

Kependidikan

Volume 2, 31 Agustus 2020

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Komrudin dan Rusmanto

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Mustari

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Diterbitkan Oleh
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Bengkulu

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Disamping untuk menambah pengetahuan bagi para pembaca, tim redaksi juga berharap agar para pelaku pendidikan seperti para guru dan dosen lebih tertantang lagi untuk melakukan penelitian-penelitian sesuai dengan cabang ilmu yang diampunya.

Tak lupa tim redaksi mengucapkan terimakasih yang sebesar-besarnya kepada para penulis maupun peneliti yang telah mempercayakan tulisannya untuk dimuat di Jurnal Kependidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu.

Tim redaksi berharap semoga dengan hadirnya Jurnal Kependidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah ini mampu menjadi wadah bagi para penulis artikel penelitian dengan berbagai macam kegunaan.

Wasalamu'alaikum Wr.Wb

Bengkulu, 31 Agustus 2020
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THE COMPARISON OF STUDENTS' ACHIEVEMENT IN ENGLISH SUBJECT BETWEEN THE FULL DAY SCHOOL AND THE NON-FULL DAY SCHOOL

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Abstract

The objective of this research is to compare Students' Achievement in English Subject between the Full Day School and the non-Full Day School. The design of this research is causal comparative research method. The objects of this research were all of students' English Achievement in Report Book of Grade VII of Junior High School No. 2 and Junior High School No. 19 Bengkulu City Academic Year 2018/2019. The instruments of this research were the documentation of students' achievements, table of students' scores, and the interview guide to the English teachers that consists the items of advantages of full day school and non-full day school system. From the result students' achievement, it can be concluded that: the English achievement of full day system is higher than the non full day system. It is proven by the mean score of students' achievement in full day system (82.46) is higher than non full day system (80.69). This is because the full day system provides more effective learning time in study English, so that the students can explore and develop their potentials in learning English; can maximize their potentials in learning English; and develop creativity in learning English. The researcher would like to suggest that Non Full Day School try to follow the system of full day school that gives the students more engaged in learning English activities at school. Next, it is suggested for the further researcher to conduct the research that investigate the teaching and learning activities in classroom in order that the data will be more completely.

Key words: *Full Day School, Regular school, Students' achievement.*

I. Introduction

Progress in education is needed to improve the quality of education in a country. Education itself is an important aspect in developing human personality. A country without education will not be able to make its society more developed to continue advancing to fix the problem problems that exist. In the 1945 Constitution Article 31 paragraph (1) states that every citizen has the right to education. Thus, the importance of education for every human being (1945 Constitution Article 31 verse (1). (Rohana, 2017)

In general, the education system in Indonesia is divided into two, namely the regular education system and the full day school education system, the fundamental difference between the two systems is the length of study time. Full Day School system is an education system that spends more time at school. Students usually spend around 6 hours per day, but with the application of full day school, students must be schooled until 8 or 9 hours per day. The addition of this clock is widely used for the development of students' character.

Because more time is spent in school, the learning methods used are more creative and fun so that they do not make students easily saturated. The purpose of this FULL DAY SCHOOL system is to improve students' abilities, both in terms of cognitive, psychomotor, and affective to be better because of the deepening of the material with a longer time. This system has been widely applied in several developed countries such as the United States, South Korea, Japan, Singapore, and the United Kingdom. This education system is a necessity because of the growing social conditions of the community. As we realize, at the moment there are many parents who both work until the afternoon. So they need a place to educate their students with more time than regular schools. Full day school is a government program, but not all schools implement it in the learning system. Regular programs are still commonly found in schools both kindergarten (elementary school), elementary school (elementary), junior high school (SMP), and high school (high school) / vocational high school (SMK).

The implementation of FDS system will increase students' interactions with other students, teachers and school community in general. Increased social interaction of students has good impacts, for example reinforcing character formed in the students (Battistich, 2011 and Thompson, 2002 in Madjid, 2018). The character reinforcement isn't just an impact of increased social interaction, but also benefit of various self-development activities students do at school, such as extracurricular and co-curricular activities. In addition, some of the advantages of FULL DAY SCHOOL are; students get learning methods that are varied compared to regular schools, as well as in aspects of the development of interests, talents, and intelligence of students recorded early on by monitoring guidance and counseling programs and increasing the prestige of parents who are oriented towards things that are prestigious.

A non full day school is a school or Regular school or half day school is a learning activity that lasts half a day. Thus the child has time to interact with the family and home environment. In this case parents will also have more time to interact with students (Drzal et al., in Rudyani et al., 2018). Regular schools are public schools that do not contain additional programs specifically in them. In general, learning takes place from morning to noon, namely 07.00-12.30 WIB.

Based on the researcher's experience when doing Internship 3 in Junior High School No 2 Bengkulu that applies the Full Day School System, the researcher found that the students must do almost all of their day time in school. Eventhough they get more knowledge, some of them seem to be bored in school.

The issues in full day school system are also investigated by many researchers, some of them are conducted by: 1) Arianto et al (2018) who investigated 'The Evaluation of Full Day School Program in SMAN 10 Singkawang' found that during the 3 years running the implementation of FDS in SMAN 10 Singkawang has not improved the quality of education (seen from the UN average score data). Still below the average 6.00 (SNP standard); 2) Bazzano (2013) who investigated 'Comparing Full Day Kindergarten to Half Day Kindergarten' found that based on the three other tests, more academic minutes in the classroom doesn't always mean more academic success for students; 3) Rudyani et al (2018) who investigated 'Differences Between Full

School and Regular Program Against Psychosocial Development Students Junior High School in Ngaliyan District' found that the number abnormal psychosocial development in full day school program as many as 73 students (64,0%), while in the regular school program as many as 55 students (48,2%). The result of Chi Square with Yates correction test (continuity correction) showed p-value of 0,023. Thus, H_0 was accepted.

From the researches findings above, it can be concluded that the full day school system does not guarantee that the students' academic achievement and their psychology become better than regular or non-full day school system.

Because of the researches above done in Senior High School and Kindergarten level, the researcher thinks that it is important to conduct the research with the title 'The comparison of Students' Achievement in English Subject between the Full Day School and the non-Full Day School'. It is important because according to Baharudin in Dewantoro (2017), the development concept and innovation of full day school system learning is designed to develop students' creativity including cognitive, affective and psychomotor aspects.

The questions in this research are: 1) How is the students' achievement in English subject of the full day school? 2) How is the students' achievement in English subject of the non-full day school? And 3) How is the comparison between students' achievement in English subject of the full day school and the non-full day school?

II. Methodology

The design of this research is causal comparative research method. Fraenkel and Wallen (1993) states that causal comparative research attempts to determine the cause or consequences of differences that already exist between or among groups of individuals. The researcher will compare between students' achievement in English subject of full day school and non-full day school in Junior High School No. 2 and Junior High School No. 19 at grade VII in Bengkulu city Academic Year 2018/2019.

The objects of this research were all of students' English Achievement in Report Book of Grade VII of Junior High School No. 2 and

Junior High School No. 19 Bengkulu City Academic Year 2018/2019.

The instruments of this research were the documentation of students' achievements, table of students' scores, and the interview guide to the English teachers that consists the items of advantages of full day school and non-full day school system. The number of English teachers interviewed is 2 teachers. One English teacher in full day school, and one English teacher in non full day school. The students score was consulted to the range of achievement criteria as follow.

A. Achievement criteria of SMPN 2 Bengkulu City (full day school)

Achievement	Score	Criteria
A	92 – 100	Very Good
B	83 – 91	Good
C	71 – 82	Sufficient
D	0 – 70	Insufficient

B. Achievement criteria of SMPN 19 Bengkulu City (non full day school)

Achievement	Score	Criteria
A	90 – 100	Very Good
B	80 – 89	Good
C	70 – 79	Sufficient
D	0 – 69	Insufficient

The data in this research were collected by following steps. 1) The researcher met the Administration Staffs of SMPN 2 and SMP 19; 2) The researcher explained the purpose of the research; 3) The researcher took score of student who followed the full day school system and non the full day school system and collecting them; 4) The researcher interviewed the teacher.

The data in this research were analyzed by following steps. 1) The researcher drew a table of students achievement differences between students in following full day school systems and non full day school systems; 2) The researcher calculated the score of students who took the full day school system and the non full day school system using the formula T test. 3) The researcher described the students' achievement differences in following full day school and non full day school systems; and 4) The researcher made conclusion.

III. Results and Discussion

A. Results

The data in this research are the data about students' English achievement at the seventh grade of full day school system and non full day school. The data of students' achievements are taken from their report book in the semester 1 and semester 2. The data were taken from July 31st to August 31st 2019. Total number of students in the seventh grade of full day school is 241 students divided into 8 classes, and total number of non full day school is 283 students, divided into 8 classes.

After getting the data about the students' achievements in two semesters, the researcher finds that there is a little difference between the students of full day school and the students of non full day school. The description of students' achievements is as follows.

4.1.1 English achievements of Full Day School students

The students' achievement of full day school students is presented as follows. After calculating all scores and mean scores of the English achievement of seventh grade students in full day school system namely full day school, it is known that overall their achievement is categorized into *sufficient* with the mean score 82.46 (lower than 83). This category is based on the scoring category of students' achievement in full day school.

The data that had been analyzed showed that the students in the seventh grade of full day school had increased of achievement mean score from the first semester to the second semester, but the increasing point was not significant (82.37 to 82.55) only increased 0.18 point. (see appendix 1)

4.1.2 English achievements of Non-Full Day School Students

The students' achievement of non full day school students is presented as follows. Different from the finding of students' English achievements in full day school, after calculating all scores and mean scores of the English achievement of seventh grade students in non-full day school system, it is known that overall their achievement is categorized into *Good* with the mean score 80.69. This category is based on the scoring category of students' achievement in full day school.

The data that had been analyzed showed that the students in the seventh grade of non full day school had increased achievement mean score from the first semester to the second semester, and the increasing point was higher than full day school (79.88 to 81.50) the point is increased 1.62. (see appendix 2)

The descriptions above showed that eventhough the category of the students' achievement in full day school is *sufficient* (82.46) but the score is higher than the score in non full day school (80.69) that is categorized into *good*. This fact could be caused by the standard that applied by the two schools is different. The achievement standard of full day school is higher than the achievement standard in non full day school.

4.1.3 Differences of English achievements between Full Day System and Non-Full Day System students.

The differences of English achievements between full day and non full day school students are as follows.

The students' achievement of the seventh grade of Full Day School (variable 1) is categorized into *sufficient* criteria because the mean score is 82.46, it is lower than 83 (based on the scoring criteria of full day school). Then, the students' achievement of non full day school (variable 2) is categorized into *good* criteria because the mean score is 80.69 (based on the scoring criteria of non full day school).

Based on the coefficient of Relation, it is known that the comparison between the achievement of SMPN 2 and SMPN 19 Bengkulu City is in the category of *weak difference* because the result of t-test calculation showed that the coefficient value is $> 0 - 0,25$.

B. Discussion

As stated in the previous description, this research investigated the three main points. They are the English achievement of seventh grade students of full day school, English achievement of seventh grade of students of non full day school, and the differences of them.

From the findings, it can be seen that the English achievement of full day school students was categorized into *sufficient* with the mean score 82.46. Then, the English achievement of non full day school students was categorized into *good* with the mean score 80.69. The last, the differences of them is

categorized into *weak difference* with the t-test result 0.129.

If we see from the mean score of the two schools, the students' achievement of full day school is **higher than** the students' achievement of non full day school Bengkulu city, but the category of full day school is lower than non full day school because the standard achievement apply by the full day school is higher than non full day school. For that reason the category of students' achievement of non full day school is better than full day school.

Eventhough the full day school apply full day school, the fact showed that from the tabulation of students' achievement in semester one and semester two, the mean score of them is only 0.18 point. Meanwhile, in non full day school without full day school system, the students' achievement is increased 1.62 point. However, this finding is supported by Arianto et al., (2018) who found that during the 3 years running the implementation of FDS in SMAN 10 Singkawang has not improved the quality of education (seen from the UN average score data). Still below the average 6.00 (SNP standard). This finding is contrast to the opinion that stated the *academic achievement of students who join school activities with full day system is stronger* although in the school the proportion of minority students is high. Full day system is also known to benefit students with poor performance. If performed effectively, full day school program can trigger interactions between students and teachers. Students in full day program show high academic involvement (Madjid, 2018).

The result of interview to English teacher of Full day school indicated that the students are able to: optimize the time for learning English; explore and develop their potentials in learning English; study harder and patiently; focus more in learning English; maximize their potentials in learning English; develop creativity in learning English; and be more controlled in learning English. In terms of teacher's evaluation in students' learning, the teacher also answered positively, namely: the students' honesty attitude is good; the students' confidence is not really good; students' discipline is good; students' cooperation is good; students' communicative goal is good; students' text sequence mastery is good; students' mastery of vocabulary selection is good; students' language grammatical is good; students' writing is good;

and students' speaking is not so good because they are not confident enough.

The result of interview to English teachers of non-full day school indicated that the students are able to: optimize the time for learning English; study harder and patiently; focus more in learning English; and be more controlled in learning English. However, the students are not able to: explore and develop their potentials in learning English; maximize their potentials in learning English; and develop creativity in learning English. In terms of teacher's evaluation in students' learning, the students' honesty attitude is good; students' cooperation is good; students' communicative goal is good; students' text sequence mastery is good; and students' language grammatical is good. But, students' discipline is not good; the students' confidence is not good; students' mastery of vocabulary selection is not good; students' writing is not good; and students' speaking is not good.

The result of interview above showed that in some components the students in full day school are better than non full day school. It is normal, because the students in FDS have more time interaction in the process of teaching and learning environment in school, but that components not always determine that the students improvement achievement. In different way, even though the students in non FDS are not good in some components, their achievement improvement is better than FDS students.

If the results of the present research are compared to the previous research results, it can be seen that there is difference with Arianto et al (2018), Rudyani et al (2018), and Bazzano (2013). The difference is in the terms that study with full day system has not improved the quality of education (Arianto, 2018), and more academic minutes in the classroom does not always mean more academic success for students (Bazzano, 2013). Meanwhile, Rudyani et al (2018) showed that the students' psychosocial in full day system was categorized into *abnormal*. The results of those previous researches are different with the present research result that showed the students' achievement in full day school is higher than non full day system.

IV. Conclusion and Suggestions

A. Conclusion

The researcher would like to conclude that: the English achievement of full day system is higher than the non full day system. It is proven by the mean score of students' achievement in full day system (82.46) is higher than non full day system (80.69). This is because the full day system provides more effective learning time in study English, so that the students can explore and develop their potentials in learning English; can maximize their potentials in learning English; and develop creativity in learning English.

B. Suggestions

The suggestions of this researcher are: first, because of the students' achievement in full day school is higher than non full day system, the researcher would like to suggest that Non Full Day School try to follow the system of full day school that makes the students more engaged in learning English activities at school. Next, it is suggested for the further researcher to conduct the research that investigates the teaching and learning activities in classroom in order that the data will be more completely.

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