

Building Positive Character, Negative Effects Environmental Protection and Wisdom Local Culture by the Applying of Full Day Schools in Rural Areas (Research Action in Public Senior High School of Lahat South Sumatra)

¹Ahmad Nasihin Paryono, ²Oktarini

¹SMAN 3 Kikim Timur, Lahat, Indonesia

²SMA Negeri 1 Tebing Tinggi, Empat Lawang, Indonesia

¹ahmad_nasihin21@yahoo.com, ²oktarini@yahoo.com

Article Info

Article history

Received May 4, 2023,
Revised June 26, 2023,
Accepted October 10, 2023,

Keywords:

Full Day School (FDS), Positive character, negative effect environment protection, Wisdom local culture.

ABSTRACT

Many schools in the city choose Full Day (FDS) but for schools in rural still in very little in the list to apply this. The research was action research of discovering whether increased positive impact in the positive character, security environment wisdom exposed to negative and local culture can be accomplished by applying the Full Day School program. This research aims to find the effect of applying rural FS at the school. The research results show that the first Full Day school (FDS) in a rural area school can maximize time to communicate with students to build good character, such as religious, social, and environmental care to students. Secondly, FDS in rural school areas can protect students from bad effects outside the school environment, negatively influencing drug users, environment-free sex, bad motorcycle groups, etc. Third, FDS gives students enough opportunity to learn about local culture with family and society about local culture. They can have time with their families from morning till noon on Saturday and Sunday, which would improve their knowledge of local culture and family activities. It can be concluded that FDS in rural school areas positively affects building positive and good student character. It is recommended that it be applied in other schools.

1. INTRODUCTION

Full Day School (FDS) is an innovation from the education ministry of Indonesia to reach character building of students. Although FDS benefits schools and students, many rural schools do not use this program. There are many reasons why schools that reject FS Readiness: the student's parents and school management /the one who did not allow for the implementation of FDS based on preliminary observations when the researchers entered schools in rural environments for five working days or often called full day school (FDS). Saturated conditions should be an innovation for the problem in the context of good. As David (2009) said that, a leader should be able to look at the image of a large organization to reach better. Hence, it would not be wrong for a full-day school with so much excess applied luminance schools ready.

In terms of the infrastructure readiness for, several schools in rural areas were more prepared than urban schools. Area schools can give dugouts the circulation and can even provide space for study in a natural hollow. It is, of course, all very supportive of FS.

FS indeed supports the building of a strong character for students. This concept is fully stated by Mujayanah (2013: 13) fully. Day school is an alternative education, where school tuition is paid the entire day is in school to perform the process of learning and the process. So, rural schools or city schools have the same chance to take this program to more action in education at school.

Full-day school is derived from English, meaning school all day long. Baharuddin (2009) expressed that full day school is school all day long, or the learning process conducted from 06.45 in the morning to 15.00 in the afternoon with a duration break of two hours once. Thus, school can arrange timetables with the deepening of material. According to Mujayanah (2013) full day school is a model of alternative education, where school tuition the entire day is in school to perform the process of learning and the process. Learning in the system full day school not have only been formal, but there are a lot the atmosphere learning of informal and not rigid and fun for students. Full day school in Muslihah (2009:17) is one of creation or innovation learning to make school superior, innovative and creative with an integrated learning system based on faith and *taqwa* (IMTAQ, and science and technology, science and technology. Besides, FDS systems provide so many opportunities for students to explore in greater depth, lessons topics ability to consume in a positive and a good environment and prepared to develop education precisely according to a predetermined curriculum.

Moreover, Hilalah (2009) thought that full day school is a learning conducted a basic entire day integrated curriculum and integrated activity or nearly all activities in school, start to eat, play, and worship are in the environment in the education sector. Full day school emphasis on the components are regular and good to support the adult process for students through the effort of teaching and training and time in schools that are longer or longer in general than with school based on the concept of integrated curriculum and integrated activity. According to Baharuddin (2009), the full day school is an alternative to address long-standing issues, such as education good in achievement. By following full-day school, parents prevent and neutralize the possibility of children becoming bad habits from students' activities.

According to Abdul Malik, character development is the capability of producing developing resources to realize belonging through intelligent intellectual, social, and spiritual dedication and, discipline, and honesty, which are tenacious and innovative. Character education seeks to help the children, kindly born and inner soul, of civilization's nature of civilization basically toward humans and better (Sukrisman, 2014). Elkind & Amp Sweet (2004) said that character education is the realization of efforts to help people to understand, care about, and act upon core ethical values. When we think about the model of character we want for our children, it is clear that we want them to be able or to judge what is right, care

deeply about what is right, and then do what they want to be right, able to face pressure from others and hooks from within. Character education is the manners of a plus education, which basically is teaching in schools that aim to develop students using character judgment and knowledge values involve community as moral strength and confidence in his life through honesty, trustworthiness, discipline, and cooperation that emphasizes the affective (feeling/attitude) without leaving the cognitive, rational thinking, and the skill (skill, skilled processing the data, said the opinion, and cooperation).

Then, the concept of protection/theory students from the negative very dangerous negative environment for the development of the students. The earthquake or instability which causes someone to be agitated and anxious, due to the much reached safety and peace in life. So it is with the state of social and political, if unstable, so will cause people feel fear, anxious and uneasy, and circumstances as will enable again to attitude who seek security sometimes suspicion, what unwarranted, a hatred for the others, on sheep, slanderous and others .

Moreover, about the function of FS to the culture and ethic building, education and culture of character-based education , a methodology toward the creation of the principles and the character of a child in participants through the integrated school curriculum developed in (Lestari, 2022). Expert sense culture gives local culture as follows: first, super culture and applies for all the cultures, for example national culture. Second, culture and culture are more specialized, for example according to the ethnic, profession, area, for example, Sunda culture. Third, subculture, is culture in a culture, but not contrary to parent culture, culture gotong royong should for example. Lastly, counter-culture is equal to subculture, for example a part derivative of culture, but counterculture parent is opposed to culture, for example culture individualism.

Based on the environment, human resources and SMA N 3 East Kikim in Lahat tried to choose FS as curriculum strategy in implementation, so FDS applied at the school to become the pilot project in rural school to contribute positively towards the improvement of the positive character of students, increase on the environment protection negative and increasing the knowledge and wisdom the local culture of the students.

The formulation of a problem in the act of this can research lies as follows: 1) how is the FDS in school of Rural area schools in building positive character for students? 2) How is the concept of FDS in schools in Rural areas protecting the negative environment effect for students? 3). How does the FDS increase the local cultural wisdom of students in rural areas? How is the control and evaluation system of FS in rural schools?

2. METHODS

Subject and object action research on the subject is a whole educators in SMA Negeri 3 East Kikim South Sumatra provincial Lahat regency. A total of 21 people. The study area is the

policy of rural schools Full Day School (FDS). This is the research on SMAN 3 East Kikim by addressing Palembang Transmigration in the region of eastern South Sumatra province Lahat district. This research is three months and ten days from the date of 10 October until 10 December 2022.

Procedure of this research was carried out by one person acting as researchers main and assisted by two observers, the vice principal of the curriculum and the vice principal of the student as an observer first and second. Secondly, an observer only acts as observer and presents all the time of the main act application of the rules and discipline of the school and the school system FDS.

This research consists of two cycles, every cycle done for two weeks in learning and teaching activity. Activities: The application of a series of learning and teaching activities in the FDS program is started during 10 days of work in two weeks. Primary school on Friday to the number of an hour on 8 hours for a day on average. Before setting to the research, researcher first prepared: 1) structure curriculum for the learning and teaching activity FDS 2) a letter of assignment the division of teaching hours for the learning and teaching activity FDS 3) timetable learning and extracurricular for the learning and teaching activity FDS. 4) Chief for approval the application of learning and teaching activity FDS. 5) The meeting's agenda the council of teachers and committee to approval the application of learning and teaching activity FDS the act of in this research , in every cycle: two cycle in the senior high school of Lahat the province of south Sumatra as following;

2.1. Steps of research in Cycle 1

- a. First meeting , researchers acting as researchers main ,
- b. Conduct general meeting with the council of teachers , the committee and staff administrative school
- c. The decision of the meeting of preliminary agreement to experiment application of the system learning with FDS used as the basis early researchers to regulate and issued a number policy for the administration of learning FDS.
- d. After administration, learning with the system FDS is arranged as the division of teaching tasks, learning schedule, staff schedule, schedule of the use of the laboratories and others are done, then researchers observe the implementation of this policy.

After all action taking place through mentoring researchers do to cycle one / first meeting, then researchers do analysis and reflection .In an analysis and reflection, researchers heed or based on all input from an observer in the form of both a written record in sheets it works and advice oral through discussion between observer and researcher, as data to plan cycle two.

2.2. Steps of research Cycle 2

In this cycle, based on a record of and observing the results of the discussion on the first cycle after the researchers analyzed and took reflection, then the researcher plans the act of through the application of the FDS program with the system FDS in cycle both as follows: 1. In the second cycle, researchers asked all parties in FDS management, such as the vice principal of curriculum, to control and make sure that teachers' classes can perform the task well according to the conditions in learning activity of FDS who consider the condition of students in particular at learning activity in the afternoon. 2. Researcher asked vice principal of student to be more active in falling pitch ensure students kept learning activity until the last hour every day especially learning activity in session of afternoon. 3. Researcher also asked facility division and infrastructure for proactive furnish student and teachers needs to comfort run learning activity from the morning to afternoon the herrings

The research also requests the staff of equipment and infrastructure for being active to complete the needs of students and teachers for comfort of running learning and teaching programs from morning to evening. Preparation is like a toilet condition, The school cafeteria, school mosque, classroom, teacher's room and so on. 3. observer is still performing Observing tasks to monitor whether researchers have fixed / implemented all inputs from both record and discussion with researchers at the end of the first cycle in order to optimize the results of the study of FDS applications with in rural schools.

With the end of the second cycle means complete research this researcher did, then all data/values of preparation, Examination of cycle 1, Executing cycle 2 and photos of activity during research researchers collected, The next researcher compiled a research report as evidence the research had completed the research did.

2.3. Analysis and Reflection

As material for analysis and reflection, then the researcher first prepared sheets to work with an observer. In sheets an observer works to observe or monitor and give comments about all benefits and weakness activity done by researchers about FDS in rural schools. While input besides in the form of notes also cited an observer verbally through a discussion with researchers. All the records and discussions with an observer, researchers made a start to an analysis as a reflection then researchers do change and consider for researchers in the act of researchers in the planning cycle next.

2.4. Schedule of learning and teaching activity for FDS

Table 1. Schedule of learning and teaching activity for FDS in rural area

No	Activity date	Kind of activity	Notes
1	10 October 2022 to 12 October 2022	a. Composing the concept of / material the application of FDS learning and teaching activity for schools rural	

No	Activity date	Kind of activity	Notes
		b. construct the administration of the teachers' board meeting, business and committee for discussion of the application of FDS	
		c. Composing work of an observer, the survey and various schedule relating to the application of FDS teaching and learning	
		d. Set up a learning and teaching agenda to fill student activity on the application of learning and teaching in the FDS program.	
		e. Prepared means of control the application of FDS as absent, sheets of report, and others.	
		f. Prepare the notification letters to the parents about the application of / FDS for teaching and learning	
2	17 October to 17 November 2022	Implementing cycle 1 for FDS learning and teaching activity program at SMA N 3 Kikim Timur.	
3	18 to 19 November 2022	Reflation and planning are arranged to cycle 2 in implementing FDS at SMA N 3 Kikim Timur.	
4	20 November to 20 December 2022	Implementing cycle 2 for FDS learning and teaching activity program at SMA N 3 Kikim Timur.	
5	21 to 24 December 2010	Report	

2.5. Technique of data collecting

Technique of collecting data in this research, researchers collected research data through instruments; 1. Document of conception FDS for rural schools. 2. Administration approval and school readiness in the application of learning-teaching and extracurricular for the FDS setting. 3. Schedule of learning-teaching and extracurricular for set FDS. 4. Taking data of opinion about the FDS application. 5. School observational application of learning-teaching and extracurricular to set up FDS. Research data analysis is done with analysis of observation and implementation of learning-teaching and extracurricular for the FDS setting.

3. RESULTS AND DISCUSSION

RESULT OF RESEARCH

Research from cycle of teaching and learning activities and for setting school extracurricular FDS in a rural school in cycle research action this school obtained to the research the first said, how the application of teaching and learning activities and for setting FDS extracurricular school rural. Both, what obstacles caused by teaching and learning activities and for setting FDS extracurricular school rural schools. The results can be described that observation first of extracurricular school teaching and learning activities and for setting FDS can be described as follows:

a. Implementation of FDS in building good character of students in rural Area

The concept of FDS applied in Schools in rural areas. Take a sample in SMAN 3 east Kikim can be reported: 1. based thought application is to: 1) maximize time for the implementation of culture / attitude noble starting from morning the application of discipline and eager to study until afternoon is agenda prayer heads who trains school tuition be religious persons; 2) maximize the time of signature in in the school students to interact with individuals educated so can reduce malign influence social environment unhealthy as motorcycle gang, group drug users, addict of alcoholic drinks and others; 3) give a specific time to interact with family environment and to run local knowledge as petrified parents , to help society that gotong royong , help to neighbors traditional ceremony and others .

The result of research about building good character of students in rural Area Rural schools by FDS program or policy such as table below:

Table 2. Teacher perception of FDS implementation in rural school
In building good characters for students

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL	Percentage	
ITEM	A N	K Z	S Z	R B	N I	R H	L W	A W	S H	TH	DT	M I	FD	R A	HP	DA	KL	PK	M S	NS	DS			
A1	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	3	3	3	3	3	76	90,48
A2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	3	4	4	4	80	95,24
A3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	79	94,05
A4	3	3	3	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	72	85,71

From the table above there are 21 teachers who response that by implementing FDS in their school the students get an increase in showing good character. The good characters which are obtained by teacher observations such as: the first, 90,48 teachers agree that by implementing FDS in Senior High School, the students' positive characters can be kept and increased. Secondly, 95,24 teachers stated that the religious character of students' can be increased from students' activity such as prayer *dzuhur* and *ashar* together, group of speech in school *Musholla*, reading Quran regularly and *infaq* movement. Thirdly, 94,05% teachers state that after implementing FDS in the school, by FDS which provides longer time in school, that management of school can implement an environment keeping program for students, so it can be seen that the students show increasing care to keep school environment. The last, 85,71% teacher said that students are more polite after FDS implementation. Data also shows

that the students have more care for their teachers and friends. It takes a longer time to communicate, so they can know each other more.

Research finding also shows that the system of Full day school (FDS) in rural area is implemented to improve and build good character for students as specified in the timetable learning and extracurricular as following

Table 3. The time table of FDS in school of rural area Action research in SMA Negeri 3 Kikim Timur

Number	Curricular And Co Curricular Learning And Teaching Agenda/ Extracurricular	Day And Time
1	curricular and co-curricular learning and teaching for main subjects	Monday to Thursday 07.30 am to 03.20 pm
2	Pray <i>Zuhur</i> together and speech to build religious character for students	12.15 to 12.45 pm (Every Day)
3	Activity pray <i>Jummah</i> for boy students on society mosque near school	Friday, from 11: 15 am to the end.
4	Gymnastic activities counseling training culture morning together and healthy life	Friday 07.30 to 08.00 am
5	Self-development/extracurricular	Thursday, 12.30 to. 03.30 pm
6	construction activities supply graduates to prepare for immersing into social	Thursday 12.30 to 03.30 pm
7	competence building communities such as <i>gotong-royong</i> , respecting each other, Protecting brotherhood and protecting the environment	Every day, on 07.30 to 03. 30. Pm

Source: Curriculum Document of SMA Negeri 3 Kikim Timur year 2022

From the table above it can be seen that good characteristics of students can be exercised and planted in school programs by FDS such as religious, social and environmental care. That's why the important characters become the focus of FDS in rural areas.

b. The implementation of FDS in school of Rural area in protecting negative environment effect for students

Survey of the application of FDS implementation to protect negative effect for student of rural school area in outside school environment such as on the following table:

Table 4. Survey of FDS implementation in protecting negative out-side school environments.

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	T O T A L	Per centa ge
ITE M	A N Z	K Z	S Z	R B	N I	R H	L W	A W	S H	TH	DT	M I	FD	R A	HP	DA	KL	PK	M S	N S	DS		
B1	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	3	4	4	8	95,2 4
B2	3	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	3	3	4	4	7	92,8 6
B3	4	3	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3	3	3	7	91,6 7
B4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	3	7	92,8 6
	4	4	4	4	4	4	4	4	4	48	48	48	40	43	42	46	42	39	38	42	43		
	4	1	4	8	8	8	8	8	8														

The finding shows that the first, 95, 24 % participants stated that FDS can save students from drug influence outside of the school environment. Secondly, 92, 86% participants stated that after implementing FDS students are safe from alcohol party groups outside of the school environment. The third, 91.67% teacher as participants of research stated that FDS students save from brutal fights with one group and another group outside school. The last 92, 86% teachers found and said that FDS can stop students from brutal or bad young groups in an outside school environment.

From interviews, research data shows that students can stop every bad effect from a negative out-side school environment because they have spent more time in their school. By this condition, they can realize how to leave bad relations outside of the school program. Such as statement student 1: "I could not stay together with my village friend to play games and be a happy party because FDS makes learning time to afternoon" (Interview, 2022). Student 2 also said that FDS is a complete activity so at home I just take rest with my family" (Interview, 2022). It can be assumed that full time FDS can remove negative activity of students in out-side school environment.

c. The implementation of FDS to increase local cultural wisdom of students in rural areas.

Finding of research about implementation of FDS to increase local culture wisdom of students in rural areas shows that FDS can give opportunities to students on Saturday to study more about local culture and family activity. The research finding such as in tale below:

Table 5. Teacher perception of FDS implementation in rural school in building local culture wisdom for students

N O I T E M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	T O T A L	P e r c e n t a g e
	A N Z	K Z Z	S Z	R B	N I	R H	L W	A W	S W	T H	D T	M I	F D	R A	H P	D A	K L	P K	M S	N S	D S		
C1	4	3	3	4	4	4	4	4	4	4	4	4	4	3	3	4	3	4	4	3	3	7	91,67
C2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	3	3	4	4	8	95,24
C3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	8	95,23
C4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	7	94,05
	1	1	1	1	1	1	1	1	1	16	16	16	15	15	14	16	14	13	14	14	14		
	5	5	4	6	6	6	6	6	6														

From the finding of research above can be described as the first, 91,67% participant give statement that after FDS is implemented in school students have good opportunity to learn the traditional culture or people habits from society and family. Secondly, 95,24% participants said that by FDS students can know family traditions and family activity then they can help their parents. 95,23% by FDS students accustomed to face family conditions. The last, 94,05% participants believed that FDS relationships students to their family and social environment will be better by using free on Saturday and Monday in FDS program.

Students also have gotten research data that they agree and want FDS to be continued in their school. The interview for students perception such as table below:

Table 6. Perception students SMAN 3 East Kikim toward the implementation of Full Day school in rural

No	Question	STATEMENTS						
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
1	Do you agree and are ready to follow Full Day school?	Yes, I agree and I am ready.	I agree and must be ready	Agree and I with my friend will be ready	Good sir, this is new in our school, I am ready	No sir, it will be too afternoon, but it is good I think	I am strong agree, it is good condition in our school	Agree and I am ready
2	Give your reason for agreeing and being ready or	I can be more focus to study and	Stay at school is more enjoyable than at	School is more enjoyable, being friends	We can do prayer together	I am afraid of coming back in the	FDS is good because I can be free one	I agree because it will make more

No	Question	STATEMENTS						
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
	not following Full Day school!	being free on Saturday can help my parent fully	home sir, in my village I don't have friend,	with non-students is not good.	er, at home I cannot.	afternoon. My home is far from school.	day to focus on helping my mother.	consent to study
3	What is your hope by implementing program of Full Day School	Please continue this FS program, we have been enjoy with this program	Full Day school, we hope to continue to implement for our school and please complete the equipment of the classroom to make it more enjoyable.	FS is okay but we need an AC room comfortable from morning to afternoon.	It is good for 5 days school, but school facility must be completed	I hope can be implemented 6 days school and it can be earlier come home.	I hope we still have Full Day school, we have been enjoying this.	My hope is still 5 days away, but the method of teaching is more interesting.

From research findings above, it can be described that: Student 1 (DM) said: "yes, I agree and I am ready to follow FDS". This information shows that coming back in the afternoon in FDS is paid for free on Saturday and also connected to Sunday. Students 2 (AW) said that I agree to FDS because I feel that staying at school is more enjoyable than at home. Sir, in my village I don't have friends. This statement shows that the school environment is better than the home environment in rural areas. Student 3 (HA) said that School is more enjoyable, being friends with non-students is not good. From this statement, the study shows that a longer time with an education environment is better for students. The statements of students toward FDS policy can be concluded that all students feel that the implementation of FDS to increase local cultural wisdom of students in rural areas.

DISCUSSION

a. Implementation of FDS in building good character of students in school rural Area

The result shows that the concept of FDS school in rural areas takes a sample in high school the east 3 Kikim which is in the regions of destination learning in rural land. The FDS is competent in building good character because it takes a longer time to communicate with students with the education program in school. Research finding shows that by implementing FDS, students get good character such as, religious, environment care, social life care, and respect for teachers and schoolmates. This finding is aligned with Baharuddin (2009) that reveals that full day school is school all day long, or learning process by starting at 06.45-15.00

with duration break any two hours once to build character. The research findings are also in line with the opinion Mujayanah (2013) said that FDS is a model alternative education, where school tuition the entire day is in school to perform the process of learning and the process serves in building attitude.

Research findings also suggest that this FDS is a concept of innovation of learning and teaching programs in rural schools. Mushlihah (2009) thinks that FDS is one of the creations or innovations of learning to make schools superior, innovative and creative with a unified learning system based on faith and taqwa. as well as science and technology. Hilalah (2009) argues that full day school is a full - day learning process that implements the base of integrated curriculum and integrated activity

It is also found that FDS is a concept that aims to build a whole character with the communion of teachers and students over a longer period of time. The purpose of this concept is in accordance with Baharuddin (2009: 229-230) who says that FDS school is one of the alternatives to address various educational issues. In terms of performance or morality or morality. Following a full-day school, Parents can prevent and neutralize the possibility of children's activities that fall into negative activities.

Moreover, Murphy. S & Riggio (2003) told about future leadership development which related to the innovation in running an organization. So a school as an organization must plan, act and develop an activity and system of organization to get more benefit for students' future. Research finding also is in line with Lesart (2022) of national character and culture education is an education that applies principles and methodology to the formation of the nation's character on its participants through the integrated curriculum developed in school. It shows that the development of a learning system with FDS can encourage students to be more intelligent with their surrounding cultures. Annisa NA (2014) also found that the FDS program has a positive effect on students' good character.

b. The implementation of FDS in school of Rural area in protecting negative environmental effect for students

Full Day School (FDS in rural area schools is effective to prevent drugs spreading, alcohol drinking for the young generation, gambling game, fighting conflict, and radical groups of boys or girls. The finding is in line with the application of FDS presented by Baharuddin (2009:223), Mushlihah (2009:17); and Mujayanah (2013:13), which essentially concluded that FDS is the application of all day school from morning to afternoon that enables basic learning activities from the core subjects of the curriculum and educational activities as an addition to literary activities. Environmental social and prayer together or other forms of worship can interest students to spend more of their time to study. This condition makes students reduce many negative activities outside school.

More over about result of research focus in implementation of FDS to protect irregular activity of students in outside of school which is tend to negative effect to students grow in education process. It is related to Ummi, Z (2019) said that the activity of FDS stresses in maximizing active learning based on teaching which can give stimulus to be active and progressive in every agenda in the FDS program. So the students hope to feel satisfied with school activity and reduce negative activity outside school. Then, it can be seen that the result of research is in line with the former research by Ummu, Z (2019). Before implementing FDS, schools conduct surveys to prepare students for readiness. This result is in line with research that there is positive and significant relation implementing FDS to self-management for students (Summiyah & Danie, 2016). The use of communication with good character in FS is also in line with Nor Hasan (2006) which found that FDS also gives more chances to conduct language practice in communication.

c. The implementation of FDS to increase local cultural wisdom of students in rural areas.

Full Day School which gives time for students on Saturday and Sunday to learn with family and society can increase local culture and wisdom of students. This finding is related to Baharuddin (2009) who said that good control of FDS will result in an increase in school quality and creativity. So by increasing quality and creativity, parents and society feel satisfied with education output. The finding is also related to Risaldi (2019) who said that FDS gives a positive effect to school because students will learn more than play games or others at home so this condition will afford high productivity.

Moreover, the program of student activity with family and society on Saturday and Monday from this research is connected to Asmani. J (2017) who said that the differences between fullday and half day school in the form of learning and teaching activity where FS need planning, organizing, guiding, coordinating, monitoring and evaluating. Yadi P (2019) also found that Full Day school with five days meeting is suitable to reach education quality.

The finding also in line to Baharuddin (2009); mushilah (2009); Mujayanah (2013) and O. Melisa (2014) that the advantage of FDS application is an opportunity to instill religious characters, Discipline and restrict the trainees from the negative impacts of the outside of the school environment. Moreover, the research finding also is in line with Ryan R (2008: 263) who said that the best character for leaders are flexible and adaptable in their behavior, they must work within the culture context rather than in their personal comfort zone. So FS can become one of choice to build strong character for the students as the future leaders.

More discussion from Wiwik. S (2008) said that FDS is a set of regular and good education components for supporting adults for students as human beings by teaching and training efforts with longer time than the other school. From this statement it can be stated that the finding is in line with the former research. It can be understood that a longer time and various learning and training activities in the FDS program make students better at human character

building. Heni (2021) and It is in line with Iftayani & Nurhidayati (2016) also concluded that the FDS program has a positive effect on the students' achievement for junior school students.

4. CONCLUSION AND SUGGESTION

Conclusion

First, The result shows that the concept of FDS school in rural areas takes a sample from high school East Kikim 3 which is in the regions of destination learning in rural land. The FDS is competent in building good character because it takes a longer time to communicate with students with the education program in school. Research finding shows that by implementing FDS, students get good character such as, religious, environment care, social life care, and respect for teachers and schoolmates.

Secondly, Full Day School (FDS) in rural area schools is effective to prevent drugs spreading, alcohol drinking for the young generation, gambling game, young fighting conflict, and radical groups of boys or girls. So by full time in school programs, the negative opportunity for out-side activity can be protected.

Third, Full Day School (FDS) which gives time for students on Saturday and Sunday to learn with family and society can increase local cultural wisdom of students. So by increasing quality and creativity, parents and society feel satisfied with education output.

Suggestions

First, the concept of the application of FDS in rural schools can be developed and implemented if needed by other schools. This suggests that FDS not only can be applied just in city schools. Second, the application of FDS in rural schools can be implemented in schools which have prepared, although the location of school is far from urban. Third, schools in rural areas can practice the wisdom of local culture for students by giving projects to follow family and society ceremonies or traditional activities.

5. REFERENCES

- Annisa Nurul Azizah. 2014. *Program Full Day School Dalam Pengembangan Kemandirian Siswa Kelas A Insan Utama 127 Bantul*. Yogyakarta: Skripsi Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta.
- Asmani, Jamal ma'mur. 2017. *Full day school*. Yogyakarta: Arr Ruzz media. 10 April 2017
- Baharudin. 2016. *Konsep Full Day School sebagai wahana peningkatan keunggulan*. <https://www.google.com/search?q=Konsep+Fullday+School&oq=Konsep+Fullday+School&aqs=chrome..69i57j0i13i512j0i22i30i625.9230j0j7&sourceid=chrome&ie=UTF-8>. (Downloaded 29 th April 2023)
- Bertocci, David I. 2009. *Leadership in Organization: there is difference between leaders and Managers*. New York: University Press of America.

- Itsna Iftayani dan Nurhidayati. 2016. "Self Concept, Self Esteem and School System; The Study of Comparison Between Full Day School and Half Day School in Purworejo". *Jurnal Bimbingan dan Konseling* 06 (1). Juni 2016, 118-134
- Lestari, Yeni. 2022. *Implementasi Budaya Lokal Dalam Pendidikan*. https://www.researchgate.net/publication/360946996_IMPLEMENTASI_BUD_GAYA_LOKAL_DALAM_PENDIDIKAN. (Downloaded 30 th April 2023)
- Mujayanah. 2013. *Full Day School Sebuah Model Pendidikan Alternatif*. <https://eprints.umm.ac.id/35535/3/jiptummpp-gdl-rosiepriha-48177-3-babii>. (Downloaded 29 th April 2023)
- Murphy, S & Riggio, Ronald. 2003. *The future of Leadership Development*. London: LEA
- Muslihah. 2022. *Full day school dalam peningkatan kecerdasan majemuk*. <https://eprints.umm.ac.id/35535/3/jiptummpp-gdl-rosiepriha-48177-3-babii>. (Downloaded 30th April 2023)
- Nor Hasan. 2006. *Full Day School (Model Alternatif Pembelajaran Bahasa Asing)*. *Jurnal Pendidikan Tadris*. 1(1) Desember 2006, 112-128
- Oci Melisa, 2014. *Model Pendidikan Karakter di Islamic Full Day School (studi Deskriptif pada SD Cendekia Leadership School, Bandung)*. *TARBAWI: Indonesian Journal of Islamic Education*. 1. (2), 132-153
- Miller, Jhon. 1985. *Curriculum: Perspectives and practice*. New York & London: Longman
- Risaldi. 2019. *Penerapan Sistem Full Day School Dalam Meningkatkan Keberhasilan Belajar Pendidikan Agama Islam Siswa SMA Negeri 3 Gowa*. Makassar: Unpublished Paper Universitas Muhammadiyah Makassar
- Ryan, Rosemary. 2008. *Leadership Development: a guide for HR and training Professionals*. Boston: Butterworth Heinemann.
- Sugiyono. 2012. *Penelitian kualitatif dan kuantitatif*. Bandung: Rineka Cipta.
- Sumayyah dan Dinnie Ratri Desiningrum. 2016. "Persepsi Terhadap Full Day School dan Regulasi Diri Pada Siswa SMP Islam Hidayatullah Semarang", *Jurnal Empati*, 05, (1). January. 2016. 119-139
- Suryani, Heni. 2021. *Pengaruh Program Full Day School Terhadap Prestasi Belajar IPS Siswa Di SMP Negeri 6 Bengkulu Tengah*. Bengkulu: Unpublished Paper Bengkulu University.
- Wiwik, S. 2008. *Full Day School dan optimalisasi perkembangan Anak*. Yogyakarta: Paradigma Indonesia.
- Yadi Purwanto. 2019. *Sekolah 5 Hari Efektif layakkah* (Psikologi.ums.net/modules.php). Surakarta: learning modules.
- Zahara, Ummi. 2019. *Penerapan sistem Full Day School dalam pembentuk karakter religius siswa di SD IT Rabbani Kota Bengkulu*. Bengkulu: Unpublished Paper Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

ATTACHMENTS

Observer Worksheet

Cycle : 1

Location : SMAN 3 Kikim Timur

No	Observed Component In Cycle 1	Observer Notes
1	Steps of action research done by researcher	It was accurate begins with internal meeting officials internal consisting waka , trustees , home room , staff , part equipment and others .Followed by a meeting larger involving the entire the council of teachers and the committee .And researchers communicate to school tuition to be applied full day school as trial.
Result Action Assessment		
2	Choosing and constructing evaluating of treatment in Action research	The questionnaires are good to collect information on full day school implementation.
3	Constructing assessment instrument of action research	The total or percentage of participants who agree and who feel the benefit of FS have already been able to give good or successful FS indicators.
Opening		
4	Meeting for Full day school planning	Very good
5	Taking care / giving motivation to teachers and students for being better by Full Day School	Very good
Main activity		
6	Implementing Full Day School for main subject	It is needed to communicate with equipment staff to support teachers and students in the FS program.
7	Implementing Full day school for co-curricular and extra curricular	It has been effective for students by giving the same and enough time.
8	Implementing good activities such as religious, social and care for environment characters.	Pray together needs to be managed better.
9	Implementing evaluation system for learning results from Full Day School program	By FS , teachers have more time to look and observe students' character development
Closing activity		
13	Giving questionnaires for Fu (cycle 1 and 2)	It is effective to measure.

Observer Workshop

Cycle : 2

Location: SMAN 3 East Kikim

No	Observed Component In Cycle 2	Observer Notes
1	Steps of action research done by researcher	Evaluation which is discussed in meetings with teachers and staff and also the education committee is really fit in making sure of a full day correction program.
RESULT ACTION ASSESSMENT		

No	Observed Component In Cycle 2	Observer Notes
2	Choosing and constructing evaluating of treatment in Action research	The questionnaires are good to collect information on full day school implementation.
3	Constructing assessment instrument of action research	The total or percentage of agreed participants who feel the benefit of FS have already been able to give good or successful FS indicators. c
Opening		
4	Meeting for Full day school planning	Very good
5	Taking care / giving motivation to teachers and students for being better by Full Day School	Very good
Main activity		
6	Implementing Full Day School for main subject	It is good and fit from school equipment to support teachers and students facilities in FS such as canteen and rest area and others.
7	Implementing Full day school for co-curricular and extra-curricular	It has been effective for students by giving the same and enough time.
8	Implementing good activities such as religious, social and care for environment characters.	The management of pray together, social and care for environment activity has been good
9	Implementing evaluation system for learning results from Full Day School program	By FS , teachers have more time to look and observe students' character development
Closing activity		
13	Giving questionnaires for Fu (cycle 1 and 2)	It is effective to measure.