

## Conference Paper

# Academic Civitas Perception to 5 Days School Implementation for Senior High School and Equivalent

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### Abstract

Education is one of an indicator of country progress. Improving the education quality in Indonesia keeps trying to be marked by the policies. One of them is The Minister and Culture Policy No.23/2017 about the school day that arranged the school day began on Monday till Friday. For that reason, assessment of this policy is required to be continue to be held to understand how the effectiveness of this policy. This research aims to understand academics civitas perception of the policy implementation effectiveness in terms of academic and psychological aspect. This research is done by using mix method with a sequential explanatory as model data analysis. The research result show that the teacher perception of psychological aspect are 88% to having indicator, 82% to the loving, 72% to being and 82% to health indicator. Furthermore, the result from the academic aspect are 78% to philosophical indicator and 83% to pedagogical indicator. While the result of students perception from the psychological aspects are 75% to having indicator, 73% to loving, 67% to being and 75% to health indicator. Furthermore, the result for academic aspect are 75% to philosophical indicator and 76% to pedagogical indicator. Based on the result, it can be concluded that the teachers and students perception during 5 days school implemetion is good except on being indicator. It means that the saturation level during 5 days school implementation is high.

**Keywords:** 5 Days School, Academic Aspect, Psychological Aspects Academic Civitas, and Perception.

## 1. Introduction

Education is an indicator of country's development. One of the best educational budgeting countries in the world is Finland. Richard Trenchard (2015) stated that the success of Finland to become the world's best educated country is inseparable from education system continuous reform since 1970. Thus, it is enough to be a foothold for

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Indonesia to continue to evaluate the effectiveness of our educational system implementation.

Efforts to improve the quality of education in Indonesia continue to be executed by issuing various policies. One of those is Regulation of Minister of Education and Culture (Permendikbud) No. 23 of 2017 on School Day which stipulates that schools start on Monday to Friday. This policy known as five day

school or full day school is a polemic in society, causing various arguments both pros and cons.

Okezone.com on June 21, 2017 reported that full day is not yet feasible to apply. This is because differences in the character of each student from various regions, economic conditions and the burden of more learning material that make students being depressed. In line with the news, quoted from the same news page dated June 18, 2017 said that full day policy will add problems in education if it is not prepared carefully. In addition, psychology of students needs to be considered, House of Representatives (DPR) assessed that Indonesia has not been able to implement five days school because students only rest 1.5 hours from eight hours of study [15].

Several studies have been conducted on the implementation of 5 days school both in Indonesia and abroad. A study conducted by Negoro (2014) revealed that students felt the benefits during the 5 days school such as they can repeat the lesson, so that learning outcomes increased although it is insignificant. In addition, Ningsih (2016) found that the implementation of 5 days school positively and significantly correlated to formation of students characteristics. This is reinforced by Lieu (2014) who demonstrated that the implementation of 5 days school in Vietnamese schools can improve leadership capacity, social awareness, and environmental awareness. In addition, the results of research by Reynolds et. al (2014) also revealed that full day pre-school has higher literacy, language, math skills, socioemotional development than the part-day participants. Georgina's research (2012) supported the findings by stating full-time school programs in Mexico have an effect on the progress of academic achievement.

However, several other researchers showed different results. The result of Hasan's research (2006) revealed that five days school caused boredom for students because it needs psychological and intellectual readiness. Similar research conducted by Holm (2014) found that the implementation of this policy can eliminate culture and linguistics of the family. Reinforced research conducted by Akmal (2015) also showed that the implementation of this policy has an adverse effect on the psychological and psychological development of students because students feel overwhelmed.

Based on the finding gap above, it is necessary to further study the implementation of 5 days school in terms of psychological and academic aspects. Furthermore, the purpose of High School education is to form a person with intellectual intelligence, knowledge and so on (Academic skills). Based on the this, the authors conducted a study entitled Academics Civitas Perception to the 5 Days School Implementation for Senior High School Equivalent.

## 2. Literature Review

### 2.1. Theory of perception

Psychologists have developed a theory of perception that helps understand how a process of sensation is processed into the perception of a pattern or an object. There are two main theories studied. First, the constructive perception that humans "construct" perceptions by actively selecting stimuli and combining sensations with memory. Second, direct perception, states that perception is formed from the acquisition of direct information from the environment ([23]: 120).

### 2.2. Psychological review (School well being)

One of the factors that influence student learning success is school well being. Diener (1984) explained that well being is a multidimensional construct that affects positive attitudes such as positive emotions and always in a state of joy. Negative well-being will affect negative emotions as well as experiencing anxiety.

School wellbeing model developed by Konu and Rimpela (2002) referred to well-being conceptual model put forward by Allardt that is divided into several indicators. First, Having (School Condition) covers the physical environment around the school. Areas discussed are safe school environment, comfort, noise, ventilation, air temperature, and so on. Other aspects of school conditions dealing with the learning environment include curriculum, group size, timetable of lessons and punishment. The third aspect includes services to students such as school lunches, health services, homeroom teachers and counseling teachers. Secondly, Loving refers to the social environment of learning encompassing student teacher

relationships, relationships with classmates, group dynamics, violence, school-home cooperation, decision-making at school and the atmosphere of the whole school organization. Third, Being (Fulfillment in School) includes opportunities to improve

knowledge and skills. Finally, Health (health status) covers the physical and mental aspects.

### 2.3. Academic review (Concept of philosophical-pedagogical pragmatic)

Educational philosophy is a fundamental framework for the foundation of educational system and educators. The philosophical framework provides an overview of the teacher's perspective on education itself (including curriculum, educational objectives and educational content), students and learning process.

For curriculum developers, philosophy makes it easy to plan educational goals, formulate the subjects, strategies and methods in learning, and evaluations to be used.

Ornstein (2009: 34) classified the flow of philosophy into five parts, there are flow of idealism, realism, pragmatism, existentialism, and perennialism. In this flow of pragmatism, learning is focused on critical thinking, teacher tasks to not only convey science but to give opportunity for students to do activities that can solve the problem. The most important thing in the learning process is not "what to think" but "how to think". The pedagogical foundation provides a number of conceptual and practical understandings on how educational process takes place in various environments, including childcare patterns, learning models, learning methods and instructional techniques, media use and learning resources, the preparation of learning steps and educational assessments

## 3. Research Methods

This research used phenomenological approach with descriptive research design qualitative and quantitative to have comprehensive research. This study also used random sampling technique to determine 3 regencies / cities in Central Java, consists of Wonosobo Regency, Kudus Regency, and Semarang City. The research data comes from primary and secondary data. Moreover, primary data is obtained through questionnaire, interview, and observation. Interviews are

conducted with students and teachers and observations were used to support data obtained by questionnaires. In addition, questionnaires in this study were administered to a research subject of 506 specified using the sample determination table developed by Isaac and Michael for a fault tolerance range of 5%. (Sugiyono, 126: 2015)

1. There are 358 population of teachers, and the sample is 177 (Sugiyono, 128:2015)

2. A population of students consist of 6587 students, with final sample amounted to 329 (Sugiyono, 128:2015)

TABLE 1: Research Main Subject.

No	School	Total Students	Total Teachers	Quotionnaire for Students	Quotionnaire for Teachers
1	SMA N 1 Wonosobo	906	53	45	26
2	SMA N 2 Wonosobo	1013	49	51	24
3	SMA N 2 Kudus	1146	65	57	32
4	SMA N 1 Bae	1190	61	59	30
5	SMK N 2 Semarang	1277	72	64	36
6	SMK N 9 Semarang	1055	58	53	29
Total		6587	358	329	177

*Source: Ministry of Education and Culture of the Republic of Indonesia, 2017 (process data)*

The questionnaire is a closed type questionnaire to obtain data that can be converted in the form of scale, thus technique of data analysis is sequential explanatory model. Moreover, data validity is analysed by triangulation technique of data source and method. Finally, conclusions are carried out through inductive method by describing the results of specific to general characteristic.

## 4. Results And Discussion

### 4.1. Result

#### 4.1.1. Percentage descriptive

Descriptive percentage is a measure that states high-low or excellent-poor value using a certain formula. In this research, the descriptive peercentage result is as follows:

TABLE 2: Percentage Descriptive

	Interval %				Category
84,00%	<	%	<	100,0%	Excellent
68,00%	<	%	<	84,00%	Good
52,00%	<	%	<	68,00%	Fair
36,00%	<	%	<	52,00%	Poor
20,00%	<	%	<	36,00%	Very Poor

### 4.1.2. Perception of academic civitas on implementation of 5 days school

Based on the results, the following table shows the Perception of Academic Civitas to the Implementation of 5 Days School.

TABLE 3: Perception of Academic Civitas on Implementation of 5 Days School.

No	Resp Code	PSYCHOLOGICAL ASPECTS												ACADEMIC ASPECTS					
		HAVING			LOVING			BEING			HEALTH			PH			PEDAGOGICAL CONCEPTS		
		Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat
Average		31	88%	SB	41	82%	B	25	72%	B	12	82%	B	55	78%	B	96	83%	B

Based on Table 3, it can be observed that psychological aspects in having is 88% (excellent), loving is 82% (good), being is 72% (good), and health is 82% (good). Meanwhile, academic aspects in philosophical concepts is 78% (good), and pedagogical concepts has 83% (good).

TABLE 4: Students' Perception on 5-Days School.

No	Kode Resp	ASPEK PSIKOLOGIS												ASPEK AKADEMIS					
		HAVING			LOVING			BEING			HEALTH			PHILOSOPHICAL CONCEPTS			PEDAGOGICAL CONCEPTS		
		Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat	Scor	%	Cat
Average		38	75%	B	36	73%	B	20	67%	C	11	75%	B	45	75%	B	102	76%	B

Based on Table 4, it can be observed that psychological aspects in having is 75% (good), loving is 73% (good), being is 67% (fair), and health is 75% (good). Meanwhile, academic aspects in philosophical concepts is 75% (good), and pedagogical concepts has 76% (good).

### 4.1.3. Effectiveness of 5 days school implementation based on psychological aspects

Various views on 5-days school policy often leave concerns about the effectiveness of its implementation. The following will be described in more detail sub indicator to identify more in the effectiveness of 5 days school implementation, especially in high school environment at Central Java based on academic community perspective.

In having of students perception, all aspects of school environment, learning environment and school services showed good results. These results are different in

TABLE 5: Students and Teachers’ Perceptions of 5-Days School Implementation (Psychological Aspects).

<i>Having</i>			<i>Loving</i>			<i>Being</i>			<i>Health</i>	
Code	Teacher (%)	Student (%)	Code	Teacher (%)	Student (%)	Code	Teacher (%)	Student (%)	Teacher (%)	Student (%)
H1	89%	77%	L1	89%	68%	B1	80%	76%	82%	75%
H2	59%	72%	L2	60%	82%	B2	69%	58%		
H3	89%	80%	L3	68%	53%	B3	68%	57%		
			L4	84%	77%					

**Description:**

- Excellent (SB)                      ■ Good (B)                      ■ Fair (C)
- H1 : School Environment
- H2 : Learning Environment                      L3 : Relationship with colleague/classmates
- H3 : School services
- L1 : Teacher and student relationship
- L2 : Relationship with the society                      L4 : Relationship with school
- B1 : Decision Participation
- B2 : Opportunity to improve knowledge and skill
- B3 : Boredom level

teacher perceptions. Moreover, learning environment and school service are considered as excellent even though teachers see learning environment as good. This is in accordance with Amanati Rochmah description, a teacher of SMK Negeri 2 Semarang that currently number of students in a class is approximately 36, and this number is considered quite good eventhough ideally the number of students should be around 25 to support effective learning process.

Furthermore, at loving indicator, the difference in perceptions between teachers and students lies in the aspect of the relationship of teachers and students and both with the community. The teacher’s perception of the relationship with the students is excellent but students consider their relationship with the teacher is quite well. Based on the interview, students can not openly tell their personal problems, they tend to be more comfortable telling stories with friends. Furthermore, with regard to aspects of relationships with the community, teachers feel that social interaction with the community is reduced by the implementation of five days school.

Next, indicator of being. Both teachers and students agree on increased knowledge and skill and sufficient level of saturation as well. The results of the interview revealed that the existence of five days school has not been able to guarantee the improvement and skills of students. This is because students have experienced a long-term saturation in school and feel tired hence they are reluctant to follow extracurricular activities which is a good place to develop their talent and interest. Teachers’ saturation is

evidenced by reluctance to add lessons, bring home schoolwork and get bored for spending long time in school.

Last, there is no significant finding in health aspect. It means that academic civitas consider their health as very good during the implementation of five days school.

#### 4.1.4. Effectiveness of 5-days school implementation based on academic aspects

Academic aspect of this study is based on philosophical concept and pedagogical-pragmatic concept (educational process). Here is the result of teacher and student perceptions of 5 days school implementation in terms of academic aspects.

TABLE 6: Students and Teachers Perception on 5-Days School Implementation (Academic Aspect).

Philosophical Concept					Pedagogical Concept				
Indicator	Teacher		Student		Indicator	Teacher		Student	
	%	Crit	%	Crit		%	Crit	%	Crit
Curriculum	75%	B	72%	B	Parenting pattern	72%	B	76%	B
Education objective	75%	B	72%	B	Learning method	85%	SB	78%	B
Education Content	77%	B	72%	B	Learning media and resource	85%	SB	75%	B
Learning process	88%	SB	79%	B	Learning Implementation Planning	84%	B	75%	B
Students	75%	B			Learning Model	75%	B	75%	B
					Evaluation	76%	B	75%	B

From the table above, it can be seen that the perception of all aspects for both the indicator of philosophical and pedagogical foundation is classified as good and excellent. This means that actually the curriculum, objectives, content, learning process support the implementation of 5-days school. Similar condition goes to the pattern of parenting, methods, media, learning implementation planning, model and evaluation form.



## 5. Conclusion

Based on the results of academic civitas perception on the implementation of five days school for high school and equivalent, it can be drawn a conclusion that school is ready to implement this policy with supported curriculum planning and education processes. However, this implementation requires psychological readiness, especially by students, to reach the greatest effectiveness of 5 days school.

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