

## **The Role of the Diniyah-Based Full Day School Program in Shaping the Moderate Character of Students In Al Bayan Islamic Junior High School Wiradesa Pekalongan**

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### **Abstract**

Managing educational institutions in the modern era is a challenge in order to adapt to the times and provide a display of ideas in education and new breakthroughs in order to adapt and innovate in the modern era. Al bayan Islamic Junior High School as a leading research is part of a private school located in Pekalongan with a curriculum that combines the National curriculum with the diniyah curriculum and local curriculum. Combining the curriculum with the Fullday School program is a separate part in it looking for a complete curriculum with longer learning time than learning hours in general, this is where the balance of the albayan curriculum wrapped in Fullday school can be found. With a specific vision and mission and based on Aswaja Annahdliyyah, Islamic Junior High School al bayan offers an integrated curriculum with Fullday School packaging as part of a service to students in capturing and learning the National curriculum and the Diniyah curriculum with a touch of Fullday school with a learning time span until the afternoon. Of course, the obstacles and barriers found in discussing the implementation process of the integrated curriculum at SMP Islam al Bayan Wiradesa are part of the dialectic in implementing an integrated curriculum.

### **Intruduction**

Socio-religious developments in Indonesia in the contemporary era require educational institutions, especially Islamic education, to play an active role in shaping the character of young people who are moderate, tolerant and inclusive. The phenomenon of increasing intolerance and the tendency of radicalism among teenagers are real challenges that must be answered by Islamic educational institutions. In this context, an educational approach that integrates Islamic values with the principle of religious moderation becomes an urgency in the framework of national character building (Hasan, 2016).

The diniyah-based Full Day School program comes as one of the educational models that tries to respond to these needs. With a longer learning duration and strengthened religious curriculum content, this model offers a wide space for the internalization of moderate values, such as tolerance, respect for differences, and the spirit of nationalism in

an Islamic frame. This program does not only focus on mastering academic material, but also on fostering the character and spirituality of students in an intensive and sustainable manner (Maimun, 2020).

Al Bayan Islamic Junior High School Wiradesa Pekalongan is one of the institutions that implements the diniyah-based Full Day School system by emphasizing the formation of students' Islamic morals and characters. Through the strengthening of religious activities such as halaqah diniyah, congregational prayers, recitations, guidance on akidah and adab, this school directs students to the appreciation of moderate Islamic values. The cultivation of wasathiyah values is expected to be able to form students who are not only intellectually intelligent, but also mature in responding to differences (Zuhri, 2021).

The urgency of this research lies in the importance of examining how the programs in Full Day School concretely contribute to shaping the moderate character of students. This is relevant considering that schools as agents of socialization have a strategic responsibility in instilling balanced national and religious values. This study also seeks to fill the void of studies that link the Islamic education model with the concept of religious moderation in the practice of secondary level educational institutions (Suyanto, 2019).

Thus, this study aims to identify and analyze the role of the diniyah-based Full Day School program at Al Bayan Islamic Junior High School Wiradesa Pekalongan in shaping students' moderate character. The results of this study are expected to provide theoretical and practical contributions in the development of Islamic education models that are adaptive to the challenges of the times and remain rooted in the noble values of Islamic teachings.

## **Methods**

This research uses a qualitative approach with descriptive research. The qualitative approach was chosen because it allows researchers to explore in depth the social realities and phenomena that occur in the implementation of the diniyah-based Full Day School program, especially in shaping the moderate character of students. This method aims to understand the meaning, value, and process of character internalization in the context of Islamic education through direct interaction with informants and the school environment

(Sugiyono, 2019).

The research location was determined at Al Bayan Islamic Junior High School Wiradesa, Pekalongan Regency, with the consideration that this school implements a Full Day School model integrated with diniyah education. The location was selected purposively because the school is considered relevant and has the potential for rich information regarding the efforts to build students' moderate character through an intensive and sustainable program (Moleong, 2017).

Data collection techniques in this study include observation, in-depth interviews and documentation. Observation was conducted in a participatory manner to gain a thorough understanding of the practice of diniyah education in the daily lives of learners. In-depth interviews were conducted with the main informants, namely the school principal, religion teacher, diniyah companion teacher, as well as a number of learners and parents. Documentation was conducted on school documents, the diniyah curriculum, religious activity schedules, and student character development evaluation records (Afandi, 2019).

The data obtained were analyzed using the interactive analysis technique of the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and conclusion drawing. Data reduction is done by filtering relevant and meaningful information, data presentation is done in the form of descriptive narratives and thematic matrices, and conclusions are drawn inductively to understand patterns, trends, and interrelationships between field findings (Miles, 2014).

To ensure data validity, researchers used source and technique triangulation techniques. Source triangulation is done by comparing information from various informants, while technique triangulation is done by comparing the results of interviews, observations, and documentation. In addition, *member checking* was also applied to obtain direct validation from informants regarding the accuracy of data interpretation by researchers (Subagyo, 2021).

In this research, the researcher acts as the main instrument who is directly involved in the whole process of data collection, analysis, and interpretation. The sensitivity and active involvement of the researcher in understanding the socio-cultural context of the school environment is very important to explore the meaning behind the practice of

diniyah education and the internalization of Islamic moderation values in the lives of students.

## **Results**

### **Full Day School Program at Al Bayan Islamic Junior High School Wiradesa, Pekalongan Regency**

#### **1. Full Day School Program Planning**

The planning of the full day school program includes various things such as the basis for the implementation of the full day school program, the selection of superior programs, teacher recruitment and lesson planning.

The basis for the implementation of the full day school program at Al-Bayan Islamic Junior High School is to combine the full day school launched by the Ministry of Education and Culture in Permendiknas RI Number 41 of 2007 with the program needed by the community. The program in question is the pesantren education program. Where the pesantren education program is felt to provide full service to what the community needs when sending their children to school.

The learning system in full day school applies the basic concepts of integrated-activity and integrated-curriculum. This is what distinguishes it from schools in general. In full day schools, all programs and activities of students at school, whether learning, playing, or worshipping, are packaged in an educational system. The emphasis is on making students always excel with quality learning and positive changes are expected from each student.

There are three excellent programs organized by Al-Bayan Islamic Junior High School, namely Al-Qur'an Education Park (TPQ), Tahfidz and Madrasah Diniyah. These three programs are expected to support students' abilities, especially in terms of religious knowledge. TPQ will help students to read the Qur'an, Tahfidz is expected to be a means for the birth of memorizers of the Qur'an and Madrasah Diniyah is expected to provide additional knowledge to all students regarding Islamic sciences that cannot be taught in school lessons in general."

For the recruitment of teaching staff, Al Bayan Islamic Junior High School takes into

consideration not only their teaching quality, but also their ideology and prioritizes those who are graduates of Islamic boarding schools, as they are expected to help the successful implementation of learning programs that are mostly related to religious sciences.

Lesson planning is the process of preparing subject matter, using learning media, using learning approaches and methods, and assessing at a time location that will be carried out at a certain time to achieve predetermined goals. Planning becomes an implementation guideline that must be adhered to by the teacher when carrying out learning in the classroom with students.

Al Bayan Islamic Junior High School requires all teachers to prepare all components related to the teaching and learning process, such as the Annual Program (Prota), Semester Program (Promes), Syllabus, Core Competencies (KI) and Basic Competencies (KD) as well as the Learning Implementation Plan (RPP). All of these components must be in accordance with the curriculum and education calendar that has been prepared by the school. With the completeness of all the learning components above, it is hoped that the teaching and learning process will be better in terms of quality, because teachers are not careless in delivering material but will pay attention to learning objectives, methods and approaches used and estimate the time needed to complete the material so as not to exceed the time provided by the school.

According to Abdul Majid, the problem of education today is that many teachers teach haphazardly without heeding the planning that he compiled himself which is contained in Plan Implementation Learning (RPP). This is a tendency of teachers that indicates they prefer to use the old teacher-centered learning approach compared to student-centered learning. If they are still focused on such old-fashioned learning systems, it will be a very big problem that impacts on the quality of learning of their students. Because of the amount of time students have to spend at school, students tend to get tired more easily and are prone to feelings of boredom and saturation. This reality must be considered by the teacher as the leader of learning in the classroom if they want superior learning quality.

## **2. Implementation of Full Day School Program**

The concept of full day school at Al Bayan Islamic Junior High School Wiradesa is motivated by several demands, including the influence of globalization which has a negative impact on the development of students' personalities, as the best solution to anticipate the adverse effects of globalization today, guiding and providing sufficient religious knowledge to students so that they are not easily influenced by un-Islamic environmental culture.

The above fact is felt and worried by many parties, especially by parents who do not have much time at home to accompany and supervise their children's activities so they are worried about their association. One of the solutions they take is to send their children to schools with a full day school system, with the hope that their children are always awake and accustomed to doing positive activities.

The above is in accordance with what Achmad El-Hisham revealed, that historically full day school first appeared in the United States around the 1980s. Initially, the schools that implemented this system were kindergartens and eventually expanded to elementary and high school levels. One of the factors that caused the high public interest in the full day school program is the increasing number of parents who have busy work and the increasing influence of television (Sehudin, 2005).

Globalization is the result of the rapid development of the times, so that anyone who cannot keep up with the times will be very far behind, including schools as educational institutions. Schools must be able to adapt to the times, so schools are expected to be able to provide good learning, habituation and education with adequate training to students so that they can be applied in everyday life.

Also revealed by Ike Herdiana, that today's schools have given birth to many new approaches to education. Students today will have better opportunities than students in the past. Many schools are starting to organize the system with various bases, such as competency-based, character-based and other diverse bases. The most important thing is that students get more special treatment than what is understood as conventional education.

The learning curriculum of Al Bayan Islamic Junior High School, which uses the full day school system, contains a lot of religious education content. The special curriculum

developed is to familiarize students to perform fardhu prayers and sunnah prayers. Every student is required to perform and follow the morning tadarus or daily prayers, cultum/khitobah, dhuha sunnah prayers, qabliyah and ba'diyah sunnah prayers.

Learning activities at Al Bayan Islamic Junior High School begin with organizing sunnah dhuha prayers in congregation and continued with reading several chapters of the Qur'an together. This activity is followed by all students and accompanied by their respective homeroom teachers. This activity aims to provide a stimulus to all students of SMP Al Bayan to familiarize dhuha prayer and reading the Qur'an from an early age.

According to Jamal Ma'mur Asmani, religion must be the reason for full day school. A world that is increasingly far from religious values must be dynamic and revitalize full day school in the form of value internalization with creative and practical instruments. The practice of worship, such as prayer, reciting the Koran, praying, reading asmaul husna, wirid after prayer, giving alms, visiting the sick, sunnah prayers such as tahajud, dhuha, hajat and others must be intensified. Strengthening religious values will strengthen the foundation of faith in students. From there, students have a strong filter in the face of rapid world changes (Asmani, 2017).

After praying dhuha in congregation, students will enter the classroom to attend TPQ learning. TPQ learning is held for 60 minutes, starting at 07:35 - 08:30 WIB. TPQ learning uses a grouping system based on the ability to read the Qur'an of each student. Students who are still in volume one will be grouped with those who are both still in volume one, and so on.

The division of TPQ classes according to the ability of each student is not without reason, this is based on creating a conducive learning environment. According to Ahmad, one of the objectives of classroom management is to realize the situation and conditions of the classroom, both as a learning environment and as a learning group that allows students to develop their abilities as much as possible.

At 08.30 - 09.05 the learning continued with the tahfidz class, where this learning uses grouping based on school classes, unlike the TPQ class which is based on the ability of each student. The tahfidz program is carried out by listening to students' memorization, correcting if there are memorization or reading errors, then recording them in a

memorization notebook, where the book is carried by each student so that parents can find out the extent of their memorization of Qur'an letters by looking at the notebook.

Baharudin stated that the concept of development and innovation of full day school system learning is designed to develop children's creativity which includes cognitive, affective, and psychomotor aspects. Full day school has advantages and several pluses compared to schools in general, including: a. Children get general education in anticipation of the development of science; b. children get personality education that anticipates socio-cultural developments marked by the rapid flow of information and globalization; c. children's potential is channeled through extracurricular activities organized by the school; d. the development of talents, interests and intelligence is anticipated early on through monitoring guidance and counseling programs (Baharudin, 2016).

Furthermore, Muhibbin Syah explained learning achievements related to the affective, cognitive, and psychomotor domains, namely:

- a. Cognitive achievement includes observation, memory, understanding, application, analysis and synthesis.
- b. Affective achievement includes acceptance, welcome, appreciation, internalization, characterization.
- c. Psychomotor achievements include movement and action skills, verbal and non-verbal expression skills.

At Al-Bayan Islamic Junior High School, general science learning will begin at 09.05 until 11.45 WIB. Learning is carried out as usual, where teachers will enter the classroom according to their respective schedules, and one lesson hour at Al-Bayan Islamic Junior High School is 30 minutes. Learning activities at Al-Bayan Islamic Junior High School are divided into three sessions as usual, namely introductory, core and closing activities.

First, the introductory activity is filled with praying and taking attendance of all students to check attendance and prepare all students to follow the learning process. Second, the core activities use methods that are adapted to the characteristics of students and subjects, which can include exploration, elaboration and confirmation processes. Finally, closing activities are carried out by the teacher giving conclusions on the material

that has been learned and closing learning activities by saying Alhamdulillah or praying.

Suyyinah said that learning steps are a concrete manifestation of the planning that has been compiled in the learning device. So that in its implementation the steps cannot be uniformed. This is adjusted to the content of teaching materials, methods, learning resources and learning media used. Moreover, to maximize learning outcomes in full day school learning, teacher creativity is needed in managing the classroom, completing educational facilities and building a pleasant learning atmosphere (Suyyinah, 2019).

School activities are continued by carrying out dhuhur prayers in congregation. All students will be directed by the duty teacher to go to the mosque and follow the prayer until they finish reading the wirid after the prayer. Just like other religious activities, the implementation of congregational dhuhur prayers aims to shape the character of religious students. After lunch and rest, all students will follow the next learning activity, namely madrasah diniyah. Madrasah diniyah at Al Bayan Islamic Junior High School will take place from 12:40 to 13:50 WIB. Where grades 3 to 6 will follow the madrasah diniyah activities according to their respective classes, while for grades 1 and 2 will follow TPQ classes.

The subjects of Madrasah Diniyah at Al Bayan Islamic Junior High School are more emphasized on the basic sciences of religion, such as: Fiqh, Akhlak, Arabic Language and Tarikh. This additional program of madrasah diniyah is expected to give a great contribution to the students while studying at Al Bayan Islamic Junior High School, they will get general knowledge and religious knowledge that will be a provision to achieve success in the future.

After completing the madrasah diniyah activities for 2 hours, students will return to school, continuing the lessons in the afternoon, starting from 13.50-15.00 WIB. This is to avoid boredom in students during the full day school learning system.

Students of Al Bayan Islamic Junior High School end their learning activities at school at 15.00 Wib. They will then go home, either picked up by their parents or escorted by the school picket teacher. So, in addition to serving in the learning process, Al Bayan Islamic Junior High School provides special services to all students if they want to be picked up from home to school or vice versa. This is if the student's guardian has no interest in dropping off or picking up their children. The shuttle process is carried out by

teachers who are in the same class as the students with rates below public transportation rates."

### **3. Evaluation of the Full Day School Program**

There are several steps to evaluate the full day school system at Al Bayan Islamic Junior High School, such as: A meeting with the foundation's board of trustees, a meeting with the board of teachers, and a meeting of the featured program attended by all teachers or asatids in charge of the TPQ, Tahfidz, and Diniyah Madrasah programs.

There are also several types of learning evaluations at Al Bayan Islamic Junior High School, namely assessment in each formal subject, assessment in madrasah diniyah subjects and assessment in TPQ and tahfidz programs.

### **Problems of Full Day School Program at Al Bayan Islamic Junior High School Wiradesa, Pekalongan Regency**

The implementation of the full day school program at Al Bayan Islamic Junior High School Wiradesa has several problems and solutions implemented by the school. Among them are:

#### **1. Teacher Workload**

As one of the most important factors in the learning process, teachers must receive sufficient attention. Schools and education systems must be able to answer the challenges and problems faced by a teacher in the learning process with students.

One of the problems commonly encountered in the implementation of the full day school program is the workload of teachers who work in schools that do not implement the full day school learning system.

Including in Al Bayan Islamic Junior High School, this problem also arises, where teachers in carrying out their duties feel a little tired because of their duties and obligations. There are teachers who get two or more assignments, besides being formal school teachers they also teach in tahfidz classes, TPQ or Madrasah.

This is increasingly felt when approaching exam times such as the Mid-Semester Test (UTS) and the End of Semester Test (UAS), where the teacher concerned will feel overwhelmed because they have to make a large number of exam questions, namely exam questions for formal school subjects and madrasah diniyah subjects. This is exacerbated by

the making of report cards that are assigned to each teacher. Then the teacher must complete the correction of questions and assessments for all subjects in not much time.

Mulyasa said that teachers face two problems as follows: First, related to factors from within the teacher, including knowledge, skills, discipline, personal effort and work harmony. Second, related to work, including good management and ways of working, cost savings and timing (being able to appreciate time).

## **2. Pressure on Students**

One of the problems faced in the implementation of learning by using the full day school system is the lack of time for student socialization and freedom possessed by the students themselves. With school time from morning to evening, of course, students' body conditions will feel very tired because they have been following all kinds of activities at school all day.

In fact, it is not uncommon to find students who feel tired or bored when the teaching and learning process is taking place. They reason that they are tired of participating in activities since the morning. Sometimes it is not yet time to go home, but students are already whining to go home.

At Al Bayan Islamic Junior High School, this condition is most common among 3rd grade students, especially at the beginning of the school year. The children's adjustment process to the shift in school hours is different when they usually go home early in grade 2, now they have to go home at 3 pm.

## **Solution to the Problems of Full Day School Program at Al Bayan Islamic Junior High School Wiradesa Pekalongan**

### **1. Reducing Teachers' Working Hours and Improving Teachers' Welfare**

There are several steps taken by the Head of Al-Bayan Islamic Junior High School to overcome the problem of teacher workload, such as reducing teacher work hours by adding teachers or improving their welfare. The school always strives for the best for all parties, including teachers. The school seeks to make the workload of teachers not too large by opening teacher vacancies when needed and seeking teacher welfare through salary increases from the Foundation so that it can be a little motivation for teachers.

Arikunto argues that there are several things that affect a teacher's morale, namely: (a). The amount of wages that can meet the needs. (b). An exciting work atmosphere or climate. (c). An attitude of mutual understanding and understanding among workers. (d). An honest and trustworthy attitude from leaders that is realized in reality. (e). Respect for the desires and needs of achievers (f). Facilities to support mental and physical well-being, such as sports venues, mosques, and recreation (Arikunto, 2005).

A similar opinion was also expressed by Suyyinah, the teacher factor and teacher performance can be an obstacle to school development. Therefore, the principal as the highest policy holder, together with other committees, should try to improve the professionalism of teachers. Schools need to equip facilities and infrastructure to support the teaching and learning process, salary allowances, transportation money and others (Suyyinah, 2019).

## **2. Active and Fun Learning**

According to the head of Al Bayan Islamic Junior High School, the school always evaluates teachers' performance, especially related to the learning process and the school instructs all teachers to conduct interesting learning for their students, so that the learning is not rigid and boring.

In addition, the school also separates the schedule, namely after the dhuhur prayer break, students will attend madrasah diniyah classes first before returning to school classes. This is a concrete form of school efforts so that students are not bored in following all learning activities at school."

According to Bloom and Yacom's theory, it is stated that the method of games (play) in learning is one of using excitement in teaching and encouraging the achievement of instructional goals. Learning games if utilized wisely can eliminate boredom that inhibits and can eliminate stress in the learning environment.

## **Conclusion**

This research can be concluded as follows the implementation of full day school program in Al Bayan Islamic Junior High School consists of three stages, namely: (1) The planning of full day school program in Al Bayan Islamic Junior High School includes

various things such as the basis for the implementation of full day school program, selection of excellent programs, recruitment of teachers and learning planning (Curriculum, Syllabus, Prota, Promes and RPP). (2) The implementation of learning at Al Bayan Islamic Junior High School begins with religious activities, such as dhuha prayer in congregation and tahfidz class, which is at 07.00 - 09.05 WIB. Then it is continued with formal learning at 09.15 - 11.45 WIB. Diniyah learning will take place after the Dhuhr prayer congregation and lunch break, which is at 12.40 - 13.50 WIB. And ends with continuing formal learning at 13.50 - 15.00 WIB. (3) Evaluation of the full day school system at Al Bayan Islamic Junior High School has several steps, namely: Meeting with the foundation's board of trustees, teachers' meeting, and excellent program meeting attended by all teachers or instructors of TPQ, Tahfidz, and Diniyah Madrasah programs.

The problem faced by Al Bayan Islamic Junior High School in implementing the full day school program is the workload of teachers who work in schools that do not implement the full day school learning system. In addition, students' playtime and interaction in the environment outside of school become frozen, resulting in students losing the freedom to play as children do. Fatigue in students is also one of the impacts of the implementation of full day school at school, because they follow all kinds of school activities from morning to evening.

The solution taken by Smp Islam Al-Bayan to overcome the problem of teacher workload, such as reducing teacher work hours by adding teachers or improving their welfare. The school tries to reduce teacher workload by opening teacher vacancies if needed and seeking teacher welfare through salary increases from the foundation with the aim of motivating teachers to work better. In addition, they also always evaluate the performance of teachers, especially related to the learning process and the school instructs all teachers who teach to conduct interesting learning for their students, not to let the learning carried out seem rigid and boring.

School is a human life, because it is one of the most important places in the process of being taught various kinds of knowledge and skills and characters that will support the interests of life in the future. Therefore, schools must be able to answer all the problems and challenges of a n ever-changing era.

The full day school program run by Al Bayan Islamic Junior High School is expected to provide a good breakthrough for the world of education, where they combine formal education and religious education in the learning curriculum. However, besides focusing on the implementation of learning, they should also pay attention to matters related to the successful achievement of the learning objectives themselves, such as paying attention to the needs and problems faced by teachers and students.

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