

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Full Day School Implementation

##### 1. Concept of Increased Learning Time in Full Day School (FDS) Implementation

FDS system in Indonesia's formal schools have been implemented since 2016. Actually, a discourse to implement FDS system in Indonesia's education curriculum has been talking in a long time ago by government, academics or teachers. The policy to implement FDS system in Indonesia issued by The Minister of Education and Culture, Muhadjir Effendi that ordered directly by Indonesia's President, Joko Widodo.

The policy to implement FDS system strengthen by Muhadjir Effendi by comparing with learning process in Gontor Islamic Boarding School, Ponorogo that said "the program has been implemented well since tens years ago in Gontor Islamic Boarding School, Ponorogo" (Suara Pembaruan Memihak Kebenaran, 2016).

Since 2013 curriculum has implemented in Indonesia, the students increased learning time at school also enacted. Head of Information Center and Human Ministry of Education and Culture, Ibnu Hamad said that at Elementary School, students learning time that the first is only 26 hours now has being 30 hours. For Junior and Senior High School, in previous

curriculum just only 28 hours, now has being 34 hours. He also said that the philosophy if increased learning time in 2013 curriculum is to increased students knowledge volume and students character building, the longer students are under the teacher control, the more knowledge they have gained (Kemdikbud, 2014).

The increased of learning time in FDS implemented with several reasons, those are, first was for the changing of learning process into assesment process, learning process in 2013 curriculum tends to practice. Second, learning time that compared to other countries showed that the learning time in Indonesia was short. Third, by increasing the learning time, it will make the students have a longer time at school (Suhendi, 2012).

FDS implementation reffers to several developed countries that implement FDS, such as Singapore, South Korea, China, Japan, England, French and etc. Nowadays, Indonesia is planning to use FDS system to solve various problems in education for encouraging the advance of Indonesia's education (Marzuki and Hasdiansyah, 2016).

FDS is a program that facilitates students to learn more at school. This program gives the students more time to join learning process than regular program. Nanda and Mudzakkir on their study that entitled *Transformasi Sistem Pendidikan Full Day School Di Era Globalisasi* stated that FDS takes a long time for the students activities at the school. Usually, students take only 8 hours each day at the school, but in FDS

implementation, students takes 9-10 hours at school each day. The implementation hopefully can develop students cognitive, psicomotoric and influenceive skills better before, because there is a deepening of material with a longer time.

FDS is a general school model that is intergrating intensive learning system by giving specific additional time for students enrichment, material and religous deepening and also extracurricular (Yani, 2016). According to Nirmala and Widartin (2016), it is a school program that a half of its time is used to do learning programs in informal atmosphere, flexible, delightfull for the students and needs creativity and inovation from teachers.

FDS actually has the same main curriculum with regular schools, however, it has several local curriculums such as Leadership, Green Education, Information Technology, Worship and etc. Therefore, students condition will be more mature in academic and non-academic aspects (Susiati and Asyhar, 2015)

Generally, FDS is a school program that organize full day learning process at school. A school that organize FDS system usually started at 07.00 – 16.00. The meaning of “day school” is a day that used by an institution to educate the students. Giving “full” term on “day school”, so the education is doing on full day that started from morning until evening time (Niswah, 2016).

According to the expert explanations above, the writer can draw conclusion that FDS is a school program which demands all of the students to stay and learn together at school from 07.00 - 15.30 in formal, informal and nonformal atmosphere by doing positive activities innovatively and creatively under the teachers monitoring and guide.

## **2. Advantages of Increased Learning Time in Full Day School (FDS) Implementation**

Something that created in this world must have positive and negative side, whether in a form of mind concepts or goods. Indonesia's goverment dares to launch FDS implementation in Indonesia, it surely have thinked and considered maturely.

FDS system believed that it would give several solutions related to education problems that faced at school. Education and Culture Minister, Muhadjir Effendy, has recently proposed the idea to run a full day school for primary schools to give the students additional time for character building and minimize their away time from school (Marwani, 2016).

Based on a study that conducted by Besti Usmafidini, FDS seems will give advantages. First, the longer learning time at school make students socialize comfortably. Students usually love to play. Giving a chance for them to socialize with their friends longer than usual will make them pleased. Second, by using FDS system, worship practice can be conducted more and can encourage the students more orderly. Several

religious schools which conducted FDS system are in order to teach spiritual and religious value in a long frequency.

Generally, FDS system issued because of several demand, such as first, reducing students negative influence after school, second, demanding the students to learn from morning until evening time, so the time for learning at school is more effective and efficiency, and the last, helping students parents, especially who are busy with their job, because their children will be at school until evening (Herlambang, 2016). However, more than that, there are several benefits inside FDS implementation, they are: a) to make students have a good behaviour, b) to enrich or deepen learning materials, c) to input religious materials into students course, 5) as students founding of spiritual, mentality and morality (Yuniar, 2016).

All of the statements above can be simplified that FDS system can improve and develop students knowledge, creativity, responsibility and competency by doing activities in FDS implementation. So it will give advantages for teachers, students, students parents and government.

### **3. Disadvantages of Increased Learning Time in Full Day School (FDS) Implementation**

Full Day school system in its implementation still has so many contra. It is because so many reasons that will give bad effect for students, such as students socialism with their environment around home and with their parents, students health and students concentration in learning process. Anderson (2017) stated that the longer day could lead to tired,

burned-out and inattentive students, or force them to be abandoned after school activities, which are also important for social development and growth.

Herlambang (2016) said that some people about the FDS system also give their argument that concentration level for each student is different. Physically, it is also not good in health aspects. Students need to take enough rest at home in order to keep their concentration. The statements above can be concluded that increased learning time in FDS implementation will give a negative impact to students' health, social, and concentration to understand the materials.

On the other hand, FDS also has several disadvantages, such as: a) students' time at school is more than at home. It means, social time with their environment around home and their family is limited, b) students' time to socialize with their age friends around home is less, c) students' parents take more money to defray their children at school (food, drink, and extra hour cost), d) school must prepare more learning hours, defray for tools-infrastructures and professional teachers' readiness to create ideal FDS implementation, e) ideal program must be suited with students' needs and not just follow government rules and e) for honorer teachers will restrict their time to have part-time job out of the school hours to fulfill their needs (Herlambang, 2016).

## **B. Learning Concentration**

### **1. Definition of learning Concentration**

An effective learning process is when students and teachers can make a communicative learning and maximize the time that given. According to Susanto (2013: 53), learning process can be said effective if all of the students are active in mental, physic and sosial. It can happen when the students and teacher have a high enthusiastic and concentration, because almost all of the activities need a concentration to make it succes, such as palying games, reading, writting, teaching, learning etc.

Learning should have three principals inside, they are regularity, diciplinary and concentration. It means that, every students who go to hunt a knowledge must be concentration. It is impossible for the students to master the knowldge without concentration (Liang, 1988: 59-60).

Concentration is mind centralization towards something by eliminating all of other things which does not relate, so in learning process, concentration means mind centralization towards a learning subject by eliminating all of other things which does not relate to the learning subject (Liang, 1988: 61).

According to Geoffrey Dudley cited in Liang (1995: 138), concentration is a habit and habits are perfected by practice. In other book that written by Liang (1995: 38), concentration in long time can be created through interest, because interest express spontan attention and spontan attention may create concentration in long time. So, in order to make

students concentration in long time when joining learning process in the class, teachers must have something positive that can interest students attention.

## **2. Factors that Influence Concentration**

Distraction is a factor that can break someone's attention or concentration from something that is doing seriously. So, concentration cannot be created and stayed easily because it has an enemy that called distraction.

According to Liang (1995: 140-141), there are two basic distractions, those are external distraction and internal distraction. External distractions include all of things outside someone that can break their attention or concentration in doing something such as air temperature which is so hot or cold, too bright lighting and etc. Internal distractions include mind, emotion, and problems, such as frightened about something, physical and spiritual exhaustion and other small things that suddenly remembered which must be finished.

In regard with Liang (1988: 62), there are several causes that influence students concentration, they are:

1. Lack of interest toward learning subject that learned, without interest can cause students feel difficult to understand the material. So it will make students mind is flying to another thing.
2. Disruption arround environment such as a laud radio sound, very hot air or form of table and chair that uncomfortable.

3. Something little on students mind which suddenly come and go, so often break students attention.
4. Monotonous learning media that will make students feel bored.
5. Students health disruption or too tired.

### **3. Characteristics of Learning Concentration**

Engkoswara (2012) cited in Tabrani (1989) explain about the classification of learning behaviour that can be used to find out the students characteristics who can concentrate are mentioned below:

1. Cognitive aspect is about knowledge, information and intelectual skill.

In this aspect, students who have learning concentration can be seen from:

- a. Knowledge readiness that can appear soon if needed.
- b. Comprehensive at information description.
- c. Applying the kowledge that have.
- d. Capable to analyze and syntheticthe knowledge that learned.

2. Influenceive aspect is about attitude and asperception. In this aspect, students that have learning concentration can be seen from:

- a. Capable to accept a knowledge in particular attention level.
- b. Response, is a willingness to interact with learning material that taught.
- c. Expressing a vision or decision as integration of a belief, idea and someone's attitude.

### 3. Psychomotor aspect.

In this aspect, students that have learning concentration can be seen from:

- a. There is an accurate or appropriate body response to teacher's direction.
- b. Non verbal communication such as expression and meaningful movements.
- c. Language attitude. In this attitude, students who have learning concentration can create a good communication.

### C. Review Previous Study

Relevant study is one of references to show that this topic is interesting to be conducted as research topic. Researchers always have their own ideas on writing a thesis, collecting data and analyzing data. The most important one is the accurate theory that the researcher used. As a new researcher, the writer find some studies that relevant to the topic, it cited from proceeding, journal and thesis.

The first study is taken from the study entitled *Pengaruh Penerapan Full Day School Terhadap Kedisiplinan Siswa MI Muhammadiyah PK Kartasuro* was conducted by Budi Winarni from Muhammadiyah University of Surakarta. The purpose of this study was to determine how much influence on the implementation of Full Day school toward students dicipline in MI Muhammadiyah PK Kartasura. The result of this study was Full Day school variable affected students dicipline

positively. The difference between previous study and present study are elaborated as follow: 1) The focus of this study is to determine how much influence on the implementation of Full Day school toward students dicipline in MI Muhammadiyah PK Kartasura whether in the present study is to investigate the influence of increased learning time in Full Day school implementation towards students learning concentration and to reveal the difference between FDS and regular schools students learning concentration.

The second study taken from Purnama Susiati and Ali Asyhar which entittled *Pelaksanaan Full Day School Sekolah Dasar Islam Terpadu Al-Huda Kecamatan Sungkapura Kabupaten Gresik*. The focus of this study is how the impact of Full Day school to the social development of students is. It also discusses about obstacles faced by many teachers and solutions that teachers were doing in helping social development of students. This study belongs to field research that accessed qualitatively by a phenomenological approach. The results of the study showed that the implementation of Full Day school in SDIT Al-Huda in its learning system, in general, is similar to that implemented in the pesantrens. The differences are students in SD IT Al-Huda do not live in the dormitory and the proportion of the learning system that is quantity of learning between general and religious matter each 50%. For the students problem is the lack of social interaction with the community. The difference between previous study and present study are elaborated as follow 1). The focus of

study: The focus of this study is how the impact of Full Day school to the social development of students is, while in the present study is the researcher is trying to investigate the influence of increased leaning time in Full Day school implementation related to students concentration.

The third study conducted by Istianah which entitled *Pengaruh Sarapan Terhadap Konsentrasi Belajar Siswa di Kelas VIII Sekolah Menengah Pertama Negeri 20 Bekasi*. The aim of this study was to analyze the influence of breakfast toward students learning concentration. the researcher used descriptive correlational anaysis method. The population in this study was grade VIII students of SMP 20 Bekasi. She only took 12% from the population as the sample. She used questionnaire, interview and observation to collect the data. The result of this study: There is a positive influence between breakfast toward students learning concentration in class with index correlation moment is 0,417 and the influence level that obtained from breakfast toward students learning concentration is 17, 39%. The difference between previous study and present study are elaborated as follow: 1) The focus of study was to analyze the influence of breakfast toward students learning concentration, while in the present research is to find out the influence of increased learning time in FDS implementation toward students learning concentration and 2) the previous study used product moment as data analysis while in the present study will use t-test analysis.

The next study was also conducted by Lisnawati Soapatty with her study that entittled *Pengaruh Sistem Sekolah Sehari Penuh (Full Day Svchool)) Terhadap Prestasi Akademik Siswa SMP Jati Agung Sidoarjo*. This study belongs to quantitative study that used inferential analysis. She used questionnaire, interview, documentation and observation to obtain the data. The results of the study are: 1) Full Day school system has a significant effect on student achievement and 2) Full Day school will be able to influence the academic performance of students if the school adjust infrastructure tailored to the needs of students, curriculum and teacher creativity state students. The difference between previous study and present study are elaborated as follow 1). The focus of study: 1) the researcher want to know does the Full Day school system in SMP Jati Agung Sidoarjo influences students academic achievement, while in the present study the researcher want to know the influence of increased learning time in Full Day school implementation toward students learning concentration in learning process.

#### **D. Basic Assumption**

Full Day shool is a curriculum 2013 program that facilitate students to stay and learn at school from 07.00 a.m-15.30 p.m. FDS implementation is one of government solutions to create a better education Indonesia. Kemdikbud (2014), said that for Junior and Senior High School, in previous curriculum just only 28 hours, now in curriculum 2013 is being 34 hours. He also said that the philosophy if increased learning time in

2013 curriculum is to increase students knowledge volume and students character building, the longer students are under the teacher control, the more knowledge they have gained.

The increased learning time in FDS also has negative impacts for the students. First, the longer day could lead to tired, burned-out and inattentive students, or force them to abandoned their after school activities, which are also important for social development and grow (Anderson, 2017). Second, contra people about FDS system also give their argument that concentration level each students are different. Physically, it is also not good in health aspects. Students need to take an enough rest at home in order to keep their concentration (Herlambang, 2016). In understanding the materials, students need good physic, eantusiastic, activeness, readiness and good concentration. In this case, the researcher will focus on students concentration aspect only such as mentioned before in the aims of study.

Concentration is mind centralization towards something by eliminating all of other things which does not relate, so in learning process, concentration means mind centralization towards a learning subject by eliminating all of other things which does not relate to the learning subject (Liang, 1988: 61).

Based on Liang (1988: 62), there are several causes that influence students concentration, they are lack of interest toward learning subject that learned, disruption around environment, something little on students

mind which suddenly come and go, monotonous learning media, students health disruption or too tired.

According to the explanation above, it can be concluded that the increased learning time affects students learning concentration that can be seen from students cognitive, affective and psychomotor in learning process.

#### E. Hypothesis

The hypothesis of this research are:

1. Alternative Hypothesis (H1)

There is a significant difference between FDS students learning concentration and regular school students learning concentration.

2. Null Hypothesis (H0)

There is not a significant difference between FDS students learning concentration and regular school students learning concentration.

3. Alternative Hypothesis (H2)

Increased learning time in Full Day school implementation influences students learning concentration.

4. Null Hypothesis (H0)

Increased learning time in Full Day school implementation does not influence students learning concentration.