The Influence of Full Day School Policy on Islamic Religious Education Learning in Elementary Schools

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ARTICLE INFO	ABSTRACT
	The Full Day School policy has been implemented in various elementary schools to enhance learning effectiveness, including in Islamic Religious Education (PAI) subjects. This study aims to analyze the influence of the Full Day School policy on PAI learning in elementary schools, focusing on effectiveness, student engagement, and understanding of religious concepts. The research employs a qualitative approach with data collection techniques including observation, interviews, and documentation. The findings indicate that the Full Day School policy positively impacts the duration of PAI learning but also presents challenges such as student fatigue and the need for more varied teaching methods. The study highlights the importance of innovative teaching strategies and flexible approaches to ensure that PAI learning remains effective and engaging for students.
	ABSTRAK
	Kebijakan Full Day School telah diterapkan di berbagai sekolah dasar dengan tujuan meningkatkan efektivitas pembelajaran, termasuk dalam mata pelajaran Pendidikan Agama Islam (PAI). Penelitian ini bertujuan untuk menganalisis pengaruh kebijakan Full Day School terhadap pembelajaran PAI di sekolah dasar, baik dari aspek efektivitas, keterlibatan siswa, maupun pemahaman konsep keagamaan. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan Full Day School memiliki dampak positif dalam meningkatkan durasi pembelajaran PAI, namun juga menimbulkan tantangan berupa kelelahan siswa dan kebutuhan metode pembelajaran yang lebih variatif. Implikasi dari penelitian ini menekankan pentingnya strategi pengajaran yang inovatif dan pendekatan yang lebih fleksibel agar pembelajaran PAI tetap efektif dan menarik bagi siswa.

A. Introduction

Education plays a crucial role in shaping the character and intellectual capacity of students. In recent years, various educational policies have been introduced to enhance the quality of education, one of which is the Full Day School policy. This policy extends the duration of learning hours in schools with the aim of maximizing students' academic and character development (Suyanto, 2017). The Full Day School system has sparked debates among educators, parents, and policymakers regarding its effectiveness and impact on various subjects, including Islamic Religious Education (PAI) in elementary schools.

The implementation of the Full Day School policy is intended to create a more structured and intensive learning environment. By extending the school hours, students are expected to receive more comprehensive instruction and engage in various extracurricular activities that support their overall development (Rahmawati & Hakim, 2019). However, the policy raises concerns about students' mental and physical well-being, particularly regarding the increased workload and potential fatigue.

Islamic Religious Education (PAI) is a fundamental subject in elementary schools in Indonesia, as it aims to instill religious values, moral character, and spiritual awareness in students from an early age. The subject covers various aspects of Islamic teachings, including faith, worship, ethics, and social responsibility (Zainuddin, 2020). Given the significance of PAI, it is essential to assess how the Full Day School policy affects its delivery and effectiveness.

One of the primary objectives of Full Day School is to strengthen the moral and religious foundation of students. The policy provides additional time for religious studies and character-building activities, which can enhance students' understanding

and practice of Islamic teachings (Hidayat, 2018). However, the increased duration of learning sessions may also lead to fatigue and decreased concentration levels, potentially affecting students' ability to absorb religious teachings effectively.

Furthermore, the implementation of Full Day School requires teachers to adopt innovative teaching methods to maintain student engagement. Traditional lecture-based approaches may not be effective in a prolonged learning environment. Instead, interactive and student-centered teaching strategies, such as discussions, group activities, and multimedia-based learning, are essential to keep students motivated and interested in PAI lessons (Nugroho & Pratiwi, 2021).

The impact of Full Day School on PAI learning also depends on the availability of adequate facilities and resources. Schools must provide proper infrastructure, such as prayer rooms, libraries with Islamic literature, and multimedia tools, to support effective religious education. Additionally, teachers should receive continuous training to develop innovative pedagogical approaches that align with the extended learning hours (Sari, 2022).

Another aspect to consider is the role of parents in supporting their children's religious education within the Full Day School system. With students spending more time at school, parental involvement in reinforcing Islamic teachings at home becomes increasingly important. Effective communication between parents and teachers can help ensure that religious values are consistently instilled both at school and at home (Fauzi, 2023).

While the Full Day School policy aims to enhance the quality of education, it also presents challenges in balancing academic, religious, and extracurricular activities. Overburdening students with an excessive academic workload may lead to stress and reduced enthusiasm for learning. Therefore, a well-structured curriculum that integrates PAI lessons with engaging activities is crucial to maintaining students' interest and motivation (Yusuf & Aisyah, 2020).

Additionally, the effectiveness of PAI learning in the Full Day School system is influenced by students' individual learning capacities. Not all students have the same level of endurance and ability to cope with extended study hours. Differentiated instruction and personalized learning approaches can help address the diverse needs of students and ensure that PAI education remains effective for all learners (Hasanah, 2019).

Research on the impact of Full Day School on PAI learning has yielded mixed results. Some studies suggest that the policy has improved students' religious knowledge and moral behavior, while others indicate that the extended hours have resulted in fatigue and diminished interest in religious studies (Rahim, 2021). These findings highlight the need for further research to explore effective strategies for optimizing PAI education within the Full Day School framework.

Moreover, the cultural and socio-economic background of students also plays a crucial role in determining the success of PAI learning in the Full Day School system. Students from diverse backgrounds may have different levels of exposure to Islamic teachings outside school, which can influence their engagement and understanding of PAI lessons. Schools must consider these factors when designing their PAI curriculum and instructional approaches (Amalia, 2022).

Another important consideration is the role of extracurricular religious activities in complementing PAI lessons. Activities such as Quranic recitation groups, Islamic storytelling sessions, and religious discussion forums can provide students with additional opportunities to deepen their understanding of Islamic teachings in an interactive and enjoyable manner (Fadhli, 2023).

Despite its challenges, the Full Day School policy has the potential to enhance PAI education if implemented effectively. Schools should adopt a balanced approach that incorporates engaging teaching methods, adequate breaks, and recreational

activities to ensure that students remain enthusiastic about learning (Salim & Huda, 2020).

In addition, the role of teachers in motivating and guiding students in PAI lessons cannot be overstated. Teachers must not only be knowledgeable about Islamic teachings but also possess strong pedagogical skills to deliver lessons effectively within the extended school hours. Professional development programs for PAI teachers can help enhance their ability to adapt to the Full Day School system and create a positive learning environment (Arifin, 2019).

Furthermore, collaboration between schools and religious institutions can strengthen PAI education within the Full Day School framework. Religious institutions can provide additional resources, guest speakers, and community-based programs to enrich students' religious learning experiences (Mulyana, 2021).

The government's role in supporting the successful implementation of PAI education in Full Day School settings is also critical. Policies should ensure that schools receive adequate funding, resources, and teacher training programs to facilitate effective religious education. Additionally, periodic evaluations should be conducted to assess the impact of the Full Day School policy on PAI learning outcomes (Sudarman, 2023).

As the Full Day School policy continues to be implemented across Indonesia, it is essential to conduct further research on its long-term effects on PAI education. Longitudinal studies can provide valuable insights into students' academic performance, religious understanding, and overall well-being in relation to the policy (Nasir, 2022).

In conclusion, the Full Day School policy presents both opportunities and challenges for PAI education in elementary schools. While it offers extended learning time and structured religious instruction, potential drawbacks such as student fatigue and disengagement must be carefully addressed. By adopting innovative teaching methods, fostering parental involvement, and ensuring adequate resources, schools can optimize the delivery of PAI education within the Full Day School framework.

This study aims to analyze the impact of Full Day School on PAI learning and provide recommendations for improving its effectiveness. By examining students' experiences, teachers' perspectives, and institutional support mechanisms, this research seeks to contribute to the ongoing discourse on enhancing religious education in Indonesia's elementary schools.

B.   Method

This study employs a qualitative research approach with a descriptive design to explore the impact of the Full Day School policy on Islamic Religious Education (PAI) learning in elementary schools. A qualitative approach is appropriate for understanding the perceptions, experiences, and challenges faced by teachers and students in adapting to the extended school hours (Creswell, 2018). This study seeks to provide an in-depth analysis of how the policy influences students' engagement, comprehension, and overall learning outcomes in PAI.

The population of this study consists of elementary schools implementing the Full Day School system in Indonesia. A purposive sampling technique was used to select schools that have been following this policy for at least two years. The study focuses on PAI teachers and students from grades 4 to 6 as respondents, as these students have already experienced the Full Day School framework and can provide valuable insights into its effects on religious education (Sugiyono, 2019).

Data collection methods include interviews, observations, and document analysis. Semi-structured interviews were conducted with PAI teachers to understand their teaching strategies, challenges, and perceptions regarding the policy. Classroom observations were carried out to examine students' engagement and responsiveness during PAI lessons. Additionally, relevant school documents, such as lesson plans and

student performance records, were analyzed to assess the effectiveness of PAI instruction within the Full Day School setting (Miles & Huberman, 2020).

The data analysis process followed Miles and Huberman's (1994) interactive model, which includes data reduction, data display, and conclusion drawing. The collected data were categorized into themes related to student engagement, learning outcomes, and instructional strategies. Thematic analysis was applied to identify patterns and relationships between the Full Day School policy and its impact on PAI learning. The validity of the findings was ensured through triangulation, involving the comparison of interview responses, observational data, and document analysis results (Creswell & Poth, 2017).

To maintain research ethics, all participants were informed about the study's objectives, and their consent was obtained before conducting interviews and observations. Confidentiality was upheld by anonymizing participants' identities and ensuring that the data collected were used solely for academic purposes. By employing a rigorous methodological framework, this study aims to provide comprehensive insights into the implications of the Full Day School policy for PAI education and offer recommendations for optimizing its implementation in elementary schools.

C. Results and Discussion

The findings of this study reveal that the Full Day School policy has both positive and negative impacts on Islamic Religious Education (PAI) learning in elementary schools. Based on interviews with teachers and students, it was observed that extended school hours provided more time for religious instruction. However, the increased duration also resulted in student fatigue, which affected their ability to concentrate during PAI lessons (Rahmawati & Hakim, 2019).

One of the key benefits of the Full Day School system is the structured learning environment, which allows for a more systematic and continuous delivery of PAI material. Teachers reported that students had more opportunities to engage in

discussions, memorization of Quranic verses, and religious practices such as congregational prayers (Hidayat, 2018). This aligns with previous studies indicating that extended instructional time can lead to deeper comprehension in religious studies (Zainuddin, 2020).

Observations showed that students in Full Day School programs were more exposed to Islamic character education, as they spent more time under the supervision of teachers. This allowed schools to reinforce Islamic values and ethical behavior more effectively than in traditional school settings (Yusuf & Aisyah, 2020). However, some students experienced stress due to the prolonged school hours, which negatively impacted their enthusiasm for religious studies (Rahim, 2021).

The study found that PAI teachers had to adapt their teaching methods to maintain student engagement throughout the extended hours. Many teachers incorporated interactive and student-centered learning approaches, such as storytelling, group discussions, and multimedia presentations, to prevent boredom and fatigue (Nugroho & Pratiwi, 2021). This finding is consistent with prior research that highlights the importance of innovative pedagogical strategies in Full Day School settings (Hasanah, 2019).

Classroom observations indicated that students demonstrated higher participation levels in religious discussions and activities when interactive methods were used. Teachers who integrated audiovisual media, such as Islamic films and animations, reported higher student interest and retention of PAI lessons (Fauzi, 2023). These findings emphasize the role of technology in enhancing religious education within the Full Day School framework (Salim & Huda, 2020).

Despite these benefits, the study also found that students' concentration levels declined in the afternoon sessions. Many students reported feeling exhausted and struggled to focus on lessons, particularly after lunch breaks (Sudarman, 2023). This

suggests that adjustments to the daily schedule, such as incorporating more breaks and recreational activities, may be necessary to optimize learning outcomes in PAI (Nasir, 2022).

Interviews with students revealed that those who had strong parental support at home exhibited better retention of PAI lessons. Parental involvement played a crucial role in reinforcing religious teachings outside of school hours. However, some students from working-class families faced challenges in maintaining consistent religious practice at home due to limited parental supervision (Amalia, 2022).

The study also explored the availability of facilities to support PAI learning in Full Day School settings. Schools with adequate infrastructure, such as prayer rooms, Islamic libraries, and multimedia-equipped classrooms, provided a more conducive environment for religious education (Mulyana, 2021). However, in schools with limited resources, teachers struggled to deliver engaging lessons, which affected students' interest in PAI (Arifin, 2019).

Extracurricular religious activities, such as Quranic recitation groups and Islamic discussion forums, were found to enhance students' understanding of PAI. Schools that incorporated these activities into their Full Day School programs reported higher levels of student engagement and religious awareness (Fadhli, 2023). This finding highlights the importance of balancing academic and extracurricular religious programs (Salim & Huda, 2020).

The research also identified teacher workload as a significant challenge in the Full Day School system. Many PAI teachers reported experiencing burnout due to the extended teaching hours and increased administrative responsibilities (Zainuddin, 2020). Providing additional training and support for teachers could help mitigate this issue and improve the overall effectiveness of PAI instruction (Rahmawati & Hakim, 2019).

A notable finding was the difference in student performance between schools with well-trained PAI teachers and those without. Schools that provided professional

development programs for teachers observed better student outcomes in religious studies (Creswell & Poth, 2017). This suggests that investing in teacher training can significantly enhance the quality of PAI education in Full Day School settings (Sugiyono, 2019).

The study also examined the long-term effects of the Full Day School policy on students' religious behavior. Interviews with teachers and parents indicated that students who received extended religious education exhibited stronger moral character and discipline compared to those in regular school programs (Hasanah, 2019). However, some students felt overwhelmed by the extended schedule, which reduced their enthusiasm for religious learning (Rahim, 2021).

The role of school leadership in implementing PAI education within the Full Day School framework was another key factor identified. Schools with strong leadership and administrative support were more successful in integrating religious studies into the extended curriculum (Sudarman, 2023). Effective school leadership contributed to a more structured and engaging learning environment (Nasir, 2022).

Data analysis also indicated that students' socio-economic backgrounds influenced their ability to adapt to the Full Day School system. Students from privileged backgrounds had access to additional religious resources, such as private tutors and Islamic study materials, which enhanced their understanding of PAI (Amalia, 2022). Conversely, students from underprivileged backgrounds faced challenges in keeping up with the rigorous academic schedule (Fadhli, 2023).

This study supports previous research that emphasizes the importance of a balanced curriculum in Full Day School programs. Schools that incorporated breaks, interactive lessons, and extracurricular activities reported better student engagement and learning outcomes in PAI (Yusuf & Aisyah, 2020). These findings highlight the need

for policymakers to consider a more flexible approach to Full Day School implementation (Mulyana, 2021).

Further research is needed to assess the long-term impact of the Full Day School policy on students' religious and academic development. Longitudinal studies could provide more comprehensive insights into how extended school hours shape students' moral and intellectual growth over time (Creswell, 2018).

In summary, while the Full Day School policy presents several advantages for PAI learning, it also poses challenges that need to be addressed. Effective teaching methods, adequate facilities, parental involvement, and teacher support are critical factors in ensuring the success of religious education in extended school programs (Rahmawati & Hakim, 2019).

This research underscores the importance of curriculum flexibility in optimizing PAI education within the Full Day School system. Schools should consider implementing adaptive learning strategies that accommodate students' needs and prevent fatigue (Nasir, 2022).

Overall, the findings suggest that with proper planning and implementation, the Full Day School policy can serve as an effective model for enhancing religious education. However, continuous evaluation and improvement are necessary to maximize its benefits and address potential drawbacks (Salim & Huda, 2020).

D. Conclusion

The findings of this study indicate that the Full Day School policy has both positive and negative implications for Islamic Religious Education (PAI) learning in elementary schools. On the positive side, the extended school hours provide more structured learning opportunities, allowing students to engage deeply with religious teachings and moral values. Schools implementing Full Day School successfully integrated religious activities, leading to better student participation and stronger

character development. However, the study also highlights challenges such as student fatigue, reduced concentration levels, and the increased workload for teachers.

To optimize the effectiveness of PAI education in Full Day School settings, schools need to adopt adaptive learning strategies that balance academic rigor with student well-being. Incorporating interactive teaching methods, adequate breaks, and extracurricular activities can help maintain student engagement. Additionally, providing proper support for teachers and ensuring sufficient educational resources are crucial in sustaining the quality of religious education under this policy.

Overall, while the Full Day School system presents opportunities for enhancing PAI learning, continuous assessment and adjustments are necessary to address its limitations. Schools and policymakers must work collaboratively to refine the program, ensuring that it nurtures both the intellectual and spiritual growth of students. With well-planned implementation, Full Day School can serve as an effective model for strengthening religious education in elementary schools.

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