

IMPLEMENTATION OF THE CIPP EVALUATION MODEL IN THE FULL DAY SCHOOL PROGRAM AT MADRASAH ALIYAH NEGERI 1 SOPPENG

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Abstract

This study aims to see the extent of the evaluation of the full day school program implemented at MAN 1 Soppeng. This study uses a qualitative research design. This study uses a phenomenological approach. The data sources in this study are information from the principal, teachers and staff, students and parents of students who are also informants in this study. The results of the study indicate that the Leadership Curriculum is comprehensively considered good. 1) Viewed from the context aspect, this policy is driven by the need to create a generation that is not only intellectually intelligent, but also excels in spirituality and morality. 2) Viewed from the input aspect, Overall it is adequate. 3) Viewed from the process aspect, that all aspects are key to the successful implementation of the full day school program. 4) and Viewed from the product aspect, the results of the implementation of Full Day School have been able to improve student achievement and are able to balance academics with their spirituality. 5) The main supporting factors lie in the readiness of competent teachers and adequate infrastructure. On the other hand, there are inhibiting factors, such as student boredom due to long learning durations.

Keywords: Implementation, CIPP Evaluation, Full Day School Program

Abstrak

Penelitian ini bertujuan untuk melihat sejauh mana evaluasi program full day school yang diterapkan di MAN 1 Soppeng. Penelitian ini menggunakan desain penelitian secara kualitatif. penelitian ini menggunakan pendekatan fenomenologi. Sumber data dalam penelitian ini ialah informasi dari kepala sekolah, guru dan staf, siswa serta orang tua siswa juga merupakan informan dalam penelitian ini. Hasil penelitian menunjukkan bahwa Leadership Curriculum secara komprehensif sudah terbilang baik. 1) Ditinjau dari aspek konteks, kebijakan ini didorong kebutuhan untuk menciptakan generasi yang tidak hanya cerdas secara intelektual, tetapi juga unggul dalam spiritualitas dan moralitas. 2) Ditinjau dari segi inputnya, Secara keseluruhan sudah memadai. 3) Ditinjau dari aspek prosesnya, bahwa semua aspek menjadi kunci keberhasilan implementasi program full day school. 4) dan Ditinjau dari aspek produknya, hasil pelaksanaan Full Day School sudah mampu meningkatkan prestasi peserta didik dan mampu menyeimbangkan akademik dengan spiritualnya. 5) Faktor pendukung utama terletak pada kesiapan guru yang kompeten serta sarpras yang memadai. Di sisi lain, terdapat faktor penghambat, seperti kejenuhan siswa akibat durasi belajar yang Panjang.

Kata kunci: Implementasi, Evaluasi CIPP, Program Full Day School



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INTRODUCTION

Education is a means of determining a nation's survival. According to Rahmat and Abdillah, education is a programmed learning experience in formal, non-formal, and informal forms.¹

The full-day school program is a new innovation in educational programs aimed at developing student creativity. Broadly speaking, a full-day school system encompasses a full-day learning or teaching activity, combining intensive teaching with extended class hours to deepen subject matter and foster student self-development and creativity.²

Full Day School is a learning model in which teaching and learning activities take place throughout the day, usually from morning to evening.³ This system provides students with more time to not only attend academic lessons but also engage in various non-academic activities such as extracurricular activities, character building, and other self-development activities. With more time allocated, it is hoped that the educational process can be more comprehensive and in-depth.

Conceptually, Full Day School is not just about extending study hours, but also redesigning the curriculum and learning patterns so that students can develop their potential optimally.⁴ In this system, learning activities take place not only in the classroom but also outside the classroom through fun, creative activities that build life skills. This aligns with a holistic educational approach, one that balances cognitive, affective, and psychomotor aspects.

According to the Ministry of Education and Culture of the Republic of Indonesia, Full Day School is one of the strategies to improve the quality of education and character building of students, in line with the agenda of mental revolution and strengthening character education.⁵ The government believes that by directing students to spend more time in a controlled school environment, they can avoid negative influences from the outside environment such as juvenile delinquency, excessive gadget use, and promiscuity.

The Full Day School program aims to optimize students' learning time at school in order to improve academic and non-academic competencies, reduce negative exposure from the outside environment by keeping students under the supervision of educational institutions, and improve character education through well-programmed intracurricular, co-curricular, and extracurricular activities.

¹ Rahmat Hidayat dan Abdillah, *Ilmu Pendidikan Konsep, Teori Dan Aplikasinya* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), h.24

² Galugu et al., 2019. "CJPE : Cokroaminoto Journal of Primary Education Evaluasi Program Full Day School Di SDIT Insan Madani Kota Palopo," 2:59–66

³ Ali Mohamad, *Strategi Pembelajaran di Sekolah* (Bandung: PT Remaja Rosdakarya, 2012), hlm. 87.

⁴ Suyanto dan Asep Jihad, *Menjadi Guru Profesional* (Jakarta: Erlangga, 2013), hlm. 102.

⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 23 Tahun 2017 tentang Hari Sekolah*, (Jakarta: Kemendikbud, 2017).

One of the main advantages of Full Day School is its ability to reinforce character education and provide more intensive supervision of students. In this context, a supporting issue is parental concerns about negative influences outside the school environment, such as promiscuity, gadget abuse, and juvenile delinquency. By spending more time at school, students are in a more controlled and directed environment, which reduces their exposure to these negative influences.

However, on the other hand, the implementation of Full Day School has also faced a number of criticisms and issues reflecting its shortcomings. One major issue is the psychological and physical burden on students. This system is often considered too tiring, especially for elementary school students, as they must study and engage in activities for almost eight hours a day. This can lead to stress, fatigue, and even decreased motivation to learn if not accompanied by a fun and varied learning approach.

However, Full Day School requires readiness from various aspects, such as the availability of infrastructure, teacher readiness, appropriate curriculum, and parental support.⁶ Without proper preparation, extended learning hours can actually lead to fatigue, boredom, and even psychological distress in students. Therefore, it's important to understand Full Day School not only in terms of the duration of learning hours, but also in terms of the quality of activities and the balance between learning, play, and rest.

Madrasah Aliyah Negeri 1 Soppeng is one of the Islamic high schools in South Sulawesi that has implemented the Full Day School learning system, making it highly relevant as a research location to investigate the effectiveness and impact of this system. Madrasah Aliyah Negeri 1 Soppeng is known as one of the leading Islamic high schools in Soppeng Regency, both in terms of academic and non-academic achievements, so it is interesting to examine how the Full Day School contributes to these achievements.

A research can be conducted if there is a problem, of course this research was born from the researcher's observations who saw several gaps between the facts in the field and the individual expectations of the researcher, for example, the lack of creative and innovative teaching staff at Madrasah Aliyah Negeri 1 Soppeng or MAN 1 Soppeng to design enjoyable learning on a long time scale. Another problem is that there are several students from the Madrasah who often complain that the full day school is less suitable for children who commute between school and their homes which are far away compared to those who live in dormitories because they usually arrive home before sunset which causes them to feel tired and lazy to do activities again.

This study aims to see the extent to which the evaluation of the full day school program implemented at Madrasah Aliyah Negeri 1 Soppeng, whether it provides a good impact to all stakeholders in the Madrasah or vice versa, how is the efficiency and effectiveness of the learning

⁶ Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2011), hlm. 65.

process. After knowing several facts about the full day school system, For that reason the author is interested in raising the research title, namely "Implementation of the CIPP Evaluation Model in the Full Day School Program at Madrasah Aliyah Negeri 1 Soppeng".

LITERATURE REVIEW

Implementation of the CIPP Evaluation Model

In general, implementation is the process of putting a plan, policy, or program into concrete action to achieve predetermined goals. Implementation is a set of interrelated activities designed to translate public policy into tangible services for the public. Implementation can also be defined as the implementation or application of an idea, policy, or plan in the form of practical actions.

Implementation is the bridge between planning and results. In every area of life, including government, education, technology, and the business world, implementation is a crucial step in ensuring that ideas, strategies, and policies bring about real change. With precise and measurable implementation, an organization or institution's vision and mission can be concretely realized.

In a research context, a model can be defined as a representation or abstract depiction of a phenomenon, system, or process being studied. Models serve to facilitate understanding, analysis, and prediction regarding the research object by simplifying complex realities into forms that are easier to understand and test.

Evaluation in education is often interpreted as simply assessing. Once an assessment is completed, it's considered complete. However, this understanding is erroneous or inaccurate. Assessment is a small part of evaluation.⁷

According to Edwid Wandt and Gerald W. Brown, evaluation is an action or a process to determine the value of a process.⁸ Arikunto stated that evaluation is an activity to collect information about how something works, then this information is used to determine the right alternative in making a decision.⁹

Evaluation is an action taken to determine the level of success of an educational, teaching, or training program. Conducting an evaluation requires high-quality information or data.¹⁰ To determine the level of success of a program, it is necessary to conduct something called an evaluation.

⁷ Ashiong dan Munthe, "Pentingnya Evaluasi Program di Institusi Pendidikan", *Scholaria* 5, no. 2 (Mei 2015), h. 1.

⁸ Sudijono Anas, *Pengantar Evaluasi Pendidikan* (Cet. XV; Jakarta: PT. RajaGrafindo Persada, 2016), h. 1.

⁹ Susilawati dan Zulfiati Zulfiati, "Evaluasi Program Pelatihan Berbasis Kompetensi Di Unit Pelaksana Teknis Daerah Balai Latihan Kerja Karawang (Penerapan Model Evaluasi CIPPO)", *Jurnal Pendidikan Teknik dan Vokasional* 2, no. 1 (2016): h. 39-40.

¹⁰ Sitti Mania, *Pengantar Evaluasi Pengajaran* (Cet. I; Makassar: Alauddin University Press, 2012), h. 4.

CIPP (Context, Input, Process, and Product) is an evaluation model developed by an expert named Daniel L. Stufflebeam in 1966. This evaluation model is defined as an effort to describe, obtain, and provide information.

The CIPP model is based on learning by doing, which is a continuous effort to identify and correct errors in evaluation practices, to discover and test new procedures as needed, and to maintain and incorporate highly effective practices. The CIPP model provides guidance for assessing a program's context, inputs, processes, and products.

Context evaluation helps plan decisions, determine the needs to be met by the program, and formulate the program's objectives. Input evaluation helps determine alternatives, organize decisions, determine available resources, and determine the plans and strategies for achieving them. Process evaluation focuses on the extent to which program activities have been implemented, while product evaluation focuses on the results achieved, what is done after the program is running, and what decisions are made next. Product components are equivalent to outcomes.¹¹

Based on the description above, it can be concluded that the CIPP model evaluation does not only evaluate the results, but also all aspects, including context, input, process, and product aspects, so that the assessment carried out is complex or comprehensive.

Full Day School Program Concept

A program is a plan involving various units that contains policies and a series of activities to be carried out within a specific time period. In this case, a program consists of activities or a series of activities to be planned.¹² A policy implemented as a planned activity is called a program. A program is an activity or actions designed to implement a policy and implemented for an indefinite period of time.¹³ Thus, a program is a policy that is implemented for an unlimited time.

Full day school The word "full" comes from English, meaning "full," "day," and "school." Combined, it means "school all day." Full-day school is a learning system that incorporates full-day teaching and learning activities, combining intensive learning with additional hours for in-depth study and personal and creative development.¹⁴

Another opinion states that full-day schools are a characteristic of integrated schools, where learning requires schools to plan lessons from morning to evening. Full-day schools combine the

¹¹ Misykat Malik Ibrahim, *Evaluasi Program Bidang Pendidikan* (Cet. I; Makassar: Alauddin University Press, 2013), h. 33.

¹² Rusydi Ananda, , dan Tien Rafida ,*Pengantar Evaluasi Program Pendidikan* , (Medan: Perdana Publishing, 2017), h.5

¹³ 6Wirawan, *Evaluasi: Teori, Model, Metodologi, Standar, Aplikasi, dan Profesi* (Cet. III; Jakarta: RajaGrafindo Persada, 2016), h. 25.

¹⁴ Ahmad Mushlih, dkk., *Analisis Kebijakan PAUD: Mengungkap Isu Menarik Seputar AUD*, Wonosobo: Mangkubumi, 201). Hal. 76.

general school model with intensive religious instruction. These schools use the government's national curriculum. Full-day schools design learning to be relaxed, enjoyable for students, and focused on character development.¹⁵

Full day school is a program that has been pioneered by several schools in Indonesia, which is an alternative education program, through the provision of longer learning time so that the character building process in students will be more optimal, because schools can implement the learning process and the process of instilling character values in the school environment which is regulated and structured in the school curriculum.

Full day school A full-day school is a full-day school, or teaching and learning process that runs from 6:45 AM to 3:00 PM, with a two-hour break. This allows schools to freely schedule lessons, tailoring them to the subject matter and incorporating in-depth study. The priority of a full-day school is scheduling subjects and deepening the curriculum.¹⁶ Education with a full day school system is a learning system that is carried out in teaching and learning activities that are carried out all day long by combining an intensive learning system with providing additional special time for in-depth study for five days.

With this system, it is hoped that education will be able to produce religious, skilled, and humanistic characters, all of which are summarized in the goals of integrated education. Full-day school is a translation of the concept of effective school, which is intended to create or strategize an effective and productive environment for the ongoing educational process of students. As a consequence, children are given more time in the school environment.¹⁷

It can be simply concluded that full day school is a teaching and learning activity that is carried out all day from morning to evening with the aim of maximizing learning in the classroom, and developing the character of students so that students can develop their individual potential through full guidance from teachers.

RESEARCH METHODS

This study uses a qualitative research method. The method used is descriptive. Descriptive methods are used to collect data and organize it systematically, factually, and accurately. Descriptive research aims to explain or describe a situation, event, object, or anything related to the subject being studied..This research was conducted at MAN 1 Soppeng, located at Jalan Kayangan No. 162, Lalabata District, Soppeng Regency, South Sulawesi. The location indicates that the institution

¹⁵ Rinja Effendi, dan Ria Ningsih, Pendidikan Karakter di Sekolah, (Pasuruan: Qiara Media, 2020), hal. 167.

¹⁶ Baharuddin. Pendidikan dan Psikologi Perkembangan. (Yogyakarta: AriRuzz Media. 2017)

¹⁷ Sulistyaningsih Wiwik, Full Day School dan Optimalisasi Perkembangan Anak, (Yogyakarta: Paradigma Indonesia, 2008), 61.

has implemented a Full Day School program and has never been evaluated using the CIPP model, which is interesting to study.

This research is descriptive in nature, using a phenomenological approach to provide a holistic description and explanation of the phenomena studied. The data sources used include primary data (obtained directly from the Madrasah Principal, students, parents, and several teachers) and secondary data (obtained indirectly through related documents or records).

Data collection was conducted under natural conditions using the primary techniques of structured observation, in-depth (structured) interviews, and documentation. The primary research instruments were the researcher herself, the interview guide, and documentation related to strategic management and teacher performance. The collected data were then analyzed using the stages of data reduction (selecting the main points), data presentation (in the form of narrative text), and drawing conclusions (critically based on field facts).

The validity of the data was tested using source triangulation techniques, which involved collecting data from various stakeholders (Madrasah Principals, teachers and Madrasah officers) for checking and comparison purposes.

RESULTS AND DISCUSSION

Context Evaluation of the Implementation of Full Day School at MAN 1 Soppeng

As mentioned earlier, context evaluation is the most fundamental aspect in assessing a program. Simply put, context is the planning aspect in developing or initiating a program to be implemented.

The context evaluation stage identifies those who have the potential to significantly influence the program's success. To achieve this, researchers must gather background information on the program, interview leaders, and conduct interviews with program participants. Key stakeholders in the evaluation are identified, the program's objectives are identified, and the data to be reported is collected.

The background to the implementation of Full Day School at Madrasah Aliyah Negeri 1 Soppeng is to improve the quality of education and character development of students by creating a religious and disciplined learning environment and students can improve their achievements both in academic and non-academic aspects.

The implementation of full-day schooling also emerged as a response to the limited learning time available in the regular system. Many Islamic schools face the challenge of balancing the government-mandated general curriculum with their distinctive religious curriculum. This often results in less than optimal learning hours. With full-day schooling, Islamic schools have more time to integrate the national curriculum with the madrasah-specific curriculum, allowing students not

only to master general knowledge but also to develop spiritual development and strengthen daily religious practices.

Furthermore, the full-day school policy emerged as a strategy to maximize student potential through structured, all-day learning. This approach not only provides students with additional study time but also opportunities to participate in worship services, religious guidance, and extracurricular activities that support their talents and interests. According to Suyatno, this program is expected to be an educational innovation capable of addressing moral degradation while simultaneously improving academic quality.¹⁸

The goal of implementing full-day school in madrasas is not only focused on improving academic achievement, but also encompasses character development, social protection, and comprehensive development of student potential. These findings indicate that full-day schooling aligns with the madrasah's vision of producing a generation of Muslims who are knowledgeable, devout, and virtuous, and ready to face the challenges of the times.

Based on the interview results, it can be concluded that the background to the implementation of full-day school in madrasas was driven by the need to address the increasingly complex challenges of the times, particularly regarding student morality. Madrasas felt that the regular learning time was insufficient to balance the national curriculum with the religious curriculum. Therefore, full-day school was implemented as a solution to provide students with more learning time while also protecting them from negative environmental influences.

From a vision and mission perspective, interviews indicate that full-day schooling in madrasas aims to produce students who excel academically, possess religious character, and are prepared to face global challenges. This vision is articulated in the mission statement through the implementation of integrated learning between the general and religious curricula, the instilling of daily worship practices, and the provision of extracurricular activities. This aligns with the general vision of madrasas, namely to produce a generation of Muslims who are knowledgeable, faithful, and virtuous. Thus, there is a strong alignment between the vision and mission of madrasas and the vision and mission of full-day schools.

Meanwhile, according to interviews, the goal of implementing full-day school in madrasas is to instill discipline, responsibility, and good morals through more intensive habituation and supervision. Furthermore, it can protect students from negative influences outside the school environment and develop their overall potential through structured activities throughout the day. These goals demonstrate that full-day schooling is not solely focused on academics, but also on character development and comprehensive self-development.

¹⁸ Suyatno, Pendidikan Karakter Melalui Full Day School, Jurnal Pendidikan Islam, 2019.

Thus, it can be concluded that the implementation of full-day schooling in madrasas has a strong foundation, both in terms of educational needs, alignment with the institution's vision and mission, and the practical goals to be achieved. This program is expected to produce madrasa graduates who are intellectually superior, possess Islamic character, and are able to compete in the dynamics of modern life.

Evaluation of Input from the Implementation of Full Day School MAN 1 Soppeng

The success of full-day schooling in madrasas is determined not only by internal school management but also by parental support and participation. Strong collaboration between schools and parents will create a conducive, balanced, and sustainable learning environment, enabling holistic educational goals to be achieved.

Teacher preparedness is a key pillar in the success of full-day schools. Teachers are required not only to teach material but also to serve as mentors and role models for students during their time in the madrasah environment. This requires high levels of pedagogical, social, professional, and personal competence, given that teacher-student interactions are longer than in regular schools.

In addition to teacher readiness, curriculum suitability is a crucial aspect to consider. The full-day school curriculum is designed to integrate academic, spiritual, and extracurricular activities, ensuring a more varied learning experience and preventing boredom. Yulianto emphasized that a good curriculum must balance the study load and student rest time. The availability of infrastructure such as classrooms, mosques, rest rooms, laboratories, and sports fields is also a significant supporting factor in the success of this program.¹⁹

In this case Teacher readiness is a key factor in the successful implementation of full-day schooling. Madrasah teachers generally demonstrate a high level of commitment to their duties, both in intracurricular and extracurricular activities. However, some teachers still face challenges in time management and mental preparedness due to longer school hours. This demonstrates the need for ongoing training and strategies to manage teacher workload to maintain the quality of learning.

In terms of curriculum suitability, it was found that madrasas have attempted to integrate the national curriculum with Islamic content and character building. This model is considered consistent with the madrasah educational vision, which emphasizes a balance between academics, spirituality, and morals. However, the density of material and the limitations of integrative methods remain challenges, necessitating more flexible curriculum innovations to avoid overburdening students.

¹⁹ Yulianto, S., "Profesionalisme Guru dalam Sistem Full Day School," Jurnal Manajemen Pendidikan Islam, 2020

Regarding facilities and infrastructure, research shows that most madrasas already have basic facilities such as classrooms and places of worship. However, there are still limitations in supporting facilities, such as laboratories, reading rooms, healthy canteens, and recreation areas. These deficiencies have the potential to reduce student comfort in the full-day school program, which requires longer learning hours. Therefore, strengthening facilities and infrastructure is a critical priority to support the program's sustainability.

Meanwhile, financial support and parental participation have been shown to significantly impact the success of full-day schools. Parents not only support financially through contributions to school needs, but also participate in committee activities, provide learning motivation, and support their children's character development. However, this participation is uneven, as some parents face financial and time constraints. This highlights the need for a more inclusive partnership between schools and parents to ensure sustainable support.

Overall, teacher preparedness, a relevant curriculum, adequate infrastructure, and parental support are four crucial pillars for the success of the full-day school program in madrasas. If these four aspects can be optimized synergistically, the full-day school's goal of developing students who excel academically, have character, and are religiously sound can be achieved more effectively.

Process Evaluation of the Implementation of Full Day School at MAN 1 Soppeng

The implementation of full-day school in madrasas is not only interpreted as increasing study hours, but also as an effort to manage students' time more effectively. In Islamic educational management theory, the regulation of learning time in schools serves to maintain a balance between students' cognitive, affective, and psychomotor aspects. This aligns with the concept of time management in modern education, which emphasizes the importance of dividing time proportionally between study, rest, worship, and self-development through extracurricular activities.

Learning activities in full-day schools are positioned as the primary activity, with a longer time allocation than in regular schools. However, this extra time is not solely filled with academic lessons, but also with religious reinforcement, moral development, and memorization activities. The management of the full-day school curriculum in madrasas successfully integrates intracurricular, co-curricular, and religious activities, thereby achieving the goal of developing students' religious character. Thus, Islamic curriculum management theory is implemented in a balance between general knowledge and religion.

Break times are an integral part of time management. According to Yanti & Marlina's research, the success of implementing full-day schooling depends heavily on schools' ability to

provide adequate breaks to prevent student burnout.²⁰ Educational psychology theory also emphasizes that student concentration will decrease if they are not given proportional break times, so that the arrangement of these breaks is very relevant to maintaining the effectiveness of learning.

The research results show that the successful implementation of the full-day school program in madrasas is inseparable from the role of the principal, teachers, and parents in supervising student activities. The principal acts as an educational manager, setting policies, overseeing the program, and ensuring all activities are aligned with the madrasa's vision and mission. Teachers play a direct role in overseeing student learning, discipline, and academic and non-academic development. Meanwhile, parents play a role in supporting and supervising the continuation of their children's education at home, thus creating continuity between education at school and within the family environment.

Based on the analysis, the implementation of learning, rest, worship, and extracurricular activities within the full-day school program plays a crucial role in shaping students' religious, disciplined, and independent character. The integration of formal learning, spiritual activities, and self-development activities provides a comprehensive and holistic educational experience. Thus, full-day school is not only oriented toward academic achievement but also toward fostering moral values and life skills.

Furthermore, effective study time management allows students to balance academic activities, rest, religious activities, and extracurricular activities. Proportional time management has been proven to prevent student burnout and support the development of their academic and non-academic competencies.

Furthermore, the success of full-day schooling is largely determined by the supervisory roles of the principal, teachers, and parents. The principal serves as a director and policymaker, teachers as daily mentors, and parents as external partners who ensure the continuity of education at home. This synergy aligns with Ki Hajar Dewantara's three-point education concept, which emphasizes collaboration between school, family, and community.

Thus, it can be emphasized that learning time management, implementation of balanced learning activities, and collaborative supervision from the principal, teachers, and parents are the keys to the successful implementation of the full day school program.

Product Evaluation of the Implementation of Full Day School at MAN 1 Soppeng

The full-day school program is theoretically believed to improve student academic achievement because it provides extended learning time and opportunities for teachers to deepen

²⁰ Neni Yanti., & Marlina, S. (2022). "Problematisasi Penerapan Full Day School pada Madrasah di Bengkulu Tengah." *Jurnal As-Salam*, 6(2), 221–234.

subject matter. According to Kurniawan, one indicator of educational success is optimal academic achievement, which can be enhanced by increasing learning hours and strengthening intracurricular and extracurricular activities.²¹

Several interviews conducted at Madrasah Aliyah Negeri 1 Soppeng revealed that the implementation of full-day school has significantly contributed to improving student academic achievement. The increased learning hours and more structured time management allow teachers to provide in-depth material, while students have greater opportunities to develop cognitive competencies.

Furthermore, integration with religious and extracurricular activities strengthens students' discipline, motivation, and character, which in turn supports their academic achievement. Therefore, it can be concluded that student academic achievement in the full-day school program is not solely determined by cognitive aspects, but also influenced by psychological, spiritual, and social factors, all integrated together.

On the other hand, the follow-up aspect of the full-day school implementation has also proven to be a crucial element for the program's sustainability. Regular evaluation, monitoring, and joint reflection between schools, teachers, and parents play a role in maintaining the program's quality. The evaluation results, followed up with curriculum improvements, teacher competency enhancements, and infrastructure enhancements, demonstrate that full-day school is a dynamic program that requires continuous adaptation. This follow-up also ensures that the full-day school's goal of developing students who excel academically, have character, and are religiously sound, can be optimally achieved.

Overall, these two aspects are closely interrelated. Improved student academic achievement can only be achieved sustainably if supported by systematic and planned follow-up. Without evaluation and improvement, gains can be temporary. Conversely, appropriate follow-up will strengthen learning effectiveness, increase student motivation, and strengthen parental trust in the madrasah. Therefore, the success of full-day schooling lies not only in initial implementation but also in consistent follow-up by all relevant parties.

The results of the study show that this program is worth continuing, but still needs to consider several considerations and improvements to several supporting factors for this full day school program, for example the facilities and infrastructure and providing training to teachers so they can be more creative in teaching.

²¹ Kurniawan & Lestari, N., "Tujuan dan Dampak Full Day School terhadap Pembentukan Karakter," Jurnal Tarbawi, 2021

Supporting and Inhibiting Factors in the Implementation of Full Day School at MAN 1 Soppeng

The implementation of full-day schooling has several supporting factors that are fundamental to its success. These factors include competent teachers, an integrated curriculum, adequate facilities and infrastructure, and full support from parents and the community. With this support, madrasas are able to create a conducive, varied, and effective educational climate for student development.

From the results of the interviews above, it can be understood that there are several factors inhibiting the implementation of this full day school program, including limited funds, adaptation of study time, less than optimal dormitory facilities, physical and mental readiness of teachers and students, lack of teacher training, and limited or insufficient time to gather with family.

The implementation of full-day school at Madrasah Aliyah Negeri 1 Soppeng can run well if supporting factors are continuously strengthened and inhibiting factors are minimized through evaluation, facility improvements, and cooperation between the school and parents.

The success of full-day schooling is largely determined by internal supporting factors such as teachers, curriculum, and infrastructure, as well as external factors such as parental support. Conversely, obstacles arise if these aspects are not met properly, which can ultimately impact the quality of learning and the achievement of educational goals. Therefore, follow-up in the form of evaluation and continuous improvement is essential to minimize these inhibiting factors.

It can be concluded that the implementation of full-day school is influenced by interrelated supporting and inhibiting factors. The main supporting factors are competent teacher readiness, an integrated curriculum that encompasses academic, character, and spiritual aspects, and adequate infrastructure to support learning activities throughout the day.

In addition, parental support, both in the form of participation and financial assistance, contributes greatly to the sustainability and success of the full day school program.

On the other hand, inhibiting factors frequently arise in the implementation of full-day school, such as student boredom due to long learning periods, limited qualified teaching staff, and a lack of facilities to support learning and extracurricular activities. External factors such as family economic conditions also play a role, particularly for parents who feel burdened by the additional costs required by this program.

CONCLUSION

Based on the results of research and literature review, it can be concluded that the implementation of Full Day School in madrasas is an educational innovation aimed at improving the quality of learning while strengthening character education. The main background to the

emergence of this policy is driven by the challenges of globalization, the influence of an unfavorable social environment, and the need to create a generation that is not only intellectually intelligent, but also excels in spirituality and morality. The main goal of implementing this system is not simply to extend learning time, but rather to build an integrated educational system between academic activities, religious activities, and character development. Thus, Full Day School in madrasas is expected to produce graduates who have a balance between cognitive, affective, and psychomotor aspects.

The success of the Full Day School implementation depends heavily on teachers' readiness to prepare creative classroom learning so that students do not feel bored during the learning process, the appropriateness of the curriculum, and the availability of educational facilities and infrastructure. Teachers play a crucial role not only as instructors but also as guides and caregivers for students throughout the day. A curriculum that is designed in an integrated and flexible manner can reduce student boredom and increase learning effectiveness. Meanwhile, infrastructure such as comfortable study rooms, places of worship, extracurricular activity rooms, and other supporting facilities are crucial factors in supporting the implementation of learning activities throughout the day. Parental support and participation are also important factors in maintaining the sustainability of the Full Day School program.

However, the implementation of Full Day School is not without its challenges. Some frequently encountered obstacles include student boredom due to long learning hours, limited professional teaching staff, a lack of supporting facilities, and the additional financial burden felt by some parents. Therefore, madrasas need to implement innovative strategies, such as varying learning methods, proportional time management, and effective communication between teachers, students, and parents.

The implementation of Full Day School in madrasas has significant potential to improve educational quality and shape student character. However, the success of this program depends heavily on the educational institution's ability to optimize supporting factors and mitigate inhibiting factors through ongoing managerial, pedagogical, and collaborative innovation.

RESEARCH IMPLICATIONS

The implications of this research suggest that madrasas need to prioritize human resource readiness, infrastructure availability, and balanced time management between academic activities, religious activities, and rest. Madrasas also need to develop learning innovations that adapt to student needs. Enjoyable and contextual learning methods can help reduce learning boredom caused by long learning sessions.

Teachers play a crucial role in the success of Full Day School, so improving their pedagogical and professional competencies must be a top priority. It is recommended that teachers participate in ongoing in-service training programs, workshops, and lesson study to strengthen their skills in managing learning throughout the day.

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