Fullday School Curriculum Management In Islamic Educational Institutions (Studi Case Di Sekolah Dasar Islam Terpadu Al-Fahmi Palu City)

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ARTICLE INFO	ABSTRAK
	Full day school-based School Management is a school program management system that involves all elements of education stakeholders in preparing plans, implementation, supervision and evaluation systems of full day school programs that aim to achieve success in shaping the character and competence of students that have been determined. Full day school can be interpreted as schooling throughout the day or the teaching and learning process which is carried out from 07.00 to 16.00 in the afternoon. One of the schools that implements this system is the Al-Fahmi Integrated Islamic Elementary School (SDIT) Palu city which was later used as the object of research in this study. This full day school program makes learning at the Al-Fahmi Integrated Islamic Elementary School (SDIT) Palu City different from other public schools because of differences in management and curriculum used. The objectives of this study are: a) To find out how the full day school curriculum management model in Sekolah Dasar Islam Terpadu Al-Fahmi Palu City, b) To find out what are the supporting and inhibiting factors of the full day school curriculum in students in SDIT Al-Fahmi Palu City. The research method used is a qualitative approach with a case study research design. The research location is in Sekolah Integrated Islamic Foundation Al- Fahmi Palu using observational data collection techniques, interviews and documentation. The type of interview used is a semi-structured interview. The results showed that the management of the full day school curriculum at SDIT Al-Fahmi has been implemented including: a) Planning of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City, based on the self-evaluation of the previous year's school, the school goals to be achieved, the development of the times that are happening and the characteristics of students owned by SDIT Al-Fahmi Palu City referring to the National curriculum and integrated curriculum (School Network Integrated Islam). b) The implementation of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City, starts at 07.00 WIB until 16.00 WIB and the learning itself does not separate general lessons and typical school lessons but becomes a unit. c) Evaluation of the full day school curriculum at SDIT Al-Fahmi Palu City uses summative and formative. The goal itself is not to repeat the same mistakes in the following year and be able to develop and improve the curriculum on an ongoing basis. The aspect that needs to be evaluated by

the curriculum is the quality targets contained in the school's quality policy. The supporting factors are the participation of the Education Office in monitoring and evaluatingteacher performance, the participation of the industrial world and the world of work, the participation of people in the success of school programs, and the interest of students to seek knowledge at this institution. Meanwhile, the inhibiting factors are the physical environment and the Human Resources factor about his understanding of the integrated Islamic School Network (JSIT) curriculum.

1. Introduction

Curriculum is something related to learning. The relationship between the two is very closely related. By looking at the success of a learning, it can be said that a curriculum carried out in an educational unit is running well. In the end, the quality of education in the education unit will increase. In the perspective of national education policy as can be seen in the National Education System Law No. 20 of 2003 states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as methods used as guidelines for the implementation of learning to achieve certain educational goals.

So far, the community understands that education is a means that is still necessary for children's lives, because education will shape children's morals and competencies to face challenges in the future, especially Islamic education. Islamic education also contributes to the formation of a Muslim person with a noble character, where in its teaching it is based on tawhid and oriented towards the happiness of living in the world and the happiness of living in the hereafter (Sutrisno, 2012:37). The values that will be taught in Islamic education are required to be able to form the moral and ethical basis of life based on divine values (Tobroni, 2008). The task of Islamic education is like the purpose of education, namely changing a person to become a person with character and benefit all aspects of life through Islamic values and programs carried out in educational institutions. To shape the character of a child is not a light task, therefore educational institutions need an effort so that educational goals can be achieved.

Full day school is a learning system that is fully implemented, where children's activities are mostly carried out at school rather than at home, full day is character education, it is the choice of the foundation to increase learning hours at school. Then filled with various activities, full day is a way of boosting the low Indonesia education system. Student learning time is not focused on full learning but additional hours to maximize students' free time, in terms of providing study hours, as well as learning enrichments carried out by the school, such as repeating slow lessons, additional extracurricular activities such as scouting during home hours for the upper class, so that the time used to wait for pick-up can be maximized as well as possible.

Full day school is considered to be quite an alternative for several parties including, first, for parents who are busy with their work, so that it will facilitate supervision of their children for a whole day. Second, concerns about the influence of environmental aspects such as promiscuity, brawls between students, drugs and others. Third, every teacher can know the learning process in students at school.

The formulation of the problem in this study is: How is the Management Model of the full day school curriculum at Al-Fahmi Palu Integrated Islamic Elementary School? And What are the supporting and inhibiting factorsin the full day school curriculum for Students at Al- Fahmi Palu Integrated Islamic Elementary School?
This study aims to find out How the Management Model of the full day school curriculum at Al-Fahmi Palu Integrated Islamic Elementary School and To find out What are the supporting and inhibiting factors in the full day school curriculum in students at Al-Fahmi Palu Integrated Islamic Elementary School

2. Literature Review
2.1 Definition of Management

Management is the process of integrating existing sources, which are unrelated, into a total system for solving a goal effectively and efficiently, what the sources mean here is to include human aspects, tools, media, materials, funds and means. All are directed and coordinated to be centralized within the framework of achieving goals. (Amin Haedari, 2014).

According to George R. Terry, management functions are summarized in the concept of POAC (Planning, Organizing, Actuating, Controlling). Terry defines management in his book Principles of Management as quoted by Uhar Suharsaputra, namely "A process that distinguishes planning, organizing, mobilizing and supervising
by utilizing both science and art to achieve predetermined goals". From this definition we can see the management function according to him. The essence of the management function is what is planned, that is what will be achieved. Therefore, the planning function must be carried out as well as possible so that the implementation process can run well and all shortcomings can be overcome. Before we do planning, it's a good idea to first formulate the goals to be achieved. (Uhar Suharsaputra, 2013).

Full day school-based School Management is a school program management system that involves all elements of education stakeholders in preparing plans, implementation, supervision and evaluation systems of full day school programs that aim to achieve success in shaping the character and competence of students that have been determined.

Based on the understanding of management above, researchers can conclude that management can be interpreted as a science and art that concerns systematic aspects, a process of cooperation and effort through others, regulation, direction, coordination, evaluation to achieve predetermined goals and by paying attention to the source of funds, tools, methods, time and place of implementation.

2.2 Understanding the Curriculum

Curriculum is a set of plans and arrangements that are about the objectives, content and materials of lessons as well as the ways that are used as guidelines for the implementation of learning activities to achieve certain educational goals. Meanwhile, curriculum development is an essential part of the educational process. The target achieved is not solely to produce learning materials but rather to be emphasized to improve the quality of education. Curriculum development is a process of factors that must be considered in curriculum development. Because curriculum development is a tool to assist teachers in carrying out their duties of teaching materials, attracting interest and meeting the needs of the community.

Ahmad Tafsir stated that the essence of the curriculum is the program. Thecurriculum is a program. This word is indeed well known in educational science. What program? Curriculum is a program in achieving educational goals. In general, the content of the curriculum is the names of the subjects along with their silabi or subject matter. But in fact the curriculum does not have to be the name of the subject. It could be the name of the activity. Contoh the names of the subjects: Mathematics, Biology, Islam. Examples of activities: Drawing, Repairing diesel engines, Planting Cassava. If the curriculum is competency-oriented, then you will receive a curriculum that contains a list of competencies and indicators. Even though the content of the curriculum can vary, the content of the curriculum is still in the form of programs in achieving educational goals. (Ahmad Tafsir, 2012). In line with Ahmad Tafsir, Ade Wahidin concluded that the curriculum includes three meanings, namely: subjects, syllabus, and programs. (Ade Wahidin, 2014).

2.3 Full Day School

The word fullday school comes from English, full means full, and day means day, while school means school. (John. M.Echols and Hasan Shadily, 2005). So full day school means school that is carried out throughout the day or the learning process is carried out from morning to evening. This school allocates a longer time compared to the learning process in schools that do not implement the full day school program. So, schools are more free to set class hours which are adjusted to the weight of the lesson and coupled with the deepening modela.

Furthermore, as stated by Baharuddin, that full day school is a teaching and learning process that starts at 07.00-15.00 with a break duration every two hours. Schools can arrange lesson schedules that are tailored to the subject content and supplemented by deepening the material

And according to Muhab as quoted by R. Subiantoro in his research, affirming that schools with full day school or all-day learning programs are an alternative school model that combines general education coupled with Islamic education into one curriculum. This method is expected to be able to optimize the cognitive , affective and psychomotor realms of students. (R. Subiantoro, 2003).

Viewed from the point of view of the curriculum, the full day school education system has relevance to integrated education. This integrated education is widely applied in general educational institutions labeled As Islamic. In the context of Islamic education, integrated education means combining general knowledge with religious science in a balanced and integrated manner. This integrated education model is an alternative to the elimination of the dichotomous form of education into general education and religious education.

Meanwhile, regarding the basis for implementing the full day school program, which refers to the central guidelines of JSIT (Integrated Islamic School Network) has an ideological, constitutional, and operational foundation that guides all school activities, namely as stated by Hidayat Nur Wahid in the following Integrated Islamic School Quality Standards:

a) The ideological foundation is the values that pervert in the Qur'an and As-Sunah.
b) The constitutional basis is all products of national laws and regulations related to the implementation of education and the regulation of JSIT institutions.
c) The operational basis is the principles of managing and implementing school programs and activities that are adjusted to the quality standards of the Integrated Islamic School. (Hidayat Nurwahid, 2010).

3. Methodologi

This research uses a qualitative approach with a case study research design. According to Mulyana (2008:201) a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization, a program or a social situation.

The research location is in Sekolah Dasar Islam Terpadu Al- Fahmi Palu using observational data collection techniques, interviews and documentation. The type of interview used is a semi-structured interview.

According to Sugiyono (2014) semi-structured interviews are interview activities with little freedom where informants are asked to have an opinion and come up with their ideas. The sources in this study are the principal, curriculum waka, teachers, parents, and students. This study used passive participatory observation, where the researcher came to the place of activity of the person who was observed but did not participate in the activity (Sugiyono, 2014: 227). Documents used in the study of documents are in the form of school archives, photographs, videos, school magazines, or school websites according to the research focus.

Data analysis in qualitative research is carried out from before entering the field, while in the field and after completion in the field. Quoted from miles et al's view , it means that activities in qualitative data analysis are carried out interactively and last continuously until they are completed . In this view, qualitative data analysis runs continuously, repeatedly until the data is saturated (Miles, et al, 2014:33) over a period of 2 months. The presence of a researcher is the main key in qualitative research. In this study, the researcher acts as a human instrument because the researcher is the main instrument in qualitative research. The test of the validity of the data in this study according to Gunawan (2014: 364) uses techniques including: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability.

4. Results and Discussion
4.1 Full day school curriculum management at Al-Fahmi Integrated Islamic Elementary School, Palu City
4.1.1 Full day school curriculum planning at Al-Fahmi Integrated Islamic Elementary School, Palu City

The planning of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City, involves the principal, vice principal, coordinator of each unit, coordinator of each level, teachers of the field of study, and parents of students. Together, they created a forum to make a decision about the teaching and learning process and solve the obstacles found. This is in accordance with Beane's presentation in Hamalik (2008: 171) that curriculum planning is a process when relevant stakeholders make a decision regarding learning objectives, how to achieve these goals with the teaching and learning process, and a study of the effectiveness of the methods used.

In line with this, Hernawan (2007: 9) aspects that need to be developed in this stage are the vision and mission of the school, the objectives of the school, the subjects to be studied in accordance with the objectives, and the facilities needed including media and learning tools. The vision, mission and objectives of the school need to be considered in curriculum planning because considering that the curriculum is a tool for the achievement of educational goals. The preparation of the syllabus and learning design is the initial stage in starting a learning activity. With the syllabus and learning design, teachers can also describe the program to be implemented, what competencies to be achieved, the allocation of time needed.

Al-Fahmi Integrated Islamic Elementary School, Palu City itself uses planning as a reference in a clear and directed flow for the next year, not only that with the planning there is also a division of labor for each position in order to carry out their roles properly and according to their respective fields. This is in accordance with Hamalik's statement (2010: 152) this curriculum planning has a function, namely as a management guideline that contains instructions on the types and sources of participants needed, delivery media, necessary actions, sources of costs, labor, necessary means, control and evaluation systems, and the role of usur power to achieve goals. The second function is as a driving force for the organization and management to achieve changes in society in accordance with organizational goals and as motivation to implement the education system so as to achieve optimal results.

The role of teachers in planning the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City is very important, because there is a teacher association in the field of study whose each field of study will provide limits on which material will be given according to student needs. So here the teacher is required to know what the needs of the students are and the goals achieved from studying the material. This is in accordance with the statement of Sukmadinata (2010: 155) that the role of teachers in curriculum planning is as one of the informants of what students need in learning.

4.2 Implementation of a full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City

The implementation of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City, is manifested in learning in the classroom and outside the classroom. This is in accordance with Ghufron's statement (2011: 58) that curriculum implementation is an activity that aims to realize or implement the curriculum into a tangible form in the classroom, namely the process of transmission and transformation of all learning experiences to students.
The implementation of learning at the Al-Fahmi Integrated Islamic Elementary School in Palu City is accompanied by an academic calendar that has been compiled by the curriculum waka which is used as a reference in the implementation of exams, holidays and so on. Theextracurricular excursions owned by the Al-Fahmi Integrated Islamic Elementary School in Palu City are: swimming, karate, taekwondo, drawing, archery, and badminton.
Learning at Al-Fahmi Integrated Islamic Elementary School in Palu City takes place on Monday-Friday which starts at 07.00-16.00 with the provision of the first two-time break at 09 o'clock. 30-09. 45 WITA and 11. 45-12. 45 WITA and in managing its class hours Al-Fahmi Integrated Islamic Primary School does not distinguish between general class hours and typical school class hours, but between general class hours and typical school class hours mixed into one day. This is in accordance with Suyanto's statement (2014: 720) that the teaching and learning process is enforced from morning to evening which usually starts from 07.30-16.00. In addition, the method used in full day school is fun learning so that students not only learn in class but outside the classroom.

4.3 Evaluation of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City

Full day school curriculum evaluation is used to see what has been achieved through curriculum planning, checking the overall and performance of the curriculum that has been implemented by reviewing various criteria including quality targets that have been presented in the data findings. This is in accordance with the presentation of namely Fitri (2013: 44) in the sense of evaluation divided into two, namely limited and broad. The purpose of the limited understanding here is that curriculum evaluation aims to check the extent of the level of goals that have been achieved through the curriculum that has been prepared. While broad understanding, curriculum evaluation intends to examine the overall performance of the curriculum that has been implemented by reviewing various criteria.

4.4 Supporting Factors and Obstacles to the Full day School Curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City

The supporting factors are the participation of the Education Office inmonitoring and evaluatingteacher performance, the participation of the world of industry and the world of work, the participation of people in the success of school programs, and the interest of students to seek knowledge in this institution. Meanwhile, the inhibiting factors are the physical environment and human resources factors about their understanding of the integrated Islamic School Network (JSIT) curriculum.

5. Conclusion

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

1. Full Day School Curriculum Management at Al-Fahmi Integrated Islamic Elementary School, Palu City

a) The planning of the full day school curriculum at Al-Fahmi Integrated Islamic Elementary School, Palu City, is based on the school's self-evaluation of the previous year, the school's goals to be achieved, the development of the times that are happening and the characteristics of students owned by the Al-Fahmi Integrated Islamic Elementary School in Palu City referring to the National curriculum and the Integrated Curriculum (Integrated Islamic School Network). The parties involved in the preparation of the curriculum itself are the principal, vice principal for curriculum, in the field of facilities and infrastructure, and the student affairs sector. Where each vice principal has his own team, for example, a team in the field of curriculum has a coor of supervision and tranining, monitoring and evaluation, and a coordinator of the field of study or KKG. As well as coordinators of each level and parents of students. Curriculum planning itself aims to make a reference in the implementation of the full day school curriculum in the next year which is carried out towards the end of the learning year.

b) The implementation of the full day school curriculum at al-Fahmi Integrated Islamic Elementary School, Palu City, starts at 07.00 WIB until 16.00 WIB and the learning itself does not separate between general lessons and typical school lessons but becomes a unit. The implementation of learning itself consists of opening activities, core activities, and closing activities. In addition, the facilities and infrastructure contained in theIntegrated Islamic Basic Ecolah S ekolah Al-Fahmi Palu City strongly support learning both in the classroom and outside the classroom

c) Evaluation of the full day school curriculum at al-Fahmi Integrated Islamic Elementary School, Palu City, using summative and formative. The goal itself is not to repeat the same mistakes in the following year and be able to develop and improve the curriculum on an ongoing basis. The aspect that needs to be evaluated by the curriculum is the quality targets contained in the school's quality policy.

2. The supporting factors are the participation of the Education Office inmonitoring and evaluatingteacher performance, the participation of the world of industry and the world of work, the participation of people in the success of school programs, and the interest of students to seek knowledge in this institution. Meanwhile, the inhibiting factors are the physical environment and human resources factors about their understanding of the integrated Islamic School Network (JSIT) curriculum.

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