5	Jum'at	QS Al-Quraisy, Al-Fil, Al-Humazah, Al-Asr, At-Takatsur dan Al-Qori'ah

Sidoarjo, 16 Juli 2018
WALI KELAS 2 AL FARABY

TRI WIDY OKTARINA, S. Pd. I.

JADWAL PELAJARAN MINU KH. MUKMIN SIDOARJO Tahun Pelajaran 2018/2019

KELAS 3 IBNU KHALDUN

JAM KE	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.45				Salat Dhuha
1	07.00 - 07.35	QURDIS	TEATER	AKIDAH	OLAH RAGA
2	07.35 - 08.10	QURDIS	TEATER	AKIDAH	OLAH RAGA
3	08.10 - 08.45	BMQ	BMQ	BMQ	BMQ
4	08.45 - 09.20	BMQ	BMQ	BMQ	BMQ
	09.20 - 09.50	ISTIRAHAT 1			
5	09.50 - 10.25	TEMATIK	TEMATIK	TEMATIK	TEMATIK
6	10.25 - 11.00	TEMATIK	TEMATIK	TEMATIK	TEMATIK
7	11.00 - 11.35	TIK	BAHASA ARAB	SKI	PEGO
8	11.35 - 12.10	TIK	BAHASA ARAB	SKI	PEGO
	12.10 - 12.35	SALAT DHUHUR			
	12.35 - 13.00	ISTIRAHAT 2			
9	13.00 - 13.35	TEMATIK	TEMATIK	TEMATIK	TEMATIK
10	13.35 - 14.10	FIQH	SBK	TEMATIK	B. INGGRIIS
11	14.10 - 14.45	FIQH	SBK	EKSTRA	B. INGGRIIS
12	14.45 - 15.10	SALAT ASHAR		EKSTRA	S. ASHAR
13	15.10 - 15.40			S. ASHAR	

JAM KE	PUKUL	JUM'AT
0	06.30 - 06.45	
1	07.00 - 07.35	PRAMUKA
2	07.35 - 08.10	PRAMUKA
3	08.10 - 08.40	ISTIRAHAT
4	08.40 - 09.15	TEMATIK
5	09.15 - 09.50	TEMATIK
5	09.50 - 10.25	TEMATIK

JADWAL MATERI HAFALAN MINU KH MUKMIN SIDOARJO KELAS 3 Tahun Pelajaran 2018/2019

Semester 1
Materi yang dihafalkan :
QS Al-Lail, Asy-Syams, Al-Balad

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-Lail, Asy-Syams, Al-Balad
2	Selasa	QS Al-'Alaq, At-Tin, Al-Insyiroh dan Ad-Dhuha
3	Rabu	QS Al-Adiyat, Az-Zalzalah, Al-Bayyinah dan Al-Qodr
4	Kamis	QS Al-Quraisy, Al-Fil, Al-Humazah, Al-'Asr, At-Takatsur dan Al-Qor'ah
5	Jum'at	QS An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Naar, Al-Kafiran, Al-Kautsar dan Al-Ma'un

Semester 2
Materi yang dihafalkan :
QS Al-Fajr, Al-Ghossiyah

No	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-Fajr, Al-Ghossiyah
2	Selasa	QS Al-Fajr, Al-Ghossiyah
3	Rabu	QS Al-Lail, Asy-Syams dan Al-Balad
4	Kamis	QS Al-'Alaq, At-Tin, Al-Insyiroh dan Ad-Dhuha
5	Jum'at	QS Al-Quraisy, Al-Fil, Al-Humazah, Al-'Asr, At-Takatsur, Al-Bayyinah dan Al-Qodr

SIDOARJO, 16 JULI 2018
WALI KELAS 3 IBNU KHALDUN

ITAMUFIDAH, S. Pd. I.

JADWAL PELAJARAN MINU KH. MUKMIN SIDOARJO Tahun Pelajaran 2018/2019

KELAS 4 ALI BIN ABI THALIB

Jam Ke	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.50			S. DHUHA	
1	07.00 - 07.35	TEMATIK	OR	MM	B. Inggis
2	07.35 - 08.10	TEMATIK	OR	MM	B. Inggis
3	08.10 - 08.45	BMQ	BMQ	BMQ	BMQ
4	08.45 - 09.20	BMQ	BMQ	BMQ	BMQ
5	09.20 - 09.55	TEMATIK	TEMATIK	TEMATIK	TEMATIK
	09.55 - 10.25	ISTIRAHAT 1			
6	10.25 - 11.00	TEMATIK	TEMATIK	TEMATIK	
7	11.00 - 11.35	MM		TEATER	Aswaja
8	11.35 - 12.10	MM		TEATER	Aswaja
	12.10 - 12.35	SALAT DHUHUR			
	12.35 - 13.00	ISTIRAHAT 2			
9	13.00 - 13.35	SKI	MM	TEMATIK	TEMATIK
10	13.35 - 14.10	SKI	AKIDAH	TEMATIK	TEMATIK
11	14.10 - 14.45	TIK	AKIDAH	EKSTRA	DRUM BAND
	14.45 - 15.10	SALAT ASHAR		EKSTRA	DRUM BAND
12	15.10 - 15.40	AMALIYAH NU		SALAT ASHAR	

Jam Ke	PUKUL	JUM'AT
0	06.30 - 06.50	
1	07.00 - 07.35	QURDIST
2	07.35 - 08.10	QURDIST
3	08.10 - 08.45	Safinah
	08.45 - 09.15	ISTIRAHAT
4	09.15 - 09.50	B. Daerah
5	09.50 - 10.25	B. Daerah
6	10.25 - 11.00	TEMATIK
7	11.00 - 11.35	TEMATIK
	11.35 - 12.30	S. JUM'AT
	12.30 - 13.00	ISTIRAHAT
8	13.00 - 13.30	PRAMUKA
9	13.30 - 14.00	PRAMUKA

JADWAL MATERI HAFALAN MINU KH MUKMIN SIDOARJO KELAS 4 Tahun Pelajaran 2018/2019

Semester 1
Materi yang dihafalkan
QS Al-'Ala, At-Thoriq dan Al-Buruj

NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-'Ala, At-Thoriq dan Al-Buruj
2	Selasa	QS Al-Fajr dan Al-Ghossiyah
3	Rabu	QS Al-Lail, Asy-Syams dan Al-Balad
4	Kamis	QS Al-Quraisy, Al-Fil, Al-Humazah, Al-'Asr, At-Takatsur dan Al-Qor'ah
5	Jum'at	QS An-Naas, Al-falaq, Al-Ikhlash, Al-Lahab, An-Naar, Al-Kafiran, Al-Kautsar dan Al-Ma'un

Semester 2
Materi yang dihafalkan
QS Al-Insyiqoq dan Al-Muthoffin

NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	Al-Insyiqoq dan Al-Muthoffin
2	Selasa	QS Al-'Ala, At-Thoriq dan Al-Buruj
3	Rabu	QS Al-Fajr dan Al-Ghossiyah
4	Kamis	QS Al-Lail, Asy-Syams dan Al-Balad
5	Jum'at	QS Al-'Alaq, At-Tin, Al-Insyiroh dan Ad-Dhuha

Sidoarjo, 16 Juli 2018
Wali Kelas 4 ALI BIN ABI THALIB

KILUK UNDAWATI, S. Pd.

JADWAL PELAJARAN
MINU KH. MUKMIN SIDOARJO
Tahun Pelajaran 2018/2019

KELAS 5 UMAR BIN KHATTAB

Jam Ke	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.50		S. DHUHA		
1	07.00 - 07.35	TEMATIK		ASWAJA	FIQH
2	07.35 - 08.10	TEMATIK		ASWAJA	FIQH
3	08.10 - 08.45	MM	TEMATIK	TEMATIK	SKI
4	08.45 - 09.20	MM	TEMATIK	TEMATIK	SKI
5	09.20 - 09.55	AKIDAH	TIK	TEMATIK	TEMATIK
	09.55 - 10.25	ISTIRAHAT 1			
6	10.25 - 11.00	AKIDAH	TIK	TEMATIK	TEMATIK
7	11.00 - 11.35	BMQ	BMO	BMQ	MM
8	11.35 - 12.10	BMQ	BMQ	BMQ	MM
	12.10 - 12.35	SALAT DHUHR			
	12.35 - 13.00	ISTIRAHAT 2			
9	13.00 - 13.35	TEMATIK	TEMATIK	QURDIST	SAFINAH
10	13.35 - 14.10	B Inggris	TEMATIK	QURDIST	SAFINAH
11	14.10 - 14.45	B Inggris	MM	EKSTRA	INTENSIF/ REMIDIAL
	14.45 - 15.10	SALAT ASHAR			
12	15.10 - 15.40	AMALYAH NU		SALAT ASHAR	

Jam Ke	PUKUL	JUM'AT
0	06.30 - 06.50	
1	07.00 - 07.35	OR
2	07.35 - 08.10	OR
3	08.10 - 08.45	TEMATIK
	08.45 - 09.15	ISTIRAHAT
4	09.15 - 09.50	TEMATIK
5	09.50 - 10.25	TEMATIK
6	10.25 - 11.00	B Daerah
7	11.00 - 11.35	B Daerah
	11.35 - 12.30	S. JUM'AT
	12.30 - 13.00	ISTIRAHAT
8	13.00 - 13.30	PRAMUKA
9	13.30 - 14.00	PRAMUKA

JADWAL MATERI HAFALAN
MINU KH MUKMIN SIDOARJO KELAS 5
Tahun Pelajaran 2018/2019

Semester 1
Materi yang dihafalkan
QS Al-Infithor dan At-Takwir

NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Al-Infithor dan At-Takwir
2	Selasa	QS Al-Insyiqoq dan Al-Muthoffin
3	Rabu	QS Al-'Ala, At-Thoriq dan Al-Buruj
4	Kamis	QS Al-Fajr dan Al-Ghoshiyah
5	Jum'at	QS Al-Lail, Asy-Syams dan Al-Balad

Semester 2
Materi yang dihafalkan
QS Abasa

NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS Abasa
2	Selasa	QS Al-Infithor dan At-Takwir, Al-Insyiqoq
3	Rabu	QS Al-Muthoffin, Al-'Ala, At-Thoriq dan Al-Buruj
4	Kamis	QS Al-Fajr dan Al-Ghoshiyah
5	Jum'at	QS Al-Lail, Asy-Syams dan Al-Balad

Sidoarjo, 16 Juli 2018
Wali Kelas 5 UMAR BIN KHATTAB

ROFIQ DAROJAT, S. Sos.

JADWAL PELAJARAN
MINU KH. MUKMIN SIDOARJO
Tahun Pelajaran 2018/2019

KELAS 6 ABU BAKAR

Jam Ke	PUKUL	SENIN	SELASA	RABU	KAMIS
0	06.30 - 06.50	S. DHUHA			
1	07.00 - 07.35	SKI	B Inggris	B Arab	B Ind
2	07.35 - 08.10	SKI	B Inggris	B Arab	B Ind
3	08.10 - 08.45	IPA	QURDIST	MM	OR
4	08.45 - 09.20	IPA	QURDIST	MM	OR
5	09.20 - 09.55	B Ind	MM	IPA	PKn
	09.55 - 10.25	ISTIRAHAT 1			
6	10.25 - 11.00	B Ind	MM	IPA	PKn
7	11.00 - 11.35	BMQ	BMQ	BMQ	B Daerah
8	11.35 - 12.10	BMQ	BMQ	BMQ	B Daerah
	12.10 - 12.35	SALAT DHUHR			
	12.35 - 13.00	ISTIRAHAT 2			
9	13.00 - 13.35	MM	B Ind	TIK	SAFINAH
10	13.35 - 14.10	ASWAJA	IPS	TIK	SAFINAH
11	14.10 - 14.45	ASWAJA	IPS	EKSTRA	INTENSIF/ REMIDIAL
	14.45 - 15.10	SALAT ASHAR			
12	15.10 - 15.40	AMALYAH NU		SALAT ASHAR	

Jam Ke	PUKUL	JUM'AT
0	06.30 - 06.50	
1	07.00 - 07.35	IPS
2	07.35 - 08.10	SBK
3	08.10 - 08.45	SBK
	08.45 - 09.15	ISTIRAHAT
4	09.15 - 09.50	FIQH
5	09.50 - 10.25	FIQH
6	10.25 - 11.00	AKIDAH
7	11.00 - 11.35	AKIDAH
	11.35 - 12.30	S. JUM'AT
	12.30 - 13.00	ISTIRAHAT
8	13.00 - 13.30	PRAMUKA
9	13.30 - 14.00	PRAMUKA

JADWAL MATERI HAFALAN
MINU KH MUKMIN SIDOARJO KELAS 6
Tahun Pelajaran 2018/2019

Semester 1
Materi yang dihafalkan
QS An Naziat

NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS An-Naziat, Abasa
2	Selasa	QS Al-Infithor dan At-Takwir, Al-Insyiqoq
3	Rabu	QS Al-Muthoffin, Al-'Ala, At-Thoriq dan Al-Buruj
4	Kamis	QS Al-Fajr dan Al-Ghoshiyah
5	Jum'at	QS Al-Lail, Asy-Syams dan Al-Balad

Semester 2
Materi yang dihafalkan
QS An Naba', An Naziat

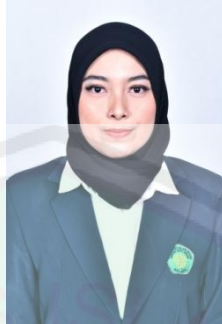
NO	HARI	SURAT YANG DIBACA DALAM DO'A PEMBUKA
1	Senin	QS An-Naba', An-Naziat
2	Selasa	QS An-Naziat, Abasa
3	Rabu	QS Al-Infithor dan At-Takwir, Al-Insyiqoq
4	Kamis	QS Al-Muthoffin, Al-'Ala, At-Thoriq dan Al-Buruj
5	Jum'at	QS Al-Fajr dan Al-Ghoshiyah

Sidoarjo, 16 Juli 2018
Wali Kelas 6 ABU BAKAR

FAUZUN ASHOFAH, S. Pd.

ATTACHMENT VIII

CURRICULUM VITAE



Name : Vania Rifqy Nafisa
NIM : 15140158
Date and Place of Birth : Madiun, 09 July 1997
Faculty : Tarbiyah and Teacher Training Faculty
Department : Islamic Elementary Teacher Education
Entrance Year : 2015
Address : Pondok Sidokare Indah AC 04, Sidoarjo
Contact Person : 081248606212
Email : vaniarifqy@gmail.com
Education Background : 1. MINU KH MUKMIN Sidoarjo
2. SMPN 2 Sidoarjo
3. SMA Muhammadiyah 2 Sidoarjo
4. S1 Islamic Elementary Teacher Education
(PGMI) UIN Maulana Malik Ibrahim Malang

Malang, 05 November
2019

Author,

Vania Rifqy Nafisa