

Building Positive Character, Protecting Negative Effect Environmental and Teaching Wisdom Local Culture by Full Day School to Rural Area Students

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Abstract: All schools have problems about bad characters and loss of social norm from schools' students, but full day school still not yet become a chosen by them. The research was action research of discovering whether increase positive impact in the positive character, security environment wisdom exposed to negative and local culture can accomplished by the application of the Full Day School program. This research is to find the effect at the school of the application of rural FS. The research results show that the first, Full Day school (FDS) in rural area school is able to maximize time to communicate with students to build good character such as religious, social and environment care to students. Secondly, FDS in rural school area can protect students from bad effect out-side school environment which influences negative as drug users, environment free sex, bad motorcycle group and other. Third, FDS give enough opportunity for students to learn together with family and society about local culture. They can have time with family from morning till noon on Saturday and Sunday that would improve wisdom to local culture and family activities. It can be concluded that FDS in rural school area has positive effect to build positive and good characters for students. It is recommended to be applied in other schools.

Keywords: Full Day School (FDS), Positive character, negative effect environment protection, Wisdom local culture.

I. Introduction

Full Day School (FDS) is one of innovation from education ministry of Indonesia to reach character building of students. Although FDS has many benefit for school and students, but many rural school do not take this program. Many reasons from school that reject FS Readiness, the students' parents and school management /the one who did not allow for the implementation of FDS based on preliminary observations when the researchers into schools in rural environment of a school were 5 working days or often called full day school (FDS). Saturated conditions should be an innovation for the problem in the context of good. As David (2009) said that a leader should be able to look at an image of a large organization to reach better. Hence would not wrong for full day school that has so much excess applied luminance schools ready.

In terms of the readiness of infrastructure for there were several schools in rural areas to more prepare from of urban schools Area schools can give, dugout the circulation and can even provide space for study in a natural hollow. It is of course all very supportive of FS.

It is real that FS is supported to build strong character for students. This concept is stated by Mujayanah (2013: 13) full day school is a model an alternative education, where school tuition the entire day in school to perform the process of learning and the process serve. Then, rural school or city school has same chance to take this program to be more action in education at school.

Full day school derived from English, having meaning school all day long. Baharuddin (2009) expressing that full day school is school all day long , or the learning process conducted from at 06.45 in the morning to 15.00 in the afternoon with duration break any two hours once. Thus school can arrange timetables with the deepening of material. According to Mujayanah (2013) full day school is a model an alternative education, where school tuition the entire day be in school to perform the process of learning and the process serve. Learning in the system full day school not have only been formal, but there are a lot the atmosphere learning of informal and not rigid and fun for students. Full day school in Mushlihah (2009:17) is one of creation or innovation learning to make school, superior innovative and creative with integrated learning system based on faith and *taqwa* (*IMTAQ*), and science and technology, science and technology. Besides, FDS systems provide so many opportunities for students to explore in greater depth, lessons topics ability to consume in positive a good environment and prepared to develop education in precisely according to a predetermined curriculum.

Moreover, Hilalah (2009) thought that full day school is a learning conducted a basic entire day integrated curriculum and integrated activity or nearly all activity son were in school, start to eat, play, and worship are at environment in education sector. Full day school emphasis on the components are regular and good to support the process adult for students through the effort to teaching and training and time in schools that are long or longer in general than with school based on the concept of integrated curriculum and integrated activity. The full day school according to Baharuddin (2009) is an alternative to address long-standing issues, education good in achievement it moral or moral or. By following full day school, parents to prevent and neutralize the possibilities of children to bad habit from students' activities.

According to Abdul Malik character development is capability of producing, development resources to realize belonged tough intelligent intellectually, social and spiritual dedication and discipline, and has honest, are tenacious and innovative. Character education seeks to help the children kindly born and inner soul, of the nature of civilization basically toward human and better (Sukrisman, 2014). Elkind & Amp Sweet (2004), said that character education is the realize efforts to help people to understand, care about, and act upon core of ethical values. When we think about model of character we want for our children, it is clear that we want them be able or to judge what is right, care deeply what is right, and then do what they to be right, able to face of pressure from others and hooks from within. Character education is the manners of a plus education which basically is teaching in schools that aimed to develop students by means of character judgment and knowledge values involve community as moral strength and confidence in his life through honesty, trustworthy, discipline, and cooperation that emphasizes the affective (feeling/attitude) without leaving the cognitive, rational thinking, and the skill (skill, skilled processing the data, said the opinion, and cooperation).

Then, the concept of protection/theory students from the negative very dangerous negative environment for the development of the students. The earthquake or instability which in close someone cause to be agitated and anxious, due to the much reached safety and peace in life. So it is with the state of social and political, if unstable, so will cause people feel fear, anxious and uneasy, and circumstances as will enable again to attitude who seek security sometimes suspicion, what unwarranted, a hatred for the others, on sheep, slanderous and others .

Moreover, about the function of FS to the culture and ethic building, education and culture of character-based been education a methodology toward the creation of the principles and the character of a child in participants through the integrated school curriculum developed in (Lestari, 2022). Expert sense culture give local culture as follows: first, super culture and applies for all the cultural, for example national culture. Second, culture and culture more specialized, for example according to the ethnic, profession, area, for example Sunda culture. Third, subculture, is culture in a culture, but not contrary to parent culture, culture royong should for example. Last, counter-culture, at equal to subculture, for example a part derivative of culture, but counter-culture parent is opposed to culture, for example culture individualism.

Based on the environment, human resources and SMA N 3 East Kikim in Lahat tried to choose FS as curriculum strategy in implementation, so FDS applied at the school to become the pilot project in rural school contribute positively towards the improvement of the positive character of students, increase on the environment protection negative and increasing the knowledge and wisdom the local culture of the students.

The formulation of a problem in the act of this can research of lies as follows: 1) how is the FDS in school of Rural area in building positive character for students? 2) How is the concept of FDS in school of Rural area in protecting negative environment effect for students? 3). How is the FDS increase local culture wisdom of students in rural area. How is control and evaluation system of FS in rural school?

II. METHODS

Subject and object action research on the subject it is a whole educators in SMA Negeri 3 East Kikim South Sumatra provincial Lahat regency. The total of 21 persons. The study area is the policy of rural schools Full Day School (FDS). This is the research on SMAN 3 East Kikim by address Palembang Transmigration in the region of eastern South Sumatra province Lahat district. This research is three months and ten days from the date of 10 October until 10 December 2022.

Procedure of this research was carried out by one person acting as researchers main and assisted by two observers the vice principal of the curriculum and vice principal of student as an observer first and second as an observer. Secondly, an observer only act as observer and present all the time of the main act application of the rules and discipline of the school and the school system FDS.

This research consist of two cycles, every cycle done for two weeks in learning and teaching activity. Activities the application of a series of learning and teaching activity in FDS program is started during 10 day work in two weeks. Primary school on Friday to the number of an hour on 8 hours for a day in average. Before setting to the research, researcher first prepared: 1 structure curriculum for the learning and teaching activity FDS 2) a letter of assignment the division of teaching hours for the learning and teaching activity FDS 3) timetable learning and extracurricular for the learning and teaching activity FDS. 4) Chief for approval the

application of learning and teaching activity FDS. 5) The meeting's agenda the council of teachers and committee to approval the application of learning and teaching activity FDS the act of in this research , in every cycle: two cycle in the senior high school of Lahat the province of south Sumatra as following;

1.1. Steps of research in Cycle 1

1. First meeting , researchers acting as researchers main ,
2. Conduct general meeting with the council of teachers , the committee and staff administrative school
3. The decision of meeting of preliminary agreement to experiment application of the system learning with FDS used as the basis early researchers to regulate and issued a number policy for the administration of learning FDS.
4. After administration learning with the system FDS arranged as the division of teaching tasks, learning schedule, staff schedule, schedule of the use of the laboratories and others are done, then researchers observed the implementation of this policy.

After all action taking place through mentoring researchers do to cycle one / first meeting, then researchers do analysis and reflection .In an analysis and reflection, researchers heed or based on all input from an observer in the form of both a written record in sheets it works and advice oral through discussion between observer and researcher, as data to plan cycle two.

1.2. Steps of research Cycle 2

In this cycle , based on a record of and observers the results of the discussion on first cycle after the researchers analyzed and took reflection, then the researcher plan the act of through the application of FDS program with the system FDS in cycle both as follows: 1. On the second cycle, researchers asked all parties FDS management such as vice principal of curriculum to control and make sure that teachers classes can perform the task well according to the conditions in learning activity of FDS who consider the condition of students in particular at learning activity in afternoon. 2. Researcher asked vice principal of student to be more active in falling pitch ensure students kept learning activity until the last hour every day especially learning activity in session of afternoon .3. Researcher also asked facility division and infrastructure for proactive furnish student and teachers needs to comfort run learning activity from the morning to afternoon the herrings

The research also requests the staff of equipment and infrastructure for being active to complete the needs of students and teachers for comfort of running learning and teaching program from morning to evening. Preparation is like a toilet condition, The school cafeteria, school mosque, classroom, teacher's room and so on.3.observer is still performing Observing tasks to monitor whether researchers have fixed / implemented all inputs from both record and discussion with researchers at the end of the first cycle in order to optimize the results of the study of FDS applications with in rural schools.

With the end of the second cycle means complete research this researcher did, then all data/values of preparation, Examination of cycle 1, Executing cycle 2 and photos of activity during research researchers collected, The next researcher compiled a research report as evidence the research had completed the research did.

1.3. Analysis and Reflection

As material for analysis and reflection, then the researcher first prepared sheets work an observer. In sheets work an observer work to observe or monitoring and give comment about all benefits and weakness activity done by researcher about FDS in rural school. While input besides in the form of notes also cited an observer in verbally through a discussion with researchers .All the records and discussions with an observer, researchers made starter to an analysis as a reflection then researchers do change and consideration for researchers do in the act of researchers in planning cycle next .

1.4. Schedule of learning and teaching activity for FDS

Table 1 Schedule of learning and teaching activity for FDS in rural area

No	Activity date	Kind of activity	Notes
		a. Composing the concept of / material the application of FDS learning and teaching activity for schools rural	
	10 October 2022 to 12	b. construct the administration of the teachers'	

1	October 2022	board meeting, business and committee for discussion of the application of FDS c. Composing work of an observer, the survey and various schedule relating to the application of FDS teaching and learning d. Set up a learning and teaching agenda to fill student activity on the application of learning and teaching in FDS program. e. Prepared means of control the application of FDS as absent, sheets of report, and others. f. Prepare the notification letters to the parents about the application of / FDS for teaching and learning
2	17 October to 17 November 2022	Implementing to cycle 1 for FDS learning and teaching activity program at SMA N 3 Kikim Timur.
3	18 to 19 November 2022	Reflation and planning arrange to cycle 2 in implementing FDS at SMA N 3 Kikim Timur.
4	20 November to 20 December 2022	Implementing to cycle 2 for FDS learning and teaching activity program at SMA N 3 Kikim Timur.
5	21 to 24 December 2010	Report

2.5. Technique of data collecting

Technic of collecting data in this research, researchers collected research data through instruments; 1. Document of conception FDS for rural schools. 2. Administration approval and school readiness in the application of learning-teaching and extracurricular for the FDS setting. 3. Schedule of learning-teaching and extracurricular for set FDS. 4. Taking data of opinion about the FDS application. 5. School observational application of learning-teaching and extracurricular to set up FDS. Research data analysis is done with analysis of observation and implementation of learning-teaching and extracurricular for the FDS setting.

III. Results And Discussion

Result of Research

Research from cycle of teaching and learning activities and for setting school extracurricular FDS in a rural school in cycle research action this school obtained to the research the first said, how the application of teaching and learning activities and for setting FDS extracurricular school rural. Both, what obstacles caused by teaching and learning activities and for setting FDS extracurricular school rural schools. The results can be described that observation first of extracurricular school teaching and learning activities and for setting FDS can be described as follows:

1. Implementation of FDS in building good character of students in rural Area

The concept of FDS applied in Schools rural areas take a sample in SMAN 3 east Kikim can be reported: 1. based thought application is to: 1) maximize time for the implementation of culture / attitude noble starting from morning the application of discipline and eager to study until afternoon is agenda prayer heads who trains school tuition be religious persons; 2) maximize the time of signature in in the school students to interact with individuals educated so can reduce malign influence social environment unhealthy as motorcycle gang, group drug users, addict of alcoholic drinks and others; 3) give a specific time to interact with family environment and to run local knowledge as petrified parents , to help society that gotong royong , help to neighbors traditional ceremony and others .

The result of research about building good character of students in rural Area Rural schools by FDS program or policy such as table below:

Table.2 Teacher perception of FDS implementation in rural school In building good characters for students

N	1	2	3	4	5	6	7	8	9	10	1	1	1	1	15	1	17	1	1	2	2	T	Perc
O											1	2	3	4		6		8	9	0	1	O	enta

IT E M	A N	K Z	S Z	R B	N I	R H	L W	A W	S H	T H	D T	M I	F D	R A	HP	D A	KL	P K	M S	N S	D S	T A L	ge
A 1	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	3	3	3	3	7 6	90,4 8
A 2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	3	4	4	8 0	95,2 4
A 3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	7 9	94,0 5
A 4	3	3	3	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	7 2	85,7 1

From table above there are 21 teachers give response that by implementing FDS in their school the students get increase in showing good characters. The good characters which are gotten by teacher observes such as: the first, 90,48 teacher agree that by implementing FDS in Senior High School, the students' positive characters can be kept and increase. Secondly, 95,24 teachers stated that the religious character of students' can be increased from students' activity such as prayer *dzuhur* and *ashar* together, group of speech in school *Musholla*, reading Quran regularly and *infaq* movement. Thirdly, 94,05% teachers state that after implementing of FDS in the school, by FDS which provides longer time in school, that management of school can be implemented environment keep program to students, so it can be seen that the students show increasing in care to keep school environment. The last, 85,71% teacher said that students are more polite after FDS implementation. Data also shows that the students have more care to their teachers and friends. It because longer time in communication, so they can know each other more.

Research finding also shows that the system of Full day school (FDS) in rural area is implemented to improve and build good character for students as specified in the timetable learning and extracurricular as following

Table 1. The time table of FDS in school of rural area
Action research in SMA Negeri 3 Kikim Timur

NUMBER	CURICULAR AND CO CURICULAR LEARNING AND TEACHING AGENDA/ EXTRACURRICULAR	DAY AND TIME
1	curricular and co-curricular learning and teaching for main subjects	Monday to Thursday 07.30 am to 03.20 pm
2	Pray <i>Zuhur</i> together and speech to build religious character for students	12.15 to 12.45 pm (Every Day)
3	Activity pray <i>Jum'ah</i> for boy students on society mosque near school	Friday, on 11.15 am to the end.
4	Gymnastic activities counseling training culture morning together and healthy life	Friday 07.30 to 08.00 am
5	Self-development/extracurricular	Thursday, 12.30 to. 03.30 pm
6	construction activities supply graduates to prepare for immersing into social	Thursday 12.30 to 03.30 pm
7	competence building communities such as <i>gotong-royong</i> , respecting each other, Protecting brotherhood and protecting the environment	Every day, on 07.30 to 03. 30. Pm

Source: Curriculum Document of SMA Negeri 3 Kikim Timur year 2022

From table above it can be seen that good characters of students can be exercised and planted in school program by FDS such as religious, social and environment care. That's why because the important characters become the focus of FDS in rural area.

2. The implementation of FDS in school of Rural area in protecting negative environment effect for students

Survey of the application of FDS implementation to protect negative effect for student of rural school area in outside school environment such as on the following table:

Table.2 survey of FDS implementation in protecting negative out-side school environment.

N O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	T O	Per cen tag e
IT E M	A N	K Z	S Z	R B	N I	R H	L W	A V	S H	T H	D T	M I	F D	R A	HP	D A	KL	PK	M S	N S	D S	T A L	
B1	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	3	4	4	8	95, 24
B2	3	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	3	3	4	4	7	92, 86
B3	4	3	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3	3	3	7	91, 67
B4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	3	7	92, 86
	4	4	4	4	4	4	4	4	4	48	4	4	4	4	42	46	42	3	3	4	4		
	4	1	4	8	8	8	8	8	8		8	8	0	3				9	8	2	3		

The finding shows that the first, 95, 24 % participants stated that FDS can save students from drugs influence in outside of school environment. Secondly, 92, 86% participant stated that after implementing of FDS students are save from alcohol party group in outside of school environment. The third, 91.67% teacher as participants of research stated that by FDS students save from brutal fight one group and another group in outside school. The last 92, 86% teacher find and said that FDS can stop students from brutal or bad young groups in outside school environment.

From interview, research data shows that students can stop every bad effect from negative out-side school environment because they have spent more time in their school. By this condition, they can realize to leave bad relations in outside of school program. Such as statement student 1: “I could not stay together with my village friend to play game and being happy party because FDS make learning time to afternoon” (Interview, 2022). Student 2 also said that FDS is complete activity so at home I just take rest with my family” (Interview, 2022). It can be resumed that full time of FDS can remove negative activity of students in out-side school environment.

3. The implementation of FDS to increase local culture wisdom of students in rural area.

Finding of research about implementation of FDS to increase local culture wisdom of students in rural area shows that FDS can give opportunity to students in Saturday study more about local culture and family activity. The research finding such as in tale below:

Table.2 Teacher perception of FDS implementation in rural school in building local culture wisdom for students

N O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	T O	Perce ntage
IT E M	A N	K Z	S Z	R B	N I	R H	L W	A V	S H	T H	D T	M I	F D	R A	HP	D A	KL	PK	M S	N S	D S	T A L	
C1	4	3	3	4	4	4	4	4	4	4	4	4	3	3	4	3	4	4	3	3	7	91,67	
C2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	3	3	4	4	8	95,24
C3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	8	95,23
C4	3	4	3	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	7	94,05
	1	1	1	1	1	1	1	1	1	16	16	1	1	1	14	16	14	13	1	1	14		
	5	5	4	6	6	6	6	6	6			6	5	5					4	4			

From the finding of research above can be describe as the first, 91,67% participant give statement that after FDS is implemented in school students have good opportunity to learn the traditional culture or people habits from society and family. Secondly, 95, 24% participants said that by FDS students can know family traditional and family activity then they can help their parents. 95, 23 % by FDS students accustomed to face family condition. The last, 94,05% participants believed that FDS relationship students to their family and social environment will be better by using free on Saturday and Monday in FDS program.

From students also are gotten research data that they are agree and want FDS is continued in their school. The interview for students perception such as table below:

Table 1. Perception students SMAN 3 East Kikim toward the implementation of Full Day school in rural

Nu	Question	STATEMENTS						
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
1	Do you agree and ready to follow Full Day school?	Yes, I agree and I am ready.	Agree and must be ready	Agree sir and I with my friend will be ready	Good sir, this is new in our school, I am ready	No sir, it will be too afternoon, but it is good I think	I am strong agree, it is good condition in our school	Agree and I am ready
2	Give your reason being agree and being ready or not following Full Day school!	I can be more focus to study sir and being free on Saturday can help my parent fully	Stay at school is more enjoyable then at home sir, in my village I don't have friend,	School is more enjoyable, being friends with non-students is not good.	We can do prayer together, at home I cannot.	I am afraid coming back too afternoon. My home is far from school.	FDS is good sir because I can be free one day to focus helping my mother.	I agree because it will make more consent to study
3	What is your hope by implementing program of Full Day School	Please continue this FS program, we have been enjoy with this program	Full Day school, we hope continue to implement for our school and please complete equipment of class room to make more enjoy.	FS is okay but we need AC room to make comfortable room from morning to afternoon.	It is good for 5 days school, but facility must be completed	I hope can be implemented 6 days school and it can be earlier come home.	I hope still Full Day school, we had been enjoy this.	My hope is still 5 days, but the method teaching more interested.

From research finding above, it can be described that: Student 1 (DM) said: “yes, I agree and I am ready to follow FDS”. This information shows that coming back in the afternoon in FDS is paid by free in Saturday and also connect to Sunday. Students 2 (AW) said that I agree to FDS because I feel to stay at school is more enjoyable then at home sir, in my village I don't have friend. This statement show that school environment is better that home environment in rural area. Student 3 (HA) said that School is more enjoyable, being friends with non-students is not good. From this statement, the study shows that longer time with education environment is better for students. The statements of students toward FDS policy can be concluded that all students feel that the implementation of FDS to increase local culture wisdom of students in rural area.

IV. DISCUSSION

1. Implementation of FDS in building good character of students in school rural Area

The result shows that the concept of FDS school in school in rural areas take a sample in high school the east 3 Kikim which is in the regions of destination learning in rural land. The FDS is competent in building

good character because longer time communication students with education program in school. Research finding shows that by implementing FDS, students get good character such as, religious, environment care, social life care, and respected each other teacher and school mates. This finding is aligned with Baharuddin (2009) that reveals that full day school is school all day long, or learning process by starting at 06.45-15.00 with duration break any two hours once to build character. The research findings is also in line with opinion Mujayanah (2013) said that FDS is a model alternative education, where school tuition the entire day be in school to perform the process of learning and the process serve in building attitude.

Research findings also suggest that this FDS is a concept of innovation of learning and teaching program in rural schools. It's as Mushlihah (2009) thinks that FDS is one of the creations or innovations of learning to make schools superior, innovative and creative with a unified learning system based on faith and taqwa. as well as science and technology. Hilalah (2009) argues that full day school is a full - day learning process that implements the base of integrated curriculum and integrated activity

It is also found that FDS is a concept that aims to build a whole character with the communion of teachers and students over a longer period of time. The purpose of this concept is in accordance with Baharuddin (2009: 229-230) who says that FDS school is one of the alternatives to address various educational issues. In terms of performance or morality or morality. Following a full-day school, Parents can prevent and neutralize the possibility of children's activities that fall into negative activities.

Moreover, Murphy. S & Riggio (2003) told about future leadership development which related to the innovation in running an organization. So a school as an organization must plan, act and develop activity and system of organization to get more benefit for students' future. Then, research finding also is in line with Lesart (2022) of national character and culture education is an education that applies principles and methodology to the formation of the nation's character on its participants through the integrated curriculum developed in school. It shows that the development of a learning system with FDS can encourage students to be more intelligent with their surrounding cultures. Annisa NA (2014) also found that FDS program has positive effect to students' good character.

2. The implementation of FDS in school of Rural area in protecting negative environment effect for students

Full Day School (FDS in rural area school is effective to protect drugs spreading, alcohol drink for young generation, gambling game, young fighting conflict, and radical group of boys or girls. The finding is in line with the application of FDS presented by Baharuddin (2009:223), Mushlihah (2009:17); and Mujayanah (2013:13), which essentially concluded that FDS is the application of all day school from morning to afternoon that enables basic learning activities from the core subjects of the curriculum and educational activities as an addition to literary activities. Environmental social and prayer together or other forms of worship can go interest students to spend more their time to study. This condition make students reducing many negative activities in outside school.

More over about result of research focus in implementation of FDS to protect irregular activity of students in outside of school which is tend to negative effect to students grow in education process. It is related to Umami, Z (2019) said that the activity of FDS stress in maximizing active learning based of teaching which can give stimulus to active and progressive in every agenda in FDS program. So the students are hope to feel satisfied with school activity and reduce negative activity in outside school. Then, it can be seen that the result of research is in line with the former research by Umami, Z (2019). Before implementing FDS, school conduct survey to prepare students readiness. This result is in line with research that there is positive and significant relation implementing FDS to self-management for students (Summiyah & Danie, 2016). The using communication with good character in FS also in line with Nor Hasan (2006) which his found that FDS also give more chance to conduct language practice in communication.

3. The implementation of FDS to increase local culture wisdom of students in rural area.

Full Day School which gives time for students in Saturday and Sunday to learn with family and society can increase local culture wisdom of students. This finding is related to Baharuddin (2009) who said that by good control of FDS will result in an increase in school quality and creativity. So by increasing quality and creativity, parent and society feel satisfied to education output. The finding also related to Risaldi (2019) who said that FDS gives positive effect to school because students will learn more then play game or others at home so this condition will afford high productivity.

Moreover, about program of students activity with family and society in Saturday and Monday from this research is connected to Asmani. J (2017) who said that the differences between fullday and half day school in form of learning and teaching activity where FS need planning, organizing, guiding, coordinating, monitoring and evaluating. Yadi P (2019) also found that Full Day school with five days meeting is suitable to reach education quality.

The finding also in line to Baharuddin (2009); mushilah (2009); Mujayanah (2013) and O. Melisa (2014) that the advantage of FDS application is an opportunity to instill religious characters, Discipline and restrict the trainees from the negative impacts of the outside of the school environment. Moreover, the research finding also is in line with Ryan R (2008: 263) said that the best character for leaders are flexible and adaptable in their behavior, they must work within the culture context rather than in their personal comfort zone. So FS can become one of choice to build strong character for the students as the future leaders.

More discussion from Wiwik. S (2008) said that FDS is a set of regular and good education component for support adult for students as human being by teaching and training efforts with longer time the others school. From this statement it can be stated that the finding is in lined with the former research. It can be understood that by longer time and various learning and training activity in FDS program make students be better in human character building. Heni (2021) and It is line with Iftayani & Nurhidayati (2016) also concluded that FDS program has positive effect to the students achievement for junior school students.

V. CONCLUSSIO AND SUGGESTION

1. Conclusion

First, The result shows that the concept of FDS school in school in rural areas take a sample in high school the East Kikim 3 which is in the regions of destination learning in rural land. The FDS is competent in building good character because longer time communication students with education program in school. Research finding shows that by implementing FDS, students get good character such as, religious, environment care, social life care, and respected each other teacher and school mates.

Secondly, Full Day School (FDS in rural area school is effective to protect drugs spreading, alcohol drink for young generation, gambling game, young fighting conflict, and radical group of boys or girls. So by full time in school program, the negative opportunity for out-side activity can be protected.

Third, Full Day School (FDS) which gives time for students in Saturday and Sunday to learn with family and society can increase local culture wisdom of students. So by increasing quality and creativity, parent and society feel satisfied to education output.

2. Suggestions

First, the concept of the application of FDS in school rural can be developed and implemented if needed another schools that suggests that FDS not only can applied just in city school. Second, the application of FDS in school rural can be implemented in schools which have prepared although the location of school is far from urban. Third, school in rural area can practice the wisdom of local culture for students by giving project to follow family and society ceremony or traditional activity.

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ATTACHMENTS

Observer Worksheet

Cycle : 1

Location : SMAN 3 Kikim Timur

No	OBSERVED COMPONENT IN CYCLE 1	OBSERVER NOTES
1	Steps of action research done by researcher	It was accurate begins with internal meeting officials internal consisting waka , trustees , home room , staff , part equipment and others .Followed by a meeting larger involving the entire the council of teachers and the committee .And researchers communicate to school tuition to be applied full day school as trial.
Result Action Assessment		
2	Choosing and constructing evaluating of treatment in Action research	The questionnaires are good to collect information of full day school implementation.
3	Constructing assessment instrument of action research	The total or percentage of agree participants and who feel the benefit of FS have already been able to give good or success FS indicators.
Opening		
4	Meeting for Full day school planning	Very good
5	Taking care / giving motivation to teachers and students for being better by Full Day School	Very good
Main activity		
6	Implementing Full Day School for main subject	It is needed to communicate with equipment staff to support teachers and students facility in FS program.
7	Implementing Full day school for co-curricular and extra curricular	It has been affective for students by giving same and enough time.

8	Implementing for good activity such as religious, social and care for environment characters.	Pray together needs to be managed better.
9	Implementing evaluation system for learning results from Full Day School program	By FS , teachers have more time to look and observe students' character development
Closing activity		
13	Giving questionnaires for Fu (siklus 1 dan 2)	It is effective to measure.

Observer Workshop

Cycle : 2

Location: SMAN 3 East Kikim

No	OBSERVED COMPONENT IN CYCLE 2	OBSERVER NOTES
1	Steps of action research done by researcher	Evaluation which is discussed in meeting with teachers and staffs and also education committee is really fit in making sure full day correction program.
RESULT ACTION ASSESSMENT		
2	Choosing and constructing evaluating of treatment in Action research	The questionnaires are good to collect information of full day school implementation.
3	Constructing assessment instrument of action research	The total or percentage of agree participants and who feel the benefit of FS have already been able to give good or success FS indicators.
Opening		
4	Meeting for Full day school planning	Very good
5	Taking care / giving motivation to teachers and students for being better by Full Day School	Very good
Main activity		
6	Implementing Full Day School for main subject	It is good and fit from school equipment to support teachers and students facility in FS such as canteen and rest area and others.
7	Implementing Full day school for co-curricular and extra-curricular	It has been affective for students by giving same and enough time.
8	Implementing for good activity such as religious, social and care for environment characters.	The management of pray together, social and care for environment activity has been good
9	Implementing evaluation system for learning results from Full Day School program	By FS , teachers have more time to look and observe students' character development
Closing activity		
13	Giving questionnaires for Fu (siklus 1 dan 2)	It is effective to measure.