

The Effectiveness of Full Day School Learning Management on Students' Academic Achievement

Selvi Wijayanti, Gunarhadi, Joko Daryanto

Universitas Sebelas Maret

selviwijayanti21@student.uns.ac.id

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Abstract

Improving the quality of elementary education has become a key focus in addressing the challenges of a rapidly changing era. One strategy implemented is the Full Day School system, which provides longer learning hours to optimize the learning process. This study aims to: (1) describe the planning of learning management at SDIT Nur Hidayah Surakarta, (2) analyze the learning methods applied, and (3) measure the impact of Full Day School implementation on students' academic achievement. The study employs a qualitative case study approach through observation, interviews, and documentation. The results show that learning management is systematically planned through annual, semester, and daily programs that consider students' characteristics. The applied methods include an integrated thematic approach, active learning strategies, and the use of digital media to enhance student engagement. The implementation of the Full Day School system has shown positive effects on academic achievement, reflected in higher grades, increased learning motivation, and greater classroom participation. These findings confirm that effective Full Day School management significantly contributes to improving student learning outcomes.

Keywords: Full Day School, Learning Management, Academic Achievement, Elementary School.

Abstrak

Peningkatan mutu pendidikan dasar menjadi fokus penting dalam menghadapi tantangan zaman. Salah satu strategi yang diterapkan adalah sistem Full Day School yang memberikan waktu belajar lebih panjang untuk mengoptimalkan proses pembelajaran. Penelitian ini bertujuan: (1) mendeskripsikan perencanaan manajemen pembelajaran di SDIT Nur Hidayah Surakarta, (2) menganalisis metode pembelajaran yang digunakan, dan (3) mengukur dampak penerapan Full Day School terhadap prestasi akademik siswa. Penelitian menggunakan pendekatan kualitatif dengan studi kasus melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa perencanaan dilakukan sistematis melalui program tahunan, semester, dan rencana harian yang menyesuaikan karakteristik siswa. Metode pembelajaran meliputi pendekatan tematik terpadu, strategi aktif, dan pemanfaatan media digital untuk meningkatkan keterlibatan siswa. Penerapan Full Day School terbukti berdampak positif terhadap prestasi akademik melalui peningkatan nilai, motivasi belajar, dan partisipasi siswa. Temuan ini menegaskan bahwa manajemen Full Day School yang efektif berkontribusi signifikan terhadap peningkatan hasil belajar.

Kata Kunci: Full Day School, manajemen pembelajaran, prestasi akademik, sekolah dasar..

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INTRODUCTION

Primary education serves as a crucial foundation in shaping the character and competencies of students to adapt to the demands of the times. In the era of globalization and rapid advancement of information technology, education is required to provide a learning system that develops 21st-century skills. One approach believed to address these challenges is the implementation of the Full Day School system, where extended learning hours are expected to optimize the learning process comprehensively, both academically and in terms of character development. According to Rosa et al. (2023), primary education has a strategic role in developing students' literacy through the use of interactive and contextual learning media, such as digital early reading tools, shared reading activities, and individualized feedback, particularly for first graders. Their study found that interactive media enhanced students' early reading skills and learning motivation.

Hanif et al. (2023), in the Proceedings of the National Seminar on the Implementation of School-Based Field Experience Programs, emphasized that the Full Day School system at the elementary level is proven effective if it is comprehensively managed through well-prepared planning, active involvement of stakeholders such as teachers, parents, and school management, and the application of contextual, character-oriented teaching strategies. Their findings revealed that students' discipline and independence improved due to consistent teacher modeling, routine school activities, and strong community support. Thus, the core purpose of Full Day School—to improve the quality of education—can be achieved optimally.

The Full Day School system represents an integration of curricula developed by both the Ministry of Education and Culture (Kemendikbud) and the Ministry of Religious Affairs (Kemenag). Despite its wide application, various challenges still exist in practice. One major issue is the lack of effective learning management, such as insufficient systematic planning, limited teaching methods, and underutilized learning time. This situation causes the potential of extended school hours not to fully impact students' learning outcomes, as reflected in the stagnation of academic achievements in several schools implementing this system. Yantoro et al. (2021) found that the implementation of Full Day School significantly contributes to motivation and achievement when time management and varied teaching strategies are well executed, whereas poor management weakens the intended benefits. The issue stems from misalignment between the curriculum, students' characteristics, and applied teaching strategies. Long school hours are not always accompanied by meaningful and enjoyable learning activities, leading to fatigue, boredom, and reduced focus among students.

Research by Mira Novita Sari et al. (2020) showed that applying the Contextual Teaching and Learning (CTL) model with open-ended problems significantly improved mathematics learning outcomes for fourth graders in a quasi-experimental design compared to conventional models, highlighting how monotonous, non-adaptive teaching reduces effectiveness. Similarly, Bol et al. (2024) found that applying CTL with audiovisual media in Civic Education at SD Inpres Holotula significantly improved learning outcomes from cycle I to cycle II. These findings affirm that limited teaching variation and poor time management hinder academic achievement.

Therefore, it is essential to investigate how learning management within the Full Day School system can be effectively applied. This study is urgent, as the quality of learning management significantly determines students' learning outcomes. By examining planning, teaching methods, and implementation impacts comprehensively, this research is expected to provide valuable input for schools in developing systems that better meet students' needs and contemporary educational demands.

The proposed solution is to implement effective learning management through three main approaches: well-structured planning, the use of active and integrative thematic teaching methods, and the integration of digital media. These aspects are expected to

significantly influence the dependent variable, namely students' academic achievement. This solution addresses the challenges of student engagement and comprehensive learning mastery.

Theoretically, effective learning management is explained through modern learning management theories that stress planning based on student characteristics, participatory learning, and continuous evaluation. For example, Kristuti & Relmasira (2023) in their study on the evaluation of differentiated learning in elementary schools found that tailoring learning to students' needs and abilities significantly increased motivation and outcomes compared to uniform approaches. Similarly, Erlina et al. (2023) demonstrated that applying the flipped classroom model was more effective than conventional methods in enhancing fifth-grade Civic Education outcomes at SDN 5 Talang Kelapa, particularly when paired with strong student independence. These findings support the idea that adaptive approaches and contextual teaching models are key to improving engagement and achievement.

The strength of this theory lies in its flexibility and its emphasis on individual student needs. Differentiated learning and the use of digital media not only boost motivation but also enhance competency achievement more effectively. In addition, systematic planning enables teachers to manage time optimally so that students gain not only subject knowledge but also essential critical thinking, collaboration, and reflective skills for the future.

Previous studies have demonstrated the effectiveness of such approaches. For instance, Sholihah Rosmana et al. (2023) found that integrating digital media in fifth-grade learning at SDN Nagri Kaler significantly improved outcomes, especially when combined with engaging thematic approaches. However, their study also noted the absence of comprehensive research explicitly analyzing the interconnectedness between planning, teaching methods, and the impact of Full Day School on academic achievement.

Rahmatunnisa (2023) revealed that Full Day School contributes positively to both academic achievement and the strengthening of students' religious character. Yet, her study did not provide an in-depth analysis of the link between teaching methods, planning strategies, and academic performance, either quantitatively or qualitatively. Thus, while prior research has contributed valuable insights into the effectiveness of Full Day School, limitations remain, particularly in explaining the integrated relationship between planning, methods, and learning impacts.

The novelty of this study lies in its comprehensive approach to examining the effectiveness of learning management in Full Day School. Unlike previous studies that emphasized only one specific aspect, this study integrates three core aspects—planning, teaching methods, and academic impacts—into a unified analytical framework. Therefore, the findings of this research are expected to provide a more complete picture of how effective learning management can genuinely enhance the quality of primary education.

Based on this background, the study focuses on investigating the effectiveness of learning management in the Full Day School system at SDIT Nur Hidayah Surakarta. The research objectives are: (1) to describe the planning of effective learning management; (2) to analyze the teaching methods implemented; and (3) to measure the impact of learning management implementation on students' academic achievement. This study is expected to contribute positively to the development of more effective learning systems in primary schools. The Full Day School system at SDIT Nur Hidayah Surakarta integrates the national curriculum with character education based on Islamic values. School hours extend from morning to afternoon, encompassing intracurricular, co-curricular, and habituation activities such as congregational prayers, Qur'an memorization, and extracurricular programs. This pattern aims to provide a

comprehensive learning experience, balancing academic mastery, character development, and students' social skills.

METHOD

This research employed a qualitative approach with a case study design, aiming to gain an in-depth understanding of the effectiveness of learning management within the Full Day School system at SDIT Nur Hidayah Surakarta. According to Sugiyono (2017:138), the qualitative approach is used to study the natural conditions of an object. This approach was chosen because it is suitable for exploring complex phenomena holistically and contextually in their natural setting. The case study allowed the researcher to analyze in detail the practices of planning, implementing learning methods, and the impact of learning on students' academic achievement. This research focused on one location with distinctive characteristics, namely an integrated Islamic elementary school that has fully and systematically implemented the Full Day School system. The study was conducted over three months, from February to April 2025, covering the stages of preparation, data collection through observation, interviews, and documentation, as well as continuous data analysis leading to conclusion drawing.

The data collection techniques consisted of participatory observation, in-depth interviews, and documentation. Observation was used to directly examine learning activities, interactions between teachers and students, as well as classroom dynamics within the Full Day School system. Interviews were conducted with the principal, grade III and IV teachers, and several students to obtain rich information regarding learning management strategies, the methods applied, and perceptions of their impact. Documentation included learning tools (annual teaching plans, teaching modules, lesson plans), students' learning outcomes, and learning evaluation reports. The collected data were analyzed using the Interactive Model of Analysis by Miles and Huberman. Ulyani et al. (2023:183) explain that this model consists of three components: data reduction, data display, and conclusion drawing, carried out interactively in a cyclical process of data collection. Data validity was maintained through source and technique triangulation, member checking, and expert discussions.

RESULTS AND DISCUSSION

Planning of Learning Management in the Full Day School System

The learning planning at SDIT Nur Hidayah Surakarta is designed through teacher deliberations involving the curriculum team in a collaborative manner. Observations showed that teachers did not prepare the plans individually, but rather through joint discussion forums that resulted in more structured semester programs and daily lesson plans. In these forums, each teacher was given the opportunity to share strategies, challenges, and class needs, so that the resulting plans were able to accommodate student diversity. Observations also revealed the existence of routine agendas to evaluate the planning in order to align it with students' developmental dynamics.

In addition, lesson planning always began with diagnostic assessments that served as the basis for determining instructional strategies. A grade IV teacher emphasized in an interview: *"We always conduct an initial assessment to understand the students' basic abilities, so that lesson plans can be adjusted. Otherwise, the children might feel overwhelmed."* This shows that the assessment was not merely a formality, but truly a foundation for designing teaching strategies that matched the students' classroom conditions.

The principal added a broader perspective in planning, namely the importance of integrating character values into every learning program. In an interview, he stated: *"Our vision is not only academic, but also to nurture children with good character. Therefore, every plan must include Islamic character reinforcement."* This indicates that

the school's Islamic-based vision is genuinely reflected in planning documents, such as morning literacy, joint prayers, and other religious activities.

Document analysis supported the findings from observations and interviews. The semester program and daily lesson plans (RPPH) showed that teachers had already designed learning activities oriented toward differentiation. For example, in one of the lesson plans for the Natural and Social Sciences (IPAS) subject, there was a collaborative project requiring students to investigate the school's environment. A grade III teacher also emphasized in an interview: *"We usually design simple projects so that children can learn by doing, not just by reading books."* This proves that lesson plans were indeed directed toward active learning experiences.

Overall, the results of observations, interviews, and documentation indicate that lesson planning at SDIT Nur Hidayah Surakarta has been carried out systematically, collaboratively, and in a well-structured manner. The integration of diagnostic assessments, teacher discussion forums, and teaching documents that incorporate differentiation demonstrates that planning at this school places students' needs as the main priority.

Teaching Methods Applied in Full Day School Learning Management

The teaching methods at SDIT Nur Hidayah Surakarta are designed to be varied so that students remain active and engaged despite participating in the full-day program. Based on classroom observations in grade IV, the teacher was seen using group discussion methods when teaching the theme of the environment in the Natural and Social Sciences (IPAS) subject. Students were divided into small groups to discuss the topic of energy conservation and then presented their discussion results in front of the class. This activity created a participatory learning atmosphere in which students learned not only from the teacher but also from their peers.

Observations also noted that the teacher utilized digital media such as instructional videos and interactive quizzes. The use of such media made students more focused and enthusiastic about learning. When quizzes were displayed on the screen, students were eager to answer quickly. The grade IV teacher explained in an interview: *"When we use digital quizzes, the children are much more excited; even the usually quiet students join in answering."* This illustrates that the integration of technology in learning increases student motivation and creates a more dynamic classroom environment.

Further interviews with the grade III teacher emphasized that project-based methods were frequently applied, such as creating energy-saving posters or writing reports after visiting the library. The teacher stated: *"Children understand more easily when learning through projects. For example, when making a poster, they can connect the lesson with everyday life."* This shows that project-based learning fosters practical skills while reinforcing content mastery.

Document analysis also supported the findings from observations and interviews. Teachers' teaching journals showed the implementation of differentiated instruction, project-based learning, and cross-subject integration. One document highlighted an activity of writing a report on a library visit that connected Indonesian Language lessons with IPAS. The principal also emphasized in an interview: *"We encourage teachers to always be creative, not just lecture. If they only lecture, the children quickly get bored."* This confirms that the school's policy supports the use of active and varied teaching methods.

Thus, it can be concluded that the teaching methods applied at SDIT Nur Hidayah Surakarta are aligned with the spirit of the *Merdeka Curriculum*, which emphasizes active, collaborative, and enjoyable learning. The variety of methods implemented has been proven not only to improve students' academic understanding but also to foster self-confidence, communication skills, and collaborative abilities.

The Impact of Learning Management Implementation on Students' Academic Achievement

The implementation of learning management within the Full Day School system has brought positive impacts on students' academic achievement at SDIT Nur Hidayah Surakarta. Observations revealed that students were more active in learning activities, both during discussions and group presentations. In addition, the morning literacy program was regularly conducted, where students read non-text books before beginning the core lessons. A grade IV teacher mentioned in an interview: "Morning literacy helps children get used to reading. As a result, their Indonesian language scores have improved." This indicates that additional activities in the full-day program contribute significantly to students' academic outcomes.

A grade III teacher added that the extended learning time provides opportunities for material reinforcement. In the interview, the teacher stated: *"If there are students who do not understand, we can conduct remedial sessions during the additional hours. The children are also better prepared for exams because they have already received reinforcement."* This demonstrates that the full-day program allows teachers to provide more attention to students' needs, resulting in more evenly improved academic performance.

The principal also emphasized that the impact of the full-day program is not limited to academic achievement but also extends to character development. In the interview, the principal stated: *"In addition to improved academic performance, the children are more disciplined and independent. They are used to completing assignments on time and are confident in presenting."* This shows that the success of the full-day system is measured not only in terms of cognitive achievement but also in students' attitudes and social skills.

Document analysis provided concrete evidence of the improvement in students' academic achievement. Data from daily tests and mid-semester assessments indicated an upward trend from year to year, especially in Mathematics and Science (IPAS). Reports from the morning literacy activities also showed an increase in the number of books read by students in a semester. A grade IV teacher further added: *"Looking at the score data, almost all students have improved after the additional programs were implemented."* This reinforces the evidence that the full-day system significantly influences students' academic performance.

Overall, the impact of implementing full-day learning management at SDIT Nur Hidayah Surakarta can be seen in three main aspects: improved academic achievement, character development, and strengthened social skills. Findings from observations, interviews, and documentation consistently indicate that the full-day system, with careful planning and varied methods, truly contributes to students' holistic development. This demonstrates the effectiveness of the school's learning management in achieving educational goals in a comprehensive manner.

Discussion

Planning of Learning Management in the Full Day School System

Learning planning at SDIT Nur Hidayah Surakarta is carried out in a structured manner through the preparation of annual, semester, and daily programs. The principal stated that "at the beginning of every academic year, teachers together with the curriculum team prepare a work program that is adjusted to students' needs and school targets." This indicates that the school adopts a well-structured and reflective managerial approach. This finding aligns with Setyawan et al. (2021), who emphasized that the effectiveness of a Full Day School is largely determined by the school's ability to develop systematic planning based on the characteristics of students.

In addition to being systematic, planning at SDIT Nur Hidayah also emphasizes collaboration. A grade IV teacher explained that "our daily planning is always discussed in teachers' forums so that we can integrate religious values, literacy, and academic

needs.” This illustrates strong coordination between educators and the curriculum team. Such a strategy supports the argument of Grahito Wicaksono (2017), who highlighted that Full Day Schools should balance academic and non-academic aspects through collaborative planning.

Learning planning is also directed toward strengthening Islamic values and the Pancasila Student Profile. A grade III teacher mentioned that “every day there is always a morning literacy session and *muroja’ah* before lessons begin, so children get accustomed to good habits.” This activity is part of a plan that not only focuses on academics but also emphasizes character formation. The planning of the Full Day School helps shape the character of Pancasila Students, particularly in the aspects of faith, mutual cooperation, independence, critical reasoning, and creativity.

Initial assessment is also an important part of the planning at this school. The principal explained that before carrying out learning activities, teachers analyze the results of diagnostic assessments to identify students’ needs. This is crucial so that planning can be adjusted to students’ readiness levels. This strategy is in line with the differentiated learning approach in the Merdeka Curriculum, which requires teachers to adapt their learning strategies according to students’ conditions.

Moreover, the management of study time is carefully planned to maintain balance so that students do not feel fatigued during the long duration of study. A grade IV teacher emphasized that “there are always breaks such as ice-breaking, light exercise, or educational games so that children remain enthusiastic.” This practice supports the effectiveness of the Full Day School because it helps maintain students’ focus and motivation throughout the day. Thus, it can be concluded that planning at SDIT Nur Hidayah is systematic, collaborative, adaptive, and emphasizes a balance between academics and character development.

Teaching Methods in the Full Day School System

The teaching methods at SDIT Nur Hidayah Surakarta are oriented toward active student participation by implementing project-based learning, group discussions, and technology integration. A Grade IV teacher explained that “we often use project-based learning for IPAS lessons, such as creating a miniature ecosystem, to help students better understand the concepts.” This aligns with Wulandari and Nawangsari (2024), who state that project-based models significantly enhance the motivation and learning interest of fourth-grade students.

The implementation of these teaching methods is also consistent with the principles of the *Merdeka Curriculum*. The principal noted that teachers are given the flexibility to design contextual learning activities, allowing students to be more actively engaged. This is supported by the findings of Nur and Mulyanawati (n.d.), who emphasized that project-based learning within the *Merdeka Curriculum* can strengthen students’ understanding of IPAS concepts. Thus, the methods applied at the school effectively meet students’ needs while also supporting national curriculum goals.

In addition to project-based approaches, teaching at the school also applies contextual methods that are relevant to daily life. A Grade III teacher mentioned that “students understand the material more quickly when learning is linked to their everyday experiences, such as calculating money during buying and selling at the canteen.” This approach makes learning more meaningful and enjoyable. Project-based innovations within the *Merdeka Curriculum* have been shown to enhance critical and creative thinking skills among elementary school students.

Teachers also implement differentiated learning by considering students’ interests and abilities. A Grade IV teacher explained that “we adjust assignments according to the children’s abilities, for example, some prepare simple reports while others create presentations.” This strategy demonstrates inclusivity and helps avoid boredom within the Full Day School system. These findings support humanistic teaching practices that sustain students’ motivation to learn, even with extended study hours.

Furthermore, technology integration plays a significant role in the teaching methods. The principal emphasized that teachers are encouraged to use digital media such as educational videos, interactive quiz applications, and visual presentations. These practices make learning more engaging and align with the learning styles of the digital generation. Through this combination of methods, learning at SDIT Nur Hidayah Surakarta not only improves academic achievement but also fosters students who are independent, creative, and adaptive.

The Impact of Learning Management on Academic Achievement

The implementation of effective learning management has had a tangible impact on improving students' academic achievement at SDIT Nur Hidayah Surakarta. Teachers have sufficient time to provide material reinforcement, remediation, and alternative assessments such as projects and presentations. Project-based learning strategies not only foster creativity but also significantly enhance learning outcomes.

Planned and structured learning management at SDIT Nur Hidayah has produced a significant impact on students' academic performance. The principal stated that "daily evaluations and Mid-Semester Assessments (PTS) show an increase in average scores, particularly in Mathematics and IPAS subjects." This statement is in line with Maghfiroh et al. (2024), who emphasized that project-based learning not only nurtures creativity but also significantly improves learning achievement.

Beyond academic outcomes, the impact is also visible in students' study habits. A Grade III teacher explained that "students are more accustomed to reviewing lessons independently because they are trained with extended learning schedules." This shows that the Full Day School model fosters independence in learning. The policy of Full Day School has a significant relationship with students' learning interest, which ultimately contributes to improved academic achievement.

School documentation shows a positive trend in students' performance in school examinations and academic competitions. A Grade IV teacher added that "our students often win science and mathematics competitions at the city level because they are accustomed to in-depth learning in class." This fact reinforces that learning management within the Full Day School system provides students with a competitive advantage.

The positive impact is not limited to academic aspects but also extends to students' character development. A Grade III teacher noted that "students are more disciplined and accustomed to taking responsibility for their tasks because school time is utilized for consistent habit formation."

Overall, the implementation of learning management at SDIT Nur Hidayah Surakarta has produced real impacts on both academic and non-academic quality. Academic achievement has improved, independence and discipline have been cultivated, and students' critical and creative thinking skills have developed. Thus, it can be concluded that the success of students' achievement is inseparable from well-structured planning, varied methods, and learning strategies that also support character formation.

CONCLUSION

This study revealed that the effectiveness of learning management in the Full Day School system at SDIT Nur Hidayah Surakarta can be seen from three main aspects in line with the research objectives. First, in terms of planning, the school has collaboratively designed annual and semester programs involving teachers, the principal, and the curriculum team. The planning not only outlines learning achievements based on the Merdeka Curriculum but also integrates Islamic values and the Pancasila Student Profile, making it relevant to the characteristics of the students. Second, regarding learning methods, teachers implement various approaches such as project-based learning, integrative thematic learning, group discussions, and the use of digital media to support student engagement during extended learning hours.

Differentiated strategies are also applied to ensure that the learning process meets the needs of each student. Third, in terms of the impact of implementation, the findings show a significant improvement in students' academic achievements. Daily test scores and formative assessments increased, students demonstrated better critical thinking and collaboration, and they also developed stronger discipline and responsibility. This proves that well-structured learning management can deliver positive results both in cognitive development and character building.

In conclusion, this study emphasizes that structured planning, innovative teaching methods, and appropriate academic reinforcement strategies are the key factors behind the success of Full Day School in improving learning outcomes. The findings are expected to serve as a reference for other schools to develop adaptive learning management models that address students' needs, thereby enhancing the overall quality of primary education.

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