

Implementation of full-day school program management in improving the quality of student learning at the State Islamic Junior High School (MTsN) in Tarakan City

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ABSTRACT

This study aims to analyze the implementation of the full-day school program management in improving the quality of student learning at MTsN Tarakan City. The study used a qualitative approach with field research through interviews, observation, and documentation techniques involving the principal, vice principal, teachers, education staff, and students.

The results indicate that the full-day school program management has been implemented through management functions that include systematic planning, organization, implementation, and evaluation. This program has had a positive impact on improving the quality of student learning, as indicated by increased academic achievement, discipline, responsibility, active participation in learning, and social and religious skills. The successful implementation of the program is supported by the commitment of the madrasah leadership, teacher competence, parental support, the availability of facilities and infrastructure, and a conducive madrasah culture. Meanwhile, inhibiting factors identified include limited student rest time, learning fatigue, differences in student abilities, and limited supporting facilities. This study confirms that effective full-day school program management can be a crucial strategy for improving the overall quality of student learning in the madrasah environment.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi manajemen program full day school dalam meningkatkan kualitas belajar siswa di MTsN Kota Tarakan. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian lapangan melalui teknik wawancara, observasi, dan dokumentasi yang melibatkan kepala madrasah, wakil kepala madrasah, guru, tenaga kependidikan, serta peserta didik.

Hasil penelitian menunjukkan bahwa manajemen program full day school telah dilaksanakan melalui fungsi-fungsi manajemen yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi program secara sistematis. Program ini memberikan dampak positif terhadap peningkatan kualitas belajar siswa, yang ditandai dengan meningkatnya prestasi akademik, kedisiplinan, tanggung jawab, keaktifan dalam pembelajaran, serta keterampilan sosial dan keagamaan peserta didik. Keberhasilan implementasi program didukung oleh komitmen pimpinan madrasah, kompetensi guru, dukungan orang tua, ketersediaan sarana dan prasarana, serta budaya madrasah yang kondusif. Sementara itu, faktor penghambat yang ditemukan meliputi keterbatasan waktu istirahat siswa, kelelahan belajar, perbedaan kemampuan peserta didik, dan keterbatasan beberapa fasilitas pendukung. Penelitian ini menegaskan bahwa manajemen program full day school yang efektif dapat menjadi strategi penting dalam meningkatkan kualitas belajar siswa secara menyeluruh di lingkungan madrasah.

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1. Introduction

Improving the quality of education is one of the strategic agendas in human resource development in Indonesia. The quality of education is not only measured by students' academic achievements, but also through the formation of character, social skills, critical thinking skills, creativity, and life skills relevant to 21st-century developments.[1] In this context, educational institutions are required to be able to develop learning systems that are not only oriented towards knowledge transfer, but also on the holistic development of student potential. The challenges of globalization, the development of information technology, social transformation, and the dynamics of community needs require schools and madrasas to innovate in educational management that can improve the quality of learning in a sustainable manner. One form of innovation developing in the Indonesian education system is the implementation of the full-day school program as a strategy to strengthen the quality of education and build student character. [2]

The full-day school program is essentially an educational delivery system that extends students' learning time at school through the integration of academic activities, character building, talent and interest development, and religious activities within a structured program.[3] The implementation of this program aims not only to improve student learning outcomes but also to create a more conducive educational environment, strengthen student supervision, and optimize the internalization of moral, social, and spiritual values. From an educational management perspective, the success of the full-day school program is largely determined by the effectiveness of management functions, including systematic and continuous program planning, organization, implementation, and evaluation. Various studies have shown that effectively managed full-day school implementation can have a positive impact on learning quality, learning motivation, character development, and student achievement. [4]

In the context of Islamic education, madrasas play a highly strategic role in integrating the development of knowledge with the development of students' morals and character. Therefore, the implementation of the full-day school program in madrasas is not only aimed at improving academic quality but also at strengthening Islamic values, which are the primary characteristics of Islamic educational institutions. The State Islamic Junior High School (MTsN) in Tarakan City, as one of the Islamic educational institutions striving to improve the quality of its educational services, has implemented a full-day school program as part of its madrasah quality development strategy. This program is expected to create a balance between achieving academic competencies, strengthening religious character, and developing students' skills to face the challenges of modern life.

The implementation of the full-day school program in madrasas, in practice, faces various dynamics that require professional management. On the one hand, this

program provides greater opportunities for madrasas to develop various learning activities and develop character more intensively. However, on the other hand, various challenges arise related to human resource readiness, the availability of facilities and infrastructure, learning time management, the psychological well-being of students, and support from parents and the community. Previous research shows that the success of implementing the full day school program is greatly influenced by the ability of educational institutions to manage various supporting factors and overcome obstacles that arise during program implementation.[5] Furthermore, the quality of student learning is a crucial indicator in assessing the effectiveness of the full-day school program. Learning quality encompasses not only the cognitive dimension related to knowledge acquisition and academic achievement, but also the affective aspect related to student attitudes, values, motivation, and character, as well as the psychomotor aspect related to practical skills and abilities. This perspective aligns with the learning outcomes theory developed by Benjamin S. Bloom, which emphasizes that the educational process must develop the full potential of students holistically. Therefore, a comprehensive evaluation of the implementation of the full-day school program requires attention to all three dimensions of learning quality. [6]

The urgency of this research is increasingly relevant given the various demands for improving the quality of Islamic education in the current era of educational transformation. Madrasahs are required to produce graduates who excel academically, possess religious character, and possess competencies adaptive to current developments. In this context, research on the implementation of the full-day school program management at MTsN Tarakan City is crucial to uncover how the program management process is implemented, its impact on student learning quality, and the factors that support and hinder the program's success. The results of this study are expected to provide theoretical contributions to the development of Islamic education management studies and become evaluation material and practical recommendations for madrasah managers in increasing the effectiveness of the implementation of the full day school program.

2. Method

This research employed a qualitative research method with a case study approach. This approach was used to gain an in-depth understanding of the management of the full-day school program in improving the quality of student learning at the State Islamic Junior High School (MTsN) in Tarakan City.

Location and Time

This research was conducted at MTsN Tarakan City, North Kalimantan, Indonesia, from February to April 2026.

Research Subjects: Principal of Madrasah, Deputy Principal of Madrasah, Teachers, Education Personnel,

Students of MTsN Tarakan City

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. Implementation of Full Day School Program Management at State Islamic Junior High School (MTsN) in Tarakan City

The full-day school program management implementation at the State Islamic Junior High School (MTsN) in Tarakan City is carried out through the application of educational management functions, including planning, organizing, implementing, and controlling/evaluating. These four functions are implemented in an integrated manner to achieve the madrasah's educational goals, which are not solely focused on academic achievement but also on the development of religious character, skills development, and the comprehensive development of student potential.

Interviews with the madrasah principal, the deputy principal for curriculum, and teachers revealed that the full-day school program planning process begins at the beginning of the school year through a madrasah work meeting involving all elements of educational management. The planning process begins with an analysis of student needs, an evaluation of the previous year's program, identification of the madrasah's potential and challenges, and adjustments to national education policies and community needs.

Program planning focuses not only on developing a longer learning schedule than in regular schools but also includes the development of supporting activities aimed at strengthening student character. These programs include daily worship, Quran memorization, moral development, literacy activities, talent and interest development, extracurricular activities, and academic mentoring programs. All activities are designed to create a balance between academic and non-academic aspects so that students receive a more comprehensive learning experience.

From an educational management theory perspective, the planning process undertaken by MTsN Kota Tarakan demonstrates the application of strategic management principles, placing student needs as the primary basis for program development. This finding aligns with the view that effective educational planning must be oriented toward achieving the long-term goals of the educational organization through needs

identification, program prioritization, and optimal resource allocation.

Observations indicate that the full-day school program planning documents have been systematically compiled, including annual work programs, semester programs, an academic calendar, a schedule of learning activities, and a student character development program. These documents serve as guidelines for the implementation of all educational activities within the madrasah.

The organizational stage is carried out by dividing tasks and responsibilities among all elements involved in program implementation. The madrasah principal serves as the primary person in charge of the program, while the vice principal for curriculum is responsible for managing academic activities. The vice principal for student affairs is responsible for student development and extracurricular activities, while teachers play the primary role of implementing the learning process and character development.

The organizational structure for implementing the full-day school program demonstrates adequate coordination between leadership, teaching staff, administrative staff, and students. Each work unit has clear job descriptions, facilitating coordination and oversight. Furthermore, the madrasah involves the madrasah committee and parents in supporting program implementation through various forms of collaboration aimed at improving educational quality.

Research findings indicate that the success of the program's organization is supported by intensive communication between leaders and teachers. Coordination meetings are held regularly to discuss program progress, evaluate emerging obstacles, and formulate corrective measures. This reflects the application of participatory principles in educational management, enabling all elements of the madrasah to contribute to achieving program objectives.

From the perspective of educational organization theory, the organizational practices implemented by MTsN Kota Tarakan demonstrate efforts to build a collaborative work culture. This culture is a crucial factor in maintaining the sustainability of the full-day school program because it allows for synergy between work units in providing quality educational services. [7]

The implementation of the full-day school program is the most crucial stage in determining the program's success. Based on field observations, learning activities at MTsN Kota Tarakan take place from morning to afternoon, integrating intracurricular, co-curricular, and extracurricular activities. This system provides students with broader opportunities to gain diverse and meaningful learning experiences.

In practice, the learning process is not only oriented towards delivering subject matter but also directed towards developing critical thinking, creativity, communication, and collaboration skills. Teachers implement various active learning models that encourage optimal student engagement. Furthermore, learning activities are integrated with Islamic values, making religious character formation an integral part of the educational process.

The religious habituation program is one of the

hallmarks of the full-day school program in madrasas. Activities such as congregational prayer, Quran recitation, short surah memorization, religious sermons, and moral development are conducted routinely every day. These activities aim to strengthen students' religious character while creating a conducive and Islamic learning environment.

In addition to academic and religious activities, students also have the opportunity to participate in various extracurricular activities such as scouting, sports, arts, language, and student organizations. Participation in these activities provides opportunities for students to develop their talents, interests, leadership, and social skills necessary for community life.

Research shows that the full-day school program creates a more controlled and productive learning environment. The longer hours at madrasas allow teachers to provide more intensive learning support, provide material reinforcement, and provide ongoing character development. This positively contributes to improving the quality of the learning process and student development.

Program evaluations are conducted periodically to determine the success of the program and identify aspects that require improvement. Evaluations were conducted through monthly evaluation meetings, academic supervision, monitoring of student activities, analysis of learning outcomes, and input from teachers, students, and parents.

The evaluation results indicated that most of the planned programs were implemented successfully. However, several aspects still require attention, such as managing student break times, varying learning methods to reduce boredom, and optimizing supporting facilities for learning activities.

From an educational management perspective, the evaluations conducted by madrasas demonstrate a commitment to the principle of continuous improvement. Through systematic evaluations, madrasas can make various adjustments and innovations necessary to enhance the effectiveness of the full-day school program.

2. Quality of Student Learning After Implementing the Full Day School Program Reviewed from Cognitive, Affective, and Psychomotor Aspects.

Research results indicate that the implementation of the full-day school program has a positive impact on improving students' cognitive abilities. This is evident in the increased learning outcomes, ability to understand subject matter, and academic achievement in various subjects.

The additional learning time available allows teachers to provide enrichment materials, deepen concepts, and provide more intensive tutoring. Students have more opportunities for discussions, work on assignments, and receive direct feedback from teachers. These conditions contribute to improved conceptual understanding and critical thinking skills.[8]

Furthermore, the literacy culture developed through the full-day school program also supports the improvement of students' academic abilities. Regular reading, discussion, and presentation activities help students develop analytical thinking skills and improve communication skills.

On the affective side, the study found positive changes in students' attitudes and behavior. The consistently implemented religious habituation program contributes to increased student discipline, responsibility, honesty, social awareness, and awareness of religious practices.

A conducive madrasah environment and more intensive interaction between teachers and students enable the internalization of character values to take place more effectively. Teachers serve not only as instructors but also as mentors and role models, positively influencing students' personality development.

These findings indicate that the full-day school program serves not only as a means of improving academic achievement but also as a medium for character formation, which is crucial in Islamic education. Thus, the educational goal of emphasizing a balance between intellectual, emotional, and spiritual intelligence can be more optimally realized.

Improvements in the quality of student learning are also evident in the psychomotor aspect. Various practical, extracurricular, sports, arts, and skills activities provide opportunities for students to develop motor skills and life skills.

Students' active involvement in various madrasah activities helps them develop self-confidence, collaboration skills, problem-solving skills, and adaptability to social environments. The learning experiences gained through practical activities also strengthen conceptual understanding learned in the classroom.[9]

Research results indicate that students become more active, creative, and independent after participating in the full-day school program. This condition shows that the quality of learning achieved is not only limited to mastery of subject matter, but also includes the development of skills needed in everyday life.

3. Supporting and Inhibiting Factors in the Implementation of Full Day School Program Management.

The successful implementation of the full-day school program at MTsN Tarakan City is supported by several important factors. First, the visionary leadership of the principal and his strong commitment to improving the quality of education. The principal plays an active role in coordinating all available resources to support program implementation.

Second, the high competence and dedication of teachers are key factors in the program's success. Teachers not only carry out teaching duties but also serve as mentors, motivators, and role models for students.

Third, the support of parents and the madrasah committee contributes significantly to the program's sustainability. This support includes participation in madrasah activities, supervision of home learning, and cooperation in developing student character.

Fourth, the availability of adequate facilities and infrastructure contributes to the program's effectiveness. The availability of classrooms, laboratories, libraries, prayer facilities, and extracurricular activities allows for optimal learning

activities.

In addition to these supporting factors, research has also identified several inhibiting factors in the implementation of the full-day school program. One frequently encountered obstacle is student physical and psychological fatigue due to the relatively long learning duration. This situation can impact concentration and motivation to learn if not balanced with engaging learning strategies.

Another obstacle is the differences in academic abilities and characteristics of students, which require a more varied learning approach. Teachers are required to effectively manage their classes so that all students receive educational services tailored to their individual needs.

Furthermore, limited supporting facilities and the need for additional budgets also pose challenges to program development.[10] Implementing activities that last all day requires greater resource support than the regular school system.

However, these obstacles do not diminish the program's overall effectiveness. Through good management, strong coordination, and the commitment of the entire madrasa community, various obstacles can be overcome so that the full-day school program continues to make a positive contribution to improving the quality of student learning at MTsN Tarakan City.

Conclusion

This study concludes that the implementation of exemplary leadership at RA As-Syifa in Tarakan City occurs through three mutually reinforcing dimensions: verbal exemplary behavior, behavioral exemplary behavior, and exemplary worship. These three dimensions are operationalized through structured programs involving the entire institutional ecosystem, ranging from daily habituation systems and character appreciation programs to moral mentoring for educators.

The effectiveness of implementation is supported by internal factors (leadership commitment, organizational culture, integrative curriculum) and external factors (parental support, Islamic environment). Meanwhile, major challenges stem from inconsistent family environments, the influence of digital media, Tarakan City's socio-cultural heterogeneity, and teacher competency gaps in consistently implementing exemplary behavior.

This study recommends three things: (1) strengthening practical and sustainable school-family partnership programs; (2) developing a teacher supervision system that focuses on the character dimension; and (3) formulating exemplary behavior guidelines that are contextualized to the socio-cultural characteristics of Tarakan City as a multicultural border city.

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