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## IMPLEMENTATION OF FULL-DAY SCHOOL PROGRAM IN STIMULATING THE INDEPENDENCE OF 5-6-YEAR-OLD CHILDREN AT TK AL MUSLIM

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### **Abstract**

The research aims to describe the sub-focus: the implementation of the full-day school program at Al Muslim Kindergarten in stimulating children's independence, the obstacles and solutions in implementing the full-day school program, the impact of the full-day school program on children's independence development, and parental involvement. This research uses a descriptive qualitative approach. Research subjects: the principal, teachers, students, and parents of Kindergarten B Khalid. Data collection techniques include observation, interviews, and documentation. Data analysis uses an interactive model. The research findings indicate that the implementation of the full day school program at Al Muslim Kindergarten features a comprehensive curriculum, including religious education (Tilawati, Tahfizh, prayer habits, daily prayers), habituation programs, and specialized programs; teachers have the flexibility in classroom management, and the entire school community actively participates in fostering children's independence, supported by adequate facilities; the challenges faced include insufficient parental support for the school program; the positive impacts of the full day program on children include the establishment of positive habits, getting used to activities according to their schedule, becoming more independent in taking care of themselves, being able to express their needs, taking more responsibility for their activities, being more creative and proactive, easily socializing, being disciplined, better able to respect others, more confident, and willing to perform in front of many people; the role of parents includes the obligation to understand the school program and to reinforce positive habits at home.

**Keywords:** *Full-Day School; Independence; Early Childhood.*

### **Abstrak**

Penelitian bertujuan untuk mendeskripsikan sub fokus: pelaksanaan program full day school TK Al Muslim dalam menstimulasi kemandirian anak, hambatan dan solusi pelaksanaan program full day school, dampak implementasi program full day school terhadap perkembangan kemandirian anak, serta keterlibatan orang tua. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian: kepala sekolah, guru, siswa dan orang tua TK B Khalid. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif. Hasil penelitian menunjukkan bahwa pelaksanaan program full day school di TK Al Muslim memiliki program yang lengkap, yaitu pembelajaran agama (Tilawati, Tahfizh, pembiasaan sholat, doa harian), program pembiasaan, dan program ke-khasan; guru memiliki keleluasaan dalam pengelolaan kelas, seluruh warga sekolah berperan aktif menstimulasi kemandirian anak dengan didukung fasilitas sarana prasarana yang memadai; hambatan yang dihadapi adalah kurang maksimal dukungan orang tua terhadap program sekolah; dampak positif program full day pada anak adalah terbentuknya pola pembiasaan positif, terbiasa melakukan kegiatan sesuai waktunya, lebih mandiri dalam mengurus dirinya sendiri, mampu mengungkapkan kebutuhannya, lebih bertanggung jawab terhadap aktivitasnya, lebih kreatif dan inisiatif, mudah bersosialisasi, disiplin, lebih mampu menghormati orang lain, lebih percaya diri dan berani tampil dihadapan banyak orang; peran orang tua diantaranya wajib mengetahui program sekolah dan mengulang pembiasaan positif dirumah.

**Kata kunci:** *Full Day School; Kemandirian; Anak Usia Dini.*

## INTRODUCTION

Independence is an important component in a child's growth and development. Children who participate independently in learning activities show that they are actively engaged in learning activities, demonstrate initiative and perseverance in completing tasks, possess self-confidence, and can control their behavior, emotions, and cognitive abilities. Independence is also the ability to free oneself from the dependence of others (Irawati et al., 2023) in carrying out daily activities or with minimal guidance according to developmental stages. Moreover, independence serves to help children achieve their life goals, attain success, and attain positive achievements in the future. Children who are not allowed to learn certain skills will lack the foundational skills and motivation to learn various things. On the contrary, the child's desire for independence is rapidly developing at this stage of their age. A child who is used to being served by their parents, not used to doing things on their own, will become a child who is not independent. Lack of independence will automatically impact the child's future.

Currently, the active role of parents in directly educating their children has become a key element. The habits of parents, whether intentional or unintentional, will shape the child's nature and character. School, as the second closest environment to children, plays a significant role in developing independence. A full-day school is a school that implements a full-day learning process with various activity programs designed accordingly ((Tika & Fauziah, 2020). The concept of an "effective school" is a concept possessed by schools with a full-day system. This means that the school must be able to create an effective environment for students because children will spend almost the entire day at school. (Ubaidillah, 2019).

The concept of the full day emerged due to the community's need to meet the educational needs of children whose parents both work. Parents send their children to school all day because the formation of personality and character independence they provide cannot be achieved well. (Ubaidillah, 2019). The full-day program provides children with more opportunities to gain learning and playing experiences with their teachers and peers. Additionally, the full-day program allows teachers to build the character of early childhood children. Teachers have more freedom to develop and implement creative learning methods for children. Pelletier (2019) in his research

mentions that the goal of the full-day school program is to provide a strong foundation in developing physical motor skills, socio-emotional, and cognitive skills for early childhood. The results of the research conducted in kindergartens implementing full-day school in the province of Ontario, Canada, stated that the self-regulation of early childhood children is three times higher than that of kindergarten students who follow half-day learning. A similar study conducted by Retno Riski Wardhani (2018) explained that children's social development significantly increased, particularly in independence, discipline, and responsibility, which were fostered by the full-day school system. Research on the independence of early childhood in full-day school programs was also conducted by Kuswanto (2023), who stated that balancing children's independence can be achieved through life skills-based education taught through habituation. The efforts made by the teacher are the guidance of children through providing examples and motivation. Parental involvement in the learning process is a key factor that supports the balance of independence in early childhood.

Based on the aforementioned matter, an article is proposed for a more in-depth discussion regarding the balance of independence in 5-6-year-old children resulting from the full-day school program implemented at TK Al Muslim Bekasi. How is the implementation of the full-day school program to stimulate children's independence? What obstacles does TK Al Muslim face with its full-day school in stimulating children's independence? What are the positive impacts of implementing the full-day school program on children's independence balance? How do the roles and involvement of parents in the context of full-day school stimulate children's independence?

The purpose of writing this article is to provide additional insights into early childhood education institutions that implement the full-day school concept, the school's strategies in stimulating children's independence through the full-day program, and enhancing the role of parents in stimulating children's independence in the full-day program.

## **RESEARCH METHOD**

This research uses a qualitative approach with descriptive analysis techniques. Descriptive qualitative research involves data collection in the form of images or words, not focusing on numbers, so that the analysis results are explained to make the data easier for others to understand. (Sugiyono, 2021). The research with a qualitative descriptive approach was conducted to study how the implementation of the full-day school program balances the independence of 5–6-year-old children at TK Al Muslim.

The research was conducted for 2 (two) months, from May to June 2024, with the subjects being the students and teachers of TK B Khalid, the principal, and the students' parents. The data collection techniques in this study use observation, interviews, and documentation. Data analysis technique using the interactive model analysis technique by Miles, Huberman, and Saldana (Miles et al., 2014). Data condensation through the process of selecting, focusing, simplifying, and/or transforming data that approaches written field notes, interview transcripts, and document data. After the condensation process, the researcher then presents the data, which is a structured set of information that allows for drawing conclusions and taking action. Presentation of data in the form of charts on the implementation of the full day school program in developing the independence of children aged 5-6 years. Then, the final step in data analysis techniques, drawing conclusions.

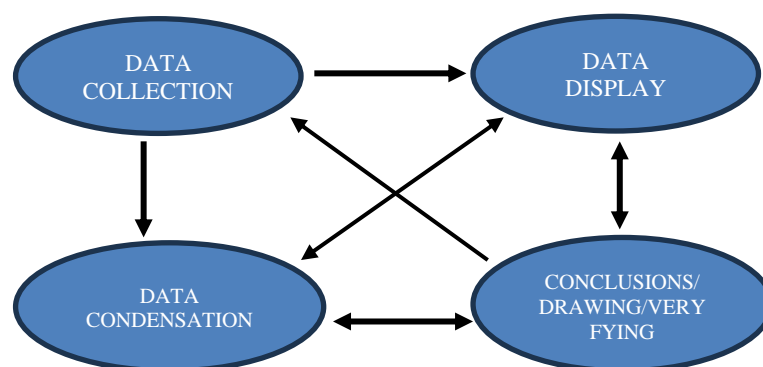


Figure 1. Components of Data Analysis: Interactive Model (Source: Miles, 2014)

The researcher conducted data validity checks through credibility tests, namely

data triangulation techniques, extended observation by conducting additional interviews, increasing persistence, using reference materials, and member checks; transferability tests meaning the research results can be applied to different social situations and contexts; and dependability tests meaning the research results are tested through audit activities throughout the entire research process; as well as confirmability tests that the research results are transparent and can be communicated to the public.

## RESULTS AND DISCUSSION

The implementation of the full-day school program at TK Al Muslim can stimulate the independence of children aged 5-6 years. The results of this research can be described as follows:

### 1. Result

The results of the research on the implementation of the full-day school program in stimulating the independence of children aged 5-6 years at TK Al Muslim can be seen from the presentation of the following data:

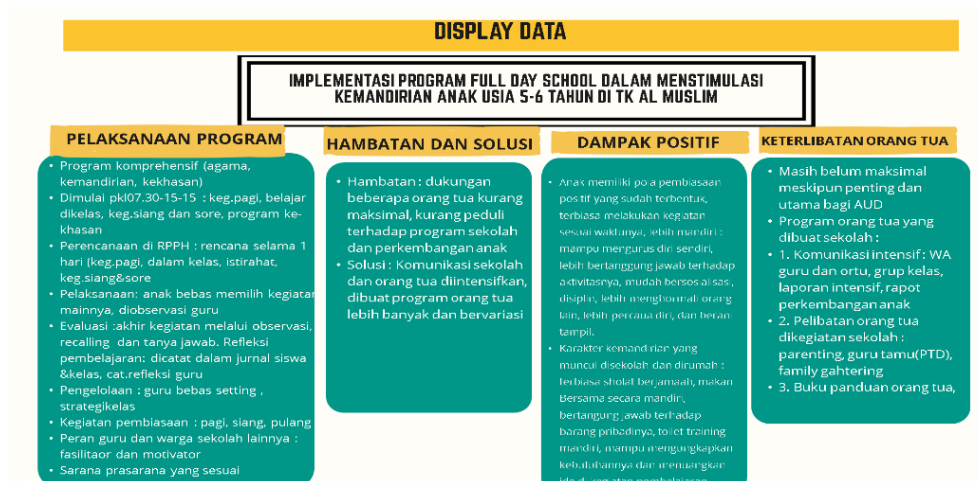


Figure 2. Display Data Research Results

### 2. Discussion

- a. The implementation of the full-day school program organized by TK Al Muslim in stimulating the independence of children aged 5-6 years

The full-day school program at TK Al Muslim has been held since its establishment in 1997. The need for early childhood education with a comprehensive program, including religious programs and programs to foster independence, has become necessary for the Bekasi Regency communities. The full-day school program greatly helps parents of busy students who work all day. (Wijaya et al., 2019).

The implementation of the full-day school program at TK Al Muslim starts at 07:30 – 15:15 WIB. The activities are divided into a morning learning program until 11:30 and an afternoon habituation program. These activities include (1) greeting activities, releasing and placing personal items in lockers; (2) storing bags and personal belongings in the classroom lockers; (3) classroom learning activities with an inquiry-based play approach; (4) afternoon habituation activities, which include congregational Dhuhr prayers, having lunch together, learning to wash dishes, brushing teeth, toilet training, changing into sleep clothes, napping together, congregational Asr prayers, and closing activities with positive messages. Other programs include tilawati tahfizh, daily prayer habits, leadership, and Green Education. (introduction to the surrounding environment). Varied activities with an integrated curriculum are indeed designed by schools that implement full-day programs. (Hilalah, 2009). The programs and activities organized aim to develop independence, talents, and interests, as well as positive habits and the formation of Islamic morals. (Naimah, 2019).

The role of teachers, administrative staff, and janitors as members of the school community greatly contributes to fostering the independence of Al Muslim Kindergarten students who implement a full-day school program. According to Basri, independence in early childhood is greatly influenced by various factors, including developmental factors and socioeconomic environmental factors. (Setiawati et al., 2019). It means that independence will be maximized if taught early by parents and the closest environment, namely school.

The facilities provided by TK Al Muslim as a full-day school are very supportive in stimulating the development of children's independence, including

spacious and comfortable classrooms, varied learning media, learning tools provided by the school, complete dining rooms and equipment, a dishwashing area, handwashing and ablution areas, an auditorium and digital literacy learning activities, a mini garden, and outdoor play areas. This is in accordance and based on the characteristics of the full-day school, which include creating a comfortable, calm school environment filled with a sense of beauty, faith, cleanliness, family harmony, worship, and learning facilities so that students feel happy and at home in their surroundings. (Naimah, 2019). Obstacles and solutions in the implementation of the full-day school program at TK Al Muslim in stimulating the independence of 5-6-year-old children.

The obstacle to the implementation of the full-day school program at TK Al Muslim is the less-than-optimal support and involvement of parents in assisting the school program. Parents completely entrust the child's education process to the school. The concept of complete surrender can mean both positive and negative. It is positive if parents believe that the program created by the school is the best for their child and will support the program. It is negative if parents only rely on the school's role in developing their child's abilities without being involved themselves. Ideally, parental involvement should be the first element to ensure the full-day school program runs smoothly. (Sitanggang & Tiara, 2023).

- b. The positive impact of the implementation of the full-day school program on the development of independence in children aged 5-6 years at TK Al Muslim

The implementation of the full-day school program on the development of independence in children aged 5-6 years at TK Al Muslim has had a positive impact. Children who participate in the full-day school program will develop positive habits that have already formed, such as getting used to tidying up their learning tools or toys after playing, greeting their teachers respectfully, and following a schedule of activities, such as understanding that before and after activities, they always pray, knowing the schedule for the noon and afternoon prayers, having lunch together, and taking a nap. Children are more independent in taking care of themselves, such as being able to eat, dress, bathe, and undergo toilet training independently. Children are more responsible for their activities,

easily socialize, and are more disciplined. This is also supported by research conducted (Ningsih & Hidayat, 2022) that full-day school trains children in their social development, including fostering independence, responsibility, and discipline. Another positive habituation is religious; research results show that full-day programs effectively influence the formation of students' religious character because this character is shaped through daily habituation activities. (Yunita Raharjo & Diyah Rohana, 2018).

- d. Parental involvement in the context of full-day school to support the development of children's independence

Parental involvement in supporting children's independence development in the full-day school program is of utmost importance. In line with the research on parental involvement by Bronfenbrenner (Rizky Nopiyanti & Husin, 2021), it is stated that early childhood education programs without parental involvement will weaken. Although Al Muslim Kindergarten implements a full-day program, parental involvement is still very crucial for the development of early childhood. TK Al Muslim created a program for parents to get involved in their children's education process, including parenting activities, parents as guest teachers, report card distribution every three months, formation of a school committee, and the creation of a guidebook containing the curriculum, programs, and learning materials for one year for parents.

## CONCLUSION

The full-day school program at TK Al Muslim has been comprehensively designed to develop the independence of early childhood. Through various structured and programmed activities, the school has successfully facilitated children to learn independently from the arrival of students in the morning until the end-of-day activities. The implementation of the full-day school program is carried out in classroom learning, morning and afternoon habituation programs, as well as the flagship programs unique to TK Al Muslim, including Leadership, Green Education, and Tilawati Tahfizh. Teachers and other school staff play a role in developing student independence, including designing enjoyable learning experiences, employing varied teaching strategies and media, and helping to stimulate student independence in habituation activities. Adequate



facilities and infrastructure provided for the full-day program also greatly help stimulate students' independence skills.

The implementation of the full-day school program at TK Al Muslim also faces several obstacles. One of the obstacles is the low concern of parents regarding their child's development and learning process. Some parents completely leave the education process of their children to the school. They consider that a full-day school is a "complete package" for their child. Parents do not need to work hard to re-teach; in fact, some parents are unaware of the school programs and the achievements their children have made. These obstacles affect the child's independence, which is not optimal, so the teacher works hard to provide stimulation. From these obstacles, TK Al Muslim is implementing several solutions, including intensifying communication between parents and teachers, preparing and providing a school guidebook for parents, parenting activities, creating programs for parents to be involved in their child's education process through school environment introduction activities at the beginning of the school year, guest teachers, and report card distribution.

The recommendations produced in this study are (1) For schools. Schools need to broaden parents' perspectives that their involvement in the educational process, even with the full-day concept, is still very much needed for the optimal development of early childhood. Strengthening communication with parents through a joint agreement program between parents and the school at the beginning of the school year, parenting activities, and more detailed child development reports. Increasing parental participation through engaging parental involvement programs in children's learning, enjoyable activities with children; (2) For teachers. Teachers need to continuously develop their awareness to become the best example or role model in fostering children's independence through habituation. In addition, teachers must be able to facilitate, motivate, and explore students' potential through classroom management tailored to children's development. Intensive and meaningful communication with students' parents needs to be established to synergize so that the habits developed in class/school can be repeated at home; (3) For parents. Parents need to understand the school program and establish intensive communication with teachers so they can play a role and be directly involved in developing their child's independence. Parents can take an active role in the school committee or class group to obtain complete information.

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