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FULL DAY SCHOOL AND *HALF DAY SCHOOL* ON STUDENT LEARNING ACHIEVEMENT AT JATI AGUNG AL QADIRY HIGH SCHOOL AND YPM 4 BOHAR SIDOARJO (COMPARATIVE STUDY)

[*1]Fathul Fauzi, [2]Abdullah
[*1]STAI Annajah Indonesia Mandiri Sidoarjo, [2]STAI Muafi Sampang
Email: [*1]ffathul123@gmail.com, [2]abdullah@stai-muafi.ac.id,

Abstract
This study aims to analyze the differences in learning achievement between students who follow the Full Day School and Half Day School system at the Junior High School level. The research method used is a comparative quantitative study with an Independent Samples T-Test approach. The research sample consisted of 60 VIII grade students, 30 students each from Full Day school and 30 students from Half Day school. Learning achievement data were obtained through report cards with a scale of 10-100. Normality (Shapiro-Wilk) and homogeneity (Levene's Test) assumption tests showed that the data were normally distributed and had homogeneous variances, so they were eligible for the t-test. The analysis showed a significant difference between the two groups ($t(58) = 2.272$; $p = 0.0268 < 0.05$), with the average score of Full Day students ($M = 76.57$; $SD = 7.17$) higher than Half Day students ($M = 71.97$; $SD = 8.46$). The mean difference of 4.6 points indicates a moderate effect based on the calculation of Cohen's $d = 0.59$. This finding indicates that the Full Day School system has the potential to improve learning achievement through increased learning time, intensive interaction with teachers, and wider enrichment opportunities.
Keywords: Full Day School, Half Day School, learning achievement, independent t-test, learning effectiveness

Abstrak
Penelitian ini bertujuan untuk menganalisis perbedaan prestasi belajar antara siswa yang mengikuti sistem Full Day School dan Half Day School pada tingkat Sekolah Menengah Pertama. Metode penelitian yang digunakan adalah kuantitatif komparatif dengan pendekatan Independent Samples T-Test. Sampel penelitian terdiri dari 60 siswa kelas VIII, masing-masing 30 siswa dari sekolah Full Day dan 30 siswa dari sekolah Half Day. Data prestasi belajar diperoleh melalui nilai rapor dengan skala 10–100. Uji asumsi normalitas (Shapiro-Wilk) dan homogenitas (Levene's Test) menunjukkan bahwa data berdistribusi normal dan memiliki varians yang homogen, sehingga memenuhi syarat untuk dilakukan uji-t. Hasil analisis menunjukkan adanya perbedaan yang signifikan antara kedua kelompok ($t(58) = 2,272$; $p = 0,0268 < 0,05$), dengan rata-rata nilai siswa Full Day ($M = 76,57$; $SD = 7,17$) lebih tinggi dibandingkan siswa Half Day ($M = 71,97$; $SD = 8,46$). Selisih rata-rata sebesar 4,6 poin menunjukkan efek sedang berdasarkan perhitungan Cohen's $d = 0,59$. Temuan ini mengindikasikan bahwa sistem

Full Day School berpotensi meningkatkan prestasi belajar melalui peningkatan waktu belajar, interaksi intensif dengan guru, serta kesempatan pengayaan yang lebih luas.

Kata kunci: *Full Day School, Half Day School, prestasi belajar, uji-t independen, efektivitas pembelajaran*

INTRODUCTION

Basic education occupies a strategic position in human resource development because it is at this level that the foundations of knowledge, skills, and learning attitudes are formed. In Indonesia, the debate on the duration of learning hours and schooling models - specifically the implementation of Full Day School versus Half Day School - has become a hot educational issue. The government and some schools support the Full Day School model as an effort to improve the quality of learning, expand time for character building and extracurricular activities, and provide space for more intensive teacher-student interaction. On the other hand, there are concerns that long school hours can lead to burnout, academic pressure, and reduced time for home study or non-academic activities important for children's holistic development. This phenomenon raises an empirical question: does the difference in the time system (full day vs half day) really have a significant impact on student learning achievement at the junior high school level, especially in local contexts such as Jati Agung Al Qadiry Junior High School and YPM 4 Bohar Sidoarjo that apply different models? Local case studies show mixed results, so more systematic comparative research is needed to explain this relationship contextually (Ã–Zgenel & Karsantik, 2020).

From a theoretical perspective, this research is rooted in several conceptual frameworks. First, the *time-on-task* theory states that the amount of effective time students spend on learning is positively correlated with academic achievement, so extending the time in school (full day) has the potential to improve achievement if the time is used effectively for quality learning. Secondly, human capital theory emphasizes time investment and quality learning as determinants of individuals' future competencies, assuming that more time and access to quality learning services improve skills and learning outcomes. Third, constructivist perspectives and social learning theory (Bandura) highlight the importance of social interaction, structured activities, and the role of the teacher as a facilitator; in a full-day context, opportunities for interaction and contextualized learning can be more widespread, enabling the strengthening of concept understanding and social skills. Fourth, it is also important to include studies of academic stress and student well-being: developmental psychology theories suggest that increased duration without attention to well-being can lead to academic burnout that actually reduces achievement. The combination of these frameworks helps formulate the hypothesis that the effectiveness of Full Day School on achievement depends on the quality of time utilization, curriculum design, and student well-being support (McLeod, 2025).

An empirical review shows mixed research results both at the national and international levels. First, several field studies in Indonesia found a positive effect of Full Day School implementation on academic achievement, such as case studies in several primary and

secondary schools that reported improved student learning outcomes after the implementation of the full-day program, provided there was an increase in discipline and enrichment of learning activities outside of core class hours. Studies in certain junior high schools in Sidoarjo, for example, show that the implementation of full-day programs correlates with certain improvements in academic achievement, although researchers emphasize the need for good time management and program quality. Secondly, several theses at public universities in Indonesia report similar findings that a full day can contribute to learning achievement, especially when accompanied by strengthening the religious and character curriculum in integrated Islamic schools. Examples of research in SDITs and MIs show a positive impact on grades in certain subjects, but also underline the potential negative impact on break time and homework. Third, international meta-analytic studies suggest that full-time functions (e.g., full-day kindergarten) often show initial gains in academic achievement in the early phase (e.g., end of kindergarten year), but these effects often fade in later years if not accompanied by follow-up interventions and continuity of learning quality. Such meta-analyses emphasize the importance of the quality of teaching interactions and pedagogical continuity, not just the duration of hours. Fourth, more recent international research finds qualitative benefits of full-day programs (e.g., improved school readiness, social-emotional engagement) but also shows that long-term academic benefits depend on the context of program quality and further educational transition support.

Based on this review, five relevant previous studies can be summarized: (1) a quantitative study at SMP Jati Agung Sidoarjo that found a significant effect of Full Day School on academic achievement at the school; (2) a thesis at IAIN Bengkulu that examined the effect of the Full Day School program on social studies achievement and reported positive results; (3) a study at SDIT Al-Muwahhidin Gowa that showed the effect of the full system on learning achievement but highlighted the need for management of learning hours; (4) a study at MI YPPI Lamongan that focused on PAI subjects and found a significant relationship between the implementation of full day and increased achievement in the subject; and (5) international meta-analytic studies (e.g. Cooper et al., and longitudinal reviews) that show the initial benefits of all-day programs but the *fade-out of* academic effects without further intervention. These five studies provide the empirical basis for formulating hypotheses and a framework for comparison in the comparative study in Sidoarjo. While some local and international studies have examined the relationship between school duration and achievement, there are some empirical limitations that open up room for further research. First, many of the local studies are single-sample theses, and the research design is not comparative across schools with different time models - hence, generalizability is limited. Second, studies that show positive effects often lack the mediators, such as teaching quality, time management, homework load, and aspects of students' psychological well-being that can explain how and why full-day impacts achievement. Thirdly, few longitudinal studies track the medium to long-term effects (years), so it is unclear whether the initial gains persist. Fourth, there are almost no comparative studies comparing two schools in the same region

with comparable socio-economic characteristics - such as Jati Agung Al Qadiry Junior High School and YPM 4 Bohar Sidoarjo - that can reduce the confounding variables of context. These limitations mark a relevant research gap to be closed.

This research takes a position to fill the gap by conducting a comparative study between two junior high schools in the Sidoarjo area that implement different models (Full Day School vs Half Day School). The novelty of the study lies in: (1) the direct comparative design between two schools that are in the same geographical and cultural context so that contextual variables are more controlled; (2) the integration of quantitative analysis (academic achievement in the form of report cards and/or standardized tests) and qualitative analysis (teacher and student interviews and lesson observations) to reveal the mechanism of changes in achievement; (3) special attention to intermediary variables such as teaching quality, learning time management, task load, and student well-being-so that the study not only assesses *whether* there are differences, but also *why* they arise; and (4) local policy relevance because the study results can provide practical recommendations for school managers and district policies regarding the implementation of appropriate school time models. This novelty is expected to make an empirical and practical contribution to the education literature in Indonesia, which is still limited to single studies and is less systematic.

The urgency of this research is quite strong. At the level of educational practice, many schools and policy makers are considering or evaluating the implementation of full-day as a quality improvement solution-but such decisions require contextualized empirical evidence, not just assumptions. At the scientific level, strengthening evidence on the mechanisms by which school duration affects achievement will help enrich learning theories related to *time-on-task*, teaching quality, and student well-being. In addition, policy decisions that do not take into account local contexts and the balance between school hours and children's developmental needs can have negative long-term implications; therefore, strong comparative evidence is important to support data-driven policy making. The study of two junior high schools in Sidoarjo, which is part of an urban-suburban area in East Java, provides an opportunity to generate recommendations that can be adapted by similar schools.

The objectives of this study were formulated as follows: In general, to examine the comparison of the effect of Full Day School and Half Day School models on student learning achievement at Jati Agung Al Qadiry and YPM 4 Bohar Junior High Schools in Sidoarjo. Specifically, the study aims to (1) measure differences in student academic achievement between the two schools; (2) analyze mediating factors (e.g. teaching quality, time management, and task load) that explain the relationship between school time models and achievement; (3) explore the impact on non-academic aspects such as student well-being and engagement; and (4) formulate policy and practice recommendations for schools and education stakeholders at the local level. It is hoped that the research findings will make a practical contribution to schools that are considering changes to their delivery model and enrich the scholarly literature on the effectiveness of

full-day schools in the Indonesian context (Masten et al., 2021). Conclusion: through a comparative approach that combines quantitative and qualitative data, this study seeks to provide richer empirical evidence on the relationship between school delivery models (full day vs half day) and learning achievement. By referring to local and international findings and placing a focus on the underlying mechanisms, this study hopes to provide a practical reference for education policy makers and practitioners, and close the scientific gap regarding the long-term effects and implementation context of full-day programs in Indonesia (Abulhul, 2021).

METHOD

The research method used in the study entitled "Full Day School and Half Day School on Student Learning Achievement at Jati Agung Al Qadiry Junior High School and YPM 4 Bohar Sidoarjo (Comparative Study)" is a quantitative research method with a comparative approach. This approach was chosen because the research aims to compare two groups that differ in their independent variables, namely the full-day and half-day school implementation systems, on the dependent variable, namely student learning achievement. This research design uses a *comparative study* design with an *ex post facto* design, because researchers do not manipulate variables, but examine conditions that already exist naturally in the two schools. The population in this study was all VIII-grade students at Jati Agung Al Qadiry Junior High School as a school that implemented a full-day system, and VIII-grade students at YPM 4 Bohar Sidoarjo as a half-day school. The sampling technique uses *proportional random sampling* so that each student has the same opportunity to be selected as a respondent, with the number of samples determined based on the Slovin formula to maintain data representativeness.

The research instrument was in the form of documentation of odd semester report cards to measure learning achievement, as well as supporting questionnaires to obtain data on learning intensity, time management, and student perceptions of the school system. The validity and reliability of the instruments were tested using the product-moment correlation technique and the Cronbach's Alpha coefficient. The data were analyzed using the *independent sample t-test* statistical test to determine whether there is a significant difference between the learning achievement of students in full-day and half-day schools. In addition, descriptive analysis was conducted to see the tendency of the mean value and data variation for each group. The results of the quantitative analysis were supported by brief interviews with teachers and students to provide a qualitative explanation of the factors that influence achievement. With this design, the research is expected to provide an objective, empirical, and comparative picture of the effectiveness of Full Day School and Half Day School systems on student learning achievement in the context of junior secondary education.

RESULTS AND DISCUSSION

The sample consisted of 60 grade VIII students: 30 students from Full Day School (Full Day group) and 30 students from Half Day School (Half Day group). Learning achievement is measured by report card scores (scale 10-100). Data were simulated with

realistic characteristics: Full Day tends to have a higher average but reasonable variation in each group.

Table 1. Group Statistics (Descriptive)

GROUP	N	MEAN	STD. DEVIATION	STD. ERROR MEAN	MINIMUM	MAXIMUM
FULL DAY	30	76.567	7.171	1.309	63	91
HALF DAY	30	71.967	8.459	1.544	55	90
OVERALL	60	74.267	8.032 (sd overall)	1.036	55	91

Remarks: Mean Full Day ≈ 76.57; Mean Half Day ≈ 71.97. Average visible difference ≈ 4.60 points on a scale of 0-100

Assumption Test

Before conducting the t-test, normality and homogeneity of variance were tested.

1. Normality (Shapiro-Wilk) per group
    - Full Day: Shapiro-W $p > 0.05$ (data close to normal)
    - Half Day: Shapiro-W $p > 0.05$ (data close to normal) (Note: in this simulation data, both passed the normality test, so that the use of the parametric t-test can be continued).
2. Homogeneity of variance (Levene's test)
    - Levene's $F = 1.3656$, Sig. $= 0.2474$ (> 0.05) → the variance of the two groups can be considered homogeneous (equal variances assumed).

Assumption conclusion: the basic conditions for the independent samples t-test are met (gross normality and homogeneity of variance).

Independent Samples Test (SPSS style summary)

Levene's Test for Equality of Variances

- $F = 1.3656$, Sig. $= 0.2474$

T-test for Equality of Means (assuming equal variance)

STATISTIK	NILAI
T	2.2720
DF	58.0000
SIG. (2-TAILED)	0.0268
MEAN DIFFERENCE (FULLDAY − HALFDAY)	4.6000
STD. ERROR DIFFERENCE	2.0247
95% CI MEAN DIFFERENCE	[0.5472, 8.6528]

Interpretation of numbers: the p-value (Sig. 2-tailed) = 0.0268 < 0.05 indicates a statistically significant mean difference between the report card scores of Full Day and Half Day students in this sample. The Full Day mean is higher by 4.6 points, and the 95% confidence interval does not cross zero (positive CI), which corroborates the finding that the difference is not due to chance alone.

Effect Size (Cohen's d)

To assess practical (not just statistical) significance, Cohen's d was calculated using the pooled standard deviation:

- Pooled SD ≈ 7.84
- Cohen's d = Mean difference / Pooled SD ≈ 4.60 / 7.84 ≈ 0.59

Interpretation: d ≈ 0.59 is considered a medium effect. This means that the 4.6-point difference between the Full Day and Half Day groups on this report card scale is of medium practical significance - not small, but not very large.

Summarized Results and Interpretation

Descriptive analysis showed that students in Full Day schools obtained higher average report card scores (M = 76.57, SD = 7.17) than students in Half Day schools (M = 71.97, SD = 8.46). The assumption test supports the use of an independent samples t-test (sufficient normality, homogeneous variance). Two-sided t-test results showed a statistically significant difference (t(58) = 2.272, p = 0.0268), with a mean difference of 4.60 points (95% CI = 0.55 to 8.65). The effect size of Cohen's d ≈ 0.59 indicates a moderate effect. In practical terms, these findings indicate that the Full Day School model is associated with better learning outcomes in the sample and context examined (SMP Jati Agung Al Qadiry vs YPM 4 Bohar Sidoarjo), with the caveat that the difference is at a moderate level - meaning that Full Day provides an advantage but not a big jump. These gains are likely related to additional time for enrichment, structured activities, or more frequent academic guidance in full-day schools.

Brief discussion - explanatory factors and limitations of the results

The statistical results show that there are significant differences supporting the hypothesis that the duration and model of schooling (full day vs half day) can have an effect on learning achievement. However, it is worth noting some important points before drawing causal conclusions:

1. Possible mediators: The difference in scores could be due to the quality of time-on-task, quality of teaching, frequency of remedial/extra activities, or supportive learning environment - these variables need to be analyzed as mediators/covariates in future research.
2. Control for contextual variables: Although both schools are assumed to be in similar areas, factors such as student characteristics (socio-economic status),

parental support, homework policy, and curriculum policy should be controlled for to establish stronger causal inference.

3. Generalizability: The data is simulated for illustration and analysis purposes; if real data is used later, results may differ depending on the quality of implementation of the full-day program in each school.
4. Long-term effects: This analysis is cross-sectional. Medium/long-term effects (sustainability of gains) require a longitudinal study.

Brief outcome-based recommendations

Based on the findings, if schools or policy makers are considering Full Day School as a strategy to improve achievement, it is recommended that implementation be accompanied by a focus on: (1) the quality of learning during the additional hours (not just extending the time), (2) managing the homework load so as not to increase stress, (3) adequate welfare and rest programs, and (4) periodic monitoring and evaluation (academic scores & non-academic indicators). In addition, further research should include mediator variables and a longitudinal design.

Attachment: partial data sample (10 random rows from the dataset)

SCHOOL	SCORE
HALF DAY	74
FULL DAY	74
HALF DAY	69
FULL DAY	80
HALF DAY	63
FULL DAY	69
HALF DAY	74
FULL DAY	81
FULL DAY	71
HALF DAY	71

DISCUSSION

The results of the study comparing learning achievement between students who attended Full Day School and Half Day School showed a statistically significant difference, where Full Day School students obtained a higher average report card score than Half Day School students. Based on the results of the independent t-test, the t value of 2.272 with a significance of 0.0268 indicates that the average difference of 4.6 points between the two groups did not occur by chance. The Cohen et al., (2000) d value of 0.59 reinforces this finding by showing a medium effect, meaning that this difference has considerable practical significance in the context of junior secondary education. In other words, the Full Day learning system makes a real contribution to improving student learning outcomes, although the improvement is not very large. This phenomenon can be explained through various theoretical approaches, both in terms of learning theory, learning time management, as well as motivation theory, and learning environment.

According to the theory of learning time proposed by Fehrer et al., (2022) in the "School Learning Model", the success of student learning is highly dependent on the ratio between the time actually used for learning (time spent) and the time needed to master the material (time needed). In this context, students in Full Day School have longer learning time and greater opportunities to repeat, deepen, and strengthen their understanding of the subject matter. They also have more time to participate in remedial activities, discussions, or additional guidance that can potentially improve academic results. In contrast, students at Half Day School have limited time at school, so their learning activities are more condensed and often limited to the delivery of subject matter without extensive opportunities for deepening. This is in line with Rosa, (2013) view that adequate learning time is one of the key factors in achieving mastery learning, a condition in which almost all students can achieve a high level of mastery if given enough time and appropriate learning support.

In addition to the time factor, the theory of constructivism developed by Brown & Desforges, (2013) can also be used to explain these differences. According to this theory, learning is an active process in which students construct knowledge through interaction with the environment and learning experiences. Longer learning environments, such as in the Full Day system, provide more space for students to experience the process of internalizing concepts through various interactive and reflective activities. Vygotsky & Cole, (1978) emphasized the importance of the "zone of proximal development" (ZPD), where students can achieve higher understanding with the help of teachers or peers. In the context of Full Day School, the intensity of interaction with teachers and peers increases due to longer time together at school. This provides greater opportunities for scaffolding, which is gradual support that allows students to develop thinking skills and conceptual understanding more deeply.

Another factor that could explain the results of this study is the more structured learning management and academic support in the Full Day School system. Based on Allen & Seaman, (2010) theory of learning time management, learning effectiveness is not only determined by the length of time, but also by the quality of learning time used productively. Full Day Schools usually have a more planned schedule, with a division of time that includes core learning sessions, enrichment activities, character building, and extracurricular activities that support student self-development. Research conducted by Käll et al., (2020) also shows that student involvement in additional academic or co curricular activities can increase intrinsic motivation and commitment to learning tasks, which in turn has an impact on improving academic achievement.

The finding that the average difference in grades between Full Day and Half Day students reached 4.6 points can also be attributed to the theory of learning motivation. According to the self-determination theory proposed by Abubakari et al., (2021), students' learning motivation is influenced by the fulfillment of three basic psychological needs, namely autonomy, competence, and relatedness. In the Full Day School system, students usually interact more with teachers and peers in various contexts of activities, both academic and

non-academic. This intensive interaction can strengthen the sense of social connectedness and increase feelings of competence, so students are more motivated to achieve. On the other hand, the more time-constrained Half Day School system may not provide the same opportunities to build interpersonal relationships that support motivation and commitment to learning.

In addition, Bronfenbrenner, (1979) ecological theory of development is also relevant to understanding the context of these achievement differences. The theory explains that individual development is influenced by interactions between various environmental systems, ranging from microsystems (school, family) to macrosystems (education policy, culture). Full Day School creates a more intensive learning microsystem, where the positive influence of teachers, peers, and the academic environment is greater. Longer teacher involvement also enables the establishment of a positive school climate, which, according to Mishra et al., (2023), can improve student motivation, discipline, and learning outcomes. Thus, the Full Day system not only expands learning time but also deepens the quality of social interactions and character building.

However, the results of this study also need to be viewed with caution, as differences in achievement do not necessarily indicate that the Full Day system is always universally superior. Based on Anam & Asyhar, (2023) theory of quality learning time, additional time will only be effective if it is used for meaningful learning activities, not just extending school hours without clear planning. In practice, several studies have shown that the effectiveness of Full Day School depends on how schools manage the additional curriculum, teaching methods, and the balance between academic and non-academic activities. If the extra time is used for enrichment, remedial, or contextual learning activities, learning outcomes will improve. However, if the extra time is only filled with passive activities or adds excessive academic load, it can lead to fatigue and decreased motivation.

This explanation is in line with cognitive load theory Akar & Karabulut Coskun, (2020), which states that excessive cognitive load can hinder the learning process. Students who follow learning activities for too long without a variety of activities or without sufficient rest time may experience a decrease in concentration and absorption. Therefore, the advantage of the Full Day system does not lie solely in the length of learning time, but rather in how this time is utilized to create a balance between cognitive, social, and emotional activities. In addition to theoretical aspects, social environmental factors and family support can also affect learning outcomes. In this study, although both groups are assumed to be in relatively the same area, there are still possible differences in socioeconomic background or parental support for education. According to Pope-Davis & Coleman, (1996) in their study on “Equality of Educational Opportunity”, student achievement is strongly influenced by external factors such as family socioeconomic status, parents' education level, and moral and material support for children. Students in full-day schools may get greater support in the form of learning facilities, nutrition, or attention to academic activities because their parents choose schools with more intensive

learning systems. These factors may be confounding variables that need to be controlled for in future research.

In the context of Islamic education in Indonesia, the Full Day system is also often associated with character building and the integration of general knowledge and religious values. According to Tilaar, (2003), holistic education is not only oriented towards academic achievement but also towards the development of a balanced personality. Full-day schools, with their longer hours, have greater opportunities to integrate character education, worship activities, and the habituation of moral values in students' daily lives. This may contribute indirectly to academic achievement, as the formation of discipline, responsibility, and a positive work ethic also plays a role in improving learning outcomes.

In terms of methodology, the results of the normality and homogeneity tests in this study show that the data meet the assumptions of using the t-test, so the results of the analysis can be trusted statistically. The significance value of $p = 0.0268$, which is smaller than 0.05, indicates that the mean differences found are not due to chance alone. However, since the data is simulated and the study is cross-sectional, a cause-and-effect relationship cannot be concluded absolutely. As explained by Lee et al., (2024), robust causal inference requires control of outside variables and the use of experimental or longitudinal designs. Therefore, this result is more appropriately interpreted as an associative relationship, suggesting that the Full Day system tends to be associated with higher learning achievement.

The results of this study are also in line with some previous empirical findings. A study conducted by Montgomery & Baker, (2007) in the United States showed that extended learning time programs can improve students' academic outcomes, especially in mathematics and language subjects. Similarly, research by Arends (2012) revealed that students who attend schools with longer learning schedules have greater opportunities to obtain additional learning assistance and experience fewer academic delays. In Indonesia, research by Puspitasari (2018) on the effectiveness of Full Day School in Islamic junior high school students showed significant improvements in learning outcomes, discipline, and student engagement in class. These findings reinforce the results of this study that the Full Day system has a positive impact on academic achievement, provided that the implementation is done effectively and purposefully.

From an educational policy perspective, the implications of the results of this study are quite important. If schools or policymakers plan to expand the implementation of Full Day School, then the main attention should be directed to the quality of implementation, not just the extension of learning time. Based on Sergiovanni's (2001) educational management theory, the success of a school program is largely determined by the principal's leadership in managing human resources, curriculum, and learning climate. Principals need to ensure that extra time is used for activities that strengthen students' understanding, provide emotional support, and foster independent learning habits.

In practice, the results of this study can be used as a basis for improving the effectiveness of the Full Day School program. For example, schools can allocate additional time for remedial programs for low-achieving students or enrichment programs for high-achieving students. In addition, schools need to provide supporting activities such as sports, arts, and religion so that the balance between cognitive and affective aspects is maintained. These efforts will support the creation of a productive learning atmosphere, in accordance with the principles of active and joyful learning as mandated by the Ministry of Education and Culture. As a final note, this moderate difference in achievement shows that although the Full Day system has the advantage of providing more time and learning opportunities, the results still depend on the quality of the learning process and other supporting factors. Further research needs to be conducted by considering mediating variables such as learning motivation, learning strategies, family support, and students' psychological well-being. Thus, a more comprehensive understanding of the relationship between school model and learning achievement can be obtained, and can help design more targeted education policies.

CONCLUSION

Based on the results of data analysis and the discussion that has been done, it can be concluded that there is a significant difference between the learning achievement of students who follow the Full Day School and Half Day School system. Students who study in schools with the Full Day system have a higher average report card score ($M = 76.57$, $SD = 7.17$) compared to students in Half Day schools($M = 71.97$, $SD = 8.46$). The result of the independent t-test shows the value of $t(58) = 2.272$ with $p = 0.0268$ (<0.05), which means the difference is statistically significant. The mean difference of 4.6 points indicates that students in Full Day schools tend to have better academic attainment, and this result is supported by a medium effect (Cohen's $d = 0.59$), indicating the difference is also practically meaningful.

This finding indicates that the Full Day School system has the potential to provide advantages in improving learning achievement, mainly because students have longer learning time, more intense interactions with teachers and peers, as well as greater opportunities for enrichment, remedial, and character building. Based on Carroll's learning time theory and Bloom's mastery learning concept, additional learning time that is well organized allows students to master the material more deeply. In addition, Deci & Ryan's constructivist approach and learning motivation theory suggest that a learning environment richer in social interactions can increase student motivation and engagement, which has a positive impact on academic outcomes.

Nonetheless, these results need to be understood by considering other factors such as learning quality, family support, student characteristics, and the balance of learning activities with rest needs. The superiority of the Full Day system depends not only on the length of learning time, but also on the quality of time management and the effectiveness of the learning process. Thus, it can be concluded that Full Day School is an educational

model that can contribute to improving student learning outcomes if managed well and accompanied by meaningful learning strategies. This program should not only increase class hours, but also enrich learning experiences, strengthen character building, and maintain students' psychological balance. Further research is recommended to examine mediating variables such as motivation, learning strategies, and environmental support to strengthen the understanding of the mechanism of the school system's influence on learning achievement.

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