

Full-Day School Complexity: A Review On Education Sociology Context

**Slamet Riyadi, Sigit Apriyanto, Rifai Abun, Andi Warisno, An An Andari, Adelina
Anum**

Universitas Muhammadiyah Tapanuli Selatan, Indonesia
Insitut Agama Islam An Nur, Lampung, Indonesia
Universitas Sang Bumi Ruwa Jurai, Bandar Lampung, Indonesia
sigitteduh89@gmail.com

ABSTRACT

Full-day school is not the latest issue in Indonesia. Many countries have implemented this system in the world of education, one of which is Indonesia. However, this issue is heating up in Indonesia due to the demands for change, namely the increasingly uncomfortable social environment for children's development. On the other hand, parents rarely accompany their children at home because they work all day long. But, then, is there still a comfortable environment for our children? This study presents a literature review with primary data on articles, magazines, reports, and theories. This study aims to provide an overview of the complexity of FDS from the sociology of education perspective. That the school as a learning organization turned out to be the best institution in fortifying children from the negative influence of an increasingly unfriendly social environment.

Keywords: Full Day School, Complexity, Sociology, Education

A. INTRODUCTION

The full-day school (henceforth FDS) has recently become a trending topic in social media, mass media, and national-level discussions to coffee shops. This issue became hot soon after Muhadjir Effendy was appointed as Minister of Education and Culture, replacing Anis Baswedan. The FDS idea was put forward by the former Chancellor of a private university as a response to the RI president's *Nawa Cita* program. There are 18 items, which include personality, sports, and religion. One of them is character and character education, which covers 80 percent. While 20 percent of knowledge. Thus, if the FDS concept is applied, it will shorten the time outside of school, and students will get additional hours for getting character education.

This idea reaps the pros and cons in society. The pros consider that the FDS concept will save children from acts of violence and sexual harassment in their social environment. While the contra has various arguments, some of them are 1) FDS will deprive children of their rights to play and socialize with the surrounding environment. 2) inadequate school facilities and infrastructure availability in most schools in Indonesia. 3) FDS is not feasible to be applied in rural areas which are geographically different from the urban environment.

Those who were against it even initiated a rejection petition. Like the rejection petition initiated by Deddy Mahyarto Kresnoputro, entitled "Reject *'Full Day's* Indonesia." He commented on a number of reasons Muhadjir, with other alternatives. "Thank you for your *concern*, father, but in this case, the parents need to learn to direct their children not to fall into negative things," he wrote. In developed countries, Deddy continued, schools reduce study time, do not provide homework, and focus on character building.

Even more terrifying, those who are against the idea of FDS accuse there of a hidden agenda in implementing FDS. *Agenda* behind the FDS policy is said to be alienating the madrasah diniyah afternoon (TPA) or general subject intervention to the salafushalih pesantren (*kaffah*) so that it must be watched out for as a *hidden curriculum* in order to deconstruct the world of thought of the santri (*brain expansion*). Responding to the pros and cons that developed in the community, the government, in this case the Ministry of National Education, emphasized that this was still just a discourse and was deliberately thrown out to the public to find out its weaknesses as well as its advantages by accommodating various inputs.

However, whatever the reason, the concept of FDS has both positive and negative contents, but this paper does not intend to give an assessment, only to see it from the point of

view of the sociology of education. The paper will successively review the basic concepts of FDS, learning with the FDS system and the perspective of the sociology of education.

B. LITERATURE REVIEW

2.1 Basic concepts *Full Day School*

Etymologically, the word full day school adopted from English. Namely the word "full" which means "full", and the word "day" which means "day". So full day can be interpreted as "full day". While the word "school" means school. Thus, when viewed in terms of language, the term full-day school is a school or learning activity carried out for a full day.

Meanwhile, according to the broad meaning (terminology), the term "full day school" implies "an education system that implements learning or teaching and learning activities full day by combining an intensive teaching system. It can be done by adding hours of lessons to deepen subject matter, self-development, and creativity. In this context, learning activities carried out in schools occur from the morning to the afternoon, according to the program at each level of education. In a full day school system, an institution is free to arrange its own subject schedule while still referring to the national standard of time allocation as a minimum standard and according to the subject's weight, plus models of deepening. So the most important thing in full-day school is setting the subject schedule. This program has been implemented in several schools that are labeled as excellent schools at the elementary level schools of private SD/MI. In practice, schools that implement the full-day school are relatively expensive and full-day school is part of the favorite program highlighted by the school (Sayyidah Saikhotin, 2013).

Judging from the curriculum, the full-day school education system has relevance to integrated education. This integrated education is widely applied in public educational institutions labeled Islam. In Islamic education, integrated education means combining general knowledge with religious knowledge in a balanced and integrated manner. This integrated education model is an alternative to eliminating the dichotomy of education into general and religious education.

2.2 FDS Learning System

Suppose traced when the *full-day school*, it is estimated that in the early 1980s in the superpower country, the United States. At first, FDS was applied at the Kindergarten (TK) school level then developed at a higher level, namely Elementary School, Junior High School, and High School (Dockett & Perry, 2001; Pressman et al., 2015; Shaw, 2006). The

emergence of the FDS school model on the one hand, is based on the increasing number of women who have children under 6 years old and also work outside the home as career women or work to earn additional family income. While on the other hand, progress is growing in all aspects of life. So many parents hope that their children will be able to improve their academic grades in preparation for continuing to the next level and overcoming social problems that increasingly threaten their children's existence (Khusnul Mufidati, 2013).

The emergence of a *full-day school* in Indonesia began with the proliferation of the term superior school around the 1990s, which was pioneered by many private schools, including schools labeled Islam (Bortoluzzi & Gies, 2012; Galdia, 2017). In an ideal sense, a superior school is a school that focuses on the quality of the learning process, not on the quality of the input of its students. The quality of the learning process depends on the learning system. But the fact is that superior schools are usually characterized by high costs, complete and luxurious facilities, elite, different from others, and professional teaching staff (Khusnul Mufidati, 2013).

In FDS, the length of study time is not a concern because it is part of the time used for informal time. As a whole, it can be seen that the implementation of the *full-day school* leads to several goals, including: 1) To provide enrichment and deepening of subject matter that the National Education Office has determined according to the level of education, 2) Provide enrichment experience through good life habits for then applied in daily life, 3) Conduct psychological, mental and moral development of students in addition to sharpening the brain so that there is a balance between physical and spiritual needs so that a complete personality is formed. 4) Development of *spiritual intelligence* of students through the addition of religious materials and religious activities as a basis for attitude and behavior (Imron Rossidy, 2009).

Few people think that the full-day education system or FDS is a new model or education system. Whereas in Indonesia there has been a FDS education model for a long time, namely in Islamic boarding schools (Arrohmatan, Mualifah, Harahap, & Murtafiah, 2022; Sulastri, Sari, Marlina, Wijaya, & Hidayah, 2022; Zakiah, Harahap, & Murtafiah, 2022). Generally, boarding school students will study all day long and even late at night to learn Islamic teachings enriched with other general knowledge.

Apart from the Islamic boarding school education system in Indonesia, schools that use the FDS model are generally religion-based schools or schools with international labels (Kholifah, Sutra, Nasution, Rifai, & Murtafi'ah, 2022). According to Sismanto, in the article

“The Beginning of the Emergence of Superior Schools, 2007, FDS is a public school model that integrates an intensive Islamic teaching system, namely by giving additional time specifically for students' religious deepening. Usually the additional hours are allocated in the hours after the Duhur prayer until the Asr prayer, so practically this model school enters at 07.00 WIB and returns at 16.00 WIB. If you look at the school curriculum with the FDS system, this system has the same core curriculum as general schools and is enriched with local curricula.

FDS applies a basic concept of “*integrated activity*” and “*integrated curriculum*”. This is what distinguishes it from schools in general. In FDS all programs and activities of students at school, whether learning, playing, or worshipping are packaged in an education system. The emphasis on FDS is that students always excel in learning in a quality learning process, which is expected to bring about positive changes from each individual student as a result of the processes and activities in learning. The learning achievement in question lies in three domains, namely: 1) cognitive achievement, b) affective achievement and 3) psychomotor achievement (Muhibbin Syah, 2004).

However, apart from the positive sides, there will also be negative sides. From the children's point of view, it can be found that only strong children can dominate everyday learning. The education system seems to adjust to the characteristics of children's development, but implementing FDS will actually create boredom for children who are used to playing wild in their social environment.

2.3 Educational Sociology Perspective

a. Objectives of Sociology of Education

The FDS concept seems to have formed a new community with a new culture, not only for the general public but also for students. Within the scope of the new culture, there will be continuous social interaction both among students and between students and teachers. In this new culture, students will acquire and organize their daily experiences. Before further reviewing FDS in the perspective of the sociology of education, first, the relationship between FDS and the sociology of education is stated. As Francis Broun's view suggests, the sociology of education pays attention to the overall influence of the cultural environment as the place and way individuals acquire and organize their experiences (Wens Tanlain, 1989). Meanwhile S. Nasution said that the sociology of education is a science that seeks to find out ways to control the educational process to obtain a better individual personality development. From the two definitions, it can be mentioned several concepts regarding the 6 objectives of

the sociology of education (S. Nasution, 1999), but in this paper only 2 things are mentioned that are relevant to FDS, namely as follows:

First; the Sociology of education aims to analyze children's socialization process in the family, school, and community. In this case, the influence of the environment and culture of the community on the personal development of children must be considered. For example, a child who is well educated in a religious family, after growing up/old, will also tend to become a religious human.

Second, the Sociology of education aims to analyze social development and progress. Many people/experts think that education provides a great possibility for the progress of society because having a higher diploma will be better able to occupy a higher position (and more income, in order to increase social welfare). In addition, with a lot of knowledge and skills can develop social activities and creativity.

b. School and Class as a Social System

School is a concept that has a double meaning. First, a school is a building or physical environment with all its facilities which is a place to organize certain learning processes for certain human groups. Thus, when mentioning "school" then what comes to mind is the physical environment as it is. The image of the school as such a physical environment is emphasized by the uniformity of the shape/structure of the building with all its facilities, so it can be said that the physical condition of schools of the same type and level is usually relatively uniform. Second, school means a learning process or activity. Such as the use of the term "schooling" children, or saying, "my child goes to school in MTs Negeri". In this case, when you hear the words "school", what you can imagine is the educational process held in educational institutions.

Typically, every school has elements in the form of physical facilities such as land, buildings (offices, study rooms, latrines, etc.), curriculum (a number of subjects), and individuals (teachers, leaders, non-educational employees, and so on). learners). These elements contribute their functions and roles to achieve the success of a school. As a system, schools have links with many other systems. The external system includes, among others, the students' parents, the school community, etc. The pattern of relationships between schools and other systems is colored and filled with reciprocal information. This input or feedback can encourage schools to make changes to the structure or educative interactions in them or to maintain existing ones. The idea of the FDS system is currently being a source of information that runs reciprocally to produce a new social system in the school environment.

As a social system, the school consists of classes which can also be analyzed as a system. Understanding the class in the school context can lead to two kinds of understanding: the class as a room where the learning process takes place and the class as a group or a number of students who take one or several subjects in a school together. Class can also be interpreted as a number of students who for a certain period, for example, one year or one semester, take the same program package or only for one subject (Zamroni, 2001). In this context, the class can be interpreted as a group of students regardless of whether they take a package of educational programs together or only one or several subjects.

In addition to the school as a social system, the smallest part of the school, namely the class, is also the smallest social subsystem. The classroom is not just a physical space but includes social and cultural space. Basically, the real educational process is the interaction of activities that take place in the classroom. There is a social process in the classroom, both students against teachers or students with students. There is also a mix of different cultures at the school where these cultures are side by side.

In a sociological perspective, class is part of microsociology which examines the life of social groups in schools with the overall dynamics that occur in them. In the classroom there is a collection of individuals who form an orderly social group and have complex functions and roles in the eyes of education. The classroom meets the standard definition of a social group because it is a group of people who have a shared awareness of membership and interact with each other (Paul B. Horton, 1984). Social systems are interactions between individuals that constantly occur and form relationships that are interconnected regularly, depend on and influence each other. Therefore, the social system is characterized by the presence of a number of activities or a number of people who are reciprocal and constant (Damsar, 2011).

In the classroom, the relationship between teacher-students with their respective statuses and roles forms a patterned network of relationships. This pattern of the teacher-student relationship network has an impact on the behavior, competence, sociocultural capital and future success of students. Actually, educational processes are interactive activities that take place in the classroom. On the one hand, especially in the sociological perspective, several approaches have been used as a unit of analysis to observe the processes that occur in the classroom. The first observation was made by Parson who issued his scientific argument about class as a social system. In relation to the function of the school, the class is an extension of the process of socializing children in the family and community environment.

Interaction activities in the classroom specifically seek to strengthen the inculcation of values from the community (Ambron, 1981).

Many figures such as Delamont, Lewin, Lippit, White and HH Anderson explore aspects of interaction between teachers and students. In line with this view, Withall, 1949, who elaborated on the works of his predecessors tried to find the influence of social-emotional situations in the classroom. He distinguishes between teaching methods that tend to be teacher-centred with typology of learner-centred, assuming that the second type is the most effective way for learning activities in the classroom (Ambron, 1981). While on the other hand, the interactionist approach tends to emphasize socio-psychological analysis to target situations in the classroom.

c. Classroom Social Climate

Class is the embodiment of a small heterogeneous society in which variations in composition and interpersonal relationships give birth to a continuous mechanism of social interaction. This mechanism continues in its social sphere (in class) and factually accumulates in the forms of relationships between individuals in a class or group relations. The most important thing is the interrelation that occurs between teachers and students which symbolizes the concrete form of the classroom atmosphere and forms a social climate. The formation of the class social climate is very dependent on variations in teacher-student relationships as well as the flow of information and communication receipts. All of these are shaded in a corridor of leadership style from a teacher, both those who follow centralized (centralistic), democratic and leadership styles that give complete freedom (*laissezfaire*) to the students. From this combination, various kinds of social climates are formed in the classroom that reflects the form of the vertical class relationship between teacher students in classroom learning activities, which greatly affects students' success in learning activities or socializing in it. Six social climates arise in the classroom, namely as follows (Faisal and Yasik, 1985).

Open Climate

In this open climate, teacher behavior illustrates the integration between a teacher's personality as an individual and his role as a leader in the classroom. In addition to giving criticism, he is also willing to accept criticism from students. The relationship between teachers and students is flexible so that this atmosphere can enhance students' creativity because they can work together and be creative without any mental burden. The wisdom

taken by a teacher usually makes it easy for each student to carry out their duties properly. In effect, each student can usually get satisfaction in carrying out this relationship task and can facilitate the running of the organization in the classroom and the organization in the wider school.

Independent Climate

In this form, each based on the capabilities and responsibilities they have. The students get freedom from the teacher to get the freedom of their learning needs and social needs. What is more essential in this independent climate is that teachers and students work well together, are considerate, and full of sincerity. They are not overburdened with tasks that are heavy and difficult for them. To facilitate the task of students, a teacher makes clear procedures and rules, which are communicated in the classroom. The trust and responsibility of each makes the teacher provide concessions, so strict control is not needed because the students are believed to have high morale.

Controlled Climate

In this controlled climate, the central point of a teacher's policy is to emphasize the achievement of students' achievements in class, but on the other hand it actually sacrifices the satisfaction of the social needs of students. Because of this demand, teachers carry out teaching commands rigidly and hard and students are required to carry out learning activities hard. They end up being so busy with their own activities that they can't get the chance to form a closer working relationship and have a high level of sociality. Personal relationships with fellow students are rarely carried out because they are busy with their own work or tasks that require real achievement and success.

Brotherhood Climate

In this type, the relationship between teachers and students is very close, both in learning and outside activities. Class is a family bond, so there is a lot of communication and advice between them. The teacher's approach to their students is very personal even though they still play themselves as leaders. In a class like this, there are not many rules that are used as guidelines, so learning assignments are not paid attention to. Another influence, learning achievement is less than optimal because it never gets criticism.

C. METHOD

This study is a descriptive review based on the non-empirical design (Apriyanto, 2020; Apriyanto & Nurhayaty, 2019a, 2019b). The collected information of scope was conducted in secondary sources of books, articles, journals, electronic sources, and theories. A review paper provides a summary and synthesis of research findings on a topic selected

and completed by other authors (Palmatier, Houston, & Hulland, 2018). The paper review aims to find out the current state of relevant publications regarding the findings related to the chosen topic. This research is a descriptive study, an analysis that systematically, factually, and accurately describes a phenomenon and its characteristics (Nassaji, 2015). This research uses non-empirical design, or theoretical research (Gardner & Tremblay, 1994; Moen & Middelthon, 2015), which is not based on empirical evidence such as quantitative or qualitative data but is still based on facts (Fidelis, 2017). In this study, researchers chose the topic of Education Sociology Context, so researchers looked for various articles that corresponded to the issue of Full-Day School Complexity on Education Sociology Context from publications that other authors have published.

D. RESULT AND DISCUSSION

Dynamics of Teacher-Student Relations in the Classroom

As a social system, the classroom experiences a dynamic of its own, a dynamic that can be positive or negative. Sometimes it can be active, friendly, flexible and harmonious, or on the contrary, it can be passive, tenuous, stiff and chaotic, this condition depends on the following aspects:

a. Class Size

Size is not only related to the length times the width of the room but also to the number of students in it. Classrooms with an excessive number of students will not only complicate the mastery and introduction of teachers to students, but also make it difficult to process and achieve learning and educational goals (Coffin, 2020; Rocca, 2010). The government has determined the ratio of students per class through the regulation of the national education minister. The number of students in each study group for SD/MI does not exceed 32 people and for SMP/MTs does not exceed 36 people. In addition, a comfortable classroom atmosphere also helps teacher-students concentrate on the learning process so that a dynamic teacher-student relationship is achieved.

b. Class Social Context

Care must be taken when grouping or categorizing students based on their characteristics. Class grouping into "smart groups" and "stupid groups" will create a classroom that is not conducive to learning, because it will lead to discriminatory attitudes and arrogance towards certain social classes. Moreover, it contains elements of discrimination. Even the government carries out "covert discrimination" by conducting

international class programs, which impact "elite" and regular education, where the international class becomes the government's golden child.

c. Classroom Technology

In this sophisticated era, teachers are required to be able to use technology to facilitate the delivery of learning materials (Arigusman, 2017; Coffin, 2020; Of, Education, & Letters, n.d.; Rocca, 2010). However, a teacher must be really proficient in operating it. Otherwise, it will interfere with the learning process. The arrangement of seating positions and the use of technology in the teaching and learning process can help facilitate or hinder the dynamics of students in the classroom, depending on the ability of the teacher to coordinate it with learning objectives.

d. Communication Structure

In the learning process, you should avoid monologic communication (Commission et al., 2009). Dialogic communication will create a dynamic space, by discussing a particular topic (Commission et al., 2009). This communication will create a teacher-student relationship with a democratic leadership style (Murray, Mcfarland-piazza, & Harrison, 2015).

e. Social Atmosphere

Classrooms must be created in a conducive social atmosphere because the classroom is a place to socialize the values of independence, honesty, healthy competition, optimism and hard work (Alison, Laurence; Kebell, Mark & Leung, 2008; Arigusman, 2017). The socialization of these values is a "*hidden curriculum*" that is created in a dynamic room.

The aspects that become elements of the dynamics of the teacher-student relationship are a single composition in a class. It's just that certain aspects dominate other aspects. These aspects must be well-conditioned in the FDS system. Especially in non-academic activities carried out in the afternoon. In short, the FDS system becomes a new social system that encourages the birth of a new culture, a culture of character. In the development of national culture, it is necessary to create an atmosphere that encourages the growth and development of Indonesian people with character. Some of them are hard work, discipline, respect for achievement, courage to compete, and being able to adapt and be creative. It is also necessary to continue cultivating a culture of respect and respect for older people, a culture of learning, wanting to progress, science and technology, and most importantly, having a noble character. As it is understood that the family, school, and community are social institutions that have been systematically patterned, have clear goals, scheduled activities, and special management personnel, supported by programmed facilities,

so that it is appropriate to serve as a cultural center. With a touch of FDS, schools as cultural centers will birth a generation of people with character.

The complexity of community life makes it no longer possible to organize knowledge and skill sets to be handled directly by each family. The power behind the establishment of an educational institution is the need for other parties to take care of the organization and appreciation of knowledge in particular and seek to transform it to the younger generation (Rafik Karsidi, 2008). From this point of view, the FDS concept can at least give birth to several things; The first is that children will be controlled in their social interactions, so the concerns that some elements of society are worried about are not enough of a reason. What is worth worrying about is when a school that implements the FDS system has very poor facilities and minimal and unprofessional teacher staff. Second; Children will accumulate both academic and non-academic experiences.

E. CONCLUSION

As the final part of this paper, the author will present several inputs and reflections on the rolling issue of FDS, among others, namely that social changes that continue to roll will potentially threaten children's development. Therefore, it must be handled swiftly and appropriately. The FDS concept further emphasizes that the space for parents to act as educators at home is increasingly losing its legitimacy, exacerbated by the increasingly hostile social environment for children's development, so the school environment is the safest area for children's growth and growth development today. Then, the FDS system must be carefully designed by developing a curriculum whose links are not broken with the 2013 curriculum. In other words, it is not necessary to design a new curriculum. This is important to note because usually the most fatal victims with curriculum changes are teachers in the field. The curriculum is the biggest change in education. The curriculum includes how to learn, how to teach, and what to teach. When the curriculum changes, teachers and students have to adjust everything, which is often difficult. Curriculum development and management following the allocation of time, needs, and child development so that FDS can optimize its development. In addition, FDS opens up opportunities for the recruitment of new teachers. This is an opportunity and a challenge for graduates of education and teacher training that are increasingly spilling over in this country. And lastly, FDS requires universities that produce education and teacher education graduates to enrich the insights and skills of prospective teachers, so that they are truly ready to become professionals in educational institutions that implement the FDS system.

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