



International Conference on Islam, Law, and Society (INCOILS)
Conference Proceedings 2024

**Analyzing the Impact of Full Day School on Elementary Schools in
Pacitan: Educational and Social Perspectives**

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ABSTRACT:

Full Day School has been widely implemented as an educational policy to improve the quality of learning. However, its implementation often raises academic anxiety among students and educators due to extended school hours and reduced time for social interactions. This study aims to analyze the impact of *Full Day School* in elementary schools in Pacitan, focusing on educational and social perspectives. Using a qualitative approach and a case study method, data were collected through in-depth interviews, observations, and document analysis. The findings reveal that while *Full Day School* positively enhances students' engagement and academic achievement, it also generates social challenges, such as limited family interaction and increased fatigue. These results highlight the necessity for adaptive strategies to balance academic excellence and students' well-being in the implementation of *Full Day School*. The study concludes that policy adjustments are essential to mitigate academic anxiety and optimize the social and educational outcomes of this program.

Key words: *Full Day School, elementary education, academic anxiety, social impact*

INTRODUCTION

The implementation of the Full Day School policy has become one of the government's strategies to improve the quality of education in Indonesia.¹ This policy aims to extend learning time at school so that students can gain a more in-depth learning experience, with the hope of improving academic achievement and fostering better character development.² However, the implementation of this policy often faces complex challenges, particularly for elementary school students. One prominent issue is the emergence of academic anxiety due to the pressure and more intensive learning workload.³

Academic anxiety is a phenomenon that warrants significant attention as it directly impacts students' mental health and academic performance. According to research by Elfi Rimayati (2023), academic anxiety is often triggered by high expectations from schools and parents, extended learning hours, and limited time for play and social interaction.⁴ This is particularly experienced by elementary school students who are still in the phase of emotional and social development. Therefore, a deeper analysis is needed to understand the impact of the Full Day School policy on this condition.

¹ Muhammad Alfiansyah, Muhammad Shaleh Assingkily, dan Andi Prastowo, "Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta," *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman* 11, no. 1 (2020): 52–67.

² Nurul Hidayah, "Implementasi Pendidikan Profetik Melalui Kegiatan Sekolah Sebagai Upaya Penanggulangan Kenakalan Remaja di SMK Negeri 4 Yogyakarta" (Universitas Islam Indonesia, 2024).

³ Ayu Arwina, "Hubungan Regulasi Diri Dan Stress Akademik Dengan Prokrastinasi Akademik Pada Mahasiswa Angkatan 2015 & 2016 Fakultas Psikologi Universitas Medan Area," 2022.

⁴ Elfi Rimayati, *Cyber Counseling: Inovasi Layanan Bimbingan Dan Konseling Di Era Digital* (Asadel Liamsindo Teknologi, 2023).

Previous studies have highlighted various positive impacts of Full Day School, such as improved student academic performance and the strengthening of character education.⁵ However, some studies also note significant challenges, including a decline in learning motivation, mental fatigue, and limited time for students to interact with their families.⁶ While providing valuable insights, these studies have not specifically addressed the implementation of Full Day School in local contexts, such as Pacitan, which has its own unique social and cultural characteristics.

Pacitan, with its distinctive geographical and socio-cultural conditions, provides a unique context for this study. Most students in Pacitan come from families with agrarian backgrounds, requiring a balance between school learning activities and family responsibilities at home.⁷ Therefore, the impact of the Full Day School policy in this area needs to be examined more specifically to understand how students and the community respond to the policy. This becomes one of the research gaps that this study aims to address.

The rationale for this research lies in the importance of understanding how educational policies such as Full Day School can have a holistic impact on students. In addition to academic aspects, it is also necessary to consider the social impacts that arise, such as changes in students' interactions with family, peers, and their surrounding environment. By focusing the study on elementary school students in Pacitan, this research is expected to contribute to formulating more adaptive and contextual policy strategies.

This study aims to answer two main questions: (1) How does the Full Day School policy affect the academic aspects of elementary school students in Pacitan? (2) What are the social impacts arising from the implementation of this policy? Through a qualitative approach with a case study method, this research is expected to provide new insights into how to address the challenges arising from the Full Day School policy and how this policy can be optimized to support the overall development of students.

Methods

This study employs a qualitative approach with a case study method. The qualitative approach is chosen because it is suitable for understanding phenomena in depth within their natural context, while the case study method allows for a focused analysis of the impact of the Full Day School policy in elementary schools in Pacitan. The selection of Pacitan as the research location is based on the social and cultural characteristics of the area, which are unique and relevant for research on the impact of educational policies.

The data used in this study consists of primary and secondary data. Primary data is obtained directly from informants through in-depth interviews, participatory observation, and focus group discussions (FGD). The main informants include students, teachers, and parents in elementary schools that implement the Full Day School policy. Secondary data is obtained from official school documents, policy reports, and relevant research publications.

Data collection techniques are conducted in three main stages. First, in-depth interviews with students to explore their experiences and perceptions regarding Full Day School. Second,

⁵ Revi Khoeril Kholqillah, Muhammad Fahri, dan Reni Sinta Dewi, "Implementasi Full Day School dalam Pembentukan Karakter Religius dan Disiplin Siswa Kelas VII SMP Islam Terpadu Al-Ittihad Ciampea Kabupaten Bogor," *Tarbiatuna: Journal of Islamic Education Studies* 4, no. 1 (2024): 148–56.

⁶ Heni Suryani, "Pengaruh Program Full Day School Terhadap Prestasi Belajar IPS Siswa Di SMP Negeri 6 Bengkulu Tengah" (IAIN Bengkulu, 2021).

⁷<https://www.dejurnal.com/2024/09/profil-kabupaten-pacitan-jawa-timur.html>. Diakses pada 12 November 2024

participatory observation in the school environment to understand the dynamics of social interactions and teaching and learning activities. Third, focus group discussions with teachers and parents to obtain a more holistic perspective. All data collected is carefully documented and compiled into transcripts.

Data analysis is performed using a thematic analysis approach. The data gathered through interviews, observations, and focus group discussions are identified and grouped into key themes relevant to the research focus. The data is then analyzed using source triangulation to ensure the validity and reliability of the research findings. The analysis process is iterative, beginning with data reduction, data presentation, and drawing conclusions based on the findings.

The entire research process is carried out in compliance with research ethics principles, such as maintaining the confidentiality of informants' identities, obtaining consent from relevant parties, and ensuring voluntary participation at each stage of the research. Through this method, the study is expected to provide an in-depth understanding of the impact of the Full Day School policy in elementary schools in Pacitan.

Result

1. The Impact of Full Day School on Academic Aspects

a. Academic Achievement Results

The implementation of the Full Day School policy in elementary schools in Pacitan has shown significant changes in students' academic achievement. Data obtained from students' report cards before and after the policy's implementation reveal varied patterns. Some students experienced improvements in their grades, particularly in core subjects such as Mathematics and Bahasa Indonesia. This is believed to be related to the longer learning hours, which allow students to receive more in-depth explanations of the material and more intensive guidance from teachers. However, a small number of students experienced a decline in their grades, likely due to fatigue or boredom resulting from the packed schedule.

Teachers' perceptions of students' understanding of the material also vary. The majority of teachers stated that the Full Day School policy gives them more flexible time to delve deeper into the subjects, providing students with greater opportunities to grasp difficult concepts. One teacher mentioned that previously, limited time was often an obstacle in explaining the material in detail, but with the Full Day School system, students have more opportunities to ask questions and participate in additional learning sessions. However, some teachers also complained about the reduced effectiveness of learning during the last session, where students tended to lose focus due to fatigue.

This policy has also influenced students' daily homework patterns. With longer learning hours, some teachers prefer to reduce homework assignments to avoid burdening students after a full day of school activities. However, this approach has a dual impact: while some students feel relieved by the reduction in homework, others miss out on the opportunity to strengthen their understanding through independent practice at home. Therefore, it is necessary to adjust teaching strategies that can maintain a balance between school activities and reinforcing the material outside of class hours.

b. Student Learning Productivity

The implementation of Full Day School has had a significant impact on students' focus and concentration during the learning process. With longer learning hours, students

have more time to delve into the subject material. However, the impact on students' focus is not always positive.⁸ Some students experienced a decline in concentration, especially during the later lessons. Physical fatigue from studying throughout the day was the main factor reducing their ability to maintain attention on the material. For instance, some students reported difficulty concentrating during the last lessons, such as Science or Social Studies, which they found more boring after becoming tired.

On the other hand, some teachers observed that with the longer time for discussions and Q&A sessions, they could make the lessons more interactive. In these conditions, students who were initially less interested or struggled with the material were able to engage better. However, it should be noted that for students with lower concentration abilities, the long learning duration can become an additional burden that hinders the effectiveness of their learning.⁹ Therefore, it is important to vary teaching methods to maintain students' interest and focus throughout the day.

One of the changes observed in the implementation of Full Day School is the shift in the allocation of time for students' assignments and homework.¹⁰ With the longer learning duration, most teachers tend to reduce the amount of homework so that students are not burdened with tasks after a full day of school activities. Some teachers feel that with enough time at school, students have received sufficient learning and do not need additional homework. However, this creates another dilemma. Students who need more practice to deepen their understanding, especially those with lower academic abilities, struggle to master the material without homework to further explore the topics.

On the other hand, some students feel that the reduction in homework gives them the opportunity to enjoy time outside of school, such as playing or participating in extracurricular activities. The additional free time also allows them to rest and reduce stress. However, for some students who are used to a routine of more homework, they feel less motivated to study independently after school. Therefore, the allocation of homework time becomes an important aspect to evaluate, ensuring that students still have the opportunity to deepen their understanding of lessons without feeling overwhelmed.¹¹

In this context, it is important for the school to develop a more flexible policy regarding homework, taking into account the individual needs of students. A thoughtful arrangement of time between school learning and homework can help enhance students' learning productivity without adding excessive pressure.

c. Academic Challenges Faced by Students

1) Level of Academic Anxiety

The implementation of Full Day School in elementary schools in Pacitan has also led to challenges, including an increase in academic anxiety among some

⁸ Humayro Toha dan Wildana Wargadinata, "Efektivitas Efektivitas Metode Al Miftah lil Ulum dalam Memahami Ilmu Nahwu pada Santri Madrasah Tsanawiyah Mambaus Sholihin," *Al-Fakkaar* 4, no. 1 (2023): 1–17.

⁹ Indah Wahyu Puji Utami et al., "Analisis Efektivitas Pelaksanaan Pembelajaran Dengan Sistem Blok di SMKN 10 Malang," *Tifani: Jurnal Penelitian dan Pengabdian Kepada Masyarakat* 4, no. 3 (2024): 15–25.

¹⁰ Iip Siti Fatimah, "Implementasi Pembelajaran Full Day School dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Ekonomi di SMAN 1 Parung" (Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta, n.d.).

¹¹ Anang Fathoni et al., "Media dan Pendekatan Pembelajaran di Era Digital: Hakikat, Model Pengembangan & Inovasi Media Pembelajaran Digital," 2023.

students. Academic anxiety, which often arises from the pressure to meet academic expectations, becomes more pronounced with the longer learning duration.¹² Students who were previously unaccustomed to an intensive study schedule feel pressured by the amount of material they need to understand within a short period. Some students exhibit signs of stress, such as difficulty sleeping, restlessness, or reluctance to attend school, reflecting an increased level of anxiety.

This anxiety is also influenced by changes in the schedule, which make students feel rushed to finish lessons without enough time to deeply understand the material. In interactions with teachers, some students expressed fear of exams and tests after the implementation of Full Day School, as they feel the available time is insufficient to prepare adequately. Some students who lack confidence in certain subjects feel pressured and struggle to keep up with the lessons, which in turn increases their anxiety levels. This can negatively affect their overall academic performance and hinder their ability to grasp the concepts being taught.

To address this anxiety, some teachers have started applying more supportive approaches, such as providing more time for discussions or Q&A sessions, as well as giving constructive feedback. However, even though these efforts help, academic anxiety remains a challenge that needs to be tackled in a long-duration learning environment. Therefore, it is crucial for schools to pay attention to the mental well-being of students by providing psychological support and creating a safer, more comfortable environment for them to engage in the learning process.

2) The Curriculum Burden Felt to Be Too Heavy

In addition to academic anxiety, one of the major challenges faced by students is the curriculum burden, which feels too heavy within the framework of Full Day School. With extended learning hours, students are required to cover more material that would typically be delivered in a shorter period.¹³ This causes most students to feel stressed and overwhelmed in trying to absorb all the material taught in one day. For example, subjects such as Mathematics and Science, which require deep understanding and regular practice, are increasingly difficult for students to comprehend within the limited time available.

The increased amount of material that needs to be taught in a longer period forces some teachers to reduce the time allocated for exploring the material or assigning deeper tasks. In other words, although the learning duration is longer, the time available for in-depth understanding of the material actually decreases due to the limitation of available class hours. This can potentially create a gap between students' understanding of basic concepts and their ability to tackle more advanced material. Students who are already tired or lack focus often struggle to understand the more complex material taught in the later classes.

In addition, some parents have expressed concerns about their children's academic load, particularly regarding the overwhelming amount of material. They worry about the impact on their children's physical and mental health, as they are

¹² Afra Salsabila, "Penerapan Teknik Self Control Untuk Mereduksi Perilaku Prokrastinasi Akademik Siswa MAN 2 Banda Aceh" (Universitas Islam Negeri Ar-Raniry, 2024).

¹³ Lidiya Amaliyah, "Implementasi full day school dalam membentuk kepribadian muslim pada siswa SD Islamic Global School Malang" (Universitas Islam Negeri Maulana Malik Ibrahim, 2020).

already required to spend long hours at school. In many cases, students become less enthusiastic about studying at home or outside school hours due to feeling exhausted from such a packed school schedule. Therefore, further evaluation of the curriculum load and a more realistic approach in adjusting the duration of learning to match students' capabilities is needed, without adding excessive pressure.

In response to the academic challenges that have emerged, several solutions have already been implemented by the school to lighten students' burdens. One of them is providing more time for remedial activities for students who are struggling to keep up with lessons. This approach gives students the opportunity to review material they haven't mastered while also reducing anxiety related to exams and tests. Additionally, the school is trying to integrate activities that support a balance between academic learning and physical activities, such as sports or arts, which can help alleviate student stress.

However, the success of these strategies largely depends on cooperation between the school, teachers, parents, and the students themselves. Schools need to continuously monitor students' academic and emotional development more closely and make necessary adjustments to ensure that the Full Day School policy does not compromise students' well-being. Enhanced communication between parents and teachers, as well as the use of technology in learning, can also help create a more enjoyable and less burdensome learning environment for students.

2. Impact of Full Day School on Students' Social and Emotional Aspects

a. Interaction with Peers

The implementation of Full Day School has had a significant impact on the patterns of social interaction among students.¹⁴ Previously, students had more freedom to interact with their peers outside of school hours, such as during breaks or after school. However, with the extended learning duration, many students feel that the time available for socializing has drastically decreased. Interactions that would typically take place in various social activities, such as playing together or having discussions, are now often hindered by the tight school schedule. Although they still have time to interact during lunch or breaks, many students complain that this time is often insufficient to build deeper social relationships.

On the other hand, some students feel that their relationships with peers have become more intense and frequent, particularly in group learning activities or discussions. This gives them the opportunity to grow closer to their friends in an academic context. However, this also means that most of their interactions are more focused on educational aspects, and they lose the opportunity to engage in more relaxed or informal interactions that previously took place outside of school.¹⁵ This has the potential to affect the development of their social skills, such as empathy, cooperation, and effective communication, which are more often formed in non-academic interactions.

In addition to the reduced time for social interactions, students also complain about the decreased time for play, which has been an important avenue for developing their

¹⁴ Parid Wajdi Al Mujtaba et al., "Hubungan Pola Aktivitas Full Day School dengan Sikap Sosial Siswa Kelas XI SMA Islam Terpadu (IT) Ar-Rahman Banjarbaru," *Jurnal Humanitas: Katalisator Perubahan dan Inovator Pendidikan* 10, no. 3 (2024): 389–403.

¹⁵ Kustiyanti Sri, "Implementasi Program Full Day School Di Mi Yakti Mangunrejo Kabupaten Magelang Pasca Pandemi Tahun 2022" (UNDARIS, 2023).

social and emotional skills. With the implementation of Full Day School, the time that was previously available for playing with friends outside of school is now more limited. Many students feel exhausted after long study sessions, so they are no longer interested in playing or engaging in physical activities after school. Some students even express that they don't have enough time to rest at home because they are already tired from the entire day at school. This impacts their social development because playing with peers is an activity that allows students to learn to share, negotiate, and resolve conflicts.

Some parents have also noticed that their children have become more easily irritable or frustrated, which may be due to the lack of time to channel their energy into fun play activities. The reduced time for play also has the potential to cause a decline in their ability to socialize effectively outside of the academic context. Therefore, special attention is needed to balance learning time and playtime to ensure that students can grow socially and emotionally in a healthy way.

b. Relationship with Family

The implementation of Full Day School also affects the communication patterns between students and their parents. With a more packed schedule, many students return home later, leaving them with less time to talk to their parents or family members.¹⁶ Some parents feel that they have less opportunity to communicate with their children, whether to talk about daily activities at school or other personal matters. Although parents try to maintain communication through brief conversations after the children return home, the limited time often makes the communication less meaningful. This can hinder the emotional bond between children and parents, which is crucial for the child's social and emotional development.

In addition, some students feel they have no time to share their stories or experiences with their parents. Many children prefer to rest immediately or prepare for schoolwork rather than talking to their parents after a full day at school. Working parents often find it difficult to establish effective communication due to their own busy schedules, and the short time available after school makes family gatherings even more limited. This can add emotional strain to students who feel neglected or lack sufficient emotional support from their families.

The time available for family bonding becomes more limited after the implementation of Full Day School. Many families feel that their children are too busy with school activities and don't have enough time to spend quality time with parents and other family members. Some parents report that their children are often too tired and prefer to sleep or rest after returning from school, leaving little time for family activities such as having dinner together, chatting, or going on outings.

This change also affects the overall family dynamic. Many families feel they have lost the opportunity to form a closer relationship with their children. The reduced family time can impact the emotional development of children, as they miss the opportunity to receive the emotional support needed to cope with stress and challenges at school.¹⁷ In

¹⁶ Bambang Supradi dan M Pd, *Transformasi Religiusitas Model Full Day School* (guepedia, 2020).

¹⁷ Tri Astari et al., *Ekologi Sosialisasi Anak: Perspektif Keluarga, Sekolah Dan Komunitas* (Cv. Edupedia Publisher, 2024).

addition, the lack of time for interacting with family can reduce the sense of security and comfort that students should feel at home.

c. Mental and Emotional Health

One of the significant impacts of implementing Full Day School is the increased stress levels experienced by students. With a more packed schedule, students often feel pressured to complete all tasks and lessons taught within a single day. Many students become anxious about exams, assignments, and their academic performance, leading to stress. Some students also feel anxious because they feel they don't have enough time to fully grasp the subject matter. This stress can lower their motivation to learn and negatively impact their academic performance.

Additionally, the psychological burden they experience is often not visibly apparent, as students do not always have the ability to express their feelings in a healthy way.¹⁸ Students who feel pressured may exhibit stress symptoms such as irritability, fatigue, or even headaches. This tension can hinder their emotional development and disrupt their relationships with friends and family. In response to this, some schools have started offering psychological counseling or guidance sessions to help students manage stress. However, more efforts are needed to support students' mental health.

In addition to stress, students often experience fatigue and boredom due to their packed schedules. Long days at school can lead to physical exhaustion, which reduces their energy to actively participate in learning activities. In some cases, students feel bored with the monotonous routine throughout the day, especially when the lessons are considered less engaging or not aligned with their interests. This sense of fatigue can decrease their concentration in class and hinder their ability to understand the material thoroughly.

Some students report feelings of boredom and a lack of enthusiasm for continuing lessons after several hours of studying. This highlights the importance of creating a more engaging and varied learning environment to keep students mentally and emotionally stimulated. Adequate physical activity and time for relaxation are also crucial to alleviate the physical and mental fatigue they experience. Schools need to plan ways to reduce this boredom, such as by incorporating refreshing or interactive activities into the learning sessions.

Overall, although Full Day School aims to provide more time for students to learn, the implementation of a packed schedule must be balanced with attention to students' social and emotional well-being. A balance between learning time, social interactions, and rest time is essential to ensure that students can develop holistically, both academically and emotionally.

3. Challenges and Opportunities in the Implementation of Full Day School in Pacitan

a. Challenges Faced by Schools

One of the main challenges in the implementation of Full Day School in Pacitan is the inadequate facilities and infrastructure to support all-day learning activities. Many schools still lack enough classrooms, which leads to overcrowding in the classrooms, potentially disrupting the teaching and learning process. Furthermore, the physical condition of school buildings in several areas, especially in rural areas, remains

¹⁸ Aeni Rahmawati, *Program Parenting Pada Pendidikan Anak Usia Dini* (LovRinz Publishing, 2022).

suboptimal. For example, poor ventilation and inadequate lighting systems can affect students' comfort when staying in school for extended periods.

Additionally, other supporting facilities such as dining rooms, prayer rooms, and recreation areas for students are not always available in every school. These facilities are crucial for supporting all-day learning activities. The presence of spaces for resting and interacting plays a key role in ensuring that students remain refreshed and motivated. Without adequate facilities, the implementation of Full Day School can add physical and psychological burdens on students, which can reduce the effectiveness of the learning process. Therefore, to achieve a successful Full Day School program, improvements in infrastructure and facilities are essential.

Another challenge faced is the availability of sufficient teaching staff to manage the Full Day School program. With longer learning durations, the number of teachers needed to handle each learning session increases. However, some schools in Pacitan are facing a shortage of teachers, particularly in schools located in remote areas. This results in teachers having to manage more students and activities for extended periods, which can negatively affect the quality of teaching provided to students.

Moreover, the existing teachers may not be professionally prepared to run the Full Day School program. Teachers need to be trained to manage larger classes and apply teaching methods that are suitable for longer learning hours. Many teachers also feel anxious or burdened by the extended schedule, which can reduce their enthusiasm and productivity in teaching. Therefore, teacher training and competency enhancement are crucial factors to address this challenge.

b. Local Community Response

The response from the community, especially parents, to the implementation of the Full Day School program in Pacitan is quite varied. Some parents support the program because they see the potential for improving the quality of education through longer learning hours. They hope that their children will gain a deeper understanding of the subject matter and have more opportunities to interact with peers in academic activities. However, some parents are concerned about the emotional and social well-being of their children. They feel that longer school hours may reduce their children's opportunities for rest, play, or spending time with family.

Some parents also question whether the Full Day School program will effectively improve their children's academic performance. They worry that the extended duration at school will burden students with homework and difficult material. In some cases, working parents are concerned that their children will become more fatigued and unable to function well after school. Therefore, there is a need for more intensive communication between the school and parents to ensure that the implementation of Full Day School receives broad support from the community.

The local community in Pacitan has high hopes for the educational policies implemented, including Full Day School. Many parents hope that this program will produce more disciplined and high-achieving students, better preparing them for challenges in the workforce and in an increasingly competitive social life. Additionally, the community hopes that this program will improve the overall quality of education, not just academically, but also in shaping the character of students. Some parents also hope

that schools in Pacitan can focus more on developing students' social and emotional skills, so that they can grow into more well-rounded individuals in various aspects of life.

However, there are also hopes from the community that this policy will not just be a trend without considering the readiness of infrastructure and the adequacy of teaching quality. They hope that the government and educational institutions will prioritize the equitable distribution of educational quality across regions, so that the implementation of Full Day School impacts not only schools in large cities but also those in more remote areas. The success of this program's implementation depends heavily on how the community and schools work together to face and overcome the challenges involved.

c. Development Opportunities

One of the significant opportunities that can be leveraged from the implementation of Full Day School in Pacitan is the development of students' character education. With longer learning hours, schools have the opportunity to integrate character values into every aspect of learning. For example, in daily learning activities, students can be introduced to values such as hard work, discipline, responsibility, and caring for others. In addition, well-scheduled extracurricular activities can be utilized to develop students' social and emotional skills, such as collaboration, empathy, and leadership.

The implementation of Full Day School offers the opportunity to strengthen character education through the reinforcement of moral values in students' everyday lives.¹⁹ More non-academic activities, such as cleanliness initiatives, community service, or discussions on social issues, can help students cultivate positive attitudes and integrity. Additionally, schools can pay more attention to social issues faced by students, such as bullying or family problems, by involving parents in character development activities.

Another opportunity from the implementation of Full Day School is the enhancement of extracurricular activities that support holistic learning. These activities provide students with the chance to explore their interests, develop new skills, and engage in social and emotional growth outside of the traditional classroom setting.²⁰ With longer hours, schools can offer more extracurricular activities that align with students' interests and talents. Activities such as arts, sports, debates, and science clubs can serve as platforms to develop students' creativity, language skills, and critical thinking abilities.

These extracurricular programs not only help students enhance their academic capabilities but also enrich their social and emotional experiences. These activities provide opportunities for students to collaborate in teams, learn from differences, and explore their potential. More importantly, diverse extracurriculars can serve as a way to motivate students to stay active and engaged in learning, reducing the boredom that may arise from long schedules. Therefore, schools should optimize the potential of extracurricular activities as part of the holistic development of students.

¹⁹ Muh Arif, "Pentingnya menciptakan pendidikan karakter dalam lingkungan keluarga," *Pendais* 3, no. 1 (2021): 1–24.

²⁰ Yuliani Yuliani, Sayan Suryana, dan Saprialman Saprialman, "Program pembelajaran full day school dalam meningkatkan motivasi belajar siswa di Madrasah Aliyah Negeri 4 Karawang," *Indonesian Research Journal on Education* 4, no. 4 (2024): 370–74.

Discussion

1. Impact of Full Day School on Students' Academic Aspects

Research findings indicate that the implementation of Full Day School (FDS) has a diverse impact on students' academic aspects in Pacitan. In terms of academic performance, some students showed improvements in their understanding of the subjects, although this improvement was not uniform across all students. This result aligns with previous findings by Nasikhin et al., which showed that longer school hours provide more opportunities for students to delve deeper into the subject matter.²¹ However, challenges arise related to the heavy curriculum load, which affects students' academic anxiety levels. Additionally, students' learning productivity, influenced by the long learning duration, often leads to reduced focus and fatigue, negatively impacting the quality of their learning. Previous studies have also mentioned that academic anxiety can emerge as a result of high academic pressure, especially in more intensive educational programs like Full Day School (FDS).

2. Impact of Full Day School on Students' Social and Emotional Aspects

In terms of social and emotional aspects, this study found that the long duration at school affects social interactions among students. Although students have more time to interact, the packed school schedule reduces their opportunity to play and engage in activities outside of school. This aligns with the research by Siti Nur Hayati and Khamim Zarkasih Putro, which states that playtime is an essential aspect of children's social and emotional development.²² The reduction in playtime has the potential to affect students' social skills, which in the long term can influence their emotional well-being. Additionally, the relationship between students and their parents also undergoes changes, as the time spent together as a family becomes more limited. This leads to increased stress and emotional exhaustion in some students. These findings align with research conducted by Ririn Saudiah Br Sinulingga et al., which highlights that strong family relationships play a crucial role in the emotional well-being of students.²³ Therefore, adjustments in managing school time and family time need to be made to maintain a balance in students' social and emotional lives.

3. Challenges and Opportunities in the Implementation of Full Day School

This study also found several challenges in the implementation of Full Day School in Pacitan, particularly related to school facilities and the availability of qualified educators. Many schools still lack the infrastructure needed to support all-day activities, such as comfortable classrooms and other supporting facilities. Additionally, the shortage of trained teaching staff is a major challenge in managing longer class hours and improving the quality of teaching. Findings from Ulfah Lailiyah and Suci Hartati's research remind us of studies that state that the quality of facilities and human resources are key determining factors in the success of implementing FDS.²⁴ However, the implementation of FDS also opens up opportunities to enhance students' character education through extracurricular activities that support holistic

²¹ Nasikhin Nasikhin, Ikhrom Ikhrom, dan Agus Sutiyono, "Sekolah online di masa pandemi COVID-19, bagaimana tanggapan guru dan siswa sekolah dasar?," *Jurnal Muara Pendidikan* 7, no. 1 (2022): 47–59.

²² Siti Nur Hayati dan Khamim Zarkasih Putro, "Bermain dan permainan anak usia dini," *Generasi Emas* 4, no. 1 (2021): 52–64.

²³ Ririn Saudiah Br Sinulingga, Nefi Darmayanti, dan Risydah Fadilah, "Pengaruh Father Involvement Terhadap Resiliensi Dan Stres Akademik Siswa," *Research and Development Journal of Education* 10, no. 2 (2024): 1156–72.

²⁴ Ulfah Lailiyah dan Suci Hartati, "Sistem Full Day School Terhadap Hasil Belajar Siswa Mts Nurul Falah Kuta Pandan Desa Kuta Pandan Kecamatan Lempuing Kabupaten Ogan Komering Ilir," *UNISAN JURNAL* 3, no. 2 (2024): 1–8.

learning. Varied extracurricular activities provide students with the chance to develop non-academic skills that support their personal growth. This opportunity, if managed well, can improve the overall quality of education. However, suboptimal management may lead to an imbalance between academic learning and the development of students' character.

Conclusion

Based on the findings of this study, the implementation of the Full Day School program in Pacitan has significant impacts on various academic, social, and emotional aspects of students. Academically, while there have been improvements in areas such as understanding of material and learning productivity, challenges such as academic anxiety and the perceived heavy curriculum load remain key issues. Socially and emotionally, while there has been an increase in student interactions, the reduced time for play and family bonding has affected their emotional well-being. Challenges in terms of facilities and limited teaching staff remain the main barriers to the program's implementation. However, the opportunity to develop students' character education through extracurricular activities and holistic learning offers hope for better educational progress. Overall, the implementation of Full Day School in Pacitan requires more attention to time management, a balanced curriculum, as well as infrastructure and teaching quality improvements to ensure its.

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Acknowledgments

I would like to express my deepest gratitude to all those who have contributed to the success of this research. My sincere thanks go to the school administrators and teachers in Pacitan for their invaluable support and cooperation during the data collection process. I also appreciate the students and their families for their participation and willingness to share their experiences. Special thanks to my colleagues and academic mentors for their guidance and constructive feedback

throughout the research. Lastly, I would like to acknowledge the institutions and agencies that provided the resources and assistance necessary for the completion of this study. Without their support, this research would not have been possible.